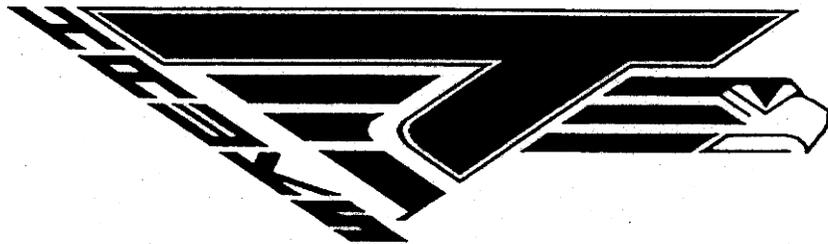


TRITON HIGH SCHOOL



COURSE GUIDE 2012-2013

A Message to Students and Parents

This curriculum guide contains the projected course offerings at Triton High School. It is intended to be a guide for you as you plan your program of study for next year.

Please pay special attention to the requirements for the North Carolina Academic Scholars Program as well as the section regarding course offerings that have weighted credit. These honors and AP classes are advanced level classes that are taught at an accelerated pace. By registering for these courses, you are committing yourself to accept the academic challenge these courses provide.

As you choose your courses for next year, keep your career plans in mind. Making good decisions now will help provide you with many opportunities for success in the future. If you are planning to continue your education beyond high school, it is important that you communicate with the counseling department to make certain that your planned course of study meets university or community college entrance requirements.

As you make your eight course selections for next year, careful study of this curriculum guide will answer many of your questions. However, please feel free to seek the advice or assistance of any faculty member, guidance counselor, or administrator as the need arises.

Once you and your parents have selected your courses for next year and those selections have been reviewed by your counselor, they are considered final. After schedules have been run and classes have been assigned, changes will be made only for errors that occur due to the scheduling process.

Again, please use this curriculum guide as you plan for your future and for next year's courses. If you have any questions about this guide, the scheduling process or your future plans, please do not hesitate to contact the counseling department.

W. Brooks Matthews
Principal

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Courses are listed by department as follows:

*English, Math, Science, History,
Health & PE, Occupational Course of Study, Academic Support, Cultural
Arts, Foreign Language, Military Science,
Career and Technical Education, Online Courses, and
Career & College Promise Courses*

COURSE AVAILABILITY

It is the policy of the Harnett County Board of Education not to discriminate on the basis of race, color, national origin, sex, or handicap in its educational program activities. Counseling materials and/or activities will not direct or urge any student to enroll in a particular career or program based upon the students' race, color, national origin, sex, or disability. Disabled students will not be counseled toward more restrictive career objectives than non-disabled students with similar abilities and interests.

MISSION STATEMENT

Our school, placing the student at the center of its programs of studies and nurturing a desire for lifelong learning, provides a variety of learning experiences that will enable the students to develop the highest level of intellectual, physical, emotional, and social potential in order to prepare him/her for a constantly changing world.

GENERAL INFORMATION

Information in this *Course Guide* is provided to assist students and their parents/guardians in the planning and registration processes. It is the responsibility of all students to make sure they are registered for courses needed to complete graduation and college or university admissions requirements.

North Carolina and Local GRADUATION REQUIREMENTS (Class of 2004—and thereafter)

The North Carolina State Board of Education passed new high school diploma requirements that affected the Class of 2004 and all other incoming classes. To obtain a diploma, students must meet the all state and all local requirements. Required course credit is as follows:

English	4 credits
Mathematics (including Algebra I)	4 credits
Science (including biology, earth/envirn.& a phys. Science)	3 credits
Social Studies (civics/econ., world, & US history)	3 or 4 credits *
Health & PE	1 credit
<u>Electives</u>	<u>12 or 11 credits *</u>
Total	26 credits

* Based on year entering high school (2012 and beyond need 4—civic/econ., world, & American I and American II).

Additional Requirements:

- Meeting all the requirements for one of the North Carolina High School Courses of Study, and
- Meeting proficiency standards (Level III or IV) for all End-of-Course tests.

Students who successfully complete the course requirements, but are not successful with End-of-Course test standards are eligible to receive the Certificate of Achievement. **Students who do not meet the stated requirements to earn either a Diploma or Certificate may not participate in graduation exercises.**

The North Carolina Department of Public Instruction requires that the following information be included on all students' transcripts: a record of all performances in all courses attempted in high school, End-of-Course Test Grades, attendance, and immunizations.

PLANNING FOR THE FUTURE

Business and industry leaders throughout the nation are seeking employees who can communicate effectively, solve problems, and perform technical skills. The business community is demanding a better-prepared workforce, which has both the technical skills and academic background to accomplish assigned tasks. Economic growth and development is dependent upon properly educated citizens. To obtain successful employment in the future, students will need to focus on acquiring technical and/or college preparatory skills. Students are encouraged to set goals, beginning at the eighth grade, through a career development plan. This individualized plan should be reviewed at least once each year to ensure that the best possible instructional program is taken to accomplish one's career goals. Through proper planning, students will be prepared to enter a four-year college, community college, go directly into the workforce, or the military. Through the Career & College Promise initiative, some students will earn community college credits while still in high school. In addition to the current higher expectations noted by Future Ready Core requirements (2009 and beyond), students (entering grade 9 in 2008 and beyond) may accomplish these goals through one of the following courses of study, which are also found in the graduation requirements as follows:

Future-Ready Core—Beginning with the 2009-2010 ninth-grade class, all students will be expected to meet the requirements outlined under the Future-Ready Core Course of Study. The primary differences between this course of study and previous courses of study are an additional mathematics course and a recommended four elective credits in a concentrated area. By taking four elective credits in a concentrated area, students can tailor their course concentrations to fit their interests and goals while building a strong academic foundation. Under the six total elective units required for graduation, four elective credits (a four-course concentration) could be taken from one of the following areas of focus: Career and Technical Education, JROTC, Arts Education or any other subject area (e.g. mathematics, science, social studies, English). The remaining two electives must be any combination from Career and Technical Education, Arts Education or Second Languages. For some students with learning disabilities, the Occupational Course of Study will remain an option.

Occupational—Designed for a very small number of students who have an Individual Education Plan (IEP) and are identified as exceptional education students according to North Carolina guidelines. The IEP team will determine a student's eligibility for this course of study. Students who are qualified for this course of study will take occupational English, mathematics, science, and social studies, health and physical education, vocational education electives, and courses in occupational preparation. Students will complete an Occupational Course of Study Portfolio. All students, including students in an occupational course of study, are required to take state-mandated assessments (Algebra I End-of-Course test, Biology End-of-Course test, English I End-of-Course test, etc.).

PROMOTION REQUIREMENTS

Grade levels for students will be determined after summer school each year based on total number of earned credits. Students are not allowed to change homeroom grade levels at the end of first semester, even if the number of earned credits meets the requirements for the next grade level. Students may only receive the privileges allowed for their specific grade level. Students placed in senior homerooms must have passed the minimum allowable credits to be considered a senior and be in the position to graduate.

- 6 credits required to be promoted to 10th grade
- 12 credits required to be promoted to 11 grade
- 18 credits required to be promoted to 12th grade
- 26 credits required for graduation*

*Transfer students will be advised of graduation requirements.

NORTH CAROLINA ACADEMIC ATHLETIC ELIGIBILITY

To be eligible to participate in any sport, a student must meet all of the eligibility requirements of the North Carolina High School Athletic Association. Included among these requirements are the following: (1) pass a minimum of 3 courses the previous semester, (2) being in attendance a minimum of 85% of the previous semester, (3) not reaching age 19 on or before October 16 of the current year.

NORTH CAROLINA ACADEMIC DRIVING ELIGIBILITY

Any student, younger than 18 years of age, must pass at least 3 of the 4 courses in a semester to be academically eligible to obtain and/or keep a driving permit or driving license. Failure to do so will result in notification by the North Carolina Department of Motor Vehicles for the student to surrender the permit or license.

EARLY GRADUATION AND FLEX PERIOD

The Harnett County Board of Education approved a Senior Acceleration Opportunity in 2002 that allows seniors who have completed all graduation requirements by the end of first semester of their senior year to graduate early. Flex Scheduling is offered in second semester to seniors who have earned enough credits and met other graduation requirements. This enables eligible seniors to take only 3 classes during 2nd semester. A rising senior who qualifies and wants to apply for either of these options must obtain and complete an application by a designated deadline.

GRADE POINT AVERAGE (GPA) AND CLASS RANK

Harnett County high schools currently use a weighted grading scale and transcript as mandated by HSP-L-004 (Statutory Reference GS 116-11(10a)). Grade point average (GPA) and class rank are calculated by a standard method by all public high schools in the state. All courses attempted in grades 9-12 are used in computing grade point average and class rank.

GRADING SCALE AND QUALITY POINTS

Calculations are based on a standardization of academic course levels, grading scales, and the weighting of course grades. Class rank is based on a weighted grade point average in which a single (1) quality point is added to passing grades earned in Advanced/Honors courses and two (2) quality points are added to passing grades earned in Advanced Placement courses. Grades and the corresponding number of quality points are shown below.

96-100%=4.00	92%=3.50	88%=3.00	84%=2.50	80%=2.00	76%=1.50	70-72%=1.0
95%=3.88	91%=3.38	87%=2.88	83%=2.38	79%=1.88	75%=1.38	<69%=0.00
94%=3.75	90%=3.25	86%=2.75	82%=2.25	78%=1.75	74%=1.25	
93%=3.63	89%=3.13	85%=2.63	81%=2.13	77%=1.63	73%=1.13	

HONORS AND ADVANCED PLACEMENT COURSES

The Honors and Advanced Placement (AP) courses are designed to give students an opportunity to take rigorous high school classes. Many colleges grant college credit to students who make sufficiently high marks on the AP examination given in the spring. (Cost approximately \$82-84). Students should check specific college policies regarding AP exams and credit allowed.

Course content, pace, and academic rigor of **Advanced and Honors** courses require high expectations from students and surpass standards set by the North Carolina Standard Course of Study. Such courses demand a greater independence and responsibility. **If a student registers for an Advanced or Honors course, he or she is expected to complete the course. An Advanced or Honors course will be changed/ dropped only with extenuating circumstances.**

Course content, pace, and academic rigor of the **Advanced Placement (AP)** courses are **college-level** as adopted by the College Board and are geared to enable students to pass the College Board Advanced Placement Examinations. AP Exams are used for college credit and/or placement purposes. This varies from college to college. If a student registers for an Advanced Placement (AP) course, he/she is expected to complete the course and to take the AP exam. **Any student needing assistance to pay for the AP exam should work closely with his or her AP teacher and the AP Coordinator. An AP course will be changed/ dropped only with extenuating circumstances.**

Honors and Advanced Placement (AP) courses place added demands on a student's time. Careful consideration should be given before selecting such a course. Courses will be given a "weight" according to the following guidelines:

- Honor courses will be weighted so that one point is added to the value of the grade on the grading scale
- AP courses will be weighted so that two point are added to the value of the grade on the grading scale
- These weighted grades will be computed into the grade point average (GPA).

The North Carolina Department of Public Instruction, the State Board of Education, and the College Board require an approved curriculum—specific to each Honors or Advanced Placement course—that promotes academic rigor and aligns with expectations regarding course weight and quality points. Although the following district list of courses (with corresponding quality points for each course passed) is in effect for the upcoming school term, parents and students should recognize that county courses and weights **will change** based on state recommendations. **The following weights are in effect ONLY for the next school year:**

<u>Honors = 1 Additional Quality Point</u>		<u>Advanced Placement (AP) = 2 Quality Points</u>			
Honors English I, II, III, IV	1	Honors Biology	1	AP English III: Language & Composition	2
Advanced Composition	1	Honors Chemistry	1	AP English IV: Literature & Composition	2
Honors French III and IV	1	Honors Physics	1	AP Calculus (AB)	2
Honors Spanish III and IV	1	Band-Proficient	1	AP Statistics	2
Honors Algebra II	1	Band-Advanced	1	AP Comparative Government	2
Honors Geometry	1	Orchestra-Proficient	1	AP European History	2
Discrete Mathematics	1	Orchestra-Advanced	1	AP US Government	2
Pre-Calculus	1	Theatre Arts-Proficient	1	AP US History	2
Honors Civics & Economics	1	Theatre Arts-Advanced	1	AP World History	2
Topics in US History	1	Visual Arts-Proficient	1	AP Biology II	2
Honors US History	1	Visual Arts-Advanced	1	AP Chemistry II	2
Honors World History	1	Vocal Music-Proficient	1	AP Physics II	2
Honors Earth/Environmental	1	Vocal Music-Advanced	1	AP Environmental Science	2
Honors Anatomy & Physiology	1	All CCP-College Transfer Courses	1	AP Computer Science	2

Selected online courses may earn 1 or 2 quality points based on academic rigor. All other courses in the curriculum are **not** weighted.

Future-Ready Core Course of Study Mathematics Graduation Requirements
(Policy HSP-N-004 from <http://sbepolicy.dpi.state.nc.us/>)

Four units in mathematics for every student:

Effective with the Freshman Class of 2009-2010, four Mathematics units are required for graduation: Algebra I, Geometry, Algebra II, plus a fourth mathematics course aligned with the student's after-high-school plans.

4 years of mathematics—Core Mathematics Courses
Algebra I (2023) Geometry (2030) Algebra II (2024) Plus a fourth math course to be aligned with the student's after-high-school plans.

Harnett County Schools Potential Math Sequence DRAFT (NOTE: This sequencing is in draft format pending review by Math teachers due to new Common Core Standards!)									
Description of Student Need/Level	Grade 8	Grade 9		Grade 10		Grade 11		Grade 12	
Highly Advanced	Algebra I (2023)	Honors Geometry (2030)		Honors Algebra II (2024)		Discrete (2050), AP Statistics (2066), Pre-Calculus (2070), or AP Calculus AB (2076)		Elective but NOT 4 th math: Community College MAT 171 (Pre-calculus Algebra) or MAT 172 (Pre-calculus Trigonometry)	
Advanced	Algebra I (2023)	Honors Geometry or Geometry (2030)		Honors Algebra II or Algebra II (2024)		Advanced Functions & Modeling (2025), Discrete (2050), AP Statistics (2066), Pre-Calculus (2070)			
Intermediate	Grade 8 Math	Algebra I (2023)	Special Topics in Math (2063)	Geometry (2030)	Algebra II (2024)	Advanced Functions & Modeling (2025), Discrete (2050), Pre-Calculus (2070)			
Basic	Grade 8 Math	Foundations of Algebra I (2018)	Algebra I (2023)	Special Topics in Math (2063)	Geometry (2030)	Algebra II (2024)		Optional (for UNC Admission): Advanced Functions & Modeling (2025)	
At-Risk	Grade 8 Math	Intro to Math (2020)	Foundations of Algebra I (2018)	Algebra I (2023)	Special Topics in Math (2063)	Geometry (2030)	Algebra II (2024)	Optional (but <u>not</u> for UNC Admission): Analytical Geometry (2031), Trigonometry (2041), Probability & Statistics (2065), Calculus (2073), Accounting II (6312), Principles of Technology I (8011), Electronics I (7631)	
Students will enter the sequence at various stages based on course offerings, transfer history, and teacher recommendation.									

(NOTE: Again, this sequencing is in DRAFT format pending review by Math teachers!)

