



## 2014-15

# High School Curriculum Guide

### FOCUS ON EXCELLENCE

Richmond County Schools takes pride in academics. The high school experience with Richmond County Schools provides a rich and diverse selection of courses designed to meet the interests and needs of our students. The information contained in this curriculum guide provides students and parents with the guidance necessary to select the appropriate classes and pathway for a successful high school experience. As students and parents select courses, particular attention should be paid to the core courses and End-of-Course exams required for graduation. We work to provide students the opportunity to take those courses requested, within the context of each student's graduation plan.

### FUTURE READY CORE

The North Carolina State Board of Education approved new high school graduation requirements, effective with the entering ninth grade class of 2009-10, called the Future-Ready Core Course of Study.

The primary differences between this course of study and previous courses of study are:

- **Four math credits for all students**
- **Four elective credits in a concentrated area**

By taking four elective credits in a concentrated area, students can tailor their courses to fit their interests and personal goals while building a strong academic foundation.

For some students with learning disabilities, the Occupational Course of Study will remain an option. These students must have the Occupational Course of Study identified in their Individualized Education Plan.

### CAREER AND COLLEGE PROMISE PROGRAM

The Career and College Promise Program (CCPP) provides dual enrollment educational opportunities for eligible Richmond Senior High school juniors and seniors in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. See page two for further details on the two separate pathways through (CCPP).

### REGISTERING FOR COURSES

Students and parents are advised to thoroughly review and select courses based on course prerequisites and graduation requirements. Once selected, schedule changes will not be made, except in the case of

1. previous course failure;
2. to fulfill requirements for graduation; or
3. to increase schedule rigor, based on course

prerequisites and college admissions.

Students must register for 8 classes and 4 alternates. Core classes will be evaluated once testing procedures are completed to make sure students are in the appropriate level of classes. If you have any questions concerning registration with Richmond Senior High, feel free to contact admissions at 910-997-9812 extension 2036.

### NC HIGH SCHOOL COMMUNITY COLLEGE ARTICULATION AGREEMENT

The North Carolina High School to Community College Articulation Agreement provides a seamless process that joins secondary and postsecondary Career and Technical Education (CTE) programs of Study.

To receive articulated credit, students must enroll at the community college within two years of their high school graduation date and meet the following criteria:

- Final grade of B or higher in the CTE course and
- A score of 93 or high on the standardized CTE post assessment

**ALL INSTRUCTIONAL PROGRAMS PROVIDED BY THE RICHMOND COUNTY SCHOOLS ARE AVAILABLE WITHOUT REGARD TO RACE, CREED, COLOR, SEX, NATIONAL ORIGIN, OR HANDICAPPING CONDITION.**

## GRADE POINT AVERAGE & GRADING SCALE

Advanced Placement Courses (AP), Honors level courses, RCC courses can have a very positive impact on class ranking and the student's Grade Point Average. This can help students increase their chances of being accepted into a college they might want to attend after graduation. AP courses carry a weight of 2 points, for a maximum of 6.0. Honor's level courses and RCC courses will carry a weight of 1 point, for a maximum of 5.0. This offers an advantage over other courses which carry a maximum of 4.0.

Calculations for the weighted grade-point average are based on a standardization of 1) academic course levels, 2) grading scales, and 3) the weight of course grades. The class rank is based on a weighted grade-point average in which a single (1) quality point or weight is added to passing grades earned in college and honors, and two (2) quality points are added to passing grades earned in advanced-placement courses.

### Grading Scale

The conversion of grades to quality points is standardized and made equivalent under each option.

Implicit in each option is a conversion of percentage grades to letter grades according to the following widely-used scale: 93-100 = A; 85-92 = B; 77-84 = C; 70-76 = D; and below 70 = F.

96-100% = 4.00	89% = 3.13	82% = 2.25	75% = 1.38
95% = 3.88	88% = 3.00	81% = 2.13	74% = 1.25
94% = 3.75	87% = 2.88	80% = 2.00	73% = 1.13
93% = 3.63	86% = 2.75	79% = 1.88	70-72% = 1.00
92% = 3.50	85% = 2.63	78% = 1.75	69% & less = 0.00
91% = 3.38	84% = 2.50	77% = 1.63	
90% = 3.25	83% = 2.38	76% = 1.50	

### Courses That Are Eligible for Weights

- Honors sections of standard-level academic courses and foreign language courses beyond the second-year level. (1 point);
- Advanced Placement (2 points)
- RCC courses (1 point)

*Remedial courses, vocational courses and non-AP courses are not eligible for weighting.*

## Graduation Requirements

Starting with the 9th grade class during the school year of 2009–10 or beyond, students must meet the following requirements to graduate high school.

- Earn 28 course credits
- Pass the NC Computer Skills Test
- Pass three end of Course Tests (English I, Algebra I, Biology)
- Successfully complete a project product during senior year\*\*\*
- Be proficient in 21st Century Future-Ready Core Curriculum\***

### \*\*\* GRADUATION PROJECT

Requires successful completion of each of the following components:

- Research Paper
- Product or Physical Project
- Portfolio
- Presentation

## RICHMOND SENIOR HIGH SCHOOL- RICHMOND COMMUNITY COLLEGE Career and College Promise (CCF) Information

### CORE 44 COLLEGE TRANSFER PATHWAY

The CCP Core 44 College Transfer Pathway offers different choices that can lead to semester hours of college credit. These courses could potentially transfer to a four year university or college of choice pending the courses are accepted by that school.

#### Eligibility:

- \* Be a high school junior or senior
- \* Have a weighted GPA of 3.0 on high school courses
- \* Demonstrate college readiness on one of the placement assessments
- \* Must have principal's recommendation to be considered
- \* Please see back page for a list of courses.

### CAREER TECHNICAL EDUCATION PATHWAY

The CCP Career Technical Education Pathway offers different choices that can lead to a certificate of diploma. These credits do not transfer to a four year university or college.

#### Eligibility:

- \* Be a high school junior or senior
- \* Have a weighted GPA of 3.0 on high school courses
- \* Demonstrate college readiness on one of the placement assessments
- \* Must have principal's recommendation to be considered
- \* Please see back page for a list of courses.

## Enrollment Procedure:

- Speak with your grade level counselor at Richmond Senior to enroll during the school day
- Students pick up books at the RCC Bookstore and return them to the high school at the end of the semester
- Grades are available to the students at the end of each semester on Web Advisor.
- Classes taken at Richmond Community College get honors credit on the high school transcript.

**\* Please use the chart below and to the right to assist in determining eligibility for College Readiness and Career and College Promise Pathway options.**

### Benchmarks on Approved Diagnostic Assessments Tests

Test	PLAN**	PSAT**	Accuplacer (NCCCS Cut Score)
English	15	49	86 Sentences
Reading	17	50	80 reading
Mathematics	19	50	55 Arithmetic and 75 Elem. Algebra

## FOR NINTH GRADERS ENTERING 2011-2012

\*Please use the chart below as a guide.

CONTENT AREA	FUTURE-READY CORE
English (4 credits)	<input type="checkbox"/> English I <input type="checkbox"/> English II or English II Honors <input type="checkbox"/> English III or English III Honors <input type="checkbox"/> English IV or English IV Honors
Mathematics (4 credits) (If taken Algebra I in the 8th grade, students will still need (4) additional maths for graduation requirements)	<input type="checkbox"/> Algebra I (8th grade) <input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry or Geometry Honors <input type="checkbox"/> CC MATH III or CC MATH III Honors <input type="checkbox"/> Advanced Math* <input type="checkbox"/> Advanced Math*
Science (3 credits)	<input type="checkbox"/> Earth Environmental Science or EES Honors <input type="checkbox"/> Physical Science <input type="checkbox"/> Biology or Biology Honors <input type="checkbox"/> Chemistry or Chemistry Honors <input type="checkbox"/> Physics Honors
Social Studies (3 credits)	<input type="checkbox"/> World History or World History Honors <input type="checkbox"/> Civics and Economics or Honors <input type="checkbox"/> US History or US History Honors
Second Language (2 credits)	Not required for graduation, but required for admission to the UNC System. <input type="checkbox"/> Foreign Language (I) <input type="checkbox"/> Foreign Language (II)
Health and Physical Education	<input type="checkbox"/> Health/PE
Electives	(2) Elective credits of any combination from either Career and Technical Education (CTE) or Arts Education <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit  (4) Elective credits (Four Course Concentration) strongly recommended from one or the following: -Career and Technical Education (CTE) -JROTC -Fine Arts -Advanced Placement Courses  <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit  Additional Electives  <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit

## FOR NINTH GRADERS ENTERING 2012-13 AND LATER

\*Please use the chart below as a guide.

CONTENT AREA	FUTURE-READY CORE
English (4 credits)	<input type="checkbox"/> English I <input type="checkbox"/> English II or English II Honors <input type="checkbox"/> English III or English III Honors <input type="checkbox"/> English IV or English IV Honors
Mathematics (4 credits) (If taken Algebra I in the 8th grade, students will still need (4) additional maths for graduation requirements)	<input type="checkbox"/> Algebra I (8th grade) <input type="checkbox"/> Common Core Math I <input type="checkbox"/> Common Core Math II or CC MATH II Honors <input type="checkbox"/> Common Core Math III or CC MATH III Honors <input type="checkbox"/> Advanced Math* <input type="checkbox"/> Advanced Math*
Science (3 credits)	<input type="checkbox"/> Earth Environmental Science or EES Honors <input type="checkbox"/> Biology or Biology Honors <input type="checkbox"/> Physical Science <input type="checkbox"/> Chemistry or Chemistry Honors <input type="checkbox"/> Physics Honors
Social Studies (4 credits)	<input type="checkbox"/> World History or World History Honors <input type="checkbox"/> Civics and Economics or Honors <input type="checkbox"/> American History I or American History I Honors <input type="checkbox"/> American History II or American History II Honors <input type="checkbox"/> AP US History/Turning Points in American History Honors (Two Credits)
Second Language (2 credits)	Not required for graduation, but required for admission to the UNC System. <input type="checkbox"/> Foreign Language (I) <input type="checkbox"/> Foreign Language (II)
Health and Physical Education	<input type="checkbox"/> Health/PE <input type="checkbox"/> Strength and Health or Strength and Health Honors
Electives	(2) Elective credits of any combination from either Career and Technical Education (CTE) or Arts Education <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit  (4) Elective credits (Four Course Concentration): -Career and Technical Education (CTE) -JROTC -Fine Arts -Sports Medicine -Advanced Placement Courses  <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit  Additional Electives  <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit

SAT	Score	ACT	Score
English	500	English	18
Critical Reading	500	Reading	21
Mathematics	500	Mathematics	22



# ENGLISH

**GRADUATION REQUIREMENTS:** Future-Ready Core Course of Study students are required to have 4 units of English for graduation, one credit per year. Occupational Course of Study students are required to have 4 units of English for graduation.

