ECPPS High School Course Catalog

Our Vision: In a changing world, ECPPS will prepare all learners to be productive, competitive, and successful citizens.

Our Mission: To ensure and provide an innovative, responsive and safe environment that prepares and engages all learners.

SCHOOL BOARD MEMBERS

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The Elizabeth City-Pasquotank County Schools are committed to equality of educational opportunity. All educational programs are available to all students without regard to race, color, gender, religion, age, national origin or disabling conditions. The Chief Human Resource Officer is the designated official to handle grievances concerning civil rights. Any grievance or complaint should be addressed to the following:

Chief Human Resource Officer
Elizabeth City-Pasquotank County Schools
P.O. Box 2247
Elizabeth City, NC 27906-2247

Contents of this document were current at the time of publication; however, all items are subject to change.

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GENERAL INFORMATION

Attendance

Good attendance has proven to be a key indicator of success in high school. A course grade is composed of two elements, attendance and academic achievement. For this reason, no student may receive a grade indicating course completion without meeting the requirements of academic achievement and attendance. NC State Board of Education classifies attendance into "excused" or "unexcused" categories. Excused absences consist of the following: court proceedings, death in family, educational opportunities, expulsion, illness or injury, medical/dental appointments, quarantine, religious observances, suspension. Unlawful absences are defined as the student's willful absences from school without the knowledge of the parents/guardians, or the student's absences from school without justifiable causes with the knowledge of parents/guardians. **A student who exceeds ten absences from class and maintains a passing average will receive a "FA" (Failure due to Absences).** Attendance appeals require appropriate documentation**.**

Athletic Eligibility

- Must be a properly enrolled student at the time of participation, must be enrolled no later than the 15th day of the present semester, and must be in regular attendance at that school.
- Must meet local attendance standards for the previous semester.
- Must not have exceeded eight consecutive semesters or have participated more than four seasons in any sport since entering grade 9. That includes only one sport season for a participant per academic year – you can't play soccer in one season out of state and play it again upon moving to North Carolina in the same academic year.
- Must not have graduated from high school.
- Must be under 19 years of age on September 1
- Must live with your parents or legal custodian within the school administrative unit. A student is eligible if he has attended within that unit the previous two semesters (if eligible in all other respects) and meets LEA standards.
- Must have passed the minimum academic load during the previous semester, and meet local promotion standards. Students in a "block schedule" must pass three courses per semester and meet local promotion standards; students in the "traditional schedule" must pass at least five courses and meet local promotion standards. These are courses for credit, not audited courses. Hybrid schedules have different requirements.
- Seniors must also pass that minimum load, even if they need fewer for graduation.
- Must have received a medical examination by a duly licensed physician, nurse practitioner, or physician's assistant within the previous 365 days; and if you miss five or more days of practice due to an injury, you must receive medical release before practicing or playing. Students with potential head injuries must receive medical release by a physician before re-admittance to practice or games.
- Must not have been convicted of a felony, or an offense that would have been a felony if committed by an adult.
- Must not accept prizes, merchandise, money or anything that can be exchanged for money as a result of athletic participation within the amateur rule limit. THIS INCLUDES BEING ON A FREE LIST OR LOAN LIST FOR EQUIPMENT, ETC.
- May not receive team instructions from your school's coaching staff during the school year outside your sport

season (from first practice through the final game). Instruction is limited to coach and athletes in SKILL DEVELOPMENT SESSIONS. THESE SESSIONS IN NUMBER ARE LIMITED TO ONE LESS THAN A TEAM ON A DAILY BASIS, AND MAY NOT BE HELD DURING CERTAIN PRESCRIBED "DEAD PERIODS" OF THE YEAR.

- Must not be guilty of unsportsmanlike conduct, or ejected from the previous contest.
- May not usually, as an individual or on a team, practice or play during a school day (from the first contest through the conference tournament).
- May not play, practice or assemble as a team with your coach on Sunday.
- May not dress for a contest or practice if you are not eligible to participate.
- Must not play more than three games in one sport per week, (some sports have exceptions) and no more than one contest per day (exception baseball, softball, and volleyball).

College Bound Student Athlete

To play sports as a freshman in NCAA Division I and II, you must meet specific standards. You must graduate from high school and make at least the minimum required grade-point average in 14 core academic courses. For more information go to **www.ncaaclearinghouse.net.**

Co-Curricular and Extra Curricular Activities

ECPPS high schools sponsor a variety of Co-Curricular activities comprising such things as Future Farmers of America, Future Business Leaders of America, Art Honors Society, DECA, and many more. Students can participate in these activities as well as one or more sports teams throughout the fall, winter, and spring seasons.

Driving Eligibility

North Carolina House Bill 1769 and G.S. 20 11 requires the revocation of the student's driving permit or license if the student is unable to maintain adequate academic progress or drops out of school. This law applies to all North Carolina students under the age of 18 who are eligible for a driving permit or license. A student must obtain a Driving Eligibility Certificate in addition to the Drivers Education Certificate in order to be eligible to receive a license or permit. The Driving Eligibility Certificate will only be issued to students who are making adequate academic progress. **Adequate academic progress is defined as having passed at least 70% of the required coursework during the previous semester (i.e. passing 3 of 4 courses).** Students who do not continue to meet these criteria will be reported to the Division of Motor Vehicles and will have their permit or license revoked.

Parent Portal

The Parent Portal gives parents and students access to real-time information including attendance and grades. A *Parent Portal Guide: How-to for Parents* is available at ecpps.k12.nc.us under the Parents/Students tab.

Transcript Requests

Transcripts are available through Scribbles. Fees may apply. Students will use CFNC (College Foundation of North Carolina) to send transcripts.

ACADEMIC HONORS

Honor Graduates

Qualifying honor graduates attaining specific grade point averages will be designated **Cum Laude** (**3.5-3.74** with honors), **Magna Cum Laude** (**3.75-3.99** with high honors), and **Summa Cum Laude** (**4.0+** with highest honors). Students will be recognized at their school's awards programs and graduation ceremonies.

Honor Roll
Students earning all "As" for a nine weeks marking period and those earning all "As" and "Bs" for a nine weeks grading period will be publicized.

Marshals
Twenty students from the junior class will serve as "Honor Marshals" and represent underclass students in the Senior Academic Awards Night, Baccalaureate Service, and Commencement Exercises and will be recognized in an appropriate manner. These twenty students will have the top GPA as calculated from a weighted average for the time beginning with the first semester of the 9th grade and extending through the second nine weeks of the 11th grade.

National Honor Society
Students earning a 3.50 average through the second semester of their sophomore year or later may be eligible for induction and membership in the National Honor Society.

NC Diploma Endorsements
Students may earn the following North Carolina diploma endorsements as additional recognitions to their high school diploma: Career Endorsement, College Endorsement, College/UNC Endorsement, North Carolina Academic Scholars Endorsement, and Global Languages Endorsement. Students may earn more than one endorsement. The requirements for earning these endorsements are defined below:

Career Endorsement
- Except as limited by N.C.G.S. §115C-81(b), the student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III and a fourth mathematics course aligned with the student's post-secondary plans. Acceptable fourth math courses for the Career Endorsement include any math course that may be used to meet NC high school graduation requirements, including applied math courses found in the Career and Technical Education (CTE) domain.

- The student shall complete a CTE concentration in one of the approved CTE Cluster areas (http://www.ncpublicschools.org/cte/curriculum/): -Agriculture, Food and Natural Resources -Architecture and Construction -Arts, A/V Technology and Communications -Business, Management and Administration -Education and Training -Finance -Government and Public Administration -Health Science -Hospitality and Tourism -Human Services -Information Technology -Law, Public Safety, Corrections and Security -Manufacturing -Marketing, Sales and Service -Science, Technology, Engineering and Mathematics -Transportation, Distribution and Logistics
- The student shall earn an unweighted grade point average of at least 2.6.

- The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments OR another appropriate industry credential/certification.

College Endorsement
- The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III; and a fourth mathematics course aligned with the students post-secondary plans. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing college math class under the North Carolina Community College System's Multiple Measures Placement policy.

- The student shall earn an unweighted grade point average of at least 2.6.

College/UNC Endorsement

- The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either Math III, Algebra II, or Integrated Mathematics III as a prerequisite.

- The student shall complete three units of science including at least one physical science, one biological science and one laboratory science course that must include either physics or chemistry.

- The student shall complete two units of a world language (other than English).

- The student shall earn a weighted grade point average of at least 2.5.

- The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The test may be taken over as many times as necessary to achieve the required benchmark scores.

North Carolina Academic Scholars Endorsement

- The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either Math III, Algebra II, or Integrated Mathematics III as a prerequisite.