NORTH CAROLINA and HARNETT COUNTY GRADUATION REQUIREMENTS

Revised 2/15/2012

CONTENT AREA	For Ninth Graders Entering in 2009-10 and Later	For Ninth Graders Entering in 2012-13 and Later	For Ninth Graders Entering in 2000 and Later
	FUTURE-READY CORE	FUTURE-READY CORE	OCCUPATIONAL Course of Study
English	4 Credits English I, II, III, IV		4 Credits Occupational English I, II (including Eng II EOC), III, IV
Mathematics	4 Credits Algebra I, Geometry, Algebra II (or Integrated Math I, II, III) and a 4th Math Course aligned with the student's post high school plans.		3 Credits OCS Math I (Intro to Math), OCS Math II (OCS Alg I – Math A including Alg I EOC), and OCS Math III (Financial Mgmt)
Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science		2 Credits OCS Life Sci I: Applied Science and OCS Life Sci II: Biology (including Bio EOC)
Social Studies	3 Credits Civics and Economics, US History, and World History****	4 Credits Civics and Econ, American History I and American History II, and World History**** (or AP US History and an additional social studies course*****)	2 Credits OCS Social Studies I (Gov/ US Hist) and OCS Social Studies II (Self-Advocacy/ Problem Solving)
Second Language	4-year college admission requires minimum 2 credits of same language.		Not required.
Health and Physical Ed.	1 Credit Health/Physical Education		1 Credit Health/Physical Education
Electives or other requirements <ul style="list-style-type: none"> • Career/Tech • JROTC • Arts Education (Dance, Music, Theatre Arts, Visual Arts) 	11 Credits Required combination of electives as follows:	10 Credits Required combination of electives as follows:	12 Credits Occupational Prep I, II, III, IV** Elective credits/ completion of IEP objectives/ Career Portfolio required
	<p style="text-align: center;">2 Elective credits of any combination from either:</p> <ul style="list-style-type: none"> – Career and Technical Education (CTE) – Arts Education – Second Languages <p style="text-align: center;">4 Elective credits strongly recommended (four course concentration) from one of the following:</p> <ul style="list-style-type: none"> – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English) 		4 Credits Career/ Technical Education electives
Additional Requirements	<ul style="list-style-type: none"> ▪ Local attendance requirements. ▪ Successful completion of state-mandated assessments (Algebra I EOC, Biology EOC, and English II EOC, PLAN, ACT, Work Keys for CTE Completers, etc.) <u>including</u> students in the Occupational Course of Study. ▪ Career Portfolio required for students in the Occupational Course of Study. 		
Total	26 Credits plus any local requirements (NOTE: 28 credits were required prior to June 2011.)		
<p>** Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.</p> <p>*** Examples of electives include JROTC and other courses that are of interest to the student.</p> <p>***** A student who takes AP US History instead of taking American History I and American History II must also take an additional social studies course in order to meet the four credits requirement.</p>			

HARNETT COUNTY CAREER DEVELOPMENT PLAN CLUSTERS

Foundation Courses: Students need four units to be a concentrator. Depending on the student's interest, they can take level I and II Foundation Courses and two Enhancement Courses. A student may take four Foundation Courses – Example: Intro to Culinary Arts & Hosp. I (1 credit), Culinary Arts & Hosp. I (1 credit), and Culinary Arts & Hosp. II* (2 credits) and no Enhancement Courses.

Agriculture, Food & Natural Resources	Architecture & Construction	Arts, AV Technology & Communications	Business Management & Administration	Finance	Health Science	Hospitality & Tourism
<u>Foundation Courses</u> Agri. Appl. Animal Science I Animal Sci. II-Small Animals* Horticulture I Hort. II – Landscaping* Agr. Mech. I, II* Envir. & Nat. Res. I Envir. & Nat. Res. II* Teen Living Personal Finance (BFIT, FACS & MEE) Foods I Foods II-Enterprise*	<u>Foundation Courses</u> Core-Sustainable Construction Carpentry I, II, III* Elec. Trades I, II*, III Masonry I, II*, III Drafting I, II* – Archit, and Drafting III – Archit. Teen Living Personal Finance (BFIT, FACS & MEE) Prin. of Bus. & Fin. (BFIT & MEE) Interior Design I, II* Interior App.	<u>Foundation Courses</u> Multimedia & Webpage Design Teen Living Marketing Apparel I (FACS & MEE) Apparel II – Enterprise* Entrepreneurship I (BFIT & MEE) Scientific & Technical Visualization I Microsoft Word, PowerPoint, & Publisher	<u>Foundation Courses</u> Accounting I Accounting II* Microsoft Word, PowerPoint, & Publisher Principles of Business & Finance (BFIT & MEE) Business Law* Entrepreneurship I* Entrepreneurship	<u>Foundation Courses</u> Accounting I Accounting II* Entrepreneurship I (BFIT & MEE) Business Law Principles of Business & Finance (BFIT & MEE) Personal Finance (BFIT, FACS & MEE) Microsoft Excel & Access	<u>Foundation Courses</u> Health Team Relations Health Sciences I Health Science II* Nursing Fundamentals (2 credits) Pharmacy Technician	<u>Foundation Courses</u> Foods I Intro. to Cul. Arts & Hosp. (1 credit) Cul. Arts & Hosp. I (1 credit) Cul. Arts & Hosp. II* (2 credits) Marketing I Sports & Entertainment Marketing I Sports & Entertainment Marketing II* Entrepreneurship I (BFIT & MEE)
<u>Enhancement Courses</u> Microsoft Excel & Access Microsoft Word, PowerPoint, & Publisher Culinary Arts & Hosp. I Prin. of Business & Fin. (BFIT & MEE) Marketing Entrepreneurship I Adv. Studies	<u>Enhancement Courses</u> Marketing Entrepreneurship I (BFIT & MEE) Microsoft Word, PowerPoint, & Publisher Microsoft Excel & Access Agr. Mech. I Multimedia & Webpage Design Apparel I CTE Advanced	<u>Enhancement Courses</u> Microsoft Excel & Access Interior Design I Personal Finance (BFIT, FACS & MEE) Prin. of Bus. & Fin. (BFIT & MEE) Interior Design I CTE Advanced Intro to Broadcasting Broadcast Speech I Audio/Radio Product. I Audio/Radio Product. II Radio Performance I	<u>Enhancement Courses</u> Marketing Strategic Marketing Personal Finance (BFIT, FACS & MEE) Microsoft Excel & Access CTE Advanced Studies Multimedia and Webpage Design	<u>Enhancement Courses</u> Microsoft Word, PowerPoint, & Publisher Marketing Strategic Marketing CTE Advanced Studies	<u>Enhancement Courses</u> Marketing Entrepreneurship (BFIT, MEE) Microsoft Word, PowerPoint, & Pub. Microsoft Excel & Access Foods I Parent & Child Dev. Prin. Of Bus. & Fin. (BFIT & MEE) Personal Fin. (BFIT, FACS, MEE)	<u>Enhancement Courses</u> Microsoft Word, PowerPoint, & Publisher Microsoft Excel & Access Personal Finance (BFIT, FACS & MEE) Principles of Business & Finance (BFIT & MEE) Multimedia & Webpage Design
Human Services	Manufacturing	Marketing	Science, Technology & Mathematics	Transportation, Distribution & Logistics	Information Technology	Law, Public Safety, Corrections & Security
<u>Foundation Courses</u> Teen Living Personal Finance (BFIT, FACS, & MEE) Parent & Child Development	<u>Foundation Courses</u> Metals Manufacturing Technology I Metals Manufacturing Technology II* Electronics I Electronics II Electronics III Principles of Business & Finance (BFIT & MEE)	<u>Foundation Courses</u> Marketing Strategic Marketing Principles of Business & Finance (BFIT & MEE) Entrepreneurship I* (BFIT & MEE) Entrepreneurship I* (BFIT & MEE)	<u>Foundation Courses</u> Drafting I Technology Engineering & Design Scientific & Technical Visualization I Scientific & Technical Visualization II* Principles of Tech. I Principles of Tech. II*	<u>Foundation Courses</u> Auto Service, Auto Brakes, Automotive Computer System Diagnostics* Auto Electrical, Auto Advanced Electrical* Entrepreneurship I (BFIT & MEE) Strategic Marketing Marketing Electronics I	<u>Foundation Courses</u> Multimedia & Webpage Design (BFIT & T&I) Principles of Business Finance (BFIT & MEE) Microsoft excel and Access Computer Programming I and II*	<u>Foundation Courses</u> Introduction to Public Safety Fire Fighter Technology I Fire Fighter Technology II* Fire Fighter Technology III
<u>Enhancement Courses</u> Microsoft Word, PowerPoint, & Publisher Microsoft Excel & Access Foods I Entrepreneurship I (BFIT & MEE) CTE Advanced Studies Cosmetology Concepts IA Cosmetology Concepts IB Salon IA Salon IB Cosmetology Concepts IIA Cosmetology Concepts IIB Salon IIB	<u>Enhancement Courses</u> Microsoft Word, PowerPoint, & Publisher Microsoft Excel & Access Agriculture Mechanics I Personal Finance (BFIT, FACS & MEE) Entrepreneurship I (BFIT & MEE) Multimedia & Webpage Design Marketing CTE Advanced Machining Tech. I Blueprint Reading Blueprint Reading: Mechanical	<u>Enhancement Courses</u> Microsoft Word, PowerPoint, & Publisher Microsoft Excel & Access Personal Finance (BFIT, FACS & MEE) Business Law Apparel I Advanced Studies Multimedia & Webpage Design	<u>Enhancement Courses</u> Microsoft Word, PowerPoint, & Publisher Microsoft Excel & Access Horticulture I Personal Finance (BFIT, FACS & MEE) Entrepreneurship I (BFIT & MEE) Prin. of Bus. & Fin. (BFIT & MEE) Multimedia & Webpage Design Adv. Studies	<u>Enhancement Courses</u> Microsoft Word, PowerPoint, & Publisher Microsoft Excel & Access Agriculture Mechanics I Personal Finance (BFIT, FACS & MEE) Principles of Business & Finance (BFIT & MEE) CTE Advanced Studies Criminology Juvenile Justice Court Procedure & Evidence Victimology	<u>Enhancement Courses</u> Microsoft Word, PowerPoint, & Publisher Access Personal Finance (BFIT, FACS & MEE)	<u>Enhancement Courses</u> Microsoft Word, PowerPoint, & Publisher Microsoft Excel & Access Principles of Business & Finance (BFIT & MEE) CTE Advanced Studies Criminology Juvenile Justice Court Procedure & Evidence Victimology

Note: *Advanced/completer (capstone) courses are designated. Starred/completer status may differ per course within each pathway

NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM

(Revised 2009)

Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and will receive special recognition. In July 2009, the State Board of Education revised the Academic Scholars Program requirements to bring them into alignment with Future Ready Core graduation requirements. These requirements are in effect for students who enter the ninth grade for the first time in or after 2009-2010. (Policy GCS-L-003)

Credits	<p>Students must:</p> <ul style="list-style-type: none"> ○ begin planning for the program before entering grade 9 to ensure they obtain the most flexibility in their courses, ○ complete all the requirements of this North Carolina Academic Scholars Program, ○ have an overall four-year, un-weighted grade point average of 3.5, and ○ complete all requirements for a North Carolina high school diploma.
4	English Language Arts I,II,III,IV
4	Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)
3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
3	Social Studies (World History, Civics/Economics, and U.S. History)
2	Languages other than English (two credits of the same language)
1	Healthful Living
6	Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area
3 (or 2 + NCGP)	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses NOTE: One credit may be replaced by the Completion of The North Carolina Graduation Project (2 + NCGP)
24	Note: These 24 credits are part of the 26 required for HCS graduation.

POST-SECONDARY EDUCATION / ADMISSIONS REQUIREMENTS

Any student who plans to continue his/her education beyond high school in a technical school, community college, or four-year college or university should select courses that will meet the admissions requirements of that institution. The admissions requirements of colleges and universities differ widely, so it is important that the student determine admissions requirements for the school in which he/she is interested. Information for this purpose is available in the school guidance office, the high school media center, the admissions office of specific post-secondary schools, and through the www.cfnc.org online resource.

MINIMUM ADMISSIONS REQUIREMENTS AT THE 16 CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA

To enroll in any one of the 16 public universities that make up the University of North Carolina, undergraduate students must meet specific requirements. For the Class of 2005 and beyond, the following courses will be required for admission, in addition to an institution's own specific requirements:

- In **English**, four course units emphasizing grammar, composition, and literature;
- In **mathematics**, four course units including Algebra I, Geometry, Algebra II or a higher-level mathematics course for which Algebra II is a prerequisite. Beginning in the fall of 2006, college freshmen are required to have taken 4 units of mathematics including Algebra I, Geometry, Algebra II, and an additional higher-level math. The fourth math must be AP Calculus, AP Statistics, Pre-Calculus, Discrete Math, IB Math Level IV, Integrated Math IV, or Advanced Functions & Modeling.
- In **science**, three course units including:
 - At least one unit in a Life or Biological science (for example, Biology)
 - At least one unit in a physical science (for example, Physical Science, Chemistry, Physics)
 - At least one laboratory course (Biology, Chemistry, Physics)
- In **foreign languages**, at least two units of a language other than English;
- In **social studies**, two course units including one unit in US History and one unit in Civics & Economics
- In addition, it is recommended that a student take one upper-level math course in grade 12.

Students should be aware that these are minimum general requirements for most colleges and all public universities in the UNC System. Most data available appear to indicate that colleges are increasingly seeking the most qualified applicants, and that serious students who wish to maximize their chances for admission to the college of their choice should take **additional academic rigorous courses**.

The University of North Carolina

- | | |
|---|---|
| *Appalachian State University | *University of North Carolina/Asheville |
| *East Carolina University | *University of North Carolina/Chapel Hill |
| *Elizabeth City State University | *University of North Carolina/Charlotte |
| *Fayetteville State University | *University of North Carolina/Greensboro |
| *North Carolina A&T State University | *University of North Carolina/Pembroke |
| *North Carolina Central University | *University of North Carolina/Wilmington |
| *North Carolina School of the Arts | *Western Carolina University |
| *North Carolina State University at Raleigh | *Winston-Salem State University |

Individual constituent institutions may require other courses in addition to the minimum requirements.

SAT and ACT

High school students should take the Scholastic Aptitude Test (SAT) or American College Test (ACT) either in their junior year or in the fall of their senior year. **(NOTE: All juniors will take the ACT as part of the state accountability program effective 2012 and beyond.)** It is recommended that juniors planning to attend college take the SAT or ACT at least twice prior to their senior year. Scores are forwarded directly to the admissions officer of the colleges of your choice. Students unable to pay the testing fee may request a waiver provided by The College Board or American College Testing Program from the guidance department. To determine admission to a college/university, the admissions committee considers the applicant's high school courses, grades, class rank, grade point average (GPA), SAT or ACT scores, extracurricular activities, and recommendations.

PREPARING FOR COLLEGE: A TIMETABLE

All students will graduate from a rigorous, relevant academic program that equips them with the knowledge, skills and dispositions necessary to succeed in both post-secondary education and 21st Century careers and to be participating, engaged citizens. Academic rigor and relevance are based on established expectations that ensure that all students develop the capacity to master content that is complex and challenging. In this environment, school guidance counselors and other guiding adults in the middle and high school settings

- Shall provide guidance and information to students about course selections and requirements prior to ninth grade;
- Shall know and understand the number and nature of credits required for college entrance;
- Shall encourage ninth grade students to complete these requirements in less than four years where feasible and appropriate;
- Shall help students to set up schedules that promote their early completion (within three years) of requirements for college entry, to the extent appropriate for the individual student as they assist and advise ninth grade students in annual/semester course selection and in career planning activities;
- Shall inform students about opportunities to accelerate completion of graduation requirements and early college entrance opportunities;
- Shall provide information in such settings as orientation sessions, class and grade-level meetings, small group settings, and/or one-to-one sessions; and
- Shall distribute and explain this information to school staff and parents. (Source: **Policy GCS-L-006 for Adequately Informing Ninth Grade Students About Accelerated Preparation for College Entry**)

Preparing for college is a process that should begin long before your senior year in high school. There are things that should be done during all four years of high school. The following is a guide to assist you in planning and to help you accomplish your goal of entering the college of your choice.

9th GRADE

Think seriously about colleges you would like to attend. Write to them and/or visit Student Services to learn about the specific academic requirements for admission. Then plan your high school coursework accordingly. The website www.cfnc.org is most helpful for college planning. It is very wise to develop a four-year course of study that shows all of the courses you plan to take during high school. A thoughtful plan ensures that you will not be "caught short" at the end of your senior year. Your freshman year is a good time to begin to get involved in some school and club activities. Since you may not be with your very closest middle and elementary school friends, this is an excellent opportunity to meet new people and develop new interests that may last a lifetime. Choose activities you like best and work to be a good member of the team or club. Be careful, however, not to get involved with too much too fast. You may spread yourself too thin. Next spring, you should select rigorous courses that meet both graduation and college admission requirements.

10th GRADE

Your primary efforts in 10th grade should be to work hard, learn all that you can, and make the very best grades you are capable of making. If you are taking, or have taken Geometry, you should take the Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT) at no charge. These additional practices should strengthen your test-taking skills as you prepare for the SAT (Scholastic Assessment Test). Continue to seek leadership opportunities in the school and community. Get to know your guidance counselor. Check with your counselor to make certain your selection of courses for the junior year fits your future plans and academic abilities.