## OCCUPATIONAL ENGLISH I

*Grade: 9*

**Course Description:** Using the Common Core Crosswalk curriculum, students will express reflections and reactions to print and non-print text and personal experiences through written communication, media and technology. They will explain meaning, describe processes, and answer research questions to inform an audience. Students will examine argumentation and develop informed opinions. This course is for students who have an Individual Education Plan (IEP).

## ENGLISH I

*Grade: 9*

**Course Description:** Students in English I explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes.

## ENGLISH I-HONORS

**1 WEIGHTED POINT**

*Grade: 9*

**Course Description:** In addition to meeting the English I requirements, Honors English I explores literature more widely and deeply, including more challenging and/or complete print and non-print texts, and investigates expressive communication more thoroughly.

## READING COMPREHENSION

*Grade: 9*

**Course Description:** This course is designed for the student scoring Level I or II on the 8th grade EOG in reading. Reading comprehension skills will be addressed through a variety of methods, before a student can take English I.

## OCCUPATIONAL ENGLISH II

*Grade: 10*

**Prerequisite:** Occupational English I

**Course Description:** Using the same Common Core Crosswalk curriculum as in OCS English I, students will continue to develop skills to express reflections and reactions to print and non-print text and personal experiences. The course will introduce world literature. It will focus on outlining, paragraph construction, short essays requiring library skills, compositions about literature, and opportunities for creative writing. Vocabulary development and the essentials of note-taking will be stressed. Students will have the opportunity to build valuable research skill using media and technology. This course is for students who have an Individual Education Plan (IEP).

## ENGLISH II

*Grade: 10*

**Prerequisite:** English I

**Course Description:** This course will introduce challenging world literature. Composition will focus on outlining, paragraph construction, short essays requiring library skills, compositions about literature, and opportunities for creative writing. Vocabulary development and the essentials of note-taking will be stressed. More importantly, students will have the opportunity to build valuable research skills.

## ENGLISH II-HONORS

**1 WEIGHTED POINT**

*Grade: 10*

Recommended: English I

**Course Description:** This course -- designed for the accelerated student -- will explore classic works of world literature from our misty past to our bright future in order to develop awareness of major literary concepts. Basic to the course is a core of English skills, critical reading and thinking, intensive vocabulary development, note taking, and writing. Much of the writing emphasizes aspects of style, syntax, diction, tone, persona, and audience. The student becomes acquainted with the techniques of essay writing: study models, pyramid formula, construction of thesis, transition strategies, sentence combining, use of quoted material, and whole-concept development. As a preparatory course for the Advanced Placement English, and the Advanced Placement Examination, the student becomes practiced in in-class timed writings, reading comprehension exercises, and formal analytical essays. In addition, wide-ranging class discussions stimulated by guest lecturers, field trips, reading, and personal inquiry help the student to acquire intellectual independence. More importantly, students will have the opportunity to build valuable research skills. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

## OCCUPATIONAL ENGLISH III

*Grade: 11*

**Course Description:** Students will read, write, and orally express information required in a variety of daily living and employment settings. They will identify main concepts and supporting information from print and non-print materials. Students will also examine speaking skills expected in a variety of settings and demonstrate effective oral communication in each. This course is for students who have an Individualized Education Plan (IEP).

## ENGLISH III

*Grade: 11*

**Prerequisites:** English I and II

**Course Description:** Literature will be essentially a survey of the development of American literature. Composition work will include a documented paper in addition to paragraph and short essay development. Mechanics, sentence structure and Standard English grammar will be stressed. More importantly, students will have the opportunity to build valuable research skills.

## ENGLISH III-HONORS

**1 WEIGHTED POINT**

*Grade: 11*

**Prerequisites:** English II or English II-Honors

**Course Description:** As the basic course for senior AP English, the "American Dream" takes on new dimensions for accelerated students who qualify for this course. The content of the course emphasizes the bold conflicts which dominate the American culture: Romanticism vs. Realism, the Puritan ethic vs. the secular paradise, and landscape vs. man. In view of the college and scholarship-qualifying tests facing eleventh graders, critical reading skills, sentence analysis, usage-refining skills, aspects of style, and vocabulary are emphasized. More importantly, students will have the opportunity to build valuable research skills. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

## ENGLISH III-ADVANCED PLACEMENT

**2 WEIGHTED POINTS**

*Grade: 11*

**Prerequisites:** English II Honors

**Course Description:** Students study non-fiction authors' styles of writing. Students learn to write argumentative, analytical, and synthesis essays while looking at models of nonfiction. To receive AP credit, students must take the AP exam at a cost of approximately \$80.00. Please understand that students are required to take Advance Placement exams seriously. Failure to comply with expectations will result in taking a teacher-made exam. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

## OCCUPATIONAL ENGLISH IV

*Grade: 12*

**Course Description:** Students will integrate oral, written, and visual skills to communicate effectively in a variety of daily living and employment situations. They will use written communications for explanatory, argumentative, self-advocacy, and social purposes. Students will also employ visual communication skills to locate and research information. This course is for students who have an Individualized Education Plan (IEP).

## ENGLISH IV

*Grade: 12*

**Prerequisites:** English I, II, and III

**Course Description:** The course involves an in-depth survey of the development of British literature with special emphasis on understanding literary techniques. Advanced grammar, composition, and vocabulary will be included. More importantly, students will have the opportunity to build valuable research skills.

## ENGLISH IV-HONORS

**1 WEIGHTED POINT**

*Grade: 12*

**Prerequisites:** Honors English III or English III.

**Course Description:** This course is designed for the accelerated student who does not choose to take AP English IV. This is a challenging course with major emphasis on British literature. Research includes an in-depth literary paper or personal anthology. Students are expected to work independently and at an advanced level. Vocabulary, literary analysis, creative work, and cooperative learning are emphasized. More importantly, students will have the opportunity to build valuable research skills. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

## ENGLISH IV-ADVANCED PLACEMENT

**2 WEIGHTED POINTS**

*Grade: 12*

**Prerequisite:** AP English III or English III-Honors

**Course Description:** Advanced Placement English Literature and Composition is designed as a semester long college level course. The course consists of close reading, discussion, and writing about various pieces of literature. To receive AP credit, students must take the AP exam at a cost of approximately \$80.00. Please understand that students are required to take Advance Placement exams seriously. Failure to comply with expectations will result in taking a teacher-made exam. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

# MATH

**GRADUATION REQUIREMENTS:** Future-Ready Core Course of Study students are required to have 4 units of Math for graduation, one credit per year. Occupational Course of Study students are required to have 3 units of Math for graduation.

## OCCUPATIONAL INTRODUCTION TO MATHEMATICS

*Grade: 9*

**Course Description:** Students will develop math skills in preparation for enrollment in Algebra I. Students will apply mathematical operations with rational numbers to solve problems, apply ratios, proportions and percent to solve problems, understand rational numbers, apply time and measurement skills to solve problems, understand patterns and relationships, and understand data in terms of graphical displays, measures of center and range. This course is for students who have an Individual Education Plan (IEP).

## COMMON CORE MATH I

*Grade: 9, 10*

**Course Description:** The concepts in this course lay the foundation for more advanced courses.

Math I standards are developed in conceptual categories that portray a coherent view of high school mathematics that cross a number of course boundaries. These conceptual categories include:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

## OCCUPATIONAL ALGEBRA I

*Grade: 10*

**OCS ALGEBRA I, PART A and OCS ALGEBRA I, PART B**

**Prerequisite:** Occupational Introduction to Mathematics

**Course Description:** The student will study the basic concepts of Algebra. This course is for students who have an Individualized Education Plan (IEP). Students in this course will be required to take the Algebra I EOC. THIS COURSE IS YEAR LONG.

## COMMON CORE MATH II

*Grade: 10, 11, 12*

**Prerequisite:** Common Core Math I

**Course Description:** The high school standards in Math II specify the mathematics that all students should study in order to be college and career ready. The high school Math II standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

## COMMON CORE MATH II-HONORS

**1 WEIGHTED POINT**

*Grade: 9, 10*

**Prerequisite:** Common Core Math I

**Course Description:** The high school standards in Hon. Math II specify the mathematics that all students should study in order to be college and career ready with a more challenging approach. The high school Math II standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

## OCCUPATIONAL FINANCIAL MANAGEMENT

*Grade: 11*

**Course Description:** Students in this course will study computations and applications 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 using technology, hands-on approaches and cooperative learning. This course is for students who have an Individualized Education Plan (IEP).

## COMMON CORE MATH III

**1 WEIGHTED POINT**

*Grade: 10, 11*

**Prerequisite:** Common Core Math II

**Course Description:** The high school standards in Math III specify the mathematics that all students should study in order to be college and career ready. The high school Math III standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

## COMMON CORE MATH III-HONORS

**1 WEIGHTED POINT**

*Grade: 10, 11*

**Prerequisite:** Common Core Math II or Common Core Math II-Honors

**Course Description:** The high school standards in Hon. Math II specify the mathematics that all students should study in order to be college and career ready with a more challenging approach. The high school Math II standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

## ADVANCED FUNCTIONS AND MODELING

*Grade: 11, 12*

**Prerequisite:** Common Core Math III or Common Core Math III-Honors

This course meets the fourth math requirement with Common Core III as a prerequisite for both high school graduation and UNC system entrance requirements.

**Course Description:** This course 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 originate. Appropriate technology, from manipulatives to calculators and application software, are used



regularly for instruction and assessment.

#### PRE-CALCULUS-HONORS

**1 WEIGHTED POINT**  
*Grade: 11, 12*

**Prerequisite:** Common Core Math III or Common Core Math III-Honors

This course meets the fourth math requirement with Common Core Math III as a prerequisite for both high school graduation and UNC system entrance requirements.

**Course Description:** This pre-calculus course is designed specifically for students who have successfully completed Common Core Math III-Honors, and who plan to continue the study of mathematics beyond the high school level. In addition to the study of trigonometry, topics to be studied include limits, logarithms, polynomials, sequences and series, permutations, probability and statistics, polar coordinates, vectors, and special functions.

#### DISCRETE MATHEMATICS-HONORS

**1 WEIGHTED POINT**  
*Grade: 12*

**Prerequisite:** Advanced Functions and Modeling or Pre-Calculus Honors

**Course Description:** This course introduces 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. In-depth investigations of municipal, state, and national elections and legislative and congressional apportionment will be conducted. Appropriate technology will be used regularly for instruction and assessment.

#### STATISTICS-ADVANCED PLACEMENT

**2 WEIGHTED POINTS**  
*Grade: 12*

**Prerequisite:** Pre-Calculus Honors

Note: 12 or more students must be registered for the course to be offered.

This course meets the fourth math requirement with Common Core Math III as a prerequisite for both high school graduation and UNC system entrance requirements.

**Course Description:** AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behaviors. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-83/84 graphing calculator. Using Fathom and Minitab statistical communication skills, students are required to prepare frequent written and oral analyses of real data. To receive AP credit students must take the AP Exam at a cost of approximately \$80.00. Students that do not take the exam will receive a 69 for the course. Please understand that students are required to take Advance Placement exams seriously. Failure to comply with expectations will result in taking a teacher-made exam. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

#### CALCULUS-ADVANCED PLACEMENT

**2 WEIGHTED POINTS**  
*Grade: 12*

**Prerequisite:** Pre-Calculus Honors

Note: 12 or more students must be registered for the course to be offered.