- The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include either physics or chemistry.

- The student shall complete two units of a world language (other than English).

- The student shall complete four elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area.

- The student shall have completed at least three higher level courses during junior and/or senior years which carry quality points such as Advanced Placement; International Baccalaureate; Dual enrollment or college equivalent courses; Advanced CTE and CTE credentialing courses; Online courses; Honors level courses OR two higher level Courses during junior and/or senior years which carry quality points such as Advanced Placement; International Baccalaureate; Dual or college equivalent courses; Advanced CTE and CTE credentialing courses; Online courses; Honors level courses and a Graduation Project.

- The student shall earn an unweighted grade point average of at least 3.50.

Global Languages Endorsement

- The student shall earn a combined 2.5 GPA for the four English Language Arts courses required for graduation.

- The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction. i. Pass an external exam approved by the North Carolina Department of Public Instruction establishing "Intermediate Low" proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale. ii. Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 or above in those courses. iii. Establish "Intermediate Low" proficiency or higher per the ACTFL proficiency

scale using the Credit by Demonstrated Mastery policy described in GCS-M-001.

- Limited English Proficiency students shall complete all the requirements of sections A and B above and reach "Developing" proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

President's Education Award Program

The President's Education Awards Program requires a student to successfully complete 12 core courses, maintain an overall average of 3.5 for the time beginning with the first semester of the 9th grade and extending through the second nine weeks of the 12th grade, and receive a score at the 85th percentile on any nationally recognized standardized achievement test or college admissions examination such as the SAT or ACT. All classes taken must be standard or higher.

Superintendent's Academic Team

The Superintendent's Academic Team award is given to those students who have exemplified academic excellence in all courses as determined by the Superintendent.

Senior Scholar Award

Students who qualify as a Senior Scholar have maintained a 3.50 (not rounded) GPA at the end of each semester from 9th grade to the end of the first semester of the 12th grade.

ADVANCED LEARNING OPPORTUNITIES

Advanced Placement (AP Courses)

AP courses can help students acquire the skills and habits they will need to be successful in college. Students will improve their writing skills, sharpen their problem-solving abilities, and develop time management skills, discipline, and study habits. Through AP's college-level courses and exams, students can earn college credit and advanced placement and stand out in the admission process. In AP classrooms, the focus is not on memorizing facts and figures. Students will engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively. Most four-year colleges in the United States and colleges in more than 60 other countries give students credit, advanced placement or both on the basis of AP Exam scores. By entering college with AP credits, a student will have the time to move into upper level courses, pursue a double-major or study abroad. Students enrolled in AP courses must make a commitment and take the National AP Exam in May.

Career & College Promise/Dual Enrollment

Career and College Promise offers North Carolina high school students a clear path to success in college or in a career. The program is free to all students who maintain a "B" average and meet other eligibility requirements. Through a partnership of the Department of Public Instruction, the N.C. Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus.

To be eligible students must be a junior or senior and have an unweighted GPA of 2.8 on high school courses.

Students may pursue either a:

1. College Transfer Pathways (CTP) requires the completion of at least 30 semester hours of transfer courses including English and mathematics.
2. Career and Technical Education Pathways (CTE):
    a. a curriculum Career and Technical Education Pathway leading to a certificate or diploma aligned with a high school career cluster.
    b. a Workforce Continuing Education Pathway (WCEP) leading to a state or industry recognized credential aligned with a high school career cluster

To maintain eligibility for continued enrollment, a student must:

1. Continue to make progress toward high school graduation, and
2. Maintain a 2.0 GPA in college coursework after completing two courses. Student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.

College Preparation

Elizabeth City-Pasquotank Early College

Elizabeth City Pasquotank Early College is a Cooperative Innovative High School created by the State of North Carolina which is a leading state in the early college concept. At ECPEC students may complete a high school diploma and an associates degree in the time it takes students attending regular high school to complete a high school diploma. The early college takes advantage of dual enrollment credits and houses the entire school on the campus at the Elizabeth City College of the Albemarle. A variety of associates degrees and certifications are available through this program. All college credits earned with a C or higher are accepted at all UNC system universities and many other North Carolina universities. An application with more information about the school can be found at the end of this course catalog (p. 81) or go to https://www.ecpps.k12.nc.us/elizabeth-city-pasquotank-early-college and apply online.
This program typically accepts students as freshmen, but transfer students from other early colleges or students with accelerated classes are sometimes accepted as well.

College Foundation of North Carolina

CFNC is a comprehensive, free information service provided by the State of North Carolina to help families plan, apply and pay for college. The goal of CFNC is to help every student in the state prepare successfully for education beyond high school and find the best financial aid alternatives. Resources and information on careers from more than 100 NC colleges, college admission, scholarships, grants and other financial assistance are available online at www.cfnc.org or by calling toll-free 866-866-CFNC. High school students and their parents are encouraged to take advantage of this free service. Students will use CFNC to send their transcripts to colleges.

UNC Admissions Requirements

To enroll in any of the 16 universities listed below which make up the University of North Carolina undergraduate students must meet the following minimum requirements:

Course Requirements

English - 4 Units

English I, English II, English III, English IV

Mathematics - 4Units

Math I, Math II, Math III and 1 additional unit beyond Math III
(Recommended mathematics course unit taken in 12th grade)

***CCRG Math does not qualify as an additional unit of Math for UNC Admissions**

Science - 3 Units

Including Biology, Physical Science, and one Laboratory Course

Foreign Language - 2 Units

Social Studies - 2 Units

Including 1 in U.S. History

Minimum College Admissions Test Requirements

Year	Minimum Weighted GPA	Minimum SAT	Minimum ACT Composite
March 2020 and beyond	**2.5**	**1010**	**19**

Students applying for admission for fall 2006 or after, for whom standardized test scores are required, must submit either the SAT I (which includes the writing component) or the ACT with the writing component.

The 16 Campuses of the University of North Carolina

Appalachian State University	East Carolina University
Elizabeth City State University	Fayetteville State University
NC A&T State University	NC Central University
NC School of the Arts	NC State University
UNC-Pembroke	UNC-Asheville

High School Articulation Agreement

The North Carolina Department of Public Instruction and the North Carolina Community College System have a statewide Articulation Agreement through which students may be eligible for college credit following completion of the specified Career and Technical Education (CTE) courses in high school. Because the learning outcomes are the same for the courses, the students' educational pathways are streamlined- the CTE courses on the list which are taken in high school do not need to be repeated in the Community College.

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

- Earn a final grade of a B or higher for the course
- Get a final score of 93 or higher on a standardized CTE post-assessment

Articulated Course List

The North Carolina Department of Public Instruction and the North Carolina Community College System developed the list below of courses that can articulate from High School to Community Colleges for credit.

To receive articulated credit, students shall complete the High School course with a grade of B or higher, pass the post-assessment with a score of 93% or higher, and enroll in a Community College within two years of high school graduation Following are the course matches that are part of the statewide articulation agreement.

Community College Articulation with Career and Technical Education

High School Program Area	High School Course Number & Title		Community College Course Number & Title	COA' s Course Number and Title
Agricultural Education	AS32 Agricultural Mechanics II	=	WLD-112 Basic Welding Processes OR AGR-111 Basic Farm Maintenance	WLD-112 - Basic Welding Processes
Agricultural Education	AA22 Animal Science II	=	ANS-110 Animal Science	
Agricultural Education	AP41 Horticulture I	=	HOR-150 Intro to Horticulture	
Agricultural Education	AP44 Horticulture II Landscaping	=	HOR-114 Landscaping Construction OR LSG-111 Basic Landscaping	
Business and Information Technology Education	BA10 Accounting I	=	ACC-115 College Accounting OR ACC-118 Accounting Fundamentals I	ACC-115 College Accounting (2017-18 only)
Business and Information Technology Education	BA20 Accounting II	=	ACC-115 College Accounting OR ACC-118 Accounting Fundamentals I OR ACC-119 Accounting Fundamentals II	
Business and Information Technology Education	BP12 Computer Programming II	=	CSC-153 C# Programming	
Business and Information Technology Education	BM10 Microsoft Word And Power Point	=	CIS-111 Basic PC Literacy OR CIS-124 DTP Graphics Software OR OST-136 Word Processing	CIS-111 Basic PC Literacy OR OST- 136 Word Processing
Business and Information Technology Education	BM10 Microsoft Word And Power Point AND BM20 Microsoft Excel and Access	=	OST-137 Office Software Applications	
Business and Information	BM20 Microsoft Excel and Access	=	CTS-130 Spreadsheet	CTS-130 Spreadsheet
Technology Education				
Business and Information Technology	BD10 Multimedia and Webpage Design	=	WEB-110 Internet /Web Fundamentals OR WEB-120 Intro	
Business and Information Technology	BN20 Network Administration I	=	CTI-115 Computer Systems Foundation OR	CTI-120 Network and Security Foundation OR