11th GRADE

Near the beginning of the year, you should begin to narrow your choices to four or five colleges that have what you are looking for in courses, location, and extracurricular activities. Make sure that the colleges offer the major you wish to pursue. Throughout the year, many college representatives visit our school to talk with students, so plan to take advantage of these opportunities. During your first semester, write to colleges on your list and ask about admissions requirements and financial aid. Be sure to ask about "merit aid" as well. Continue to work with your counselor more closely and do some research into scholarships. Make certain you take the PSAT in the Fall and the SAT or ACT at least twice in the Spring. **(NOTE: All juniors will take the ACT as part of the state accountability program effective 2012 and beyond.)**

When spring registration is held, sign up for academically rigorous courses. College admission is competitive, and what you are taking your senior year will show up on your transcript. As you plan your senior schedule, check graduation requirements to be sure you are taking the courses for the colleges or jobs in which you are interested. You should also plan to take the SAT or ACT once or twice before the end of your junior year. By the summer of your junior year, you should try to reduce your list of potential colleges to three or four. You and your family should try to schedule some vacation time during the summer to visit campuses to check their dorms, dining halls, student unions, extracurricular activities, and sports that interest you.

12th GRADE

Sign up to take the SAT or ACT again this fall - you may do even better this time. The ACT can be used as an alternative to the SAT. Consult your counselor for more information. By **September**, select colleges to which you plan to apply and write for application forms and financial aid information. Check with the Guidance Department and in your "Senior Guidelines" booklet often for scholarship information. Update your list of honors and extracurricular activities for your application.

In **September and October**, complete college applications. If you are required to submit written recommendations, solicit them from counselors, teachers, and people in the community. The first deadline for many colleges for early admission is October or November. Many state-supported colleges request that applications be mailed during these months for early admission, and they sometimes fill their quota early. Therefore, if you are applying to a state-supported college, it is strongly advised that you apply early.

By **January**, call admissions offices of schools to which you have applied and ask if they have received everything needed to process your application for admission or for scholarships. Most colleges will send confirmation that all materials have been received. Along with your parents, plan to attend a financial aid workshop offered by local high school and colleges. These workshops are usually given by the end of January or first of February. Notify the college or school you are planning to attend. Also notify those colleges that accepted you that you will not be attending them. Keep working hard to maintain your good academic standing! Upon receiving your final transcript, colleges can rescind admissions if your performance is not adequate at the end of the year. The guidance department keeps an updated file on most colleges in North Carolina and can obtain information for you on out-of-state schools, plus information on North Carolina colleges is always available at www.cfnc.org.

E-LEARNING: ONLINE COURSES

Harnett County Schools provides students with an opportunity to participate in distance learning through the North Carolina Virtual Public School (NCVPS). These courses are made available during the school day through an "e-learning" class held in a computer lab setting. The E-Learning Program provides rigorous learning opportunities through courses not available in the traditional face-to-face curriculum. The online courses are taught by highly qualified instructors from across the state and nation. The classroom is supervised by an on-site facilitator who interacts regularly with each online instructor on behalf of students; the facilitator also facilitates communication with parents. AP courses are year-long courses (1 block each semester) and other courses are semester-length (1 block). Each distance learning class is limited to 20 students. **NOTE:** Course availability is subject to change. More information is available at: <http://www.harnett.k12.nc.us/hsdl>.

CAREER & COLLEGE PROMISE (CCP)
CENTRAL CAROLINA COMMUNITY COLLEGE AND HARNETT COUNTY SCHOOLS
ATTENTION RISING JUNIORS AND SENIORS

Career & College Promise is designed to help every qualified student gain access to an affordable college education. Qualified North Carolina high-school age students can begin their two- or four-year college work, tuition free, while they are in high school allowing them to get a head start on their workplace and college preparation. In Harnett County, Career & College Promise provides two pathways to help advance eligible students' post-high school success: the College Transfer Pathway and the Technical Career Pathway.

College Transfer Pathway

Who is eligible?

- High school juniors and seniors as of January 2012 or later.
- Students with at least a 3.0 grade point average on a 4.0 weighted scale.
- Students who have demonstrated college readiness on an approved assessment or placement test.

What are the benefits?

- College transfer credits toward 44 hours of college credit that will transfer seamlessly to any public or participating independent college or university (students must complete all 44-hours to ensure credit is transferrable).
- Reduced cost for a two- or four-year degree.
- Accelerated completion of a diploma, an associate degree or four-year degree.
- Readiness skills for success at the next educational level.

College Readiness Benchmarks on Diagnostic Assessment Tests						In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores as benchmarks for college readiness:	
Test	PLAN	PSAT	Asset (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	Accuplacer (NCCCS Cut Score)	SAT	ACT
English	15	49	41 Writing	70 Writing	86 Sentence Skills	500	18
Reading	17	50	41 Reading	81 Reading	80 Reading	500	21
Math	19	50	41 Numerical Skills and 41 Int. Algebra	47 Pre-Alg and 66 Alg	55 Arithmetic and 75 Elem. Alg	500	22

Technical Career Pathway

Who is eligible?

- High school juniors and seniors as of January 2012 and later.
- Students interested in pursuing one of the 16 high school [Career and Technical Education career clusters](#).
- Students with at least a 3.0 grade point average on a 4.0 weighted scale OR upon principal recommendation.
- Students who have demonstrated college readiness by meeting course prerequisites.

What are the benefits?

- A credential, certificate or diploma in a technical career.
- A credential that builds skills for an entry-level job.

Again, students can earn both community college credits and high school credits for selected community college courses through **Career & College Promise**. Any student planning to enroll in a CCP program should work closely with his or her counselor. Students must provide their own transportation to the Lillington CCCC campus and the CCCC West Harnett Center. Fees are required for the Cosmetology program. Students enrolling in courses at Central Carolina Community College must pass their college class if credits are needed for graduation requirements. Participation generates a college transcript in addition to a high school transcript. If you have questions, please contact a counselor for registration details. For Harnett County Schools, please note that the following guidelines apply:

- Location:** CCCC campus and/or your high school campus
- Schedule:** Program will follow the Harnett County Public School calendar for teacher workday schedule, the high school holiday schedule, and the inclement weather schedule. If the Harnett County Schools are not in session, these classes will also not be in session.
- Books:** HCS College Transfer Pathway books must be **purchased by the student**.
Technical Career Pathway books are purchased by your high school.
- Transportation:** Students will provide their own transportation.

See the *Career & College Promise Course Selections* section of this guide to review the specific courses available to you.

Career & College Promise (continued)

<p style="text-align: center;"><u>Technical Career Pathway Options</u></p> <p>1) Broadcasting Production Technology 2) Computer-Integrated Machining 3) Cosmetology 4) Criminal Justice Technology</p>	<p style="text-align: center;"><u>College Transfer Pathway Options</u></p> <p>1) Humanities and Social Science 2) Business and Economics 3) Life and Health Sciences 4) Engineering and Mathematics</p>
<p>See the <i>Career & College Promise Course Selections</i> section of this guide to review the specific courses available to you.</p>	
<p>Humanities and Social Science Pathway:</p> <p>English Composition ENG-111 Expository Writing ENG-113 Argument-Based Research</p> <p>Humanities/Fine Arts ENG-232 American Literature II ART-111 Art Appreciation</p> <p>Social/Behavioral Sciences HIS-121 Western Civilization I PSY-150 General Psychology</p> <p>Natural Sciences/Mathematics BIO-111 General Biology I MAT-171 Pre-calculus Algebra</p> <p>Other Required General Education SOC-210 Introduction to Sociology SPA-111 Elementary Spanish I</p> <p>Other Required Hours ACA-122 College Transfer Success</p>	<p>Business and Economics Pathway:</p> <p>English Composition ENG-111 Expository Writing ENG-113 Argument-Based Research</p> <p>Humanities/Fine Arts ENG-232 American Literature II</p> <p>Social/Behavioral Sciences HIS-121 Western Civilization I SOC-210 Introduction to Sociology ECO-251 Principles of Microeconomics</p> <p>Natural Sciences/Mathematics BIO-111 General Biology I MAT-171 Pre-calculus Algebra</p> <p>Other Required General Education CIS-110 Introduction to Computers ECO-252 Principles of Macroeconomics</p> <p>Other Required Hours ACA-122 College Transfer Success</p>
<p>Life and Health Sciences Pathway:</p> <p>English Composition ENG-111 Expository Writing ENG-113 Argument-Based Research</p> <p>Humanities/Fine Arts ENG-232 American Literature II</p> <p>Social/Behavioral Sciences HIS-121 Western Civilization I</p> <p>Natural Sciences/Mathematics BIO-111 General Biology I BIO-112 General Biology II CHM-151 General Chemistry I CHM-152 General Chemistry II MAT-171 Pre-calculus Algebra</p> <p>Other Required Hours ACA-122 College Transfer Success</p>	<p>Engineering and Mathematics Pathway:</p> <p>English Composition ENG-111 Expository Writing ENG-113 Argument-Based Research</p> <p>Humanities/Fine Arts ENG-232 American Literature II</p> <p>Social/Behavioral Sciences HIS-121 Western Civilization I ECO-251 Principles of Microeconomics</p> <p>Natural Sciences/Mathematics CHM-151 General Chemistry I MAT-171 Pre-calculus Algebra MAT-172 Pre-calculus Trigonometry MAT-271 Calculus I</p> <p>Other Required Hours ACA-122 College Transfer Success</p>

REGISTRATION PROCEDURES FOR ALL STUDENTS

- Students are encouraged to register in courses providing the highest academic challenges to their abilities. Parents and teachers are encouraged to offer positive guidance and direction in helping a student establish goals and make realistic choices. The guidance department, individually or in small groups, will be available for registration counseling services. Students are encouraged to take advantage of this service. In addition, the counseling department is open for appointments with parents who wish further individualized service.
- Study the information contained in this booklet carefully, and discuss your selections with teachers, parents, counselors, and any other person who might assist you.
- Compare the admission requirements of the college/university, community college, technical school, business school, or etc. with the courses you plan to take.
- Examine your past record and compare it with all local graduation requirements, as well as, the requirements for the N.C. Scholars Program and the UNC System minimum admission requirements, if applicable.
- Make sure that you qualify for the courses you register to take by having taken and passed the prerequisites for the courses.
- Discuss your final selections of courses with your parents/guardians, fill out your registration form neatly, and you and your parent sign it.
- Return the completed registration form to a counselor during your assigned registration meeting or by the designated deadline.
- Be sure to list alternate courses. Alternate courses are considered as second choices and may be used if there is a conflict in scheduling your courses. If alternate courses are not listed, a student will be placed in courses at the discretion of the principal and/or guidance counselor. Careful planning now will help you to avoid problems later!

When you and your parent/guardian sign the registration form, you have contracted to participate in all listed courses and/or listed alternates. Students who enroll in an Honors or AP course will not be allowed to withdraw from the course.

PROCEDURES FOR SCHEDULE CHANGE

A great deal of time and work are invested in the registration and scheduling process. Allotment of Teachers and the Master Schedule are dictated by the courses that students register for in the spring to take the following school year. For these reasons, no course changes will be allowed for fall or spring semesters once students receive their schedules in August with teachers and period assignments; unless, changes are deemed necessary by the school administration. Necessary changes fall into the following categories:

- The student had no schedule or an incomplete schedule due to a master schedule conflict.
- A course is needed for promotion or graduation purposes.
- The student lacks a necessary prerequisite for a course.
- The student has passed and received credit for the course previously.
- A course must be changed to accommodate an administrative need.
- Other extenuating circumstances will be considered by the principal and a counselor.

WORKSHEET: General Sequence of Courses

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III (possibly English IV in 2 nd Semester)	English IV
Algebra I *	Geometry*	Algebra II*	Adv Functions/ Discrete/etc.*
Earth/Environmental Science	Physical Science or Honors Biology	Biology or Chemistry or Physics	Chemistry or Physics
World History	Civics & Economics	US History (American History I & American History II for students entering high school in 2012 and beyond)	Elective:
Health & PE	Elective:	Elective:	Elective:
Elective: (Ex-Freshman Seminar)	Elective:	Elective:	Elective:
Elective:	Elective:	Elective:	Elective:
Elective:	Elective:	Elective:	Elective:
▪ Alternate:	▪ Alternate:	▪ Alternate:	▪ Alternate:
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* Review recommended math sequence for meeting all Future-Ready Core requirements. All students working to receive a high school diploma **must complete Algebra I** in order to graduate. Students are expected to pass 4 mathematics, 3 sciences, and 3 (or 4) social studies in sequential order prior to taking additional elective courses. **Be sure to refer to graduation requirements and minimum college requirements when planning. If following the NC Academic Scholars Program, please study the requirements carefully and select courses accordingly.**

High School Course Selections

Students should register for courses that are interesting, academically challenging, and will promote personal growth and development under Harnett County Schools' vision of life-long learning. All courses are identified by both state and local course codes and academic rigor (0 =special, 1=remedial, 2=standard, 5=honors, 6=coop, and 7=advanced placement). Students are encouraged to seek guidance regarding appropriate challenge from teachers whenever possible. Further, prerequisites and recommendations are included to promote student success. Following the completion of registration, course changes are limited. Parents and students must make wise choices to ensure a quality educational experience for all.

ENGLISH I (10212000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9

Prerequisite: None

Description: Ninth-grade English is a general survey course that includes six units of study: the short story, nonfiction, drama, poetry, epic poetry, and the novel. Emphasis is placed on plot, character, point of view, setting, theme, the essay, biography, personal recollection, Shakespeare and Dickens, diction, imagery, types of poetry, structure and sound patterns of poetry. Communication skills stressed are listening, writing, reading, viewing, speaking, semantics and study skills. All stages of the writing process are taught as a part of ninth grade English. The final exam is a state end-of-course test.

ENGLISH

HONORS ENGLISH I (10215000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 9

Prerequisite: None 85+ or Level IV in 8th grade Communication Skills

Description: Students enrolled in this course should have a strong background in English, a desire to move at a rapid pace, an enjoyment of reading, and the initiative to work independently. The course will emphasize the development of higher order thinking skills, research skills, writing skills, and interpretive reading skills. Highly motivated students who enjoy reading, analyzing, and writing about literature will appreciate the study of literary terms and genre. Summer reading is strongly recommended. The final exam is a state end-of-course test.

ENGLISH

ENGLISH II (10222000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10

Prerequisite: English I

Description: Tenth-grade English is a general survey of the diverse cultures of the world as shown through literary and nonfiction writings. The course includes the following areas of concentration: the short story, essays, drama, poetry, the epic, the novel, and magazine and newspaper articles. Major emphasis is placed on the themes and relevance of texts. Authors other than British and American are stressed. Communication skills such as listening, speaking, writing, semantics, dialect, viewing, reading and study skills are stressed. Emphasis is placed on proficiency in effective informational writing.

ENGLISH

HONORS ENGLISH II (10225000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 10

Prerequisite: English I 85+ or Level IV in English I

Description: This course will continue to develop the students' abilities in the areas of research skills, thinking and writing skills, and interpretive reading skills. A fast-paced study of world literature will challenge the highly motivated student who enjoys reading, writing, and speaking about literature. Summer reading is strongly recommended.

ENGLISH

ENGLISH III (10232000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11

Prerequisite: English II

Description: Eleventh-grade English is a chronological survey of American literature that includes the beginnings of the American tradition, the Revolutionary period, and drama. Authors emphasized are Bradford, Paine, Franklin, Jefferson, Poe, Irving, Emerson, Thoreau, Dickinson, Twain, Crane, Faulkner, Fitzgerald, Steinbeck, etc. Communication skills stressed are writing, speaking and listening. A short research paper is required.

ENGLISH

HONORS ENGLISH III (10235000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11

Prerequisite: English II 85+ or Level IV in English II

Description: Honors English III is another step in the accelerated English curriculum. This course is centered around an extensive study of American Literature that will challenge the student who enjoys reading, writing, and speaking about literature. Interpretive reading skills and research strategies are also emphasized. Summer reading is strongly recommended.