This course meets the fourth math requirement with Algebra II as a prerequisite for both high school graduation and UNC system entrance requirements.

**Course Description:** AP 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 expression of concepts, results, and problems. To receive AP credit students must take the AP Exam at a cost of approximately \$80.00. Students that do not take the exam will receive a 69 for the course. Please understand that students are required to take Advance Placement exams seriously. Failure to comply with expectations will result in taking a teacher-made exam. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

## SCIENCE

**GRADUATION REQUIREMENTS:** Future-Ready Core Course of Study students are required to have 3 units of Science for graduation, one credit per year. Occupational Course of Study students are required to have 2 units of Science for graduation.

#### EARTH/ENVIRONMENTAL SCIENCE

*Grade: 9, 10*

**Course Description:** The earth/environmental science curriculum focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and materials through the earth system. The areas of inquiry include: energy in the earth system; geochemical cycles; origin and evolution of the earth system; origin and evolution of the universe; predictability of a dynamic earth; and human interactions with the earth's geologic and environmental systems.

#### EARTH/ENVIRONMENTAL SCIENCE-HONORS

**1 WEIGHTED POINT**  
*Grade: 9*

**Course 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. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The results of student investigations will be communicated through presentations and formal laboratory reports.

#### OCCUPATIONAL APPLIED SCIENCE

*Grade: 10*

**Course Description:** This course covers basic science concepts, including force, motion, and electricity. This course is for students who have an Individualized Education Plan (IEP).

#### OCCUPATIONAL BIOLOGY

*Grade: 11*

**Course Description:** Students will develop a basic knowledge of science concepts including cell structure, life functions, and classifications. Students in this course will take the Biology EOC. This course is for students who have an Individualized Education Plan (IEP).

#### BIOLOGY

*Grade: 10, 11*

**Prerequisites:** Earth/Environmental Science or a 9th grade science credit.

**Course Description:** This course in Biology is designed for the Level 3 and 4 student. The course content includes life functions, classifications, tools of the biologist, cell structures, cell functions, animal and plant structure, reproduction and ecology. This course satisfies the requirement for one credit in biology and the entrance requirements for college and universities.

#### BIOLOGY-HONORS

**1 WEIGHTED POINT**

**Recommended:** Earth/Environmental Science

*Grade: 10*

**Course Description:** This course in biology is designed especially for the science-oriented student. The course content includes life functions, classifications, tools of the biologist, cell structures, cell functions, animal and plant structure, reproduction and ecology. This course satisfies the requirement for one credit in biology and the entrance requirements for colleges and universities.

#### BIOLOGY-ADVANCED PLACEMENT

**2 WEIGHTED POINTS**

**Prerequisites:** Biology-Honors

*Grade: 11, 12*

**Course Description:** A college-level course designed for academically mature students who are willing to do what is necessary to master the course content. The course is divided into three major areas of study: molecular and cellular biology, organismal biology (the fields that deal with whole organisms and groups of organisms), and population biology. To receive AP credit students must take the AP Exam at a cost of approximately \$80.00. Please understand that students are required to take Advance Placement exams seriously. Failure to comply with expectations will result in taking a teacher-made exam. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

#### PHYSICAL SCIENCE

*Grade: 11, 12*

**Course Description:** The following topics will be covered: energy states, energy in waves, electricity and magnetism, basic chemistry, force and motion, and the atom.

#### CHEMISTRY

*Grade: 11, 12*

**Prerequisites:** Common Core Math II and completion of Biology.

**Course Description:** This chemistry course is designed to present concepts of the states of matter, chemical reactions, descriptive chemistry, atomic/molecular theory, and energy as it pertains to chemical compounds. This course is for students planning to attend college or a technical institute, and satisfies both the physical science and the laboratory course requirement.

#### CHEMISTRY-HONORS

**1 WEIGHTED POINT**

**Recommended:** Common Core Math II and Biology

*Grade: 11, 12*

**Course Description:** This course thoroughly investigates states of matter, chemical reactions, descriptive chemistry, atomic/molecular theory, and energy as it pertains to chemical compounds. Laboratory investigations closely parallel college-level experiments.

#### CHEMISTRY-ADVANCED PLACEMENT

**2 WEIGHTED POINTS**

**Prerequisites:** Common Core Math III-Honors and Chemistry-Honors

*Grade: 12*

**Recommended:** It is highly recommended by the College Board that students

take Honors Physics before or at the same time as AP Chemistry.

**Course Description:** This course is designed to be the equivalent of the general chemistry course usually taken in the first year of college. The topics include the structure of matter, states of matter, chemical reactions, descriptive chemistry, and extensive laboratory experiences. This course is for the highly motivated science student with a strong background in mathematics. To receive AP credit students must take the AP Exam at a cost of approximately \$80.00. Please understand that students are required to take Advance Placement exams seriously. Failure to comply with expectations will result in taking a teacher-made exam. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

#### ANATOMY AND PHYSIOLOGY

*Grade: 12*

**Recommended:** Biology.

**Course Description:** This course is designed for students who want to take a second year in biology, but do not qualify for or elect to take AP Biology. The course includes an in-depth study of human anatomy and physiology. Labs will include an extensive and comprehensive dissection of the cat. This course is recommended for students interested in nursing and medical fields.

#### PHYSICS-HONORS

**1 WEIGHTED POINT**

**Recommended:** Common Core Math III-Honors

*Grade: 11, 12*

**Course Description:** This course is designed especially for the science-oriented student with a solid mathematics foundation. Mathematics including vector algebra and elementary trigonometry is introduced and used. The course includes the study of dynamics, force, energy, electricity, magnetism, light, sound, heat, and nuclear physics. These topics will be explored in-depth using special projects and laboratory exercises. This course serves the student planning to attend a college or technical institute. This course satisfies the physical science and laboratory course requirement.

## SOCIAL STUDIES

**GRADUATION REQUIREMENTS:** Future-Ready Core Course of Study 2012 and beyond students are required to have 4 units of Social Studies for graduation, one credit per year. Future-Ready Core Course of Study 2010 and later students are required to have 3 units of Social Studies for graduation, one credit per year. Occupational Course of Study students are required to have 2 units of Social Studies for graduation.

#### WORLD HISTORY

*Grade: 9, 10*

**Course Description:** World History is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times.

#### WORLD HISTORY-HONORS

**1 WEIGHTED POINT**

*Grade: 9*

**Course Description:** Honors World History provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

#### WORLD HISTORY-ADVANCED PLACEMENT

**2 WEIGHTED POINTS**

**Prerequisite:** World History-Honors or English I-Honors

*Grade: 10, 11, 12*

The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. Students will engage in an in-depth study of interactions among major societies, impacts of technology, social systems and structures, cultural developments, and change and continuity over time. To receive AP credit students must take the AP Exam at a cost of approximately \$80.00. Please understand that students are required to take Advance Placement exams seriously. Failure to comply with expectations will result in taking a teacher-made exam. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

#### CIVICS AND ECONOMICS

*Grade: 10*

**Course Description:** The course will focus on local, national, and international economics, legal and political systems, and how they work together. Students will learn about their rights and responsibilities as citizens and the structure and functions of different legal and political systems. This course is for students graduating in 2014 or 2015 that have not yet received a Civics & Economics credit for graduation.

#### HONORS CIVICS AND ECONOMICS

**1 WEIGHTED POINT**

**Recommended:** World History

*Grade: 10*

**Course Description:** The course will focus on local, national, and international economics, legal and political systems, and how they work together. Students will learn about their rights as citizens and the structure and functions of different legal and political systems. This course is for students graduating in 2014 or 2015 that have not yet received a Civics & Economics credit for graduation.

#### OCS-AMERICAN HISTORY I

*Grade: 10, 11*

**Course Description:** This study of American history emphasizes social, economic, and political forces affecting the American nation from the European exploration of the New World through Reconstruction. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture, and geography taught in grades kindergarten through ninth, and use skills of historical analysis as they examine American history.

#### AMERICAN HISTORY I

*Grade: 11*

**Course Description:** This study of American history emphasizes social, economic, and political forces affecting the American nation from the European exploration of the New World through Reconstruction. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture, and geography taught in grades kindergarten through ninth, and use skills of historical analysis as they examine American history. This course is for students graduating in 2016 or later ONLY!



**AMERICAN HISTORY I-HONORS****1 WEIGHTED POINT**

Recommended: Civics and Economics

*Grade: 11*

**Course Description:** The Founding Principles will begin with the European exploration of the New World through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution.

**OCS-AMERICAN HISTORY II***Grade: 11, 12*

**Course Description:** American History Course II will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times.

**AMERICAN HISTORY II***Grade: 11, 12*

**Course Description:** American History Course II will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times.

**AMERICAN HISTORY II-HONORS****1 WEIGHTED POINT**

Recommended: American History I

*Grade: 11, 12*

**Course Description:** Honors American History Course II will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. This honors course will require students to complete research and projects to deepen their understanding of the essential standards.

**TURNING POINTS IN AMERICAN HISTORY-HONORS**

Recommended: English II and Civics/Economics

**1 WEIGHTED POINTS***Grade: 11*

**Course Description:** This course would emphasize, in greater depth, 10-15 key turning points in American History. These turning points would be “hinge” events in our nation’s history, caused by, and subsequently contributing to, major social, cultural, political, and/or economic events. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

**UNITED STATES HISTORY-ADVANCED PLACEMENT****2 WEIGHTED POINTS**

Recommended: English II Honors and Civics/Economics-Honors

*Grade: 11*

**Course Description:** This course traces United States history from pre-Columbian times until the present with an emphasis on the social, cultural, economic, and political forces shaping the American scene. This course will emphasize the elements of research, and original source research will be stressed with individual as well as class projects. This course meets requirements for graduation and in addition to the AP Exam, students will be required to take the US History EOC. This meets criteria for Scholar’s Diploma. Each student is required to take the advanced placement examination which is administered in May at the cost of approximately \$80.00. Please understand that students are required to take Advance Placement exams seriously. Failure to comply with expectations will result in taking a teacher-made exam. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

**HUMAN GEOGRAPHY-ADVANCED PLACEMENT****2 WEIGHTED POINTS**

Recommended: English I-Honors

*Grade: 10, 11, 12*

**Course Description:** AP Human Geography is an introductory college course in human geography. The purpose of the course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They will also learn about methods and tools geographers use in their science and practice. AP students will be required to take the Advanced Placement Exam in Human Geography at a cost of approximately \$80.00 (subject to change) per student. Please understand that students are required to take Advance Placement exams seriously. Failure to comply with expectations will result in taking a teacher-made exam. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

**UNITED STATES GOVERNMENT-HONORS****1 WEIGHTED POINT**

Recommended: World History, Civics &amp; Economics AND American History I/II

*Grade: 12*

**Course Description:** Students of government examine the legal foundations and the major institutions of the state and nation: constitutions, laws, and officials. Further, they analyze “informal” as well as “formal” institutions: political parties, interest groups, and the formation and effect of public opinion of governmental officials and processes. Finally, they consider likenesses and differences between the government of the United States and the governmental institutions and practices of other nations.