Business and Information Technology	BN22 Network Administration II	=	CTS-112 Windows OR NET-110 Networking Concepts/ANDNOS-	
Business and Information Technology	BF05 Personal Finance	=	BUS-125 Personal Finance	BUS-125 Personal Finance
Family and Consumer Science Education	FE 11 Early Childhood Education I AND FE12 Early	=	EDU-119 Intro to Early Childhood Education	EDU-119 Intro to Early Childhood Education
Family and Consumer Science Education	FN41 Foods IAND FN42	=	CUL-112 Nutrition for Food Service	CUL-112 Nutrition for Food Service
Family and Consumer Science Education	(FN42 Foods II Enterprise OR FH20 Introduction to Culinary	=	CUL-110 Sanitation & Safety AND	
Family and Consumer Science Education	FN 43 Foods II- Technology	=	CUL-150 Food Science AND	
Family and Consumer Science Education	FI 53 Interior Applications	=	DES-235 Products	
Health Science Education	HU 40 Health Science I	=	MED-121 Medical Terminology I AND	MED-121 Medical Terminology I AND
Health Science Education	HU 42 Health Science II	=	HSC-110 Orientation to Health Careers AND	
Health Science Education	HN43 Nursing Fundamentals	=	NAS-101 Nursing Assistant I	NAS-101 Nursing Assistant I
Health Science Education	HH32 Pharmacy Technician	=	PHM-110 Intro to Pharmacy	
Marketing Education	ME11 Entrepreneurship I	=	ETR-210 Intro to Entrepreneurship	
Marketing Education	MM51 Marketing	=	ETR-230 Entrepreneur Marketing OR	
Technology Engineering and Design Education	TE21 Principles of Technology I	=	PHY-121 Applied Physics	
Technology Engineering and Design Education	TE22 Principles of Technology II	=	EGR-115 Intro to Technology OR	
Technology Engineering and Design Education	TP11 PLTW Intro to Engineer Design AND TP12 PLTW	=	ARC-111 Intro to Arch Technology OR	ARC-111 Intro to Arch Technology
Technology Engineering and Design Education	TE11 Technology, Engineering and Design AND TE12	=	EGR-110 Intro to Engineering Technology AND CEG-115 Intro To	
Trade and Industrial Education	IC00 Core and Sustainable Construction	=	WOL-110 Basic Construction Skills	
Trade and Industrial Education	IT16 Automotive Service I AND IT17 Automotive Service II AND	=	TRN-111 Chassis Maint/Light Repair AND	
Trade and Industrial Education	IM21 Cabinetmaking I AND IM22 Cabinetmaking II	=	CAB-111 Cabinetmaking I	
Trade and Industrial Education	IC00 Core and Sustainable Construction AND IC21	=	CAR-110 Intro to Carpentry OR	
Trade and Industrial Education	IC22 Carpentry II	=	CST-111 Construction I	
Trade and Industrial Education	IC23 Carpentry III	=	CST-112 Construction II (Must receive credit for CST 111 before	
Trade and Industrial Education	II21 Computer Engineering Technology I	=	CTS 120 Hardware/ Software Support	CTS 120 Hardware/ Software Support
Trade and Industrial Education	II22 Computer Engineering Technology II	=	CTS 220 Advanced Hardware/ Software Support (Must receive	CTS 220 Advanced Hardware/ Software

Trade and Industrial Education	IA31 Digital Data	=	DME-110 Intro to Digital Data	
Trade and Industrial Education	IA32 Advanced Digital Media	=	DME-115 Graphic Design Tools OR	
Trade and Industrial Education	IC61 Drafting I	=	DFT-111 Technical Drafting I AND	
Trade and Industrial Education	IC61 Drafting I AND IC62 Drafting II Architectural	=	DFT-115 Architectural Drafting OR	
Trade and Industrial Education	IC61 Drafting I AND IV22 Drafting II Engineering	=	DFT-151 CAD 1	DFT-151 CAD 1
Trade and Industrial Education	IV23 Drafting III Engineering	=	DFT-112-Technical Drafting II AND	
Trade and Industrial Education	IC00 Core and Sustainable Construction AND	=	ELC-113 Residential Wiring	ELC-113 Residential Wiring
Trade and Industrial Education	IC43 Electrical Trades III	=	ELC-122 Advanced Residential Wiring	
Trade and Industrial Education	IM31 Electronics I AND IM32 Electronics II	=	ELC-112 DC/AC Electricity AND	ELC-112 DC/AC
Trade and Industrial Education	IM34 Electronics IV	=	ELN-131 Analog Electronics I	
Trade and Industrial Education	IC00 Core and Sustainable Construction AND	=	MAS-110 Masonry I	
Trade and Industrial Education	IC13 Masonry III	=	MAS-110 Masonry I	
Trade and Industrial Education	IM41 Metals Manufacturing Technology I AND	=	BPR-111 Blueprint Reading AND	BPR-111 Blueprint Reading AND MAC-111
Trade and Industrial Education	II11Network Engineering Technology I	=	NET-125 Networking Basics OR	NET-110
Trade and Industrial Education	II12 Network Engineering Technology II	=	NET-125 Networking Basics OR	NET-126 Routing Basics
Trade and Industrial Education	IM61 Welding Technology I	=	WLD-110 Cutting Processes	WLD-110 Cutting Processes
Trade and Industrial Education	IM61 Welding Technology I AND	=	WLD-110 Cutting Processes And WLD-115 SMAW (Stick)	WLD-115 SMAW

Credit Demonstrated by Mastery

Section 13 of the State Board of Education Policy GCS-M-001 provides a Credit by Demonstrated Mastery policy. Credit by Demonstrated Mastery (CDM) is the process by which LEAs shall, based upon a body-of- evidence, award a student credit in a particular course without requiring the student to complete classroom instruction. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the End of Course exam where applicable, or a final exam (provided by the state or developed locally) and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks.

Students who demonstrate mastery, through the process as determined and allowed by the NC Department of Public Instruction, shall receive credit for the course. Credit shall be indicated on the student's transcript as a Level 3 (College Preparatory) course with a grade of "pass". The course credit will be used to meet high school graduation requirements. The school shall not grant a numeric or letter grade for the course and shall not include the grade in the student's grade point average (GPA) calculation.

The following courses are excluded from Credit by Demonstrated Mastery:

- Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship)
- CTE courses that have a clinical setting as a requirement of the course Early Childhood Education I / II and Nursing Fundamentals
- CTE Advanced Studies courses
- English Language Learner (ELL) courses
- Healthful Living required courses
- AP / IB courses
- Occupational Course of Study (OCS) Occupational Preparation I, II, III, and IV courses.
- Any course not offered at the high school for the cluster in which the student is enrolled

Middle school students may participate in the Credit by Demonstrated Mastery Process for those high school courses which could be taught in middle school, as listed in the North Carolina State Board of Education Policy Manual: GCS-M-001: English I, Math, Science, Social Studies and World Language I or II.

Repeating a Course for Credit and Grade Replacement/Suppression

Repeating a Previously Failed Course

As provided in State Board of Education policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

Repeating a Course for which Credit was Earned (Grade Replacement/Suppression)

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

a. the student must have earned a letter grade of C or lower in the course on the first attempt;
b. the student must make a written request to repeat the course;

c. the principal or designee must approve the request;
d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
g. credit towards graduation for the same course will be given only once;
h. a course may be repeated only one time; and
i. students may repeat a maximum of four previously passed courses during their high school careers.

*The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

Distance Learning

Honors and Advanced Placement (AP) Classes are taught by instructors at the **North Carolina School of Science & Math** (NCSSM) in Durham via video conference. NCSSM will determine the times the classes are offered and availability. See your Counselor to see what will be offered for a specific school year. Internet courses are also offered through **North Carolina Virtual Public Schools** (NCVPS). For more information visit their website at http://ncvps.org/
All of these courses are limited to the number of seats available.

Policy for Distance Learning Courses

- Students who enroll in distance learning courses using the North Carolina Information Highway (NCIH) or another online platform must satisfy the prerequisite requirements specified by the institutions offering the course.
- Students may not add a distance-learning course after the drop/add period has ended (this window may be different from the high schools' drop/add period).
- Some distance learning classes follow different calendars and schedules. It is the responsibility of the student to keep up with these differences.
- Students enrolled in year-long distance learning courses must successfully complete the fall semester course to continue on in the spring.
- In NCIH classes, a facilitator will mail/fax completed assignments to the instructor on the date the assignments are due. Mailing late assignments will be the responsibility of the student. In an Internet course, the student is solely responsible for emailing or digitally submitting their coursework.
- Distance learning textbooks are limited and may not be available for all courses.