ENGLISH

AP ENGLISH III: LANGUAGE & COMPOSITION (10337000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** SEM **Grade(s):** 11

Prerequisite: English II 85+ or Level IV in English II

Description: Advanced Placement English III is a demanding course with college-level requirements. Students will read American literature. Students will demonstrate style in writing while developing a wide-ranging vocabulary. The emphasis of the course is on building skills to analyze the rhetorical strategies of writers. Study will include irony, tone, paradox, analogy, parallelism, contrasts, and satire. Students are expected to read independently and actively. Selections include nonliterary and literary passages. Pre-course Students will be expected to take the AP English III: Language and Composition Exam. Advanced Placement English III: Language and Composition meets the English III requirement.

ENGLISH

ADVANCED COMPOSITION (Honors elective) (10255000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: English II

Description: Students will apply knowledge of literary terms, grammar, and rhetoric in order to write clearly and accurately. Students will recognize language conventions and explore their effect. Students will write to incorporate an effective vocabulary, vary sentence structure, increase coherence, control tone, and establish and maintain voice. Writings will include the college application essay and the scholarship essay in addition to definition, classification, process, argumentative, and comparison and contrast papers. This course is suggested for students taking AP English III: Language and Composition or AP English IV: Literature and Composition.

ENGLISH

ENGLISH IV (10242000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 12

Prerequisite: English III

Description: Twelfth-grade English is a chronological survey of British literature that highlights the Anglo-Saxon and Medieval periods, the Renaissance, the Restoration, the Romantic period, the Victorian period and Twentieth century literature. The emphasis in English IV is on argumentation. Students will express reflections and reactions to texts, research issues of public concern, and organize and deliver an argument to an audience. Study and research skills are refined, and an in-depth paper is required. Students will create products and presentations demonstrating the standard conventions of written and spoken language.

ENGLISH

HONORS ENGLISH IV (10245000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: English III 85+ or Level IV in English III

Description: This British literature survey course requires writing as well as critical thinking. This accelerated course of study will include independent research, extensive outside reading, and writing in response to literature to develop stylistic maturity. Time is taken to understand the complexity of a work, its richness in meaning, and to analyze how that meaning is embodied in the literary form. A documented literary analysis is required for research. Summer reading will be expected.

ENGLISH

AP ENGLISH IV: LITERATURE & COMPOSITION (10347000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** SEM **Grade(s):** 12

Prerequisite: English III 85+ or Level IV in Honors English III and Advanced Composition (if available)

Description: Advanced Placement English IV is a demanding course with college-level requirements. British, American, and world authors are studied. Emphasis is on the complexity of a work, textual detail, historical context, critical perspectives. Writing centers on literary criticism. Students must read actively. Plays, prose, novels, and poetry will be read extensively outside class with writing assignments to develop style analysis. Class will discuss the analysis of those readings. Pre-course reading will be expected. Students in this class are expected to take the AP English Literature and Composition Exam in May. Advanced Composition is suggested prior to AP English IV. Advanced Placement English IV: Literature and Composition meets the English IV graduation requirement.

ENGLISH

LINGUISTICS (10282000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: This course is designed to prepare the student for composition throughout his or her high school career. Emphasis will be placed on the four basic types of writing, editing and proofreading skills, and solutions for revising. This class is required for all freshmen in preparation for the 10th Grade Writing Test. Instruction and assignments will follow goals and objectives of the IEPS.

ENGLISH

ESL I (English as a Second Language) (10382100)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Using the IDEA Language Proficiency Test, students are identified limited English proficient (LEP) Qualifying scores for ESL I are: ORAL-Level A, Level B; READING-0-27; WRITING-Conventions 0-4, Composition 0-2.

Description: The purpose of this course is to introduce non-English proficient students to the English language. It will provide students with basic skills in listening, speaking, reading and writing based on the students' identified needs and English proficiency levels.

ENGLISH

ESL II (English as a Second Language) (10382200)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Using the IDEA Language Proficiency Test, students are identified limited English proficient (LEP) Qualifying scores for ESL II are: ORAL-Level C, Level D; READING-28-40; WRITING-Conventions 5-6, Composition 3-6.

Description: The purpose of this course is to provide limited English proficient students with intermediate skills in listening, speaking, reading and writing. Increased progress in all four language arts skills, vocabulary development, grammatical structure and literature are emphasized.

ENGLISH

ESL III (English as a Second Language) (10382300)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Using the IDEA Language Proficiency Test, students are identified limited English proficient (LEP) Qualifying scores for ESL III are: ORAL-Level E; READING-41-45; WRITING-Conventions 7, Composition 7.

Description: The purpose of this course is to provide advanced limited English proficient students with opportunities to develop full competency in listening, speaking, reading and writing. It will be an extension and refinement of skills acquired in ESL II. Annual assessment will determine if a student has attained the language proficiency level needed to monitor/exit the program.

ENGLISH

JOURNALISM NEWSPAPER I (10312500)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None Application and B Average in English

Description: This course is designed for the student to learn principles involved in writing and editing the school newspaper. The history of print journalism, production of modern newspapers, and writing methods for the media will be thoroughly explored. This course places emphasis on writing skills and should be considered by students who have an interest in writing for publication. It is required to sell ads for this course.

ENGLISH

JOURNALISM NEWSPAPER II (10322600)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Journalism Newspaper I

Description: Journalism Newspaper II students are responsible for the creation of the school newspaper. This course seeks to introduce students to a realistic modern newspaper writing and production experience. Students will develop desktop publishing skills to complement their understanding of Associated Press and journalistic writing style obtained in the prerequisite course, Journalism Newspaper I. This course is writing intensive and requires some after school commitments (selling ads, etc).

ENGLISH

JOURNALISM NEWSPAPER III (10322700)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Journalism Newspaper II

Description: Journalism Newspaper III is a continuation of Journalism Newspaper II. It is required to sell ads for this course.

ENGLISH

JOURNALISM NEWSPAPER IV (10322800)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Journalism Newspaper II

Description: Journalism Newspaper IV is a continuation of Journalism Newspaper III. It is required to sell ads for this course.

ENGLISH

JOURNALISM NEWSPAPER V (10322900)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Journalism Newspaper IV

Description: Journalism Newspaper V is a continuation of Journalism Newspaper IV. It is required to sell ads for this course.

ENGLISH

JOURNALISM NEWSPAPER VI (10322A00)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Journalism Newspaper V

Description: Journalism Newspaper VI is a continuation of Journalism Newspaper V. It is required to sell ads for this course.

ENGLISH

JOURNALISM YEARBOOK I (10312100)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None Application and B average in English

Description: Journalism Yearbook I introduces students to journalistic writing, editing, and proofing of the various modes of features, news, reviews, advertising, and editorials. Writing and design are performed on IBM-PCs in a variety of software applications. It is required to sell ads for this course. Students are responsible for producing the Yearbook.

ENGLISH

JOURNALISM YEARBOOK II (10322200)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Journalism Yearbook I

Description: The second semester is the continuation of first semester with meeting deadlines for the Yearbook. It is required to sell ads for this course.

ENGLISH

JOURNALISM YEARBOOK III (10322300)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Journalism Yearbook II Application

Description: Journalism Yearbook III is geared to the highly-motivated student who desires a firm background in journalistic writing, emphasizing the techniques of observation, interviewing, reporting, writing, editing, and proofing. The journalistic writing includes news, features, reviews, advertising, and editorials. In addition, these students plan editorial policy, prepare a portfolio to show the range and depth of their work, seek state/regional/national assessment, conduct staff training, and achieve competencies in desktop publishing and telecommunications. It is required to sell ads for this course. Students must take leadership for producing the Yearbook.

ENGLISH

JOURNALISM YEARBOOK IV (10322400)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Journalism Yearbook III

Description: The second semester is the continuation of first semester with meeting deadlines for the Yearbook. It is required to sell ads for this course.

ENGLISH

JOURNALISM YEARBOOK V (10322450)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Journalism Yearbook IV Application

Description: Journalism Yearbook V is geared to the most highly-motivated student who desires a firm background in journalistic writing, emphasizing the techniques of observation, interviewing, reporting, writing, editing, and proofing. The journalistic writing includes news, features, reviews, advertising, and editorials. In addition, these students plan editorial policy, prepare a portfolio to show the range and depth of their work, seek state/regional/national assessment, conduct staff training, and achieve competencies in desktop publishing and telecommunications. It is required to sell ads for this course. Students must take leadership for producing the Yearbook.

ENGLISH

JOURNALISM YEARBOOK VI (10322460)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Journalism Yearbook V

Description: The second semester is the continuation of first semester with meeting deadlines for the Yearbook. It is required to sell ads for this course.

ENGLISH

INTRODUCTORY MATHEMATICS (20202000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Level I or II on the 8th grade EOG math

Description: Introductory Math provides students a survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry. Appropriate technology from manipulatives to calculators, will be used regularly for instruction and assessment.

MATH

FOUNDATIONS OF ALGEBRA (20182000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite:

Description: Foundations of Algebra supports the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems, Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. Foundations is designed for the student who requires more explanation and a slower pace.

MATH

ALGEBRA I (20232000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: Algebra I continues the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems, Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

MATH

SPECIAL TOPICS IN MATH (20632101)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Algebra I

Description: This mathematics course will provide deductive method and reasoning skills in both algebra and geometry for students who are working to meet the Future-Ready Core, four-math-course requirement.

MATH

GEOMETRY (20302000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Algebra I

Description: Geometry continues the study of geometric concepts building upon middle school topics. Students will move from an inductive approach to deductive methods of proof in their study of geometric figures. Two- and three-dimensional reasoning skills will be emphasized and students will broaden their use of the coordinate plane to include transformations of geometric figures. Appropriate technology, from manipulatives to calculators and graphics software, will be used regularly for instruction and assessment.

MATH

HONORS GEOMETRY (20305000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Algebra I 85+ or Level IV in Algebra I

Description: This course may be taken in place of Geometry, as all Geometry objectives will be covered. It is recommended that students be prepared to move at an accelerated pace and be able to deal with more complex problems. Students will be expected to go beyond the standard geometry curriculum for a more in-depth study of all goals and objectives. Students will complete research-based geometry problems and are expected to use higher-order thinking and learning skills.

MATH

ALGEBRA II (20242000)

Credit: 1 unit (students completing course with 85+ may receive CCCC credit) **Rigor:** 2 **Length:** SEM
Grade(s): 10-12

Prerequisite: Algebra I, Geometry

Description: Algebra II furthers the study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis will be placed on practical applications and modeling. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

MATH

HONORS ALGEBRA II (20245000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Algebra I, Honors Geometry 85+ or Level IV in Algebra I

Description: This course may be taken in place of Algebra II, as all Algebra II objectives will be covered. It is recommended that students be prepared to move at an accelerated pace and be able to deal with higher level thinking skills. Students will be expected to go beyond the standard Algebra II curriculum for a more in-depth study of each concept. Students will complete assignments outside of class and research certain areas.

MATH

ADVANCED FUNCTIONS & MODELING (20252100)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Geometry

Description: Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. The University of NC Systems strongly suggest that students take this course before applying for admission.

MATH

DISCRETE MATHEMATICS (20505000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Honors Geometry

Description: Discrete Mathematics introduces the students to the mathematics of networks, social choice, and decision-making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

MATH

PRE-CALCULUS (20705000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Honors Geometry 85+ in Algebra II

Description: Pre-Calculus provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling will be included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

MATH

AP STATISTICS (20667000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Pre-Calculus or Discrete Math 85+ in Pre-Calculus

Description: Advanced Placement Statistics introduces students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models and using probability and simulations, and confirm models. AP Statistics is comparable to Statistics courses in colleges and universities. It is expected that students who take an AP course in Statistics will seek college credit, college placement, or both, from institutions of higher learning. Students will be expected to take the AP Statistics exam at the end of the semester. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

MATH

AP CALCULUS (AB) (20767000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Pre-Calculus 85+ in Pre-Calculus

Description: Advanced Placement Calculus develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expressions of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. AP Calculus is comparable to calculus courses in colleges and universities. It is expected that students who take AP Calculus will seek college credit, college placement, or both, from institutions of higher learning. Students will be expected to take the AP Calculus exam at the end of the semester.

MATH

EARTH/ ENVIRONMENTAL SCIENCE (30382000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: This course is required for graduation starting with the class of 2004. The Earth/Environmental Science Curriculum focuses on the functions of the earth's systems. It is an introduction to geology, meteorology, astronomy and environmental awareness. Students will study the availability of materials and energy, and the cycles that circulate materials and energy through the earth systems.

SCIENCE

HONORS EARTH/ ENVIRONMENTAL SCIENCE (30385000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None 85+ or Level IV in 8th grade Mathematics

Description: Honors Earth/Environmental Science is a rigorous curriculum designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. In Honors Earth/Environmental Science students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The impacts of human activities on earth systems will also be a focus. The results of student investigations should be communicated through presentations and formal laboratory reports.

SCIENCE

AP ENVIRONMENTAL SCIENCE (30427000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Earth/ Environmental Science is recommended. 85+ or Level in Earth/Environmental Science

Description: AP Earth/Environmental Science focuses on the functions of the earth's systems. It is an advanced study of geology, meteorology, astronomy and environmental awareness. Students will study the availability of materials and energy, and the cycles that circulate materials and energy through the earth systems. This advanced placement course provides additional challenge beyond the regular curriculum; it will fulfill the Earth/ Environmental Science graduation requirement. Students are expected to take the Advanced Placement exam in the spring.

SCIENCE

BIOLOGY (30202000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-2

Prerequisite: None

Description: Biology centers on living organisms and their varied environments. Inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution and the interdependence of organisms. There is extensive laboratory activity included in the study of Biology.

SCIENCE

HONORS BIOLOGY (30205000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 10-12

Prerequisite: None 85+ or Level IV in 8th grade Mathematics

Description: Honors Biology, a more rigorous course, centers on living organisms and their varied environments. Inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution and the interdependence of organisms. There is extensive laboratory activity included in the study of Biology.

SCIENCE

HONORS ANATOMY & PHYSIOLOGY (30235000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Biology 85+ or Level IV in Biology

Description: This course will present an in-depth study of the eleven systems of the human body. Strong emphasis will be placed on the study of diseases and disorder of these systems. A major laboratory dissection will be required.

SCIENCE

AP BIOLOGY II (30217000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Biology 85+ or Level IV in Biology

Description: Advanced Placement Biology II is an advanced course of life science. The study includes cellular structure and function, biochemistry, genetics, biotechnology, evolution & ecology. Also included is a survey of lower and higher organisms. There are extensive laboratory activities, reports, and essays in preparation for the AP exam. The AP exam questions are based upon the following percentages: molecules and cells (25%); heredity and evolution (25%) and organisms and population (50%).

SCIENCE

PHYSICAL SCIENCE (30102000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: Physical Science is an introductory survey course. The course investigates basic science concepts including an introduction to both chemistry and physics. The study includes energy, electricity, force, motion, and sound. Students also study the structure of matter and the nature of energy. This course is an option for meeting the graduation requirements of one "physical science."

SCIENCE

CHEMISTRY (30502000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Previously (or currently) in Algebra II.

Description: Chemistry is a study of the basic concepts of mass, volume, density, quantitative and dimensional analysis of elements. There is a survey of micro-analysis, organic structure, inorganic analysis, and physical, nuclear and electrochemistry. Students of chemistry should have a strong foundation in mathematics. This course may be an option to meeting the graduation requirement of one "physical science". This option is strongly recommended for students who are planning to attend a 4 year college/university.

SCIENCE

HONORS CHEMISTRY (30505000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Previously (or currently) in Honors Algebra II.

Description: Honors Chemistry is an advanced study of mass, volume, density, quantitative and dimensional analysis of elements. There is a survey of micro-analysis, organic structure, inorganic analysis, and physical, nuclear and electrochemistry. Students of chemistry should have a strong foundation in mathematics. This course may be an option to meeting the graduation requirement of one "physical science". This option is strongly recommended for students who are planning to attend a 4 year college/university.

SCIENCE

AP CHEMISTRY II (30517000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Algebra II & Chemistry 85+ or Level IV in Algebra II & Chemistry

Description: This course has special emphasis on quantitative chemistry structure matter, states of matter, reactions, descriptive chemistry and laboratory experiences, oxidation-reduction titration, gravimetric analysis, chemical equilibrium, reaction rates, representative chemical structure and reactions. Laboratory experiences equivalent to a typical college course is expected. Students are expected to improve their abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Students are expected to take the Advanced Placement Chemistry exam in the spring.