**UNITED STATES GOVERNMENT-ADVANCED PLACEMENT****2 WEIGHTED POINTS**

Recommended: English I-Honors

*Grade: 10, 11, 12*

**Course Description:** AP United States Government will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. AP students will be required to take the Advanced Placement Exam in U.S. Government at a cost of approximately \$80.00 (subject to change) per student. Please understand that students are required to take Advance Placement exams seriously. Failure to comply with expectations will result in taking a teacher-made exam. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

**MODERN EUROPEAN HISTORY-ADVANCED PLACEMENT****2 WEIGHTED POINTS**

Recommended: English III-Honors, World History-Honors

*Grade: 12*

**Course Description:** The study of European history since 1450 introduces students to the cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. This college freshman-level course surveys and interprets the evolution of Western Civilization from the Renaissance to the present. Special attention is given to the emergence of strong nation states, revolutions, and contemporary problems resulting from global wars. Non-western civilizations are examined in terms of their interaction with the West. Students should be highly motivated and possess superior writing skills. Depending on the college or university they choose, students may earn college credits by passing the Advanced Placement Examination prepared by the College Board. Each student is required to take the advanced placement examination which is administered in May at the cost of approximately \$80.00. Please understand that students are required to take Advance Placement exams seriously. Failure to comply with expectations will result in taking a teacher-made exam. THIS COURSE COULD POTENTIALLY BE YEAR LONG.

**SPEECH I***Grade: 9, 10*

**Course Description:** This course explores a wide variety and range of public speaking skills. Students are introduced to basic researching, argumentation, questioning, and rebuttal skills through a variety and range of content areas. Skill focus includes the development of techniques in diction, articulation, enunciation and projection. Students begin to analyze pieces of literature, create and deliver orations, write arguments, and evaluate performances. Students have the opportunity to participate in local and state level Speech and Debate (Forensic) competitions.

**DEBATE I***Grade: 9, 10*

**Course Description:** This course explores research skills. Students develop critical thinking and analytical skills along with logic and impromptu speaking techniques to defend opposing sides of social issues. Students are introduced to basic researching, argumentation, questioning, and rebuttal skills through a variety and range of content areas. Skill focus includes the development of techniques in diction, articulation, enunciation and projection. Students begin to analyze pieces of literature, create and deliver orations, write arguments, and evaluate performances. Students have the opportunity to participate in local and state level Speech and Debate (Forensic) competitions.

**SPEECH II-Honors***Grade: 10, 11*

Prerequisite: Speech I or Debate I

**Course Description:** This course further develops skills in communication, logic, and reasoning learned in Speech and Debate I. Students continue to refine diction, articulation, enunciation and projection skills while applying more advanced techniques of public speaking. Students also continue to refine researching, argumentation, questioning, and rebuttal skills. Students exhibit personal responsibility through independent learning as they specialize in at least one area of focus (event). Students will develop skills of evaluation and analysis of performances through the participation in required, in-class assignments. Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

**DEBATE II-Honors***Grade: 10, 11*

Prerequisite: Speech I or Debate I

**Course Description:** This course further develops skills in communication, logic, and reasoning learned in Speech and Debate I. Students continue to refine diction, articulation, enunciation and projection skills while applying more advanced techniques of public speaking. Students also continue to refine researching, argumentation, questioning, and rebuttal skills. Students exhibit personal responsibility through independent learning as they specialize in at least one area of focus (event). Students will develop skills of evaluation and analysis of performances through the participation in required, in-class assignments. Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

**DEBATE III-HONORS***Grade: 11, 12*

Prerequisite: Speech II or Debate II

This course expands public speaking and forensic skills learned in Speech and Debate II. Students demonstrate an advanced level of skill in selecting and editing quality literature, sharpening research skills, and analyzing current issues. Students polish performances in their chosen area(s) of focus (event) as well as demonstrate an advanced level of skill in the evaluation of their own performances. Students demonstrate and apply an advanced level of skill in diction, articulation, enunciation and projection. Additionally, students will participate in advanced level class activities. Honors activities may include: required/advanced reading lists, required/advanced writing assignments, projects, enrichment activities, portfolio assessment, seminar, and performance. Emphasis is placed on the application of content within and across curricular areas. Students demonstrate advanced ability of independent learning. Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

**DEBATE IV-HONORS***Grade: 12*

Prerequisite: Debate III-Honors

**Course Description:** This course expands the fundamental and advanced skills learned in Honors Debate III. Students demonstrate a superior level of skill in selecting and editing quality literature, researching methods, and analyzing current issues. Students expertly polish performances in their chosen area(s) of focus (event) as well as demonstrate superior skill in the evaluation of their own performances. Students will demonstrate superior levels of skill in diction, articulation, enunciation and projection. Students also learn principals of leadership and coaching techniques, as well as consistently demonstrate superior skills of analysis and evaluation by classmates and teammates. Additionally, students will participate in advanced level class activities and demonstrate superior work quality. Honors activities may include: required/advanced reading lists, required/advanced writing assignments, projects, enrichment activities, portfolio assessment, seminar, and performance. Emphasis is placed on the application of content within and across curricular areas. Students demonstrate mastery of independent learning. Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

## SPECIAL PROGRAMS

**ANNUAL PRODUCTION, First semester only***Grade: 11, 12*

Prerequisite: Teacher approval, Application Required

**Course Description:** Annual Production will handle the production of the *Treasure Chest*. Students enrolled must be approved by the instructor. This course may be chosen only as an elective.

**MEDIA JOURNALISM I***Grade: 10*

Prerequisites: Grade average of 85 or better in Standard English with some aptitude for journalism.

**Course Description:** Media Journalism I provides students the opportunity to explore the various careers in journalism, including reporting stories, interviewing people, producing and editing special reports, and ethical behavior in journalism. Students will produce the school newspaper each semester.

**MEDIA JOURNALISM II***Grade: 11, 12*

Prerequisites: Teacher approval; Must have passed Media Journalism I with an 85 average or above, and a grade average of 77 or better in Standard English.

**Course Description:** Media Journalism II concentrates students’ skills mastered in Media Journalism I, with a concentration on broadcast journalism. Students will develop stories, edit programs, and produce broadcasts on the school radio and television network. Ethics in journalism will be stressed.

**TEACHER CADET***Grade: 12*

Prerequisite: Instructor Approval

**Course Description:** The North Carolina Teacher Cadet Program is an innovative semester-block, activity-based curriculum. It is designed to promote a better understanding and create interest in those students who are considering teaching as a profession. Many components of the education environment are studied while students are involved in content, application, observations, and teaching.

## FOREIGN LANGUAGE

Note: Foreign Language is for the student considering a 4 year college degree after high school.

**150 SPANISH I***Grade: 9*

**Course Description:** Spanish I is designed to make possible a development of the language skills in their natural order - listening, speaking, reading, and writing. Dialogues, conversation, exercises, translations, and compositions are all used to achieve this goal.

**FRENCH I***Grade: 10, 11, 12*

**Course Description:** This course is for the student who wishes to take French for the first time, as well as the one who has explored the language at the middle school. Students study basic grammatical structures and vocabulary and use them in listening, speaking, reading, and writing activities at the beginning level. Topics include the present tense, passé compose, agreement and placement of adjectives, negative expressions, partitive articles, definite and indefinite articles, numbers, basic adjectives, common prepositions, telling time, basic foods, forming questions, demonstrative adjectives, weather expressions, the calendar, basic idiomatic expressions, and the culture of the French-speaking world.



## FRENCH II

Prerequisite: French I

**Course Description:** This course is for the student who has successfully completed French I or has been recommended from middle school. Students review topics covered in French I, while studying more complex grammatical structures and additional vocabulary to use in listening, speaking, reading, and writing activities. Grammatical topics include the future tense, object pronouns, commands, reflexive verbs, relative pronouns, and special uses of prepositions.

*Grade: 11, 12*

## FRENCH III-HONORS

Prerequisite: French II

**Course Description:** This course is for the student who has successfully completed French II. Students will study complex grammatical structures and additional vocabulary to use in listening, speaking, reading, and writing activities.

**1 WEIGHTED POINT**  
*Grade: 12*

## SPANISH I

**Course Description:** Spanish I is designed to prepare students for college level Spanish. Spanish I focuses on the development of the language skills in their natural order—listening, speaking, reading, and writing. Dialogues, conversation, exercises, translations, and compositions are all used to achieve this goal.

*Grade: 10, 11, 12*

## SPANISH II

Prerequisite: Spanish I

**Course Description:** This course requires a more intense concentration in grammar. It requires a mastery of verbs in all the basic tenses, a continuation of the audio-lingual skills with an emphasis on writing and reading skills. It also increases students' knowledge and appreciation of diverse cultures in Spanish-speaking countries.

*Grade: 10, 11, 12*

## SPANISH III-HONORS

Prerequisite: Spanish II

**Course Description:** This course is intended to widen the fundamental skills in language use, place emphasis on reading comprehension, and provide opportunity for self-expression in speaking and writing.

**1 WEIGHTED POINT**  
*Grade: 11, 12*

# FINE ARTS

## BEGINNING ART I

**Course Description:** This course begins with a general overview of the elements and principles of design. The students will then begin units of study in various areas of art, which include history and techniques. These areas of concentration are drawing, painting, sculpture, and printmaking.

*Grade: 9, 10, 11*

## INTERMEDIATE ART II

Prerequisite: Art I

**Course Description:** This course emphasizes concentration in a particular medium with study of the history of that medium and the various techniques it employs. Areas to choose from are ceramics, printmaking, sculpture, drawing, and painting.

*Grade: 10, 11, 12*

## PROFICIENT ART III-HONORS

Prerequisite: Art II

**Course Description:** This course is a concentrated study of selected media designed to give the serious art student a chance to pursue specific interests and skills in art. In addition to class work, students participating in the Proficient Visual Arts program will be required to do the following: keep a journal/diary each nine weeks, visit a museum/gallery/exhibit and turn in a one-page critique of the visit and a one-page factual report on one artist or style of art included in the exhibit, complete an independent project rendered on the style/technique of an artist of the student's own choosing, along with answering research questions about the artist and his/her style, and finally, participate in two extra competition/exhibits outside of regular class assignments.

**1 WEIGHTED POINT**  
*Grade: 11, 12*

## ADVANCE ART IV-HONORS

Recommended: Art III

**Course Description:** This course emphasizes concentration in a particular medium and extensive research on the techniques and history of that medium. The medium can be changed half-way through the semester. The student will prepare a portfolio to be used to gain entrance into an art program for post-graduate work in art.

**1 WEIGHTED POINT**  
*Grade: 11, 12*

## BEGINNING THEATRE ARTS

**Course Description:** The basic principles of the theatre are stressed in this course. Students will have an opportunity to write and present to the class a variety of different types of speeches, participate in pantomimes, skits, and other communicative activities, read and analyze plays of selected playwrights, and prepare a staging and production of a play selected by the class. Students will also develop knowledge and skills in the technical aspects of play production.