North Carolina Virtual Public Schools

Students who wish to take an Internet class must have a basic understanding of the Internet, email, and have general computer literacy. Students in all distance learning courses must be self-motivated, independent workers, and able to manage their time wisely. Students should have access outside of the classroom to a computer with an Internet connection. Students will be provided a 90-minute time block each day for class work and technical support. However, time may still be required outside of the school day in order to complete assignments. In the event of workdays or school closings, students will be expected to complete any assignments by the due dates assigned by the NCVPS teacher. Typical offerings include the following 1 credit courses:

Honors Anatomy and Physiology
AP Environmental Science
Psychology
Honors Psychology
AP Psychology
Computer Programming I
French I

French II
Latin I
Latin II
German I
German II
Japanese I
Japanese II

North Carolina School of Science and Mathematics
Courses typically offered through the **North Carolina School of Science and Mathematics** include the following:
AP CALCULUS AB COURSE **Credit 2.0**
Grade Level: 11-12
This course is rich in technology and applications, and prepares students for the AP Calculus AB Exam. AP Calculus develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems.
Prerequisite: Completion of Pre-calculus with an "A" and the recommendation of the math teacher. Students should have a strong background in algebra and functions, including polynomial, exponential, logarithmic, and trigonometric. Students should also have knowledge of basic graphing calculator functions - graphing an equation, determining a Window, us of the built-in Intersect, Zero, & Value functions. A summer assignment will be sent to those students that NCSSM feels will be successful and recommend to the course. The completion of the summer assignment is mandatory. A summer assignment will be sent to those students that NCSSM feels will be successful and recommend to the course. The completion of the summer assignment is mandatory. **Schools will be asked to supply the following student information: PLAN/SAT/ACT score & previous math grades.

Material requirements:
Each student must have a graphing calculator (TI Inspire, TI-89 preferred, TI-83+, TI-84 acceptable) that they may take home. Books and curricular materials are on loan from NCSSM.

AP STATISTICS **Credit 2.0**
Grade Level: 11-12
This first part of a year-long course covers the content of a typical introductory college course in statistics. In colleges and universities, the number of students who take a statistics course is almost as large as the number of students who take a calculus course. (At least one statistics course is typically required for majors such as engineering, psychology, sociology, health science, mathematics, and business.) The first semester will provide an overview and introduction to statistics, and introduce students to the major concepts and the tools for collecting, analyzing, and drawing conclusions from data. The completion of the summer assignment is mandatory. The second semester covers the methods of inferential statistics (hypothesis testing and confidence intervals). There is continued review of the first semester topics and preparation continues for the AP exam. .
Prerequisite: Students must have completed a course beyond Math III with a C average or better and have satisfactory algebra skills. They must also possess strong verbal skills as well as sufficient mathematical maturity and quantitative reasoning ability.
Material requirements: Each student must have a TI-83+ or TI-84 (preferred) graphing calculator that they may take home. Books must be supplied by your school.

The following courses are offered periodically through NCSSM:
Honors Forensic Science
AP Environmental Science
Cosmology and Culture, Past and Present
Honors African American Studies
Honors Genetics and Biotechnology

Honors Aerospace Engineering
Honors Programming for the Web

GRADING SYSTEM

Grade Conversion of Letter Grades to Numeric Grades

If numerical grades are unavailable for new enrollees, NCDPI recommends that school districts use the following conversion chart for courses taught outside of NC school districts.

Letter Grade		Letter Grade Conversion
A, A+, A-	=	**95**
B, B+, B-	=	**85**
C, C+, C-	=	**75**
D, D+, D-	=	**65**
F	=	**55**

Grade Point Average

Did you know that for every final course grade earned you are awarded points? This is called the GPA. Starting with your freshman year, your final course grades will be converted to points and averaged together. This average is used to "rank" students within their grade level. Your final course grades are recorded on your permanent record-referred to as your transcript. This academic record will follow you for the rest of your life. Your freshman year is critical because this is the first year that is reflected on your transcript. Colleges and universities use your transcript for admission purposes.

The North Carolina Department of Public Instruction has developed a standardized weighting and ranking system to be implemented in all NC public high schools. This system assigns quality points for grades earned in specific courses. The GPA chart is located in the course catalog. Students who earn a course grade lower than a D will be awarded 0 points. This zero is factored into the grade point average and never goes away! Refer to the chart on the following page to see how points are awarded.

There are three levels of points:

Numerical Average	Regular Courses	Honors Courses	AP Courses
90-100	4.0	4.5	5.0
80-89	3.0	3.5	4.0
70-79	2.0	2.5	3.0
60-69	1.0	1.5	2.0
0-59	0.0	0.0	0.0

Letter Grades

Letter grades are assigned based on the following chart.

Letter Grade	Freshmen entering 2015 and beyond	Comment
A	90-100	Superior
B	80-89	Above Average
C	70-79	Average
D	60-69	Below Average
F	59 and below	Unsatisfactory

Report Cards & Interim Reports

Report cards are issued to students every nine weeks. Interim reports are issued to all students at the mid-point of the nine-week period.

GRADUATION

Early Graduation

Early Graduation is a serious decision that requires principal approval. **Students will be required to declare early graduation status within the first 10 days of the first semester of their senior year.** The choice to graduate early has a significant impact on available post-high school education and employment options. It should not be a rushed decision but rather a well-planned and thoughtful action weighed carefully by students and parents over a period of time. Graduating early allows the student only enough time to complete the minimum graduation requirements and will limit the student's opportunities to enrich their course of study through accelerated courses such as Advanced Placement, higher level classes, and classes in Career-Technical Education. Conferences with your school counselor will assure a comprehensive analysis of post-secondary options available to early graduates. Students who have completed all graduation requirements including specific course and testing requirements, an appropriate course of study, and total number of graduation credits required, may request to graduate early. Diplomas are awarded only at the end of the school year. Early Graduates are invited to participate in Commencement Exercises.

Graduation Requirements

All students will be expected to meet the requirements outlined under the Future Ready Core Course of Study. The Future-Ready Core was developed to provide students with a strong academic foundation so that they will have as many options as possible when they graduate from high school.

With the concentrated curriculum of four classes each semester it is possible to acquire 8 credits per year for a total of 32 credits at the end of four years. Twenty-eight credits are required to graduate. A formula is used to determine the required number of credits. The formula is the maximum number of credits a student can earn in four years minus 4. The required courses must always be included in the total number of credits. For those students who transfer into our district, the same formula applies but the number of credits for graduation may differ.

Students who complete all graduation requirements receive a diploma at graduation. Special needs students who do not satisfy all graduation requirements will receive a graduation certificate and be allowed to participate in graduation exercises if the students complete twenty credits by general subject area and complete all IEP requirements.

Future-Ready Core Course and Credit Requirements Students Entering Grade 9 in the 2020-2021 School Year

The Future-Ready Core was developed to provide students with a strong academic foundation so that they will have as many options as possible when they graduate from high school. See the next page for a table showing Graduation requirements for Future-Ready Core, Future Ready Occupational, and Early College core course and credit requirements.

Graduation Requirements

Promotion Requirements: High school students shall be promoted by earning credit through a successful completion of courses.