SCIENCE

HONORS PHYSICS I (30605000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Algebra II

Description: Honors Physics is a study of physical concepts related to matter and energy and their mathematical interrelationships, using a problem solving approach. This course is a study of motion in one, two and three dimensions; force, the cause of motion; gravity, work, energy and power and momentum, the interaction of matter and energy and fields.

SCIENCE

GEOGRAPHY IN ACTION (40332000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: This course is designed to introduce students to the relationship between the earth and its resources and climates. The study of the five themes of geography (location, places, relationships with places, movement and regions) will be emphasized. These five themes will focus on the United States, Russia, the Middle East, Africa, the Far East and Western and Eastern Europe.

HISTORY

WORLD HISTORY (40242000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: World History offers students an opportunity to study the rise and fall of world civilizations, to understand the development of national governments, to become acquainted with world leaders throughout the centuries, and to discover events that changed the world forever. This course will prepare you for the Western Civilization class required by most four-year colleges.

HISTORY

HONORS WORLD HISTORY (40245000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None 85+ or Level IV in 8th grade Communication Skills

Description: Honors World History challenges students to study the rise and fall of world civilizations, to understand the development of national governments, to become acquainted with world leaders throughout the centuries, and to discover events that changed the world forever. This course will prepare you for the Western Civilization class required by most four-year colleges.

HISTORY

AP WORLD HISTORY (40247000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None 85+ or Level IV in 8th grade Communication Skills

Description: AP World History uses primary and secondary sources to develop greater understanding of global processes, from ancient times to present day. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies.

HISTORY

CIVICS & ECONOMICS (40522000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: None

Description: This course focuses on the development of economic and political knowledge and skills needed by all students for becoming responsible citizens. In addition to gaining insight into the workings of basic economic concepts, students also study political, governmental, and legal topics which affect our lives each day. Responsible citizenship is the ultimate goal of this course.

HISTORY

HONORS CIVICS & ECONOMICS (40525000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 10-12

Prerequisite: None

Description: Students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. This course serves as a foundation for United States History. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

HISTORY

US HISTORY (40212000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11

Prerequisite: Civics and Economics

Description: United States History is a requirement for high school graduation throughout North Carolina. This course is the formal historical study of the entire United States with particular emphasis on the economic, social and political developments of the Twentieth Century. Students learn how past events have influenced our own lives and times and have determined the options open to us as we seek solutions to problems.

HISTORY

HONORS US HISTORY (40215000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11

Prerequisite: Civics & Economics 85+ or Level IV in Civics & Economics

Description: This course may be taken to meet the graduation requirement for U.S. History. This course is taught at a more accelerated pace. Students will be required to complete outside reading assignments and research.

HISTORY

TOPICS in US HISTORY (Honors elective) (40105300)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11

Prerequisite: None

Description: The first semester course covers selected topics in U.S. History. The topics are the Constitutional Period, Jacksonian Democracy, Reconstruction, the Women's Movement, the Cold War, and the Civil Rights Movement. This is an elective course recommended for students taking AP U.S. History.

HISTORY

AP US HISTORY (40217000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** SEM **Grade(s):** 11

Prerequisite: Civics and Economics 85+ or Level IV in Civics & Economics

Description: In Advanced Placement US History, students will examine the study of history and develop their own views of American History. It is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Students will learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weight the interpretations presented in historical scholarship. There are extensive reading and writing assignments. Students who are successful on the AP exam will receive college credit. AP U.S. History may be taken to meet the graduation requirement for U.S. History.

HISTORY

AP US GOVERNMENT (40047000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Civics & Economics 85+ or Level IV in Civics & Economics

Description: Advanced Placement US Government is a course designed to be taught at a level that will allow students to take the Advanced Placement test for college credit. It is an in depth study of the American governmental system with a strong concentration on the U.S. Constitution. This course will give students an analytical perspective on government and politics in the U.S. This course includes both the study of general concepts used to interpret U.S. politics and analysis of specific examples. It requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. politics.

HISTORY

AP EUROPEAN HISTORY (40237000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** SEM **Grade(s):** 11-12

Prerequisite: World History 85+ or Level IV in World History

Description: The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of the Advanced Placement program in European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and to express historical understanding in writing.

HISTORY

AP COMPARATIVE GOVERNMENT (40037000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Civics & Economics 85+ or Level IV in Civics & Economics

Description: Advanced Placement Comparative Government is a course designed to prepare students to take the Advanced Placement Exam in Comparative Government. This course gives students an understanding of some of the world's diverse political structures and practices. The course will encompass the study of specific countries - Great Britain, France, China, Russia and wither India, Mexico or Nigeria - and their governments and general concepts used to interpret the political relationships and institutions found in virtual all national politics.

HISTORY

PSYCHOLOGY (40802000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: This study of psychology will help students to recognize and cope with uncertainty in human behavior. The course will help students in their understanding and articulation of psychology as a science. Students will focus on the study of human development, learning, motivation, and personality. Students will examine behavior and mental processes that will help them to understand human growth and development and cultural diversity.

HISTORY

Health & Physical Education/BOYS (90112100)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-10

Prerequisite: none

Description: This is a course required by all students in order to graduate. The health unit follows the State Standard Course of Study in stress management, health risks, relationships, weight management, nutrition, and substance abuse. The physical education course also follows the State Standard Course of Study and encompasses enhancement in physical fitness, motor skills, and the development of lifetime sports.

HEALTH & PE

Health & Physical Education/GIRLS (90112200)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-10

Prerequisite: none

Description: This is a course required by all students in order to graduate. The health unit follows the state Standard Course of Study in stress management, health risks, relationships, weight management, nutrition, and substance abuse. The physical education course also follows the State Standard Course of Study and encompasses enhancement in physical fitness, motor skills, and the development of lifetime sports.

HEALTH & PE

Advanced PE-BOYS (90152100)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Health & PE

Description: This course is available to students who have excelled in their ninth grade physical education class. It is designed to challenge advanced students in weightlifting, conditioning, and various sports. Physical Fitness tests will be administered throughout the year to assess one's fitness level.

HEALTH & PE

Advanced PE-GIRLS (90152200)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Health & PE

Description: This course is available to students who have excelled in their ninth grade physical education class. It is designed to challenge advanced students in weightlifting, conditioning, and various sports. Physical Fitness tests will be administered throughout the year to assess one's fitness level.

HEALTH & PE

PHYSICAL CONDITIONING/ WEIGHT TRAINING I (90152500)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Health & PE

Description: Beginning weight training will emphasize the teaching skills and knowledge of cardiovascular development associated with the development of cardiovascular endurance as well as proper muscular development. Students will learn the basic skills in techniques of weight training and flexibility. This course is designed to help the students develop strength and coordination. Aerobics will also be included in this unit. A student must pass Health, Safety, and Physical Fitness to enroll in this course.

HEALTH & PE

PHYSICAL CONDITIONING/ WEIGHT TRAINING II (90152501)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: PHYSICAL CONDITIONING/ WEIGHT TRAINING I

Description: This course will introduce key principals of resistance training and conditioning based on motor skill and motor learning, biomechanics and kinesiology. Practical applications for athletic performance and personal fitness training will be emphasized throughout the course. By the end of this course, students will be able to demonstrate a practical understanding of resistance training and conditioning, proper form and safety techniques for lifting and spotting.

HEALTH & PE

ADVANCED PE - FITNESS & AEROBICS (90152000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Health & PE

Description: Physical conditioning, dance (modern, square, & social) aerobics/tae-bo, jogging/walking, body toning, indoor games will be explored. This course is designed to promote fitness as a lifetime commitment. Objectives are to provide a clear understanding of the purpose of physical exercise, to enable the students to evaluate his or her own level of fitness, and to design a personalized exercise program that can be beneficial throughout life.

HEALTH & PE

TEAM SPORTS (90152700)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Health & PE

Description: Physical conditioning, flag football, soccer, basketball, track and field, softball, volleyball, and indoor games will be played. This course is designed to help beginning students to understand the rules, terminology, and fundamental playing skills in team sports.

HEALTH & PE

LIFETIME SPORTS (90152701)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Health & PE

Description: A life time sport is one that you can enjoy for an entire lifetime! These sports include golf, tennis, bowling, running, badminton, tennis, Frisbee, and cycling. They are typically not impact sports and if you start playing at a young age, you will likely be able to continue until you are collecting social security.

HEALTH & PE

Occupational English I (92100000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: Students explore and examine a variety of communication modes and the importance each plays in daily living and employment settings. They apply reading and writing skills to interpret and express factual, functional information. They use oral language skills to communicate effectively in both formal and informal situations.

OCS

Occupational English II (OCS English II) (92110000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: Students analyze and employ effective communication skills in both daily living and employment settings. They use standard rules of convention and syntax to give and request information. They read and comprehend a variety of functional texts.

OCS

Occupational English III (92120000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: Students read, write and orally express information required in a variety of daily living and employment settings. They identify main concepts and supporting information from printed material. They examine the speaking skills expected in a variety of settings and demonstrate effective oral communication in each.

OCS

Occupational English IV (92130000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: Students integrate oral, written and visual skills to communicate effectively in daily living, employment, self-advocacy and social purposes. They employ communication skills to locate and research information.

OCS

Occupational Math I (Intro to Math) (92200000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: This is the study of: (a) Computation: reading, writing, counting, and the mathematical skills using whole numbers, decimals, fractions and percent; (b) Financial Management: recognizing and identifying basic financial information; (c) Time and Measurement; (d) Independent Living; and (e) Technology. Students acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

OCS

Occupational Math II (OCS Algebra I - Math A) (92210000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: This continues the study of computation and the application of skills for independent living and successful employment. More emphasis is placed on application and problem-solving in the areas of financial management, reading and interpreting schedules, time and measurement and independent living.

OCS

Occupational Math III (Financial Management) (92220000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: This continues computation and application of skills for independent living and successful employment. In this course students take more of the skills to the community and place of employment for application.

OCS

Occupational Life Science I (Applied Science) (92310000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: These courses are designed to provide functional skills in the areas of biology, earth science, safety, environmental and physical science.

OCS

Occupational Life Science II (OCS Biology) (92320000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: These courses are designed to provide functional skills in the areas of biology, earth science, safety, environmental and physical science.

OCS

Occupational Social Studies I (Government/ US History) (92450000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: These courses are designed to provide functional skills in the areas of government, economics, U.S. History and self-advocacy/problem-solving.

OCS

Occupational Social Studies II (Self-Advocacy/ Problem Solving) (92460000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: These courses are designed to provide functional skills in the areas of government, economics, U.S. History and self-advocacy/problem-solving.

OCS

Occupational Preparation I (92400000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students are involved in on-campus vocational training in Workforce Development Education and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

OCS

Occupational Preparation II (92410000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: This course emphasizes the development of skills generic to all career majors. Resource management, communication, interpersonal skills, technology, stamina endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management are emphasized. Course content is focused on providing students with a repertoire of basic skills that expand their school-based activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills also continue to be refined.

OCS

Occupational Prep II - TRAINING (92410100)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: This course emphasizes the development of skills generic to all career majors. Resource management, communication, interpersonal skills, technology, stamina endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management are emphasized. Course content is focused on providing students with a repertoire of basic skills that expand their school-based activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills also continue to be refined.

OCS

Occupational Preparation III (92420000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: This course is designed to allow students to continue the development and begin the application of skills learned in Occ. Prep. I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

OCS

Occupational Prep III - TRAINING (92420100)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: This course is designed to allow students to continue their development and begin the application of specific skills. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

OCS

Occupational Preparation IV (92430000)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: This course gives students the opportunity to synthesize all the skills acquired in previous Occ. Prep. Courses and determine their applicability to their personal career choices. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy and master the theoretical and practical aspects of their career choices. Students complete the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also develop a job placement portfolio, which provides an educational and vocational record of their high school experiences.

OCS

Occupational Career Training (95610100)

Credit: 1 unit **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Goals and Objectives of IEP

Description: Career Training is designed to provide hands-on training at school and in the community. Students practice employability skills through simulated activities at school and job shadowing in the community.

OCS

FRESHMAN SEMINAR (95202500)

Credit: 1 Unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9

Prerequisite: None

Description: This required ninth grade course will equip freshmen to make a smoother transition into high school. It will enable the student to develop some common skills that will enhance his/her academic achievement as well as social adjustment. The design of this course is based upon research from surveys, stakeholders, conferences, and discussions. It will include an orientation to high school, study skills, career goals and portfolio, post-secondary decisions, human relations, social skills, technology application, Internet research, conflict resolution, and character education. Additional units will be offered according to the assessment needs throughout the course.

ACADEMIC SUPPORT

STRATEGIC READING (10282100)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9 (10-12 as needed)

Prerequisite: None

Description: Strategic Reading is a semester length course designed to accelerate 9th grade students' use of skills and strategies leading to improved comprehension and fluency, preparing them for greater success in second-semester English I. Students work with age-appropriate, motivational and relevant materials to understand how reading applies to their other courses and future learning.

ACADEMIC SUPPORT

ACADEMIC SUPPORT I (99479300)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Transcript Review (Credit recovery needed for two or more courses.) Recovery of two or more courses.

Description: Academic Support I is designed for students who are struggling with course credit and academic content. Students will follow an individualized curriculum supported by NovaNet modules for mastery of high school skills and content. This pass/fail opportunity allows students to maintain success in their current high school setting. In select cases, students from the Peer Tutoring Program may provide instructional support in addition to the Academic Support I teacher. Strong attendance and a desire to learn are required.

ACADEMIC SUPPORT

ACADEMIC SUPPORT II (99479301)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Transcript Review (Credit recovery needed for two or more courses.) Recovery of two or more courses.

Description: Academic Support II is designed for students who are continuing to make progress following Academic Support I.

ACADEMIC SUPPORT

ACADEMIC SUPPORT III or IV (99479302/99479303)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 12

Prerequisite: Application and Transcript Review

Description: Academic Support III and IV are designed for hardship cases and are only available through individual application.

ACADEMIC SUPPORT

SAT & ACT PREPARATION (95102000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Geometry

Description: Through rotations, students will learn math and verbal strategies, tips, and study skills to assist improving SAT and/or ACT scores. Reading comprehension, vocabulary development, critical thinking, word analogies and advanced grammar are emphasized for verbal improvement. To answer the questions that appear on the math sections of the SAT and/or ACT, , arithmetic, algebra, and geometry skills will be emphasized.

ACADEMIC SUPPORT

TEACHER CADET (95122000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: None Minimum 3.0 GPA and Application

Description: The Teacher Cadet class is an elective designed for high school seniors who are interested in the field of education and have followed the college preparatory curriculum for the first three years of high school. Teacher Cadet is an informative class for anyone interested in education (whether you decide to become a teacher or not). The curriculum is divided into 4 sections: The Learner, School Governance, Teaching Practices, and Schools of the Future. It is also designed to teach students about different personality styles, learning styles, and development - physical, social, and moral.

ACADEMIC SUPPORT

PEER TUTORSHIP I (99479100)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Application

Description: Peer tutoring offers a unique learning experience for qualifying students. Tutors receive two weeks of training in order to provide academic support to at-risk and transfer students. Training involves several areas of study building helping relationships, developing techniques to control the behavior of others and understanding and applying the principles of education. Being responsible for the educational growth of others develops a higher level of responsibility for the tutor. A sincere interest in helping others is an asset for tutors. Students interested in educational careers benefit from this unique opportunity. Tutors may sign up for a second course, Level II, with the program director's approval.

ACADEMIC SUPPORT

PEER TUTORSHIP II (99479200)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Application

Description: Level II tutors are held responsible for managing the program to a greater degree than Level I tutors. They are held accountable for lesson development, management of teaching materials, assisting Level I tutors in developing skills and overseeing the program goals on a wider spectrum. This course is designed to strengthen leadership skills, management skills and to enhance interest in the teaching profession. Peer Tutors at Level II are expected to participate in the training process for Level I Tutors and oversee their progress throughout the semester. Students applying for the N.C. Teaching Fellows and/or other related scholarships should consider this course as an elective credit, preferable during their senior year.

ACADEMIC SUPPORT

PEER TUTORSHIP III (99479210)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Application

Description: This course is designed to strengthen leadership skills, management skills, and to enhance interest in the teaching profession. Students will be involved in a variety of classroom settings assisting in the educational growth of others. This unique opportunity builds helping relationships and fosters growth for both the tutor and the tutee. Tutors are engaged, challenged to learn and reinforce material taught in class, and allowed to both take responsibility and an active role in the learning process.