*Grade: 9, 10, 11, 12*

# BAND

## BEGINNING BAND

**Course Description:** This course is an introductory level class for students with no instrumental experience. As a performance-based class, students develop fundamental skills of music literacy, characteristic tone production, terminology, posture, intonation, composition, improvisation and expressive skills through solo & ensemble performance. Participation in after-school rehearsals and performances is required.

*Grade: 9, 10, 11, 12*

## INTERMEDIATE BAND

**Course Description:** This course is designed for students who are continuing their instrumental music study. As a performance-based class, students will further develop their fundamental skills of music literacy, characteristic tone production, terminology, posture, intonation, composition, improvisation and expressive skills through solo & ensemble performance. Participation in after-school rehearsals and performances is required.

*Grade: 9, 10, 11, 12*

## PROFICIENT BAND-HONORS

Prerequisite: Preceding course level

**Course Description:** This course is focused on building aesthetic awareness and technical ability through both solo and ensemble performance. Students will apply their previously-learned music skills and apply them to a variety of parameters, which include self-analysis of their musical performance in both a solo & ensemble setting, interpretation of music, music theory & music history. Participation in after-school rehearsals and performances is required.

**1 WEIGHTED POINT**  
*Grade: 10, 11, 12*

## ADVANCED BAND-HONORS

Prerequisite: Preceding course level

**Course Description:** This course requires consistent application of technical, expressive & analytical skills in a solo & ensemble performance setting. Students will continue to apply their previously-learned skills and apply them to a variety of parameters, which include self-analysis of their musical performance in both a solo & ensemble setting, and interpretation of music, music theory & music history. In addition, students will prepare for auditions for college-level ensembles and music departments. Participation in after-school rehearsals and performances is required.

**1 WEIGHTED POINT**  
*Grade: 10, 11, 12*

## INTERMEDIATE JAZZ ENSEMBLE

Prerequisite: Preceding course level

**Course Description:** This course is designed to further develop an understanding of jazz with an emphasis on improvisation, listening, and general performance techniques. Students who wish to enroll in Jazz Ensemble must be able to perform at an intermediate level and are required to participate in after-school performances.

*Grade: 10, 11, 12*

## PROFICIENT JAZZ ENSEMBLE-HONORS

Prerequisite: Preceding course level

**Course Description:** This course is designed to further develop an understanding of jazz with an emphasis on improvisation, listening, and general performance techniques. Students who wish to enroll in Jazz Ensemble are required to participate in after-school performances.

**1 WEIGHTED POINT**  
*Grade: 10, 11, 12*

## ADVANCED JAZZ ENSEMBLE-HONORS

Prerequisite: Preceding course level

**Course Description:** This course is designed to further develop an understanding of jazz with an emphasis on improvisation, listening, and general performance techniques. Students who wish to enroll in Jazz Ensemble are required to participate in after-school performances.

**1 WEIGHTED POINT**  
*Grade: 10, 11, 12*

## INTERMEDIATE MARCHING BAND

Prerequisite: Preceding course level, attendance at mini-camps, full-band camp, and summer rehearsals

**Course Description:** This course is designed to give students an opportunity to participate in a fun, exciting, high profile ensemble. Students will develop fundamental skills in both marching and musicianship utilizing a variety of music styles and performance opportunities. Students who wish to enroll in marching band must be able to perform at an intermediate level, which includes those who wish to be in the colorguard, and commit to an extensive rehearsal & performance schedule that occurs outside of the regular school day.

*Grade: 10, 11, 12*

## PROFICIENT MARCHING BAND-HONORS

Prerequisite: Preceding course level, attendance at mini-camps, full-band camp, and summer rehearsals

**Course Description:** This course is designed to give students an opportunity to participate in a fun, exciting, high profile ensemble. Students will further develop fundamental skills in both marching and musicianship utilizing a variety of music styles and performance opportunities. In addition, students will learn to develop leadership skills through service in leadership positions. Students who wish to enroll in marching band must commit to an extensive rehearsal & performance schedule that occurs outside of the regular school day.

**1 WEIGHTED POINT**  
*Grade: 10, 11, 12*

## ADVANCED MARCHING BAND-HONORS

Prerequisite: Preceding course level, attendance at mini-camps, full-band camp, and summer rehearsals

**Course Description:** This course is designed to give students an opportunity to participate in a fun, exciting, high profile ensemble. Students will further develop fundamental skills in both marching and musicianship utilizing a variety of music styles and performance opportunities. In addition, students will learn to develop leadership skills through service in leadership positions. Students who wish to enroll in marching band must commit to an extensive rehearsal & performance schedule that occurs outside of the regular school day.

*Grade: 10, 11, 12*

# CHORAL ARTS

## BEGINNING CHORUS

**Course Description:** This course provides a positive musical experience for those students interested in an organized program of choral instruction. Prior choral experience is helpful, but not required for class membership. Performance attendance, if requested by the director, is mandatory. Interested students should see the director, prior to registration, to establish an audition time.

*Grade: 9*

## INTERMEDIATE CHORUS

Prerequisite: Preceding course level

**Course Description:** This course is designed to enable students with prior choral experience to attain a higher level of musicianship and performance. Emphasis on vocal technique, basic theory, and performance skills will enable participants to reach these goals. Performance and rehearsal time, if requested by the director, is mandatory. Interested students should see the director, prior to registration, to establish an audition time.

*Grade: 10, 11, 12*

## PROFICIENT CHORUS-HONORS

Prerequisite: Preceding course level

**Course Description:** This course provides an exciting musical experience for talented singer/dancers interested in pushing the envelope of performance. Costuming, weekly night rehearsals, tour appearances, and night performances are mandatory. Interested students should see the director, prior to registration, to establish audition requirements and time.

**1 WEIGHTED POINT**  
*Grade: 10, 11, 12*

## ADVANCED CHORUS-HONORS

Prerequisite: Preceding course level

**Course Description:** This course provides an exciting musical experience for talented singer/dancers interested in pushing the envelope of performance. Costuming, weekly night rehearsals, tour appearances, and night performances are mandatory. Interested students should see the director, prior to registration, to establish audition requirements and time.

**1 WEIGHTED POINT**  
*Grade: 10, 11, 12*





**MUSIC THEORY-ADVANCE PLACEMENT****2 WEIGHTED POINTS**

Prerequisite: NONE

**Grade: 12**

**Course Description:** A major component of this course is an introduction to first-year theory, musical materials, and procedures. This course will integrate aspects of melody, harmony, texture, rhythm, form, and to some extent, history and style. The student's prior ability to read and write musical notation is fundamental to this course. It should also be assumed that the student has acquired at least basic performance skills in voice or on an instrument. The ultimate goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in score. Addressing fundamental aural, analytical, and compositional skills using both listening and written exercises will approach the achievement of these goal. Building on this foundation, the course will progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. Student must take the Advanced Placement Exam which is given in May at a cost of approximately \$80.00 per student.

**MUSIC/HISTORY APPRECIATION****Grade: 10, 11, 12**

**Course Description:** This course takes a sociologically-based approach in discovering how we value the applications and implications of music in our daily lives. Aural skills will be developed in order to intensify listener appreciation and recognition of selected forms, styles, and musical elements. This course satisfies the NC Scholars Art requirement.

**GENERAL MUSIC****Grade: 11, 12**

**Course Description:** This course covers basic music understanding. This course is for students who have an Individualized Education Plan (IEP).

## JROTC

**JROTC LET-1****Grade: 9****JROTC LET-2****Grade: 9****JROTC LET-1 (Leadership, Education, and Training - 1)****Grade: 10, 11, 12**

**Course Description:** Must be a US citizen at least 14 years old, must maintain an acceptable standard of conduct and be of good moral character, must show self-discipline and responsiveness to constituted authority.

**Requires:** Students demonstrate an interest in and ability to adapt to leadership training, conformance to military appearance standards, and wearing of the Army-issued uniform once a week. Male and Female cadets are required to wear their hair in accordance with CC Regulation 145-2, Army Regulation 670-1 when wearing the JROTC uniform. Maximum size uniforms available from the US Army Cadet Command: Males coat size 50, shirt 17 1/2 neck, 48 pants waist size. Females coat size 26, blouse and pants size 26. Larger uniforms are not available through the Army supply channels. Students who require larger sizes will not be issued uniforms.

The Junior ROTC Program prepares high school cadets for responsible leadership roles and prepares them for life. It includes instruction in leadership, first aid, oral communication, map reading, American Military History, physical fitness and basic military skills such as drill and ceremonies and wearing of the uniform.

**JROTC LET-2 (Leadership, Education, and Training-2)****Grade: 10, 11, 12**

Prerequisites: Completion of LET-1

**Course Description:** This course is sequential. It reflects and builds upon previous instruction. It reinforces instruction received in leadership, oral communication, physical fitness, map reading, first aid, and leadership lab. New areas include the role of the US Army, career opportunities, and technology awareness.

**JROTC LET-3 (Leadership, Education, and Training - 3)****Grade: 10, 11, 12**

Prerequisites: Completion of LET-1 &amp; 2

**Course Description:** This course is also sequential, with emphasis placed on the application of leadership development. Cadets assume major roles of leadership in the corps and apply skills learned in the previous years with additional emphasis placed on the development of citizenship, leadership, and the incorporation of optional subjects.

**JROTC LET-4 (Leadership, Education, and Training - 4)****Grade: 10, 11, 12**

Prerequisites: Completion of LET-1, 2, &amp; 3

**Course Description:** The primary emphasis for this course is placed on the practical application of the cadet's leadership duties and responsibilities within the cadet battalion. The year is structured to allow cadets to perform their assigned command and staff duties, act as class instructors for selected subjects, as well as receive further instruction for a greater depth of understanding of the subjects presented in LET 1, 2, & 3.

**JROTC LET-5 (Leadership, Education, and Training - 5)****Grade: 11, 12**

Prerequisites: Completion of LET-1, 2, 3 &amp; 4

**Course Description:** This course is a continuation of instruction in the classroom, in leadership lab, through a self-paced study guide, suggested readings, vignettes, case studies, special assignments and by performance as class instructors for special subjects. Major emphasis is on development of cadets' leadership skills in their performance as assignee commanders and staff officers in the day-to-day management of the corps.

**JROTC LET-6 (Leadership, Education, and Training - 6)****Grade: 11, 12**

Prerequisites: Completion of LET-1, 2, 3, 4, &amp; 5

**Course Description:** This course is a continuation of the development of leadership/management theory application as commanders and key staff officers of the corps.

**JROTC LET-7 (Leadership, Education, and Training - 7)****Grade: 12**

Prerequisites: Completion of Let-1, 2, 3, 4, 5, &amp; 6 and approval of the Senior Army Instructor

**Course Description:** This course is for seniors who are key leaders in the JROTC Chain of Command who will study, practice and teach Character Development. They will lead the battalion and learn to use computers to perform all administration necessary to run battalion operations on a daily basis. This includes but is not limited to leadership, staff coordination, personnel and administration, security and special projects, supply and logistics, public affairs, and technology and communications, as well as planning, organizing and executing the activities of the Drill Team, Saber Team, Color Guard and Rifle Team.