Promotion to	Credits Needed	Course Requirements
10th Grade	6	1 credit must be English I
11th Grade	11-13	1 credit must be English II and 1 credit must be Math 1
12th Grade	12-20	1 credit must be English III
Graduate	**28**	Must meet Course of Study requirements (see table below)

Content Area	Future Ready Core: 9th Graders entering 20	Future Ready Occupational: *For select IEP Students with EOC Proficiency Level Exemption	Early College
English- NC State Requirement	**4 Credits Required** • English I • English II • English III • English IV	**4 Credits Required** • OCS English I • OCS English II • OCS English III • OCS English IV	**2 High School Credits + 4 Dual Enrollment College Credits** • Honors English I & II • Dual Enrollment equivalence for English III and IV
Math - NC State Requirement	**4 Credits Required** • NC Math I • NC Math II • NC Math III • A 4th Math course aligned with student's post high school plans (see chart)	**3 Credits Required** • OCS Into to Mathematics • OCS Math I • OCS Financial Management	**3 High School Credits** • NC Math I • Honors NC Math II • Honors NC Math III • College level math (1 or more depending on degree plan)
Science - NC State Requirement	**3 Credits Required** • Physical Science • Biology • Environmental Science	**2 Credits Required** • OCS Applied Science • OCS Biology	**4 Credits Required** • HonorsEnvironmental Science • Honors Biology • Physical Science • Honors Chemistry may be taken instead of Physical Science (if a student's degree requires college chemistry,COA requires high school chemistry) • College level math (1 or more depending on degree plan)
Social Studies - NC State Requirement	**4 Credits Required** **For 9th Graders starting 2020-21** • World History • American History • Found Principles of the USA & NC: Civic Literacy • Economics and Personal Finance **For 9th Graders between 17-18 - 19-20** **World History (WH)** **Combination of American History Courses** • AH I and AH II **OR** • AH I **OR** AH II and another Social Studies Course **OR** • *American History and another **Social Studies Course **A Course on the Founding Principles** • American History: Founding Principles, Civics and Economics **OR**	**2 Credits Required** **For 9th Graders starting 2020-21** • Founding Principles, Civics and Economics **or** Founding Principles of the USA and NC: Civic Literacy • Economics and Personal Finance **For 9th Graders between 17-18 - 19-20** • American History: Founding Principles, Civics and Economics **or** Founding Principles of the USA and NC: Civic Literacy • American History I **or** American History II **or** American History	**5 Credits Required** • Honors World History • Honors Founding Principles/Civics and Economics • American History I (College level dual enrollment) • American History II (College level dual enrollment) • Personal Finance

	• *Founding Principles of the United States and North Carolina: Civic Literacy *ECPPS Choices to Align with State Suggestions **ECPPS selected EPF as other Social Studies Course		
Health & Physical Education - NC STate Requirement	**1 Credit Required**	**1 Credit Required** • Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation. • Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.	**1 Credit Required** • Credit taken via online course • 1 - 3 College credits (non dual enrollment)
Electives - NC State Requirement	**6 Credits Required**	**6 Credits Required** • Six Occupational Preparation Education credits, which shall be Occupational Preparation I, II, III, and IV (i.e, completion of 150 hours of school-based training with work activities and experiences that align with student's post school goals, 225 hours of community-based training, and 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or	Additional College Credits* to complete a degree and/or certification (generally a total of 60-61 hours). Most are dual enrollment credits. *College credits are typically referred to as hours and one credit may count as 1, 2, or 3 hours depending on how long the course is. Typically labs and some physical education courses are 1 hour credits. Honors classes earn students 0.5 quality point and college classes

		community services hours. • Four Career/Technical Education Elective credits • A career portfolio • Completion of the student's IEP objectives	earn students 1.0 quality point.
	World Languages	Not required for high school graduation. ***A two credit world language minimum is required for admission to the UNC system and many other universities***	

REGISTRATION

Course Schedules

Students are expected to attend school full-time and take a full load of courses. Exceptions are made for students approved for work-based learning experiences taken in conjunction with Career Technical Education courses and for those taking dual enrollment courses in post-secondary schools. All course selections are based on availability**. Students are not guaranteed a seat in registered classes due to class size limits**. Students should choose alternates carefully as they will be used if registered classes have exceeded the seat limit. Students making a schedule change after the schedules have been distributed must meet the following guidelines and must demonstrate a compelling educational need.

The following are acceptable reasons for schedule review and possible changes:

1. To correct inappropriate class placement.
2. To correct scheduling omissions.
3. To fulfill district and/or state graduation requirements.

Reasons for schedule changes that are **not acceptable** include, but are not limited to:

1. Receiving an alternate course.
2. Teacher preference.
3. Personal convenience of the student, such as having classes or lunch with a friend, not having P.E. first period or having classrooms closer together.

NOTE: a schedule change that affects your course of study could prevent you from graduating with your class. All schedule change requests will require completion of the schedule correction form and must be submitted no later than the third day of the first semester. **There will not be a drop/add period once classes for the school year have begun. Courses will not be changed after the 10th day of the semester.**

Course Selections for Rising Freshmen (OCS Freshman see chart above and follow the OCS graduation requirements).

English (Choose one)
1. English I
2. Honors English I - completion of summer reading assignments.

Math (Choose one)
For a student to be successful in math, it is imperative that he or she masters each course and has strong fundamental skills before moving on to the next level; therefore, courses are listed in order of difficulty:
1. Math 1 (students may need to take Foundations of Math I and Math I, if needed)
2. Honors Math 2- Math 1 and completion of summer assignments, if required.

Science (Choose one)
1. Earth/Environmental Science
2. Honors Earth/Environmental Science

Social Studies (Choose one)
1. World History
2. Honors World History

Physical Education
Health & P.E. – This course is **required** for graduation.

Electives: Air Force JROTC I, AVID; **CTE**: Adobe, Automotive Service Fundamentals, Animal Science I, Horticulture I, Microsoft Word & PowerPoint, Natural Resources I, Principles of Business and Finance, Principals of Family & Human Services, Health Sciences I, , Core and Sustainable Construction, Marketing, Technology Engineering & Design; **Arts**: Visual Arts I, Theater Arts I; **Music**: Music Appreciation, Marching Band I, Percussion Ensemble, Symphonic Band I, Chorus I, Guitar, Piano I, Ukulele; **Foreign Language**: Spanish I

Course Waivers
Waivers are contingent upon the principal's approval and space availability.

Course Withdrawal Policy
Schedule changes at the beginning of the school year will be made only in cases that demonstrate a compelling educational need. The student services staff will review requests for schedule corrections. Administrative approval will be required to withdraw from a course after the first 10 days of the semester. This is a rare occurrence. Withdrawals after the 10th day of the semester will be recorded on the transcript as WF (withdrawal/fail). EOC courses cannot be dropped after the 10th day of the semester without prior NCDPI approval. Due to North Carolina State Law of Instructional Hours required for high school credit, students who withdraw prior to the successful completion of a semester will not be awarded any course credit. Students must complete the exam process to earn course credits. Schedule changes at the beginning of each semester will be made only in cases that demonstrate a compelling

educational need. Administrative approval will be required. **No changes can be made in EOC or CTE Courses ten or more days after the start of the semester without approval from NCDPI**.

ESOL (English as a Second or Other Language) Program

The goal of an EL (English Learner) teacher is to transition EL students from the ESOL program within 3-5 years depending on their English language Proficiency and grade levels. The ACCESS for ELLs 2.0 Test (Language Proficiency Test) is administered yearly and indicates the appropriate proficiency level of the student. EL services are provided until the student demonstrates English language proficiency as measured by the ACCESS for ELLs 2.0. The student is then exited from the ESOL program and the parent is notified. Exited students' grades are monitored for four year to ensure academic success. EL services are determined by the needs of the students and the resources available to the school. The type of EL services provided may include, but are not limited to, an ESOL block class, pull-out instruction, or push-in instruction.

Home School Information

North Carolina law defines a home school as a non-public school which the student receives instruction from his/her parent or legal guardian. The North Carolina Division of Non-Public Education is authorized by state law to receive home school notices of intent to begin initial operation, terminate operation, and annually inspects school attendance and nationally standardized achievement test result records. Additional information regarding home school education can be located at www.ncdpi.org. Please keep the following information in mind:

- Transfer and acceptance of secondary home school credits are at the discretion of the high school principal.
- Additional info may be required in order to award credit in core area subjects (i.e. English, math, science and social studies). If credit in the core area subject is denied, then an elective credit is usually awarded.
- All home school credits are reflected on the North Carolina Standardized Transcript as a "P" for passing. The student's grade point average begins with his or her grades at the ECPPS high school in which he or she is enrolled.
- Home school students are not eligible to participate in interscholastic athletics.

New Enrollees/Transfer Students

Information about school assignment can be obtained by accessing the ECPPS website at: **http://www.ecpps.k12.nc.us** or contacting the ECPPS Board of Education office at 252-335-2981.
After determining school assignment, the parent(s) or court appointed custodian should go to the district website at **http://www.ecpps.k12.nc.us** and digitally enroll their child using Scribbles. The following items are required by the school regardless of grade level of students:

- Proof of residence in the form of a recently dated current electric, gas, water or cable bill a newly signed lease agreement or a signed purchase agreement with a closing date in the name of the parent(s) or court appointed guardian.
- A certified copy of the child's birth certificate.
- Immunization record which must be signed by a physician. Note: Students entering a NC public school for the first time must have a ***NC Physical Form*** signed by a physician.
- A social security card.
- A copy of the most recent report card and or school transcript.

Students who transfer from a school system that is not on a concentrated semester schedule will be placed in the most appropriate courses compatible with their schedule from their former school. The time of entrance of the student is of critical importance since the hours involved in the concentrated courses is greater than a 55-minute class period. Each transfer student will be handled individually since the times of enrollment and the courses involved will vary.