ACADEMIC SUPPORT

PEER TUTORSHIP IV (99479211)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Application

Description: This course is designed to strengthen leadership skills, management skills, and to enhance interest in the teaching profession. Students will be involved in a variety of classroom settings assisting in the educational growth of others. This unique opportunity builds helping relationships and fosters growth for both the tutor and the tutee. Tutors are engaged, challenged to learn and reinforce material taught in class, and allowed to both take responsibility and an active role in the learning process.

ACADEMIC SUPPORT

MEDIA CENTER ASSISTANT (95152000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: B in English recommended, typing skills and application required Excellent attendance.

Description: Library/Media Studies is an elective course for the Media Center. It involves an organized program of instruction and training resulting in a service learning experience. The student will also serve as an assistant helping teachers and other students. The media assistant will gain information retrieval and interpreting skills that will be beneficial in all other courses of study and for a lifetime of learning. The course will place emphasis on research techniques; media center operations, some computer applications, and information retrieval. (One assistant per block)

ACADEMIC SUPPORT

MUSIC THEORY (52152000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: Students will develop a thorough understanding of the fundamental elements of music theory: melody, rhythm, harmony, tone, color, texture and music history. Students will also demonstrate their mastery of these skills through the use of playing simple melodic and rhythmic instruments, composition and various projects.

CULTURAL ARTS

Vocal Music Beginning A (52302000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

CULTURAL ARTS

Vocal Music Beginning B (52302500)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

CULTURAL ARTS

Vocal Music Intermediate A (52312000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Vocal Music Beginning

Description: This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

CULTURAL ARTS

Vocal Music Intermediate B (52312500)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Vocal Music Beginning

Description: This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

CULTURAL ARTS

Vocal Music Proficient A (52325000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Vocal Music Intermediate

Description: This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

CULTURAL ARTS

Vocal Music Proficient B (52325500)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Vocal Music Intermediate

Description: This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

CULTURAL ARTS

Vocal Music Advanced A (52335000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 12

Prerequisite: Vocal Music Proficient

Description: This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

CULTURAL ARTS

Vocal Music Advanced B (52335500)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 12

Prerequisite: Vocal Music Proficient

Description: This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

CULTURAL ARTS

BAND Beginning A (52552000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: none

Description: Instrument skill and proficiency are developed while participating in a variety of activities. All band students are expected to participate in a limited number of performances.

CULTURAL ARTS

BAND Beginning B (52552500)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: none

Description: Instrument skill and proficiency are developed while participating in a variety of activities. All band students are expected to participate in a limited number of performances.

CULTURAL ARTS

BAND Intermediate A (52562000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Band Beginning or equivalent

Description: Instrument skill and proficiency are developed while participating in a variety of activities. All band students are expected to participate in a limited number of performances.

CULTURAL ARTS

BAND Intermediate B (52562500)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Band Beginning or equivalent

Description: Instrument skill and proficiency are developed while participating in a variety of activities. All band students are expected to participate in a limited number of performances.

CULTURAL ARTS

BAND Proficient A (52575000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Band Intermediate or equivalent

Description: This band section focuses on the basic concepts of music performance, such as tone, breathing, phrasing, form, style, balance, rhythm, and melody. A wide variety of styles will be explored. In addition to the regular class period, students will be required to attend three after school rehearsals a week through November and all Varsity Football games. The Concert Band will perform in the Christmas Concert in December. Concert dress for all concerts is black pants or skirts and a white top or shirt.

CULTURAL ARTS

BAND Proficient B (52575500)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Band Intermediate or equivalent

Description: Higher levels of instrumental skills and proficiency are developed while participating in a variety of activities. Students study during the school day and have some sectional practices after school hours. All Band students are expected to participate in a limited number of performances. Concert dress for all concerts is black pants or skirts and a white top or shirt.

CULTURAL ARTS

BAND Advanced A (52585000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Band Proficient or equivalent

Description: Higher levels of instrumental skills and proficiency are developed while participating in a variety of activities. Students study during the school day and have some sectional practices after school hours. All Band students are expected to participate in a limited number of performances. Concert dress for all concerts is black pants or skirts and a white top or shirt.

CULTURAL ARTS

BAND Advanced B (52585500)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Band Proficient or equivalent

Description: Higher levels of instrumental skills and proficiency are developed while participating in a variety of activities. Students study during the school day and have some sectional practices after school hours. All band students are expected to participate in a limited number of performances. Concert dress for all concerts is black pants or skirts and a white top or shirt.

CULTURAL ARTS

THEATRE ARTS Beginning A (53152000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: Beginning Theatre Arts prepares student for successful performance on stage in a variety of productions. The course also involves a study of improvisation, mime, voice, diction, characterization, and Theatre etiquette. Students will come to understand the significance of theatre arts as an art form and as it relates to culture, society, history, and other subject areas. Student participation is a must.

CULTURAL ARTS

THEATRE ARTS Beginning B (53152500)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: Beginning Theatre Arts will entail a more in-depth study of the history of Theatre. Students will continue their study of speech writing and presentation. Students will also help in all major productions of the Theatre Arts Department.

CULTURAL ARTS

THEATRE ARTS Intermediate A (53162000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Theatre Arts Beginning

Description: Intermediate Theatre Arts students will participate in more advanced monologues, dialogues, and improvisation techniques.

CULTURAL ARTS

THEATRE ARTS Intermediate B (53162500)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Theatre Arts Beginning

Description: Intermediate Theatre Arts students will participate in more advanced monologues, dialogues, and improvisation techniques. Students will work with all aspects of theatrical production (lights, sound, set design, set construction, costumes, and make-up techniques.)

CULTURAL ARTS

THEATRE ARTS Proficient A (53175000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Theatre Arts Intermediate

Description: Proficient students will continue to engage in script writing as they prepare their works for stage presentations. Students will work with all aspects of theatrical production (lights, sound, set design, set construction, costumes, and make-up techniques).

CULTURAL ARTS

THEATRE ARTS Proficient B (53175500)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Theatre Arts Intermediate

Description: Proficient students will continue to engage in script writing as they prepare more advanced stage presentations. Students will work with all aspects of theatrical production (lights, sound, set design, set construction, costumes, and make-up techniques).

CULTURAL ARTS

THEATRE ARTS Advanced A (53185000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 12

Prerequisite: Theatre Arts Proficient

Description: Advanced students will continue to engage in script writing as they prepare more advanced stage presentations. Students will work with all aspects of theatrical production (lights, sound, set design, set construction, costumes, and make-up techniques).

CULTURAL ARTS

THEATRE ARTS Advanced B (53185500)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 12

Prerequisite: Theatre Arts Proficient

Description: Advanced students will continue to engage in script writing as they prepare more advanced stage presentations. Students will work with all aspects of theatrical production (lights, sound, set design, set construction, costumes, and make-up techniques).

CULTURAL ARTS

VISUAL ARTS Beginning A (54152000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: none

Description: Beginning Visual Arts is the study of basic terms, materials, techniques and visual arts history. The student will be exposed to basic drawing skills. They will learn technical skills in a variety of media such as pencil, pen and ink, soft pastel, clay acrylic and tempera paints. This course demands: in-class projects, tests, and weekly homework drawings. There is a required fee of \$3.50. It is highly recommended that the student maintain an 80 or above average to be successful in the demands of the upper Visual Arts levels.

CULTURAL ARTS

VISUAL ARTS Intermediate A (54162000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Visual Arts Beginning

Description: Intermediate Visual Arts provides a strong emphasis on individual instruction and creativity as well as artistic growth. Students will study specific areas in more depth, spending extended time on projects in drawing, commercial arts, pottery, architecture and painting. The course demands: in-class projects, tests and weekly homework assignments. There is a required fee of \$3.50. It is highly recommended that the student maintain an 80 or above average in order to be successful with the assignments of the upper-level Visual Arts.

CULTURAL ARTS

VISUAL ARTS Proficient A (54175000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Visual Arts Intermediate

Description: Proficient Visual Arts is a continuation of skills and knowledge acquired in the previous levels of Visual Arts. It allows for experimentation and creative development of the individual. The course consists of an in-depth study of textiles, sculpture and pottery. The course demands: in-class projects and weekly homework assignments. Students may complete a digital portfolio. There is a required fee of \$3.50. It is highly recommended that the student maintain an 80 or above average to be successful in the course demands of Visual Arts.

CULTURAL ARTS

VISUAL ARTS Advanced A (54185000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Visual Arts Proficient

Description: Advanced Visual Arts allows the advanced students to take a more active role in their course of study. The course consists of assignments that further commercial arts, painting, drawing and printmaking. Students may complete a digital portfolio. The course demands: in-class projects, written reports, weekly homework assignments. There is a required fee of \$3.50.

CULTURAL ARTS

LATIN I (10802000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: none

Description: In this course, students learn to read and comprehend Latin with a major emphasis on vocabulary and syntax. Mythology, culture, English derivatives and Roman history is discussed in this course.

FOREIGN LANGUAGE

LATIN II (10812000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Latin I

Description: Latin students review the vocabulary and syntax of the first year. The study of new vocabulary is continued with the works of a variety of authors. Cultural study is continued with the study of history, government, literature, and art.

FOREIGN LANGUAGE

HONORS LATIN III (10825000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Latin II 85+ or Level IV in Latin II

Description: Following an extensive review of introductory grammar, the third year course completes all major grammatical points of Latin. The major focus in this course is a transition from scholar to authentic Latin. The course includes translation of selections from Martial, Ovid, Pliny, Phaedrus, Catullus, Virgil, and Petronius. Advanced mythology and in-depth analysis of vocabulary and ancient culture are pursued.

FOREIGN LANGUAGE

HONORS LATIN IV (10835000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Latin III 85+ or Level IV in Latin III

Description: Students with a genuine interest in the Classics are encourage to take the fourth level. The course is designed as a survey of Latin literature throughout Roman history. Topics discussed surrounding the selections include scansion, style, rhetorical devices, contemporary social issues and constructs, and Latin influence of Western Civilization. Selections are taken from the following authors: Cato, Plautus, Petronius, Catullus, Cicero, Caesar, Virgil, Horace, Ovid, Martial, Juvenal, and those authors from Medieval Latin.

FOREIGN LANGUAGE

FRENCH I (10412000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: none

Description: Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing. Within a give context extending outside of the classroom setting when possible. A general introduction to the culture, its products (e.g., literature, laws, foods, games,) perspectives (e.g., attitudes, values, beliefs,) and practices (patterns of social interaction) is integrated throughout the course.

FOREIGN LANGUAGE

FRENCH II (10422000)**Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12**Prerequisite:** French I

Description: This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s).

HONORS FRENCH III (10435000)**Credit:** 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** French II 85+ or Level IV in French II

Description: This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They 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.

HONORS FRENCH IV (10445000)**Credit:** 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** French III 85+ or Level IV in French III

Description: A major focus of the course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in a variety of time. Another emphasis of this course is on culture and literature. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. There is more depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own.

SPANISH I (10512000)**Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12**Prerequisite:** none

Description: Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing. Within a give context extending outside of the classroom setting when possible. A general introduction to the culture, its products (e.g., literature, laws, foods, games,) perspectives (e.g., attitudes, values, beliefs,) and practices (patterns of social interaction) is integrated throughout the course.

SPANISH II (10522000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Spanish I

Description: This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s).

FOREIGN LANGUAGE

HONORS SPANISH III (10535000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Spanish II 85+ or Level IV in Spanish II

Description: This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They 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.

FOREIGN LANGUAGE

HONORS SPANISH IV (10545000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Spanish III 85+ or Level IV in Spanish III

Description: A major focus of the course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in a variety of time. Another emphasis of this course is on culture and literature. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. There is more depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own.

FOREIGN LANGUAGE

JROTC I (95012000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: none

Description: This course includes the study of the history of ROTC and the Army, wearing of uniform, rank structure, customs, courtesies of service, saluting, respect to the flag and National Anthem. In addition, cadets study Leadership, Drill and Ceremonies (both with and without weapons), First Aid, Map reading, Techniques of Oral Communications, and Physical Conditioning. Cadets join and participate in the activities of the cadet battalion, LET 1 serves as a survey course and introduction to the JROTC program.

MILITARY SCIENCE

JROTC II (95022000)**Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12**Prerequisite:** JROTC I**Description:** The second unit of JROTC emphasizes intermediate levels of Leadership Development, Drill and Ceremonies, First Aid, Map Reading, Military Organizations and Staff Procedures, U.S. Military History, and Physical Conditioning. LET 2 cadets gain leadership or staff positions within the cadet battalion**JROTC III (95032000)****Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12**Prerequisite:** JROTC II**Description:** The third unit is concerned with the practical application of previously learned leadership skills, developing cooperation and team spirit, effective communication, and duties of the manager. Drill and Ceremonies techniques are reinforced including inspections, parades, and physical conditioning. Skill in land navigation is taught including reading military symbols and orienteering. LET 3 cadets form the intermediate and senior leadership of the cadet battalion.**JROTC IV (95042000)****Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12**Prerequisite:** JROTC III**Description:** The fourth unit provides the serious student an opportunity to perfect leadership skills, management abilities, and academic accomplishment. The LET 4 is a trusted leader and organizer who is frequently put in charge of programs involving cadets from all LET levels. He or she conducts most lessons either alone or for a peer group. Self-paced study and independent leadership require the cadet to demonstrate initiative and creativity and handling interpersonal and group learning problems. LET 4 cadets plan, coordinate, gain approval for, and supervise complex undertakings by the cadet battalion. Specific skill areas taught are leadership, history, drug abuse awareness and control, orienteering, interpersonal communications and briefing. The LET 4 cadet is a senior member of the cadet battalion and works closely with both the cadet chain of command and the faculty.**JROTC V (95042100)****Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** JROTC IV**Description:** The fifth unit emphasizes advanced techniques in leadership, planning and conduct of training, and staff coordination. LET 5 cadets are among the senior battalion leadership who are responsible for training both beginning and intermediate cadets in basic skills. LET 5 cadets conduct most of their own training, and emphasis is on independent study. Where previous courses have required research papers, LET 5 cadets produce working documents designed for the cadet battalion and the school. At least one major project will be the focus of each LET 5 cadet's semester work.

JROTC VI (95042200)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: JROTC V

Description: LET 6 cadets conduct independent study on a variety of subjects from military history to leadership theory. Emphasis is on training management and assisting in the leadership development process for LET 4 and LET 5 cadets. LET 6 cadets work almost exclusively for LET 7 and LET 8 cadets on long term projects involving JROTC, Senior ROTC, the Regular Army, and the Reserve Components.

MILITARY SCIENCE

JROTC VII (95042300)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 12

Prerequisite: JROTC VI

Description: LET 7 cadets and their LET 8 counterparts conduct major projects supervising LET 6 cadets. Many of these projects will involve major contributions by the community and the various Army components. Emphasis is on independent planning, coordination, and conduct of the project. Limited decision making authority is delegated to LET 7 cadets. LET 7 cadets are selected for retention in the program based on their superior academic performance and leadership development.

MILITARY SCIENCE

JROTC VIII (95042400)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 12

Prerequisite: JROTC VII

Description: LET 8 cadets are the most seniors members of the JROTC program, and they are entrusted with expanded decision making authority. LET 8 cadets are in their last semester of high school, and they are well on their way to college, the military, or a selected career. LET 8 cadets, like their LET 7 counterparts, are only retained in the program if their grades, performance and level of maturity warrant.

MILITARY SCIENCE

CTE ADVANCED STUDIES (85952000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Two technical credits in one Career Cluster

Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. DECA, FBLA, FFA, FCCLA, HOS), SkillsUSA, and TSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE

CTE Internship (COOPERATIVE EDUCATION) (85976000)

Credit: 1 unit **Rigor:** 6 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Application and students must be enrolled or previously enrolled in Marketing or Small Business/Entrepreneurship **and** currently employed.

Description: 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. Students are to receive on-the-job training for a minimum of 135 hours during the semester. A student must pass the classroom instruction part in order to receive Coop credit.

CTE

CTE Apprenticeship (COOPERATIVE EDUCATION) (85966000)

Credit: 1 unit **Rigor:** 6 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Application and students must be enrolled or previously enrolled in Marketing or Small Business/Entrepreneurship **and** currently employed.

Description: Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Labor, Apprenticeship and Training Bureau can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. This course is appropriate for occupations that do not require a college degree but require a high level of skill and knowledge.