**JROTC LET-8 (Leadership, Education, and Training - 8)****Grade: 12**

Prerequisites: Completion of Let-1, 2, 3, 4, 5, 6, &amp; 7 and prior approval of the Senior Army Instructor

**Course Description:** This is a continuation course for seniors who are key leaders in the JROTC Chain of Command who will study, practice and teach Character Development. They will lead the battalion and learn to use computers to perform all administration necessary to run battalion operations on a daily basis. This includes, but is not limited to, leadership, staff coordination, personnel and administration, security and special projects, supply and logistics, public affairs, and technology and communications, as well as, planning, organizing and executing the activities of the Drill Team, Saber Team, Color Guard and Rifle Team.

## PHYSICAL EDUCATION

**GIRLS HEALTH AND PHYSICAL EDUCATION****Grade: 9**

**Course Description:** Students must complete this course to satisfy State Board of Education requirements. Focuses include stress management, nutrition/weight management, substance abuse, personal fitness, healthful lifestyles, social wellness, appreciation for diversity, and social wellness.

**BOYS HEALTH AND PHYSICAL EDUCATION****Grade: 9**

**Course Description:** Students must complete this course to satisfy State Board of Education requirements. Focuses include stress management, nutrition/weight management, substance abuse, personal fitness, healthful lifestyles, social wellness, appreciation for diversity, and social wellness.

**GIRLS STRENGTH AND HEALTH****Grade: 9**

**Course Description:** This course satisfies the State Board of Education requirement for Healthful Living. This course is designed for beginners and will emphasize overall fitness and body building. Other aspects included will be cardiovascular fitness, agility improvement, and overall strength. Fitness, strength and health tests will be administered.

**BOYS STRENGTH AND HEALTH****Grade: 9**

**Course Description:** This course satisfies the State Board of Education requirement for Healthful Living. This course is designed for beginners and will emphasize overall fitness and body building. Other aspects included will be cardiovascular fitness, agility improvement, and overall strength. Fitness, strength and health tests will be administered.

**GIRLS STRENGTH AND HEALTH-HONORS****1 WEIGHTED POINT****Grade: 9**

**Course Description:** This course satisfies the State Board of Education requirement for Healthful Living. This course is designed for beginners and will emphasize overall fitness and body building. Other aspects included will be cardiovascular fitness, agility improvement, and overall strength. Fitness, strength and health tests will be administered. Additional assignments will be complete for honors credit.

**BOYS STRENGTH AND HEALTH-HONORS****1 WEIGHTED POINT****Grade: 9**

**Course Description:** This course satisfies the State Board of Education requirement for Healthful Living. This course is designed for beginners and will emphasize overall fitness and body building. Other aspects included will be cardiovascular fitness, agility improvement, and overall strength. Fitness, strength and health tests will be administered. Additional assignments will be complete for honors credit.

**GIRLS PHYSICAL EDUCATION\*****Grade: 10, 11, 12**

Prerequisite: 9th grade Health and Physical Education

**Course Description:** This course is designed for any girl wanting to take a physical education class other than Girls' Strength and Conditioning. Emphasis will be on refinement and improvement of skills learned in grade 9. Major concentration will be placed on individual sports and fitness, but will also include various team sports. Pre and post tests (knowledge and physical skills) will be administered.

**BOYS PHYSICAL EDUCATION\*****Grade: 10, 11, 12**

Prerequisite: 9th grade Health and Physical Education

**Course Description:** This course is designed for all first-year physical education students. Fitness, individual, and recreational activities will be emphasized. It will also encompass certain team sports such as flag football, basketball, soccer, and softball. Pre and post tests (content and physical skills) will be administered in sequential order.

**GIRLS STRENGTH/CONDITIONING\*****Grade: 10, 11, 12**

**Course Description:** This course is designed for beginners. Emphasis will be on overall fitness and body building. Other activities will include cardiovascular fitness, agility, stretching, and overall strength. Fitness and strength tests will be administered.

**BOYS STRENGTH/CONDITIONING\*****Grade: 10, 11, 12**

**Course Description:** This course is designed for beginners and will emphasize overall fitness and body building. Other aspects included will be cardiovascular fitness, agility improvement, and overall strength. Fitness and strength tests will be administered.

**GIRLS STRENGTH/CONDITIONING-HONORS\*****1 WEIGHTED POINT****Grade: 10, 11, 12**

**Course Description:** This course is designed for beginners. Emphasis will be on overall fitness and body building. Other activities will include cardiovascular fitness, agility, stretching, and overall strength. Fitness and strength tests will be administered. Additional assignments will be completed for honors credit.

**BOYS STRENGTH/CONDITIONING-HONORS\*****1 WEIGHTED POINT****Grade: 10, 11, 12**

**Course Description:** This course is designed for beginners and will emphasize overall fitness and body building. Other aspects included will be cardiovascular fitness, agility improvement, and overall strength. Fitness and strength tests will be administered. Additional assignments will be completed for honors credit.

**SPORTS MEDICINE I: EXERCISE PHYSIOLOGY in SPORTS MEDICINE**

Prerequisite: None

**Grade: 9, 10**

**Course Description:** Students wishing to pursue a career in the area of Sports Medicine will receive exposure to the fundamental principles of kinesiology and exercise physiology used in sports medicine, in addition to learning basic first aid skills. This course includes both classroom instruction and hands-on laboratory experiences in the development of skills required in sports medicine. Areas of study include kinesiology, anatomy and physiology, exercise physiology, exercise physiology, exercise testing, sports nutrition, and basic first aid. Satisfactory achievement of the performance standards in Exercise Physiology in Sports Medicine will prepare students for employment in the ever growing fitness/human performance arena, including but not limited to, fitness instructor, personal trainer, and strength and conditioning specialist.

**SPORTS MEDICINE II: INTRODUCTION TO SPORTS MEDICINE**

Prerequisite: Sports Medicine I

**Grade: 10, 11**

**Course Description:** Students wishing to pursue a career in the area of Sports Medicine will receive initial exposure to the fundamental principles, practices, and essential skills used in the sports medicine arena. Areas of study include professional development and responsibilities, risk management, pathology of sports injury, and management of sports related injury. Satisfactory achievement of the performance standards in Introduction to Sports Medicine will allow for advanced placement in the sports medicine practicum. These students will be eligible to take Evaluation in Sports Medicine.

**SPORTS MEDICINE III: EVALUATION IN SPORTS MEDICINE-HONORS**

Prerequisite: Sports Medicine II

**1 WEIGHTED POINT****Grade: 11, 12**

**Course Description:** Students wishing to pursue a career in the area of Sports Medicine will receive exposure to the fundamental principles, practices, and essential skills used in injury evaluation and treatment. This course includes both classroom instruction and hands-on laboratory experiences in the development of skills required in evaluating athletics-related injury. Areas of study include the injury evaluation process, injury and evaluation nomenclature, and the recognition and evaluation of athletics-related injury.

**SPORTS MEDICINE IV: REHABILITATION IN SPORTS MEDICINE-HONORS**

Prerequisite: Sports Medicine III

**1 WEIGHTED POINT****Grade: 12**

**Course Description:** This course provides students with an overall framework of basic skills utilized in the rehabilitation of athletic injuries. This course introduces the injury response process, basic principles and application of various modalities and treatment techniques in sports medicine. Areas in which skills will be developed include rehabilitative and therapeutic exercise, and the appropriate use of modalities relating to athletic injuries.



# CAREER TECHNICAL EDUCATION

## AGRICULTURE

### AGRISCIENCE APPLICATIONS

Prerequisites: None

**Course Description:** This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*Grades: 10, 11*

### HORTICULTURE I

Prerequisites: Agriscience Applications

**Course Description:** This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*Grades: 10, 11*

### HORTICULTURE II

Prerequisite: Horticulture I

**Course Description:** This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turfgrass management, and personal development. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*Grades: 11, 12*

### AGRICULTURE -CTE ADVANCED STUDIES

Prerequisite: Must have completed the completer course in a cluster.

**Course 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. Students demonstrate their abilities to use 21st century skills.

*Grade: 12*

## BUSINESS EDUCATION

### CAREER MANAGEMENT

Prerequisites: None

**Course Description:** This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values, education and career exploration, evaluation of career information, and creation of a career plan. Student participation in Career and Technical Student Organization, (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*Grade: 9, 10, 11*

### MICROSOFT WORD, POWERPOINT, AND PUBLISHER

Prerequisites: None

**Course Description:** Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and 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.

*Grade: 9, 10, 11, 12*

### MICROSOFT EXCEL AND ACCESS

Prerequisites: None

**Course Description:** Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help students 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 to create and work with a database and its objects by using the new and improved features in newest versions of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information.

*Grade: 10, 11*

### PERSONAL FINANCE

Prerequisites: None

**Course Description:** This course prepares students to understand the 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. 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.

*Grades: 9, 10, 11*

### ACCOUNTING I

Prerequisites: None

**Course Description:** This course is designed to provide an understanding of the basic principles of the accounting cycle. Major areas of study include analyzing and recording business transactions, preparation and interpretation of financial statements, introduction of flow charts, accounting systems, taxes, and basic types of business ownership. The use of the computer is integrated into the course as it applies to accounting principles and applications.

*Grades: 10, 11*

### ACCOUNTING II-HONORS

Prerequisites: Accounting I

**Course Description:** This course is designed to provide the student with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Major content areas include review of basic accounting procedures, payroll accounting, partnership accounting, budgetary control systems, accounting for taxes, notes, and drafts, corporation accounting, and cost accounting. The use of the computer is integrated with accounting principles and

### 1 WEIGHTED POINT

*Grades: 11, 12*

procedures. Accounting II is recommended for those who wish to engage in accounting as a profession or those who desire manager-owner positions.

### MULTIMEDIA AND WEBPAGE DESIGN

*Grade: 10, 11, 12*

**Course Description:** This revised 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. Work-based learning strategies appropriate for this course are service learning and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

### e-COMMERCE I

Prerequisites: Multimedia and Webpage Design

**Course Description:** This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students learn through project-based applications as they plan, design, create, publish, maintain, and promote an e-commerce website. FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*Grades: 11, 12*

### PRINCIPLES OF BUSINESS AND FINANCE

*Grades: 9, 10, 11, 12*

**Course 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. Participation in FBLA leadership activities, conferences, competitions and meetings, in addition to projects, simulations and teamwork provides the opportunity for application of instructional competencies.

### BUSINESS MANAGEMENT

Prerequisites: Principles of Business and Finance

**Course Description:** This course expands student understanding of management including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the 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.

*Grades: 10, 11, 12*

### ENTREPRENEURSHIP I

*Grade: 11, 12*

Prerequisites: Principles of Business and Finance OR Marketing OR

Personal Finance

**Course Description:** In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate start-up requirements. DECA (an association for Marketing Education students) and 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.