To the extent possible, students who transfer in the middle of an academic year will be enrolled in courses that are similar to those in which they had been enrolled at their previous school. In the event that, due to course offerings, a student is unable to enroll in a course that is similar to one in which he or she had been enrolled, the student will be

given the opportunity to enroll in an alternate course to the extent practical in the school setting. In some circumstances students are placed in courses with an Audit status. Audited courses are not awarded credit. Determination of credit for transfer students will be based on a review of individual circumstances. The school system does not guarantee course credit if a student is unable to complete a course due to a transfer. Students who transfer from a private or out of state school should pay particular attention to the North Carolina graduation requirements. For more information, see the section titled "Grade Conversion of Letter Grades to Numeric Grades" for new enrollees/transfer students.

Registration Process

It is the goal of ECPPS to encourage students to become active learners and responsible, well-rounded citizens. In keeping with this goal, each student is provided the opportunity for support in academic, career, and personal/social experiences. The staff strives to meet the unique needs of each student by careful placement in courses commensurate with abilities and interests. Course grades, test scores, teacher, parent and student input are used to make the most accurate placement possible.

The ECPPS Course Catalog is designed to help you and your parents or guardians make the best choices for your high school education. Choices you make in high school affect your options for future study and career options. Please give serious consideration to your course selections including alternates as they will be considered part of your final course selection. Information provided in this book is current at the time of printing.

Registration is a commitment to take the courses you have selected. Remember, when you complete online registration you are requesting specific courses, NOT specific teachers or time slots. Every effort will be made to grant requests; however, your schedule may change pending final grades in the courses in which you are currently enrolled and your EOG and/or EOC scores.

Steps for Completing the Registration Process

1. Attend the annual Course Fair at your home high school to explore course options and seek information from teachers.
2. Review the information from the ECPPS Course Catalog and know the requirements for graduation and the post-secondary options you intend to pursue.
3. Read the course descriptions of both required courses and electives in which you are interested, and make sure you meet the prerequisite requirements.
4. Registration information will be provided to you digitally so that you can select core courses, electives and alternate electives.
5. Have your parent or guardian double check your selections.
6. Bring your signed Registration Form back to school by the due date. Student Services staff will review your selections and assist you with entering your selections in PowerSchool (the scheduling software). Student Services will also assist you with courses offered through COA, NCVPS, Distance Learning and CTE courses offered at your non-assigned high school.

Course offerings are dependent on teacher availability and enrollment.

Summer School Acceptance of Credits

The Elizabeth City Pasquotank County School System does not offer summer school. Students who choose to enroll in a summer school program from another district or a private school must obtain prior approval from the principal. **REMINDER**: the majority of summer school programs offer a remediation credit only. This means that students can only take a course in summer school, which they have previously taken in a regular school setting and failed.

TESTING PROGRAM

ACT

The ACT assesses high school students' general educational development and their ability to complete college-level work. The ACT has five subscores: four multiple-choice tests covering skill areas of English, mathematics, reading, and science; the Writing Test measures skills in planning and writing a short essay.

The ACT is also administered at selected sites nationally. For these administrations, students must pay and register on-line or by mail several weeks prior to the test date. Registration information is available in Student Services at each high school. In the U.S., the ACT is administered on six national test dates: in September, October, December, February, April, and June. There is no charge for the state administration of the ACT. More information is available at http://www.actstudent.org/

SAT

The SAT is an optional test nationally administered by the College Entrance Examination Board (CEEB). The SAT is one of the admissions tests used by post-secondary institutions to assist in selecting students. It assesses students in three areas: Verbal, Writing and Mathematics. The SAT is administered at selected sites nationally. Students must pay and register online or by mail several weeks prior to the test date. Registration information is available in Student Services and at www.collegeboard.org. Northeastern High School's CEEB code is 341-120. Pasquotank County High School's CEEB code is 341-144.

North Carolina Testing Program

CTE Post Assessments

CTE post assessments are end-of-course tests produced by the Department of Public Instruction and are required in all Career and Technical Education courses. These assessments provide documentation of the individual student's attainment of technical competencies based on the goals and objective of the Standard Course of Study. Scores are reported to the Department of Public Instruction and used to evaluate programs and the system-wide attainment of performance standards as required by the Carl D. Perkins Vocational and Technical Education Act. CTE post assessments constitute 25% of a student's final course grade. Some CTE courses are included in the North Carolina Community College Articulation Agreement. For these courses, students who receive a score of 93 or better on the CTE EOC post-assessment and make a B or better in the course may receive articulated Community College credit.

End of Course & Accountability

The North Carolina End-of-Course Tests are high school subject area tests designed to provide information about each student's performance relative to that of other students in North Carolina and about school and school system achievement on the subject area goals and objectives specified in the Standard Course of Study. End-of-Course Tests constitute 25% of the student's final course grade. More information can be found on North Carolina's Department of Public Instruction website: http://www.dpi.state.nc.us/accountability.

PreACT

PreACT is administered as a college readiness diagnostic measure to all tenth graders

WorkKeys

WorkKeys is administered as a career- readiness measure to twelfth graders who are CTE concentrators. Please refer to the CTE Career Pathways Chart on pages 27-28 for more information.

COURSE DESCRIPTIONS

AFJROTC

The mission of AFJROTC is to develop citizens of character who are willing to serve their community and nation via the development of life, career and soft skills, critical thinking, collaboration and team building. Current events are discussed daily to enhance the cadets' ability to analyze local and world events and the impact they may have on their participation in the global marketplace. Civic responsibilities are emphasized through participation in community service activities. The Presidential Fitness Test is administered twice a semester to determine the cadets' progress as a result of weekly fitness activities. Core curriculum this year is Aviation History, communications, and leadership. Course objectives are identified in the syllabus and are available upon request. The following three years core curriculum will be Cultural Studies, citizenship, and Air Force Tradition; Space, life skills and career opportunities; Science of Flight and principles of management. All cadets will be enrolled and performance monitored in the Collegiate Foundation of North Carolina (CFNC) to enhance SAT/ACT achievement and preparation for college, military or the marketplace. All cadets are required to wear the AFJROTC Cadet Uniform once a week and adhere to the Air Force grooming standards. Failure to wear the uniform once a week and/or as directed by the Senior Aerospace Science Instructor will result in a failing grade for the semester. Uniforms and shoes are provided however it is the responsibility of the cadet to return the uniform when requested after being professionally dry-cleaned. There is no charge for the uniform however if not returned when requested or properly laundered, a Report of Survey and academic hold will be initiated. Cadet behavior, fitness, uniform wear and academic performance are evaluated to determine future participation.

AFJROTC I **Credit 1.0**

Grade Level 9-11

Core curriculum plus leading the flight in a 30-step drill sequence.

AFJROTC II **Credit 1.0**

Grade Level 10-12

A Certificate of Training will be issued at the end of the semester if the cadet has satisfied all the course requirements. This certificate may result in a pay grade increase if the military career option is pursued.

Prerequisite: AFJROTC I and SASI approval

AFJROTC III **Credit 1.0**

Grade Level 10-12

Focus of course is to demonstrate those skills learned in AFJROTC I/II and lead small groups in their training of these skill sets. Cadets at this level will be expected to lead drill, formation and inspections. We encourage participation in Leadership Labs, Academy Summer Camps and other venues to enhance their leadership skills. A Certificate of Completion will be issued at the end of the semester if the cadet has satisfied all the course requirements. This certificate will result in a pay grade increase if the military career option is pursued. Some collegiate ROTC programs will waive the first year of training with a Certificate of Completion.

Prerequisite: AFJROTC II and SASI approval

AFJROTC IV **Credit 1.0**

Grade Level 12

Focus of course is to demonstrate those skills learned in AFJROTC, lead the classroom in training of these skill sets and participate in or lead the cadet organization. Cadets at this level are encouraged to participate in Leadership Labs, Academy Summer Camps and other venues to enhance their leadership skills.

Prerequisite: AFJROTC III and SASI approval

AFJROTC V **Credit 1.0**

Grade Level 12

Cadets at this level manage the cadet organization and practice the leadership and management skills received in AFJROTC. They will receive individualized instruction based upon their career goals. Core curriculum will be Management of the Cadet Corps and drill/ceremonies.

Prerequisite: AFJROTC IV and SASI approval

Advancement Via Individual Determination (AVID)

Advancement via Individual Determination **Credit 1.0**

Grade Level 9-12

AVID is a college prep course designed to support motivated students taking Honors and/or Advanced Placement courses. This year-long course teaches students the skills necessary to experience success at the post-secondary level. The AVID Curriculum complements all content area curricula and builds students' abilities to skillfully write, inquire, collaborate, organize, and read.