CTE

AGRISCIENCE APPLICATIONS (68102000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills, introduction to all aspects of the total agricultural industry. Skills in biology, language, writing, computers, math, and physics are reinforced in this course. Work-based learning strategies appropriate for this course are: field trips, shadowing, agriscience projects, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

AGRICULTURE EDUCATION

AGRICULTURAL MECHANICS I (68312000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: This course provides instructions to develop knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems, accidents, and repairs needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering, career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic plumbing, concrete and carpentry, basic welding, and leadership development. Skills in physics, geometry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, field trips, shadowing, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional

AGRICULTURE EDUCATION

AGRICULTURAL MECHANICS II (68322000)**Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12**Prerequisite:** Agricultural Mechanics I

Description: Preparing students for the agricultural engineering field, topics emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/ decision-making. Skills in physics, geometry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agri-science projects, internships, cooperative education, apprenticeship, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

ANIMAL SCIENCE I (68212000)**Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12**Prerequisite:** None

Description: This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. Skills in biology, chemistry, and algebra are reinforced in this course. Workbased learning strategies appropriate for this course are agriscience projects, internships and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

ANIMAL SCIENCE II - SMALL ANIMAL (68232000)**Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12**Prerequisite:** Animal Science I

Description: This course provides instruction on animal husbandry topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category will be covered through this course. Opportunities for student to gain hands-on experience will be included in the course and reinforced through work-based learning and leadership experiences.

HORTICULTURE I (68412000)**Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12**Prerequisite:** None

Description: This course is the introductory level course in the horticulture curriculum. Units of instruction include: safety, communication and leadership skills, plant identification, soils, fertilizers, pruning, plant propagation, and pest management. Skills in biology, chemistry and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many oppoirtunites for practical application of instructional competencies.

HORTICULTURE II (68422000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Horticulture I

Description: This course is a laboratory extension of Horticulture I emphasizing hands-on instruction. Units of instruction include: greenhouse production, landscape design, landscape construction, landscape maintenance, nursery production, and lawn management. Work-based learning strategies such as group live projects, cooperative education, and supervised agricultural experience provide opportunities for practical application of instructional units. FFA & SAE are integral parts of this course.

HORTICULTURE II - LANDSCAPING (68822000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Horticulture I

Description: This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Nursery and Landscape Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences..

PRINCIPLES of BUSINESS and FINANCE (BFIT & MEE) (87212000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None Keyboarding skills - defined as a minimum of 35 words per minute with errors corrected; format from rough draft copy of an announcement, memorandum, personal business letter, and unbound report; and exhibit proper keyboarding techniques.

Description: This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and

ACCOUNTING I (63112000)

Credit: 1 unit (students completing course with 85+ may receive CCCC credit) **Rigor:** 2 **Length:** SEM
Grade(s): 10-12

Prerequisite: none **Recommendation:** Algebra I recommended

Description: This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on analysis and the recording business transactions, preparation and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematical skills and critical thinking are reinforced.

ACCOUNTING II (63122000)

Credit: 1 unit (students completing course with 85+ may receive CCCC credit) **Rigor:** 2 **Length:** SEM

Grade(s): 10-12

Prerequisite: Computerized Accounting I

Description: This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes partnership accounting; adjustments and inventory control systems; budgetary control systems; cost accounting; and further enhancement of employment skills.

Multimedia and Webpage Design (BFIT & T&I) (64142000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Computer Applications I or Microsoft Word, PowerPoint and Publisher or Microsoft Excel and Access

Description: This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Microsoft Word, PowerPoint, & Publisher (64172000)

Credit: 1 unit (students completing course with 85+ may receive CCCC credit) **Rigor:** 2 **Length:** SEM

Grade(s): 9-12

Prerequisite: None

Description: In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize and share documents as well as create complex documents and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing.

Microsoft Excel and Access (64192000)

Credit: 1 unit (students completing course with 85+ may receive CCCC credit) **Rigor:** 2 **Length:** SEM

Grade(s): 9-12

Prerequisite: None

Description: The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate and format data. In the second part of the class students will learn how create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing.

TEEN LIVING (70152000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: This course examines life management skills in nutrition and wellness, family living, child development, and consumer management. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. Skills in mathematics, communication, science, technology, and personal and interpersonal relationships are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and service learning. Skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

PARENTING & CHILD DEVELOPMENT (70652000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on the parents' responsibilities for and the influences on children while providing care and guidance. Skills in communication, resource management, and problem solving are reinforced in this course. Skill development and FHA/HERO leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Personal Finance (BFIT, FACS, and MEE) (87262000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: None

Description: Personal Finance prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. Appropriate work-based learning strategies include career shadowing and service learning. Related activities in DECA, FBLA, and FCCLA provide the opportunity for students to apply personal financial planning skills in authentic settings.

FOODS I (70452000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: This course examines nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and on the selection of food to satisfy needs. Skills in science and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, job shadowing, and service learning. Skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

FOODS II - Enterprise (70462000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Foods I or
Culinary Arts & Hospitality I

Description: This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. FCCLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace

INTERIOR DESIGN I (71512000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family, Career Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

INTERIOR DESIGN II (71522000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Interior Design I

Description: This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. FCCLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Interior Applications (71532000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Interior Design II

Description: This course prepares students for entry-level and technical work opportunities in interior design. Students develop interior applications to meet clients' needs using components found in residential and non-residential settings. Students apply design, selection, production, and renovation skills to wall and floor coverings, lighting, windows, case goods, and upholstered furniture. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ALLIED HEALTH SCIENCES I (72112000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: None Health Education, Biology

Description: This course investigates the health care delivery system, its services, occupations, and related sciences. Topic include the study of the language of medicine, medical mathematics, microbiology, anatomy and physiology, diseases/disorders, diagnoses, treatments, patient/client care regimens, career development, and future technological innovations. Work-based learning strategies include service learning, field trips, and job shadowing. Skills in science, mathematics, communications, social studies and health are reinforced in this course. Projects, teamwork, demonstrations, and HOSA competitive events serve as instructional strategies that reinforce the curriculum content.

HLTH OCC ED

HEALTH SCIENCE II (72422000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Health Science I

Description: This course focuses on the National Healthcare Foundation Standards and Accountability Criteria, and the National Health Science Career Cluster Model pathways. The course is designed to help students expand their understanding of financing and trends of health care agencies, fundamental of wellness, legal and ethical issues, concepts of teamwork and effective communication. Healthcare skills, language arts, mathematics, and communications are reinforced in this course. Students will learn health care skills related to the Health Science Career Cluster pathways. Language arts, mathematics, and communications are reinforced in this course. HOSA activities support networking with health care professionals through volunteerism.

HLTH OCC ED

NURSING FUNDAMENTALS (72432000/73432100)

Credit: 2 units at end of course **Rigor:** 2 **Length:** YEAR **Grade(s):** 12

Prerequisite: Health Science II

Description: This course is designed for students who are interested in medical careers where personal care and basic nursing care skills are used. Healthcare skills, language arts, mathematics, and communications are reinforced in this course. This course is an enhancement of the North Carolina Division of Health Service Regulation Nurse Aide I curriculum. Students who successfully complete the course will be prepared to take the National Nurse Aide Assessment Program (NNAAP) competency exam for Certified Nurse Aide I. A clinical internship in a long term care facility is required. HOSA activities support networking with health care agencies and professionalism through the development of clinical expertise and volunteerism.

HLTH OCC ED

ENTREPRENEURSHIP I (87162000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Marketing OR Personal Finance OR Principles of Business and Finance

Description: In this course students evaluate the concepts of going into business for themselves and working or operating a small business. Emphasis is on the exploration of feasible ideas of products/service, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA and FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

MARKETING ED

MARKETING (66216000)

Credit: 1 unit (students completing course with 85+ may receive CCCC credit) **Rigor:** 2 **Length:** SEM

Grade(s): 10-12

Prerequisite: None

Description: In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through

MARKETING ED

TECHNOLOGY ENGINEERING and DESIGN (82102000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

TECHNOLOGY ED

PRINCIPLES OF TECHNOLOGY I (80112000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: None Algebra I, Technology Engineering & Design

Description: This course provides a project based learning approach to understanding the fundamental principles and concepts of physics and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to work, force, rate, resistance, energy, and power. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Algebra I and Technology Engineering and Design are recommended as preparation for this course.

TECHNOLOGY ED

PRINCIPLES OF TECHNOLOGY II (80122000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Principles of Technology I

Description: This course is a continuation of project based learning experiences where students focus on mechanical, electrical, fluid and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy convertors, transducers, radiation theory, optical systems, and time constants. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

TECHNOLOGY ED

AUTOMOTIVE SERVICE (75112000)**Credit:** 1 unit (students completing course with 85+ may receive CCCC credit) **Rigor:** 2 **Length:** SEM**Grade(s):** 9-12**Prerequisite:** None

Description: This course introduces basic automotive skills and job opportunities in the auto repair industry. Topics include engine theory, automotive service preventive maintenance, brake repair, electrical systems troubleshooting, safety, test equipment, and measuring. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AUTOMOTIVE BRAKES (75122000)**Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12**Prerequisite:** None **Recommended:** Automotive Service

Description: This course teaches installation, inspection, and troubleshooting of automotive brake systems. Automotive Service Technology programs in North Carolina are National Automotive Technician Education (NATEF) certified. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, and job shadowing. 7511 Automotive Service is recommended as preparation for this course. This course helps prepare students for the Automotive Service Excellence (ASE) certification in brakes. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AUTOMOTIVE COMPUTER SYSTEM DIAGNOSTICS (75132000)**Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** Automotive Brakes

Description: This course is based upon the use of computer system diagnostic tools to read and diagnose computer codes in a variety of automotive types. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AUTOMOTIVE ELECTRICAL (75142000)**Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** None **Recommended:** Automotive Service

Description: This course emphasizes automotive electrical/electronics and is basic for electrical/electronic automotive preparation. Basic inspection, troubleshooting, and repair of automotive electrical/electronic systems will be included in this course. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in electrical/electronics. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. 7511 Automotive Service is recommended as preparation for this course.

AUTOMOTIVE ELECTRICAL ADVANCED (75152000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Automotive Electrical

Description: This course emphasizes advanced electrical/electronics. Advanced inspection, troubleshooting, and repair of automotive electrical/electronic systems will be included in this course. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in electrical/electronics. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ELECTRICAL TRADES I (77412000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

Description: This course covers basic electrical trades terminology and develops technical aspects of electrical trades with emphasis on development of introductory skills such as residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ELECTRICAL TRADES II (77422000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Electrical Trades I

Description: This course builds on skills mastered in Electrical Trades I and provides an introduction to the National Electric Code, devices boxes, hand bending, raceways and fittings, conductors and cables, construction drawings, residential services, test equipment, alternating circuits, grounding and bonding. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ELECTRICAL TRADES III (77432000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Electrical Trades II

Description: This course content includes motors, electric lighting, conduit bending, pull and junction boxes, conductor installations, cable tray, conductor terminations and splices, circuit breakers and fuses, control systems, and concepts. Upon completion of this course, students should be prepared to enter the workforce as an electrical helper and/or continuing education towards degrees in Construction Management or Electrical Engineering. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

DRAFTING I (79212000)**Credit:** 1 unit-Students completing this course with an 85 or above may receive credit from CCCC. **Rigor:** 2**Length:** SEM **Grade(s):** 9-12**Prerequisite:** None

Description: This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, and geometric construction techniques as well as CAD (computer assisted design), orthographic projection, and oblique and isometric drawings. Skills in communication, mathematics, science, leadership, and problem-solving are reinforced in this course. Hands-on work experiences and Skills USA leadership activities provide many opportunities to enhance classroom instruction and career development.

DRAFTING II - ARCHITECTURAL (79622000)**Credit:** 1 unit-Students completing this course with an 85 or above may receive credit from CCCC **Rigor:** 2**Length:** SEM **Grade(s):** 10-12**Prerequisite:** Drafting I

Description: This course is focused on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of tools in the creation of floor plans, wall sections, and elevation drawings. Mathematics, science, and computer aided design concepts are reinforced. Hands-on work experiences and Skills USA leadership activities provide many opportunities to enhance classroom instruction and career development.

DRAFTING III - ARCHITECTURAL (79632000)**Credit:** 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** Drafting II

Description: Drafting Architectural III was designed to be a one unit course. This course is focused on the principles, concepts, and use of complex graphic tools utilized in the field of architecture, structural systems, and construction trades. Emphasis is placed on the application of CAD tools in the creation of site plans, foundation plans, stair detail plans, and interior elevation drawing. Mathematics, science, and visual design concepts are reinforced. Work-based learning strategies appropriate for this course are apprenticeship and cooperative education. Hands-on work experiences and SkillsUSA-VICA leadership activities provide many opportunities to enhance classroom instruction and career development.

E-Learning: Online Course Selections

Harnett County Schools provides students with an opportunity to participate in two e-learning initiatives: North Carolina Virtual Public School (NCVPS) and Career & College Promise. Career & College Promise, in partnership with the North Carolina Community College System, allows students to earn both college and high school credit for their coursework. In conjunction with the North Carolina Virtual Public School (NCVPS), Harnett County high school students are provided a wide selection of online high school courses. AP courses are year-long courses (1 block each semester) and other courses are semester-length (1 block). For more information about NCVPS as well as course offerings, please see www.ncvps.org.

NCVPS courses are made available during the school day through online, computer-based instruction held in a computer lab setting. The E-Learning Program provides rigorous learning opportunities through courses not available in the traditional face-to-face curriculum. The online courses are taught by highly qualified instructors from across the state and nation. The classroom is supervised by an on-site facilitator who interacts regularly with each online instructor on behalf of students; the facilitator also facilitates communication with parents. Each E-Learning class is limited to 20 students.

Program Expectations and Logistics:

1. Students must commit to full participation in all work assignments and accept the rigor and challenges associated with honors and AP level courses.
2. Students are expected to interact regularly and appropriately with the online instructor seeking clarification and support as needed.
3. Once enrolled, students must remain in the course for the full semester with exceptions made only by the principal.
4. Depending upon the online course provider, the duration for the course may be "block" (semester only) or "year-long".
5. Students enrolled in year-long courses will be awarded one (1) credit for the course even though the coursework consumes a full block period each semester.
6. Students enrolled in an AP course will be required to take the AP exam (no exceptions). The exam fee may be waived for qualifying students pending the availability of funding.
7. If the daily work schedule permits, students may also access additional online learning support programs such as SAT Prep and other tutorial-based programs.
8. Some courses may involve hands-on activities facilitated by the school's faculty.
9. Students must adhere to the attendance policy.

Guidelines for Participation:

1. The student must possess a satisfactory conduct record and attendance record for the previous years in high school.
2. The student has successfully met the NC Computer Skills requirement.
3. The student must complete an Application and Pre-Enrollment Questionnaire. These forms are available in the guidance office or online at the link below.
4. The student must receive approval from the counselor and the principal who reviews the student's conduct record, attendance record, current transcript, application, and pre-enrollment questionnaire to help determine best placement.
5. If accepted as a participant, the Student and Parent Participation Agreement must be completed and returned to the counselor. This form is available in the guidance office or online at the link below.
6. Courses that are offered as "face-to-face" courses at the school are not to be taken as "online" courses except in special situations such as scheduling conflicts. Permission for a student to take an online course that is otherwise available must be approved by the Assistant Superintendent of Curriculum and Instruction prior to registering the student for the course.

The following section contains a preliminary list of courses being offered through NCVPS for the upcoming school year. Course availability is subject to change. Contact your guidance counselor for additional guidelines. More information is

AP Art History (54484000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** YEAR **Grade(s):** 9-12

Prerequisite: 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. This course is designed for an independent student who will be successful via online learning.

Description: Art is the reflection of the time, place, and people that produced it. The Advanced Placement Art History course is designed to provide the same benefits to you as high school students that are provided by an introductory college art history course—those being an understanding and enjoyment of architecture, sculpture, and other art forms within their historical and cultural context. During the course we will examine major forms of artistic expression from the past and the present.

ART

Computer Programming I (6421Q000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Completion of Algebra I is a prerequisite for this class. This course is designed for an independent student who will be successful via online learning.

Description: This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Basic environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including event-driven input, logical decision making and processing, and useful output. Communication, critical thinking, and lifelong learning skills are reinforced through the completion of course activities. Work-based learning strategies appropriate to this course are internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

CTE

Latin I (1080Q000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None This course is designed for an independent student who will be successful via online learning.