### BUSINESS FINANCIAL PLANNING

Prerequisites: Principles of Business and Finance

**Course Description:** This course expands student understanding of finance as it is impacted by globalization, convergence and consolidation, technological innovation, and increased regulation. Accounting and financial services including banking, insurance, and securities and investments are emphasized throughout the course. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*Grades: 11, 12*

### BUSINESS-CTE ADVANCED STUDIES

Prerequisite: Must have completed the completer course in a cluster.

**Course 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. Students demonstrate their abilities to use 21st century skills.

*Grade: 12*

## TECHNOLOGY, ENGINEERING, and DESIGN

### SCIENTIFIC AND TECHNICAL VISUALIZATION I

Prerequisite: None

**Course Description:** This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, and data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the 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.

*Grade: 10, 11*

### SCIENTIFIC AND TECHNICAL VISUALIZATION II

Prerequisite: Scientific and Technical Visualization I

**Course Description:** This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles. 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.

*Grade: 11, 12*

### GAME ART AND DESIGN

Prerequisite: Scientific and Technical Visualization I

**Course Description:** This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design, including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. 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.

*Grade: 11, 12*



## ENGINEERING TECHNOLOGY-CTE ADVANCED STUDIES

*Grade: 12*

Prerequisite: Must have completed the completer course in a cluster.

**Course 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. Students demonstrate their abilities to use 21st century skills.

## FAMILY AND CONSUMER SCIENCES

### CONSUMER/HOMEMAKING COURSES

All courses in Family and Consumer Science are offered to both male and female students. Any student presently or previously enrolled in a Family and Consumer Science class is eligible for membership in FCCLA (Family Career and Community Leaders of America).

### PARENTING/CHILD DEVELOPMENT

*Grade: 10, 11, 12*

Prerequisite: None

**Course Description:** This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children age three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. 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.

### FASHION MERCHANDISING

*Grades: 9, 10, 11, 12*

Prerequisite: None

**Course Description:** In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. DECA (an association for Marketing Education students) and 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.

### INTRODUCTION TO CULINARY ARTS AND HOSPITALITY

Prerequisites: None

*Grades: 9, 10*

**Course Description:** In this course students are introduced to the field of Culinary Arts. Instruction includes training in the fundamentals of basic food production, nutrition and sanitation, and management and services. As part of the instruction, reinforcement of basic skills is provided to assist students in practicing communication skills, utilizing listening skills to follow directions, practicing basic math skills as applied to a culinary arts setting, and reading to gain information and to perform assignments and tasks as directed.

### CULINARY ARTS & HOSPITALITY I

*Grade: 10, 11*

Prerequisite: Introduction to Culinary Arts and Hospitality

Requirements: Membership in CTSO recommended

**Course Description:** In this course, students perform basic food production and management activities. Students learn about the food service industry and employment opportunities in the industry from entry to professional levels. They learn to ensure sanitation and safety in preparation of food. An emphasis is placed on the use of basic math skills and the application of scientific principles to food production. Both teamwork and individual responsibility are stressed during production-work activities and internships. Mastery of course competencies requires that students have hands-on food production experiences using food industry equipment. This teacher is a certified chef.

### CULINARY ARTS & HOSPITALITY II

*Grade: 11, 12*

Prerequisite: Culinary Arts & Hospitality I

Required: CTSO membership recommended

**Course Description:** This course provides advanced experience in food production and management. Students learn the importance of nutrition and the concept of menu planning. They are encouraged to think creatively and critically as they learn how to produce food products and also how to manage the business of food production for profit and customer satisfaction. They are encouraged to utilize the latest technology in the management of food production. THIS COURSE IS YEAR LONG.

## FAMILY and CONSUMER SCIENCE-CTE ADVANCED STUDIES

*Grade: 12*

Prerequisite: Must have completed the completer course in a cluster.

**Course 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. Students demonstrate their abilities to use 21st century skills.

## HEALTH OCCUPATIONS

### HEALTH TEAM RELATIONS

*Grade: 9,10*

HOSA membership recommended

**Course Description:** This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### HEALTH SCIENCES I

*Grade: 10, 11*

Required: HOSA membership recommended

Prerequisite: Health Team Relations

**Course Description:** This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as preparation for this course.

### HEALTH SCIENCES II

*Grade: 11, 12*

Prerequisite: Health Science I

Required: HOSA membership recommended

**Course Description:** This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### FUNDAMENTALS OF GERONTOLOGY

*Grade:*

*12* Prerequisite: Health Science II

**Course Description:** This course can be taught before or after Nursing Fundamentals 7243. Students who are listed on the NC Nurse Aide I Registry and successfully complete Fundamentals of Gerontology 7244 will receive the NC NAI Geriatric Aide Endorsement. Students, who take Fundamentals of Gerontology and become listed on the NC Nurse Aide I Registry within two years as a Nurse Aide I, may then receive the NC NAI Geriatric Aide Endorsement. This course is designed to assist future health care professionals in understanding the unique physical and psychological changes related to aging. Healthcare strategies to meet the needs of the aging population will be addressed. Work-based learning strategies include internship and service learning. The NC NAI Geriatric Aide Endorsement is viewed very positively by the nursing home and home care industries.

### PUBLIC HEALTH FUNDAMENTALS

*Grade: 12*

Prerequisite: Health Science II

**Course Description:** Public Health Fundamentals is designed to assist future health care professionals in understanding the unique challenges and strategies involved in health care delivery in a less controlled environment outside traditional facilities and without traditional in-house supervision. Medical industry and health care regulating agencies agree that home is the best setting for providing health care to increasing numbers of critically ill patients needing very high tech and very skilled care. Health care professionals without the ability to function outside traditional facilities will be ill prepared to meet current health care industry needs.

### HEALTH SCIENCE-CTE ADVANCED STUDIES

*Grade: 12*

Prerequisite: Must have completed the completer course in a cluster.

**Course 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. Students demonstrate their abilities to use 21st century skills.

## MARKETING

### MARKETING

*Grades: 10, 11, 12*

**Course 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 to this course include cooperative education and entrepreneurship.

### MARKETING MANAGEMENT

*Grades: 11, 12*

Prerequisite: Marketing OR Fashion Merchandising

**Course Description:** In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions, applications, impact on business decisions. English language arts and social studies are reinforced.

### HOSPITALITY AND TOURISM

*Grades: 11, 12*

Prerequisite: Marketing OR Sports and Entertainment Marketing I

**Course Description:** In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion. DECA (an association for Marketing Education students) and 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.

### SPORTS AND ENTERTAINMENT MARKETING I

*Grades: 10, 11, 12*

**Course Description:** In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, human relations, and safety and security.

### SPORTS AND ENTERTAINMENT MARKETING II

*Grades: 11, 12*

Prerequisite: Sports and Entertainment Marketing I

**Course Description:** In this course, students acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. Mathematics and social studies are reinforced. Work-based learning strategies appropriate to this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing.

### MARKETING -CTE ADVANCED STUDIES

*Grade: 12*

Prerequisite: Must have completed the completer course in a cluster.

**Course 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. Students demonstrate their abilities to use 21st century skills.



## TRADE AND INDUSTRIAL

### INTRODUCTION TO AUTOMOTIVE SERVICE

*Grade: 10*

**Course Description:** This course introduces basic automotive terminology, knowledge and introductory skills in safety, tools, basic servicing, maintenance and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### AUTOMOTIVE SERVICE I

*Grade: 11*

Prerequisite: Automotive Service OR Introduction to Automotive Services

**Course Description:** This course develops automotive knowledge and skills in serving and basic testing of vehicle systems, emphasizing hands-on experience. Automotive Service Technology programs in North Carolina are National Automotive Technician Education (NATEF) certified. This course helps prepare students for the Automotive Service Excellence (ASE) certification in brakes. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### AUTOMOTIVE SERVICE II

*Grade: 11, 12*

Prerequisite: Automotive Service I

**Course Description:** This course develops advanced automotive skills in repair and/or replacement of vehicle components, emphasizing hands-on experience. This course helps prepare students for the Automotive Service Excellence (ASE) certification in electrical/electronics. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### AUTOMOTIVE SERVICE III

*Grade: 11, 12*

Prerequisite: Automotive Service II

**Course Description:** This course builds advanced automotive skills and knowledge in serving, testing, diagnosis, and repair of vehicle systems and components while emphasizing hands-on experience. English language arts and mathematics are reinforced. This course helps prepare students for the Automotive Service Excellence (ASE) certification in electrical/electronics. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### CORE AND SUSTAINABLE CONSTRUCTION

*Grade: 10*

**Course Description:** This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### CARPENTRY I

*Grade: 11*

Prerequisites: Core and Sustainable Construction

**Course Description:** This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### CARPENTRY II

*Grade: 12*

Prerequisites: Carpentry I

**Course Description:** This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### DRAFTING I

*Grade: 10, 11*

**Course 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 area of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as CAD (computer assisted design), orthographic projection, and 3-D modeling. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### DRAFTING II-ARCHITECTURAL

*Grade: 11, 12*

Prerequisite: Drafting I

**Course 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 CAD tools in the creation of floor plans, wall sections, and elevation drawings. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### INTRODUCTION TO GRAPHICS COMMUNICATIONS

*Grade: 10, 11*

**Course Description:** This course provides students an overall understanding of the printing industry, its major operations, and the fundamental measurement, math, and interpersonal skills needed for a career in the printing industry. The content is theory-based and requires students to learn production-related issues, rather than to demonstrate performance. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### ADOBE VISUAL DESIGN

*Grade: 11, 12*

Prerequisite: Introduction to Graphics Communication

**Course Description:** This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, In-design, and Illustrator certification. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### PRINT ADVERTISING AND DESIGN

*Grade: 12*

Prerequisite: Digital File Preparation OR Adobe Visual Design

**Course Description:** This course covers digital aspects of designing and programming needed in the digital printing. Hands-on activities for this course include the use of computer equipment and digital input devices. No presses are required. The course involves the application of creative thinking and development of design problems. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### METALS MANUFACTURING TECHNOLOGY I

*Grade: 10, 11*

**Course Description:** This course introduces various processes and job opportunities in manufacturing with emphasis on machining metal parts. Topics include safety, math, measurement, blueprint reading, layout, bench work, sawing, drilling, turning, and milling. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### METALS MANUFACTURING TECHNOLOGY II

*Grade: 11, 12*

Prerequisite: Metals Manufacturing Technology I

Note: THIS COURSE IS YEAR LONG and will be two credits.

**Course Description:** This course provides advanced instruction in manufacturing and introduces computer-assisted drafting/manufacturing and numerical control processes. Topics include safety, environmental protection, quality control, metallurgy, materials, layout, assembly, sawing, turning, milling, grinding, computer numerical control, computer-aided manufacturing, welding, and maintenance. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### PUBLIC SAFETY I

*Grade: 10, 11*

**Prerequisite:** None

**Course Description:** This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### PUBLIC SAFETY II

*Grade: 11, 12*

Prerequisite: Public Safety I

Note: To be a concentrator, student will need to take the Trade and Industrial CTE advanced studies

**Course Description:** This course provides a deeper level of understanding of career information in public safety including emergency management, criminal justice, emergency medical technician, and fire fighter. Additionally students will further the development a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### TRADE AND INDUSTRIAL - CTE ADVANCED STUDIES

*Grade: 12*

Prerequisite: Must have completed the completer course in a cluster.