Career & Technical Education (CTE)

Career Clusters

Career Clusters identify pathways from secondary school to two- and four-year colleges, graduate school, and the workplace, so students can link what they learn in school and what they can do in the future. Career Clusters allow students to access a nationwide framework to help them better analyze their long- and short-term career goals, plan what to take in high school to begin to move toward those goals, and implement strategies for further education and work experience that will prepare them for high-skill, high-wage, high-demand careers in the 21st Century.

The States' Career Clusters Framework for Lifelong Learning updates the Career Pathways used previously in North Carolina and provides links to related academic instruction and electives. The States' Career Clusters initiative further developed pathways to provide a national structure for this effort. The Career Clusters initiative includes 16 clusters and related pathways.

All NC CTE courses align to the Career Clusters™. Each course is placed in a Career Cluster based on a set of knowledge and skills common to all careers in the entire Career Cluster. Industry-validated knowledge and skills statements of student expectations identify what the student should know and be able to do. They prepare students for success in a broad range of occupations/career specialties. Some CTE courses cross over all 16 Career Clusters™.

The 16 Career Clusters™ are as follows:
Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics.

To complete a CTE Cluster for graduation:

- The student must successfully complete the Foundational Prerequisite (if required), the Prerequisite course and the Concentrator Course as designated for each pathway. Please refer to the Career Clusters Chart for specifics.
- Every Career Cluster allows students to participate in work-based learning experiences such as internships and apprenticeships.

ECPPS Career Clusters 2020

Career Cluster	Pathway	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
Agricultural, Food & Natural Resources	**Animal Science**		Animal Science I	Animal Science II or Animal Science II Small Animal	Veterinary Assisting CTE Advanced Studies CTE Internship
	Natural Resources		Natural Resources I	Natural Resources II	CTE Advanced Studies CTE Internship
	Plant Systems		Horticulture I	Horticulture II or Horticulture II Landscaping or Horticulture II Turfgrass Management	CTE Advanced Studies CTE Internship
	Sustainable Agriculture		Sustainable Agriculture Production I	Sustainable Agriculture Production II	CTE Advanced Studies CTE Internship
	Supplemental Courses: Microsoft Word, Career Management				
Architecture & Construction	**Carpentry**	Core & Sustainable Construction	Carpentry I	Carpentry II	CTE Advanced Studies CTE Internship
	Electrical Trades	Core & Sustainable Construction	Electrical I	Electrical II	CTE Advanced Studies CTE Internship
	Supplemental Courses: Microsoft Word, Career Management				
Business Management & Administration	**Entrepreneurship**		Entrepreneurship I	Entrepreneurship II	CTE Advanced Studies CTE Internship
	Supplemental Courses: Principles of Business & Finance, Marketing, Microsoft Word, Career Management				
	General Management	Principles of Business	Business Management I	Business Management II	CTE Advanced Studies CTE Internship
	Supplemental Courses: Microsoft Word, Career Management				
Health Science	**Healthcare Professional**		Health Science I	Health Science II	Nursing Fundamentals CTE Advanced Studies CTE Internship
	Biomedical Technology		Health Science I	Biomedical Technology	CTE Advanced Studies CTE Internship
	Supplemental Courses: Microsoft Word, Career Management				

Career Cluster	Pathway	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
Human Services	**Early Childhood Development & Services**		Child Development	Early Childhood I	Early Childhood Education II CTE Advanced Studies CTE Internship
	Food & Nutrition		Food & Nutrition 1	Food & Nutrition II	CTE Advanced Studies CTE Internship
	Supplemental Courses: Principles of Family and Human Services, Microsoft Word, Career Management				
Law, Public Safety, Corrections & Security	**Firefighter Technology**		Firefighter Technology I	Firefighter Technology II	Firefighter III CTE Advanced Studies CTE Internship
	Supplemental Courses: Public Safety, Microsoft Word, Career Management				
Marketing	**Marketing Management**		Marketing	Marketing Applications	CTE Advanced Studies CTE Internship
	Supplemental Courses: Principles of Business, Microsoft Word, Career Management				
Science, Technology, Engineering, & Mathematics	**PLTW Engineering**		PLTW Introduction to Engineering Design or PLTW Principles of Engineering	PLTW Computer Integrated Manufacturing	PLTW Engineering Design & Development CTE Advanced Studies CTE Internship
	Supplemental Courses: Microsoft Word, Career Management				
	Technology Engineering & Design Career Pathway (TEND)		Technology Engineering & Design	Technological Design	CTE Advanced Studies CTE Internship
	Supplemental Courses: Marketing, Microsoft Word, Career Management				
Transportation, Distribution & Logistics	**Automotive Services**	Automotive Service Fundamental	Automotive Service I	Automotive Service II	Automotive Services III CTE Advanced Studies CTE Internship
	Drone Technology		Drone Technology I	Drone Technology II	CTE Advanced Studies CTE Internship
	Supplemental Courses: Microsoft Word, Career Management				

Why Should You Take Career and Technical Education (CTE) Courses?

CTE leads to:

- High skill, high wage, and high demand occupations
- A head start on a college degree by earning college credits while in high school
- Skills that provide an earning advantage both during and after high school through nationally recognized certifications
- Hands-on work based learning with the business community through activities such as apprenticeships, internships, and cooperative learning.
- Career and Technical Education (CTE) Program Descriptions

Agricultural education provides systematic instruction to students in the areas of agriculture, food and natural resources. Through these subjects, agricultural educators teach students a wide variety of skills, including science, math, communications, leadership, management and technology. Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

Through agricultural education, students are provided opportunities for leadership development, personal growth and career success. Agricultural education instruction is delivered through three major components.

- Classroom/Laboratory instruction (contextual learning)
- Supervised Agricultural Experience programs (work-based learning)
- Leadership Development (North Carolina FFA Association and the National FFA Organization)

Students may pursue career pathways in:

- Animal Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Sustainable Agriculture Production

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Business, Finance, and Marketing (BFM) provides students with meaningful instruction for and about business. Instruction in Business, Finance and Marketing Education encompasses business skills and techniques, an understanding of basic economics, an understanding of making socioeconomic decisions and producing goods and services to consumption, and business attitudes essential to become a globally engaged and productive citizen. BFM plays a key role in preparing a competent, business-literate, and skilled workforce. The associated curricula have real-life relevance that empowers and helps young adults to compete in a global marketplace while managing their own financial affairs and making intelligent consumer and business-related choices.

Students may pursue career pathways:

- Entrepreneurship
- General Management
- Marketing Management

Future Business Leaders of America (FBLA) inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. FBLA programs focus on leadership development, which includes

essential soft skills; academic competitions; educational programs in which members create career portfolios, enhancing their knowledge with world-recognized skills certifications, and have access to select college scholarships. DECA, the Career and Technical Student Organization for marketing students, complements the class and work experiences by allowing students to develop practical presentation, decision making and leadership skills. Work-based learning experiences, including Cooperative Education, are strongly encouraged to add relevancy to classroom instruction.

Career Development curriculum provides the foundation to prepare students for careers and education in the 21st century; it is designed to introduce students to the opportunity to understand and make connections between their interests, attitudes, values, personality, learning styles, skills, and career choices. Students understand the lifelong, sequential process of determining self and career identity.

Middle school and high school career development curriculum includes competencies in self-assessment, matching interests to career choices, exploring the world of work, career research, education and career awareness, and career exploration; evaluation of career information and creation of a career plan. NC Career Development curriculum is the foundation for NC Career and Technical Education and Pathways.

Computer Science and Information Technology (CSIT) is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services. Students will demonstrate knowledge of and proficiency in data representation and abstraction; effectively design, develop, and test algorithms; demonstrate knowledge of digital devices, systems and networks; and demonstrate an understanding of the role computer science plays and its impact in the modern world. The program works in coordination with the Computer Science Division.

Students may pursue career pathways in:

- Drone Technology

Family and Consumer Sciences (FACS) provides the bridge needed by all students to deal with major societal issues such as work-and-family, health care, child and elder care, family and community violence and crime, global economics and politics, and technology usage. FACS Education is a catalyst to bring these issues into action-oriented, skill-building educational programs. The North Carolina FCS Education program provides a platform for students to transition into adult life by gaining a strong foundation of the knowledge and skills needed for successfully living and working in a diverse, global society.

Students develop personal effectiveness and industry-relevant technical skills as they explore and pursue career pathways aligned to the FACS Body of Knowledge and Family and Consumer Sciences National Standards 3.0.

Students may pursue career pathways.