Description: This course introduces basic Latin vocabulary, inflections, and grammar as it applies to reading and translating simple Latin sentences. Special emphasis is placed on building English derivatives and vocabulary. Roman culture, art, history, law, and government are also explored to help build an appreciation of the ancients' effects on modern American society.

FOREIGN LANGUAGE

Latin II (1081Q000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Latin I This course is designed for an independent student who will be successful via online learning.

Description: Students continue building vocabulary and studying more complex grammar. The study of ancient Roman history is expanded as students begin reading the simpler texts written by ancient authors.

FOREIGN LANGUAGE

Honors Latin III (10820000)

Credit: 1 unit (+1 QP) **Rigor:** 5 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Latin II This course is designed for an independent student who will be successful via online learning.

Description: Students continue building vocabulary and studying more complex grammar. Through their study of Latin, students reinforce and further their understanding of English. They expand their study of Roman history as they begin reading simpler texts written by ancient authors.

AP Calculus BC (20774W00)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** YEAR **Grade(s):** 9-12

Prerequisite: BC Calculus covers three semesters of college level calculus in two semesters. This course is intended for students who have a strong background in pre calculus topics, good reading skills, a desire to learn calculus at a very rapid pace and exceptionally good study habits.

Local Recommendation: Completion of AP Calculus (AB) prior to registering for AP Calculus (BC) This course is designed for an independent student who will be successful via online learning.

Description: AP Calculus BC, a is primarily concerned with developing students' understanding of calculus concepts and providing experiences in theory, fundamentals and applications.

AP Calculus BC reviews and extends concepts from AP Calculus AB and develops the important concepts from AP Calculus BC.

AP Computer Science A (25084000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** YEAR **Grade(s):** 9-12

Prerequisite: Successful completion of Algebra I. An introductory programming class is not required but generally recommended for all but the very exceptional student who has never programmed. Students who don't meet the above criteria should consider an entry-level programming class such as Visual Basic or AP Computer Science Part A. This course is designed for an independent student who will be successful via online learning.

Description: The AP Computer Science course is an introductory course in computer science. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. This is a college level class and will move at a considerably faster pace than the typical high school class.

Medieval Studies (4010Q000)

Credit: 1 unit **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None This course is designed for an independent student who will be successful via online learning.

Description: 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.

The course will also attempt to assess the impact of these and other subjects of medieval origin upon today's world.

AP World History (40244W00)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** YEAR **Grade(s):** 9-12

Prerequisite: None This course is designed for an independent student who will be successful via online learning.

Description: The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies

SOCIAL STUDIES

AP Human Geography (40324000)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** YEAR **Grade(s):** 9-12

Prerequisite: The target audience is mainly highly motivated (AP) high school students who are probably seniors (but students could take the class no matter their year). There are no specific prerequisites for AP Human Geography; however, a strong background in upper level English, Science and Social Studies classes is advised. This course is designed for an independent student who will be successful via online learning.

Description: The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Geography is concerned not simply with describing patterns, but with analyzing how they came about and what they mean.

SOCIAL STUDIES

AP Psychology (40804W00)

Credit: 1 unit (+2 QP's) **Rigor:** 7 **Length:** YEAR **Grade(s):** 9-12

Prerequisite: There are no prerequisite classes for AP Psychology, though students who have taken regular or Honors Psychology may find themselves slightly more familiar with some topics in AP Psychology. Students must have excellent critical reading skills and a willingness to develop time management strategies. This course is designed for an independent student who will be successful via online learning.

Description: This introductory course will expose students to many of the fields of interest within Psychology. Topics covered will be the more familiar Personality Development, Altered States of Consciousness (sleep, dreams, and hypnosis), Learning, Memory, and Abnormal Behavior. Students will also study the Biological Basis of Behavior, Motivation, Sensation, Perception, Health Psychology and Social Psychology.

SOCIAL STUDIES

Career and College Promise: Technical Career Pathway

Earn both high school and college credit with Central Carolina Community College through Career and College Promise. High School juniors and seniors can earn college credit by enrolling in either the College Transfer or the Career Technical Education Pathway.

Courses are tuition-free, and at this time, Technical Career books are paid for through high school funding (however some courses may have related fees based on community college requirements). Course work can lead to a credential that builds skills for a technical career. Students must provide their own transportation.

Technical Career Pathway Options

- 1) Broadcasting Production Technology
- 2) Computer-Integrated Machining
- 3) Cosmetology
- 4) Criminal Justice Technology

Following the completion of registration, course changes are limited. Parents and students must make wise choices to ensure a quality educational experience for all.

Intro to Broadcasting

High School Course Code: pending College Course Code: **BPT 110** Length: SEM

High School Credit: 1 unit College Credit: 3 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): None

This course introduces the field of broadcasting and other electronic media. Emphasis is placed on the history, development, and current status of radio, television, and related industries. Upon completion, students should be able to demonstrate knowledge of regulations, organizational structure, revenue sources, historical development, and ongoing operation of broadcasting and related industries.

CCP--TECHNICAL CAREER

Broadcast Speech I

High School Course Code: pending College Course Code: **BPT 121** Length: SEM

High School Credit: 1 unit College Credit: 3 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): None

This course covers basic preparation and performance of on-air talents' speaking quality. Emphasis is placed on developing a pleasant and efficient voice with techniques applied to taped news, features, commercial copy, and announcing. Upon completion, students should be able to show improvement and aptitude in proper articulation, pronunciation, rate of delivery, pitch, breathing techniques, inflection, projection, and phrasing.

CCP--TECHNICAL CAREER

Audio/Radio Production I

High School Course Code: pending College Course Code: **BPT 131** Length: SEM

High School Credit: 1 unit College Credit: 4 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): None

This course covers the creation, development, production, and presentation of audio programming elements for broadcast and/or other electronic media applications. Emphasis is placed on the proper operation of professional audio equipment and the study of basic physical behavior and perceptual effects of sound. Upon completion, students should be able to correctly operate audio recording and playback equipment and demonstrate an understanding of the basic components of sound.

CCP--TECHNICAL CAREER

Audio/Radio Production II

High School Course Code: pending College Course Code: **BPT 132** Length: SEM

High School Credit: 1 unit College Credit: 4 hours Grade(s): 11-12

Prerequisite: BPT 131 Corequisite(s): None

This course covers the use of advanced audio production techniques in broadcast and/or other electronic media applications. Topics include basic audio signal processing equipment and analog and digital professional audio recording and playback equipment. Upon completion, students should be able to optimize the use of professional audio equipment in the production of effective audio programming.

CCP--TECHNICAL CAREER

Radio Performance I

High School Course Code: pending College Course Code: **BPT 135** Length: SEM

High School Credit: pending College Credit: 2 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): None

This course provides an opportunity to operate the college radio station as an announcer/board operator. Emphasis is placed on operating control-room equipment, logging transmitter readings, EBS tests, reading news, and broadcasting free of interruptions. Upon completion, students should be able to prepare music, public service announcements, and promos for timely broadcast; introduce songs/programs smoothly; and follow FCC rules.

CCP--TECHNICAL CAREER

Machining Technology I

High School Course Code: pending College Course Code: **MAC 111** Length: SEM

High School Credit: pending College Credit: 6 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): None

This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling

CCP--TECHNICAL CAREER

Blueprint Reading

High School Course Code: pending College Course Code: **BPR 111** Length: SEM

High School Credit: pending College Credit: 2 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): None

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

CCP--TECHNICAL CAREER

Blueprint Reading: Mechanical

High School Course Code: pending College Course Code: **BPR 121** Length: SEM

High School Credit: pending College Credit: 2 hours Grade(s): 11-12

Prerequisite: BPR 111 or MAC 131 Corequisite(s): None

This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing.

CCP--TECHNICAL CAREER

Cosmetology Concepts IA (COS 111A) with Salon IA (COS 112A)

High School Course Code: pending College Course Code: **COS 111A / COS 112A** Length: SEM

High School Credit: 1 unit College Credit: 4 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): COS 111A and 112A

Cosmetology Concepts IA (COS 111A) includes safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics.

Salon IA (COS 112A) includes scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

CCP--TECHNICAL CAREER

Cosmetology Concepts IB (COS 111B) with Salon IB (COS 112B)

High School Course Code: pending College Course Code: **COS 111B / COS 112B** Length: SEM

High School Credit: 1 unit College Credit: 4 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): COS 111B and 112B

Cosmetology Concepts IB (COS 111B) includes safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics.

Salon IB (COS 112B) includes scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

CCP--TECHNICAL CAREER

Cosmetology Concepts IIA (COS 113A) with Salon IIA (COS 114A)

High School Course Code: pending College Course Code: **COS 113A / COS 114A** Length: SEM

High School Credit: 1 unit College Credit: 4 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): COS 113A and 114A

Cosmetology Concepts IIA (COS 113A) covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring.

Salon IIA (COS 114A) includes scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

CCP--TECHNICAL CAREER

Cosmetology Concepts IIB (COS 113B) with Salon IIB (COS 114B)

High School Course Code: pending College Course Code: **COS 113B / COS 114 B** Length: SEM

High School Credit: 1 unit College Credit: 4 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): COS 113B and 114B

Cosmetology Concepts IIB (COS 113B) covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring.

Salon IIB (COS 114B) provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

CCP--TECHNICAL CAREER

Criminology

High School Course Code: pending College Course Code: **CJC 112** Length: SEM

High School Credit: 1 unit College Credit: 3 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CCP--TECHNICAL CAREER

Juvenile Justice

High School Course Code: pending College Course Code: **CJC 113** Length: SEM

High School Credit: 1 unit College Credit: 3 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CCP--TECHNICAL CAREER

Court Procedure & Evidence

High School Course Code: pending College Course Code: **CJC 132** Length: SEM

High School Credit: 1 unit College Credit: 3 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CCP--TECHNICAL CAREER

Victimology

High School Course Code: pending College Course Code: **CJC 214** Length: SEM

High School Credit: 1 unit College Credit: 3 hours Grade(s): 11-12

Prerequisite: None Corequisite(s): None

This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs.

CCP--TECHNICAL CAREER

Career and College Promise: College Transfer

High school juniors and seniors can earn both high school and college credit with Central Carolina Community College by enrolling in either the College Transfer or the Career Technical Education Pathway. Courses are tuition-free, but *students are required to pay for books* for any college transfer courses. Some courses may have related fees based on community college requirements. College Transfer courses are advanced study options which carry one additional quality point on the high school transcript. Students must provide their own transportation.

College Transfer Pathway Options

- 1) Humanities and Social Science
- 2) Business and Economics
- 3) Life and Health Sciences
- 4) Engineering and Mathematics

Following the completion of registration, course changes are limited. Parents and students must make wise choices to ensure a quality educational experience for all. (NOTE: The first course listed is *College Transfer Success*, an orientation seminar, which does not earn any credit on the high school transcript and it does not count toward the student's high school GPA.)

College Readiness Benchmarks on Diagnostic Assessment Tests						In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores as benchmarks for college readiness:	
Test	PLAN	PSAT	Assets (NCCCS-Cut-Score)	COMPASS (NCCCS-Cut-Score)	Accuplacer (NCCCS-Cut-Score)	SAT	ACT
English	15	49	41-Writing	70-Writing	86-Sentence Skills	500	18
Reading	17	50	41-Reading	81-Reading	80-Reading	500	21
Math	19	50	41-Num Skills and 41-Int. Alg	47-Pre-Alg and 66-Alg	55-Arithmetic and 75-Elem. Alg	500	22

College Transfer Success

High School Course Code: pending College Course Code: ACA 122 Length: SEM

High School Transcript Credit: No Credit--(college orientation class) College Transcript Credit: 1 hour(s)

Grade(s): 11-12 Prerequisite: None

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

CCP--COLLEGE TRANSFER

Art Appreciation

High School Course Code: pending College Course Code: ART 111 Length: SEM
High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12
Prerequisite: Strong in academic courses.

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.

CCP--COLLEGE TRANSFER

General Biology I

High School Course Code: pending College Course Code: BIO 111 Length: SEM
High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 4 hour(s) Grade(s): 11-12
Prerequisite: Completed high school Biology and Algebra II requirements.

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

CCP--COLLEGE TRANSFER

General Biology II

High School Course Code: pending College Course Code: BIO 112 Length: SEM
High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 4 hour(s) Grade(s): 11-12
Prerequisite: BIO 111

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

CCP--COLLEGE TRANSFER

General Chemistry I

High School Course Code: pending College Course Code: CHM 151 Length: SEM

High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 4 hour(s) Grade(s): 11-12

Prerequisite: MAT 080 or appropriate placement test scores AND completed high school Chemistry and Algebra II requirements.

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. Additional topics include laboratory and chemical safety rules, electromagnetic spectrum, spectrometer, and chromatography. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

CCP--COLLEGE TRANSFER

General Chemistry II

High School Course Code: pending College Course Code: CHM 152 Length: SEM

High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 4 hour(s) Grade(s): 11-12

Prerequisite: CHM 151

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. The spectrophotometer, pH meters, solids, liquids, and properties of solutions are covered. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science.

CCP--COLLEGE TRANSFER

Introduction to Computers

High School Course Code: pending College Course Code: CIS 110 Length: SEM

High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12

Prerequisite: Strong in academic courses.

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement

CCP--COLLEGE TRANSFER

Principles of Microeconomics

High School Course Code: pending College Course Code: ECO 251 Length: SEM

High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12

Prerequisite: Strong in academic courses.

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.

CCP--COLLEGE TRANSFER

Principles of Macroeconomics

High School Course Code: pending College Course Code: ECO 252 Length: SEM

High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12

Prerequisite: Strong in academic courses.

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.

CCP--COLLEGE TRANSFER

Expository Writing

High School Course Code: pending College Course Code: ENG 111 Length: SEM

High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12

Prerequisite: Take one set: RED 090 and ENG 090, ENG 095, or appropriate placement test scores AND completed four high school English courses.

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well developed essays using standard written English. This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition.

CCP--COLLEGE TRANSFER

Literature-Based Research

High School Course Code: pending College Course Code: ENG 113 Length: SEM
High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12
Prerequisite: ENG 111

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. Students should be able to respond to literature orally in class discussions and in small group and individual presentations. This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition

CCP--COLLEGE TRANSFER

American Literature II

High School Course Code: pending College Course Code: ENG 232 Length: SEM
High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12
Prerequisite: Take one: ENG 112, ENG 113, or ENG 114

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.

CCP--COLLEGE TRANSFER

Western Civilization I

High School Course Code: pending College Course Code: HIS 121 Length: SEM
High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12
Prerequisite: Strong in academic courses.

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.

CCP--COLLEGE TRANSFER

Precalculus Algebra

High School Course Code: pending College Course Code: MAT 171 Length: SEM
High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12
Prerequisite: Take one set: MAT 060 and MAT 080, MAT 060 and MAT 090, MAT 095, MAT 161, or appropriate placement test scores AND completed four high school math courses.

This is the first of two courses designed to emphasize topics, which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics.

CCP--COLLEGE TRANSFER

Precalculus Trigonometry

High School Course Code: pending College Course Code: MAT 172 Length: SEM
High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12
Prerequisite: MAT 171

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors, and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. This course has been approved for transfer under the CAA and ICAA as a general education

CCP--COLLEGE TRANSFER

Calculus I

High School Course Code: pending College Course Code: MAT 271 Length: SEM
High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 4 hour(s) Grade(s): 11-12
Prerequisite: Take one: MAT 172 or MAT 175

This course covers in-depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics.

CCP--COLLEGE TRANSFER

General Psychology

High School Course Code: pending College Course Code: PSY 150 Length: SEM

High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12

Prerequisite: Strong in academic courses.

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences

CCP--COLLEGE TRANSFER

Introduction to Sociology

High School Course Code: pending College Course Code: SOC 210 Length: SEM

High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12

Prerequisite: Strong in academic courses.

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences.

CCP--COLLEGE TRANSFER

Elementary Spanish I

High School Course Code: pending College Course Code: SPA 111 Length: SEM

High School Transcript Credit: 1 unit (+1 QP) College Transcript Credit: 3 hour(s) Grade(s): 11-12

Prerequisite: Completed two high school foreign language courses.

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts.

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