**Course 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. Students demonstrate their abilities to use 21st century skills.

## OCCUPATIONAL COURSE OF STUDY

These courses are traditionally reserved for students whose Individualized Education Plan (IEP) reflects an educational need for these courses.

### OCCUPATIONAL PREPARATION I

*Grade: 9*

**Course Description:** This course will introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. They will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career Technical Education courses 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. 300 Hours of school-based training is required. This course is for students who have an Individual Education Plan (IEP).

### OCCUPATIONAL PREPARATION II First Semester

### OCCUPATIONAL PREPARATION II Second Semester

*Grade: 10*

Prerequisite: Must have passed Occupational Preparation I

**Course Description:** This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career applications. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job-seeking skills will be refined. 300 HOURS OF SCHOOL-BASED TRAINING IS REQUIRED. This course is for students who have an Individualized Education Plan (IEP).

### OCCUPATIONAL PREPARATION III - PART I

### OCCUPATIONAL PREPARATION III - PART II

*Grade: 11*

Prerequisite: Must have passed Occupational Preparation II

**Course Description:** This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. 240 HOURS OF COMMUNITY-BASED TRAINING IS REQUIRED. This course is for students who have an Individualized Education Plan (IEP).

### CAREER TRAINING (SCHOOL-COMMUNITY BASED)

*Grade: 11, 12*

Prerequisite: Must have Transition Coordinator approval.

This course is designed to allow students to complete the necessary training hours required in Occupational Prep II, III, and IV. They will be involved in school-based training, off-campus community internships and competitive job training activities. This course is for students who have an Individualized Education Plan (IEP).

### OCCUPATIONAL PREPARATION IV

*Grade: 12*

Prerequisite: Must have passed Occupational Preparation III

**Course Description:** This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choices. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills, and master practical aspects of their career choice. 360 HOURS OF PAID EMPLOYMENT IS REQUIRED. This course is for students who have an Individualized Education Plan (IEP).



## Richmond Community College Career and College Promise



### ACA 115 – SUCCESS AND STUDY SKILLS

*Grade: 11, 12*

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, student should be able to manage their learning experiences to successfully meet educational goals.

### ART 110 – ART APPRECIATION

*Grade: 11, 12*

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various 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 to satisfy the Comprehensive Articulation Agreement general education core requirements in humanities/fine arts.

### BIO 111 – GENERAL BIOLOGY\*

*Grade: 11, 12*

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

### CHM 151 – GENERAL CHEMISTRY

*Grade: 11, 12*

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. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

### CIS 110 – INTRODUCTION TO COMPUTERS

*Grade: 11, 12*

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (quantitative option).

### CJC 111 – INTRODUCTION TO CRIMINAL JUSTICE

*Grade: 11, 12*

This course introduces the components and processes of the criminal justice system. Topics include: history, structure, functions, and philosophy of the criminal justice system and their relationships to life in our society. Upon completion of this course, students should be able to define and describe the major system components and their inter relationships and evaluate career options. This course has been approved for transfer under the CAA as a pre-major and/or elective course requirement.

### COM 231 – PUBLIC SPEAKING

*Grade: 11, 12*

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute).

### ECO 251 – PRINCIPLES OF MICROECONOMICS

*Grade: 11, 12*

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.

### ELC 118 – NATIONAL ELECTRIC CODE

*Grade: 11, 12*

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, over current protection, materials and other related topics. Upon completion, students should be able to effectively use the NEC.

### ELC 120 – INTRODUCTION TO WIRING

*Grade: 11, 12*

This course is an introduction to wiring concepts for non-electricians. Topics include safety, tools, materials, techniques and terminology associated with electrical wiring. Upon completion, students should be able to use and/or identify wiring tools, materials and procedures at an introductory level.

### ELC 125 – DIAGRAMS AND SCHEMATICS

*Grade: 11, 12*

This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.

### ELC 131 – DC/AC CIRCUIT ANALYSIS

*Grade: 11, 12*

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

### ENG 111 – WRITING AND INQUIRY

*Grade: 11, 12*

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. In order to pass this course, a student must earn

at least a "C" average on required oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

### ENG 112 – WRITING/RESEARCH IN THE DISCIPLINES

*Grade: 11, 12*

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. In order to pass this course, a student must earn at least a "C" average on required oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

### MAC 111 – MACHINING TECHNOLOGY I

*Grade: 11, 12*

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, sawing, turning, and milling.

### MAC 112 – MACHINING TECHNOLOGY II

*Grade: 11, 12*

This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

### MAT 143 – QUANTITATIVE LITERACY

*Grade: 11, 12*

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts that will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).

### MAT 171 – PRECALCULUS ALGEBRA

*Grade: 11, 12*

This is the first of two courses designed to emphasize topics that 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 Comprehensive Articulation Agreement as a general education course in Mathematics.

### MAT 172 – PRECALCULUS TRIGONOMETRY

*Grade: 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, and vectors. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction.

### NAS 101 – NURSING ASSISTANT (FALL)

*Grade: 11, 12*

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patient's rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide Registry. This is a certificate level course.

### PHI 240 – INTRODUCTION TO ETHICS

*Grade: 11, 12*

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, student should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts.

### PHY 110 – CONCEPTUAL PHYSICS

*Grade: 11, 12*

This course provides concept-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. This course has been approved for transfer under the CAA as a general education course in Natural Science.

### PSY 150 – GENERAL PSYCHOLOGY

*Grade: 11, 12*

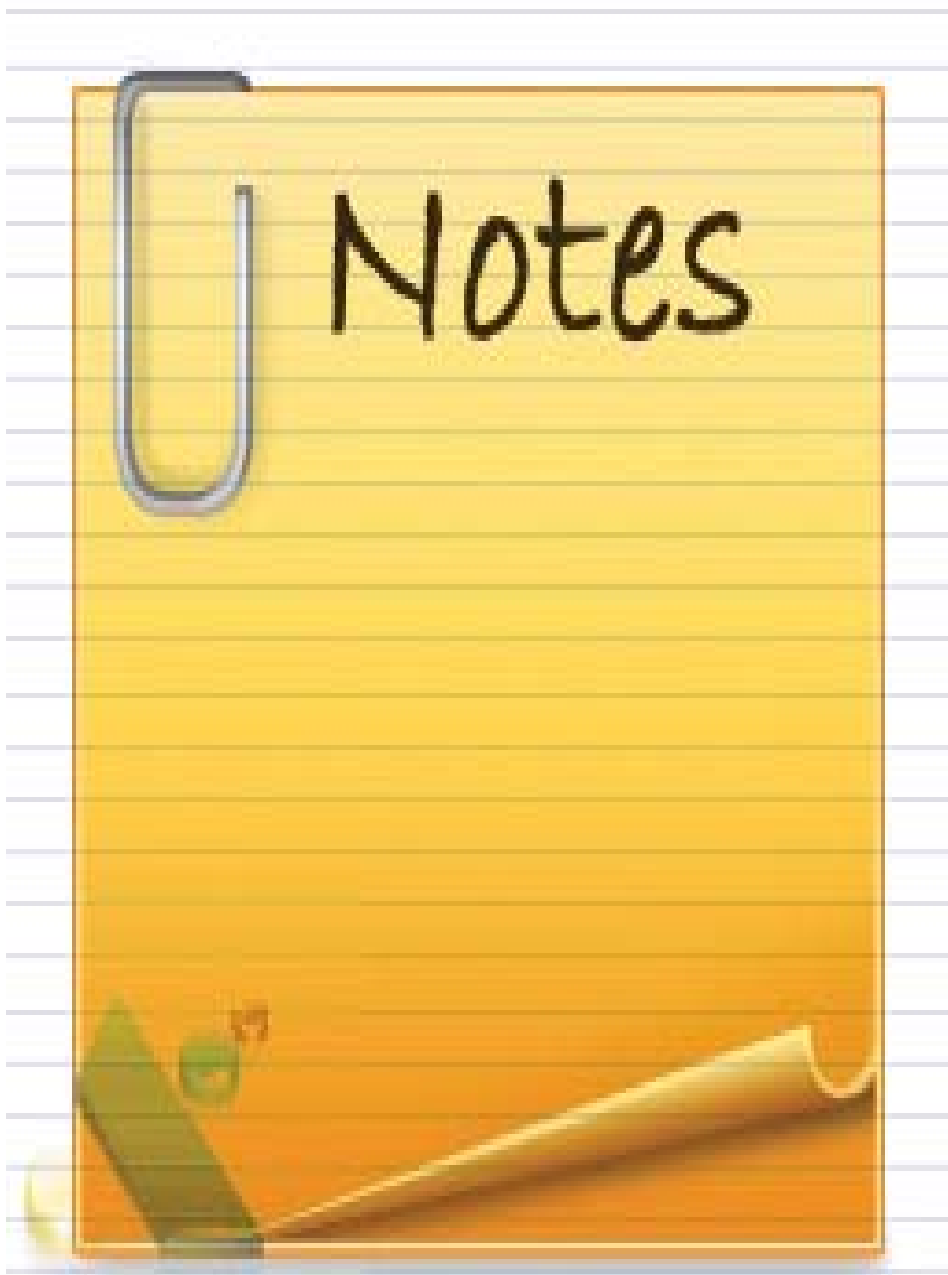
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should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

### SOC 210 – INTRODUCTION TO SOCIOLOGY

*Grade: 11, 12*

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. A special emphasis will be given to global trends and selected world societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education requirement in social/behavioral sciences.





**Richmond Senior High School**  
US Hwy 1 North  
Rockingham, NC 28379  
(910) 997-9812  
[www.richmond.k12.nc.us/RSHS](http://www.richmond.k12.nc.us/RSHS)

**Leak Street High School**  
377 Mizpah Road  
Rockingham, NC 28379  
(910)-997-9800  
[www.richmond.k12.nc.us/LSHS](http://www.richmond.k12.nc.us/LSHS)

**Richmond County Ninth Grade Academy**  
804 County Home Road  
Hamlet, NC 28345  
(910) 582-7800  
[www.richmond.k12.nc.us/RCNGA](http://www.richmond.k12.nc.us/RCNGA)

**Ellerbe Middle School**  
128 Ballard Street  
Ellerbe, NC 28338  
(910) 582-7925  
[www.richmond.k12.nc.us/EMS/](http://www.richmond.k12.nc.us/EMS/)

**Hamlet Middle School**  
1406 McDonald Avenue  
Hamlet, NC 28345  
(910) 582-7903  
[www.richmond.k12.nc.us/HMS/](http://www.richmond.k12.nc.us/HMS/)

**Rockingham Middle School**  
415 Wall Street  
Rockingham, NC 28379  
(910) 997-9827  
[www.richmond.k12.nc.us/RMS/](http://www.richmond.k12.nc.us/RMS/)

**Rohanen Middle School**  
252 School Street  
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(910) 997-9839  
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