- Early Childhood Development and Services
- Food and Nutrition

Family, Career and Community Leaders of America (FCCLA) is an integral component of a quality FCS Education program. FCCLA provides teacher-developed and student-tested project-based learning

strategies and materials that shift the responsibility for achieving CTE and FCS program outcomes to students. Through intracurricular chapter programs and projects, students further their understanding of FCS standards.

Health Science Education provides a comprehensive program to meet present and projected needs for the healthcare industry. Curriculum concepts incorporate technological advances to motivate students and prepare them to pursue a career as a future health professional. Emphasis is placed on the various domains of healthcare and related skills such as: employability skills, prevention (wellness), diagnostics, therapeutics, and rehabilitation. Students are encouraged to pursue work-based learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest in healthcare.

Students may pursue career pathways.

- Biomedical Technology
- Healthcare Professional

Trade, Technology, Engineering, and Industrial Education (TTE&I) programs provide students with the skills and conceptual knowledge needed for careers in industry, engineering and design. Students can focus on industry certifications for careers immediately after graduation or develop skills and knowledge needed for higher level professional degrees in engineering and design fields.

Students may pursue career pathways in:

- Carpentry
- Electrical Trades
- Firefighter Technology
- Public Safety
- Technology Engineering and Design
- PLTW Engineering
- Automotive Services

Students may pursue more than one intracurricular CTSO
SkillsUSA is the premier student leadership organization in the country with over 300,000 members nationwide. SkillsUSA-NC offers many activities to enrich our students, advisors, and professional members throughout the year. The activities include professional and leadership development conferences, competitions that measure both technical and employability skills, and opportunities for scholarships, employment, networking and competitive skills and leadership events are held for regional, state, national, and international levels.

North Carolina Technology Student Association (NC TSA) is an essential element of the state's Technology Education Program. This student organization provides the opportunity for students to engage in activities directly reflecting the curriculum. Along with learning collaboration and leadership skills, students can engage in student-centered, complex tasks that are authentic and developed over an extended period. Beyond the powerful influence of the activities, participation in the NC-TSA helps transform one's program by affording both the teacher and his or her students the opportunity to learn from others by attending regional, state, and national conferences.

CTE Course Descriptions

***NOTE: STUDENTS MAY TAKE CLASSES THAT ARE OFFERED ON ANOTHER SCHOOL CAMPUS (NHS OR PCHS)**

CTE Internship **Credit 1.0**

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

Prerequisite: None

Agricultural Education

Animal Science I **Credit 1.0**

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced.

Prerequisite: None

Aligned Industry Credential: NC Beef Quality Assurance
NC Pork Quality Assurance & Certification
Youth for Quality Care of Animals (YQCA) Certification

Animal Science I - Honors **OFFERED AT NHS** **Credit 1.0**

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: None

Aligned Industry Credential: NC Beef Quality Assurance
NC Pork Quality Assurance & Certification
Youth for Quality Care of Animals (YQCA) Certification

Animal Science II **Credit 1.0**

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, and global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class.

Prerequisite: AA21 Animal Science I

Aligned Industry Credential: Canine Care and Training Program (CCTP)
NC Beef Quality Assurance
NC Pork Quality Assurance & Certification
NCDENR Animal Waste Certification
Youth for the Quality Care of Animals (YQCA) Certification

Animal Science II Honors **OFFERED AT NHS** **Credit 1.0**

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, and global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class.

Prerequisite: AA21 Animal Science I

Aligned Industry Credential: Canine Care and Training Program (CCTP)
NC Beef Quality Assurance
NC Pork Quality Assurance & Certification
NCDENR Animal Waste Certification
Youth for the Quality Care of Animals (YQCA) Certification

Animal Science II – Small Animal **Credit 1.0**

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class.

Prerequisite: AA21 Animal Science I

Aligned Industry Credential: None

Natural Resources I **OFFERED AT NHS** **Credit 1.0**

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. English language arts, mathematics, and science are reinforced.

Prerequisite: None

Aligned Industry Credential: NC Hunter Safety Course

Natural Resources II **OFFERED AT NHS** **Credit 1.0**

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English language arts, mathematics, and science are reinforced.

Prerequisite: AN51 Environmental & Natural Resources I

Aligned Industry Credential: NC Hunter Safety Course

Horticulture I **Credit 1.0**

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. English language arts, mathematics, and science are reinforced.

Prerequisite: None

Aligned Industry Credential: North Carolina Certified Plant Professional (CPP)
Certified Young Plant Professional (CYPP)
NC Private Pesticide Applicator

Horticulture I – Honors **OFFERED AT NHS** **Credit 1.0**

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. English language arts, mathematics, and science are reinforced.

Prerequisite: None

Aligned Industry Credential: North Carolina Certified Plant Professional (CPP)
Certified Young Plant Professional (CYPP)
NC Private Pesticide Applicator

Horticulture II **Credit 1.0**

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 turf grass management, and personal development. English language arts, mathematics, and science are reinforced.

Prerequisite: AP41 Horticulture I

Aligned Industry Credential: North Carolina Certified Plant Professional (CPP)
Certified Young Plant Professional (CYPP)
NC Private Pesticide Applicator

Horticulture II –Honors **OFFERED AT NHS** **Credit 1.0**

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 turf grass management, and personal development. English language arts, mathematics, and science are reinforced.

Prerequisite: AP41 Horticulture I

Aligned Industry Credential: North Carolina Certified Plant Professional (CPP)
Certified Young Plant Professional (CYPP)
NC Private Pesticide Applicator

Horticulture II - Landscaping **OFFERED AT NHS** **Credit 1.0**

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced.

Prerequisite: AP41 Horticulture I

Aligned Industry Credential: North Carolina Certified Plant Professional (CPP)
Certified Young Plant Professional (CYPP)

Horticulture II – Turf grass Management **OFFERED AT NHS** **Credit 1.0**

This course provides hands-on instruction and emphasizes eight units of instruction including fundamentals of soils and pests, environmental issues related to turf management, landscape basics, lawn care and turf production, golf course management, sports turf and turf irrigation, turf equipment

and maintenance, and human resources and financial management. Safety skills will be emphasized. English language arts, mathematics, and science are reinforced.
Prerequisite: AP41 Horticulture I
Aligned Industry Credential: None

Sustainable Agriculture Production I **OFFERED AT NHS** **Credit 1.0**
This course focuses on the increasingly complex world of producing enough food and fiber to meet the growing world demand and at the same time maintain ecological balance and conserve our natural resources. Students will explore implementing environmentally sound practices in agricultural production to satisfy the needs of a growing population for today and tomorrow. A breadth of topics including: crop and animal production, natural resource management, agroforestry, food safety, and the farm to fork continuum will set the educational stage for this course. English language arts, mathematics, and science are reinforced.
Prerequisite: None
Aligned Industry Credential: None

Sustainable Agriculture Production II **OFFERED AT NHS** **Credit 1.0**
This course expands on the complexity of producing enough food and fiber to meet the world demand and at the same time maintain an economical balance and conserve our natural resources. Students will explore the U.S. food system and how agriculture impacts the quality of life at all levels as well as the energy resources necessary to meet these needs. Twenty first century topics such as precision agriculture, biotechnology, bioinformatics, plant and animal breeding, apiculture, aquaponics, hydroponics, vermicomposting and food safety will be explored as to their role in a sustainable society. Students will discuss marketing strategies for agricultural products and develop a business plan for a sustainable grower. English language arts, mathematics, and science are reinforced.
Prerequisite: AU21 Sustainable Agriculture Production I
Aligned Industry Credential: Certified Level Beekeeper

Veterinary Assisting Honors **OFFERED AT NHS** **Credit 1.0**
This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Applied mathematics, science and writing are integrated throughout the curriculum. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will feature hands-on skill sets designed to enhance experiential learning. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are cooperative education, internship, mentorship, service learning job shadowing and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skill through authentic experiences. Students who wish to take the Veterinary Assisting Exam developed by Texas Veterinary Medical Association to be a Certified Veterinary Assistant (CVA) Level 1 should complete an additional 500 hours of supervised agricultural experience (SAE) during their three animal science courses. Two hundred SAE hours focus on the care and management of animals; will be substantiated by records, and conducted under the direct supervision of the agricultural teacher. Hours may be earned any time during the year including summer months. An additional 300 hours of supervised agricultural experience (worked based learning) will be conducted as an internship program in animal medicine under the supervision of a licensed veterinarian or certified veterinary technician who will attest that participating students have

mastered a standard set of skills used in animal medicine as identified by the cooperating teacher. Hours may be earned any time during the year including summer months.
Prerequisite: Animal Science II or Animal Science II - Small Animals (Designed for 11th or 12th grade students with an interest in animal medicine) Credential Available: Yes (Veterinary Technician)
Aligned Industry Credential: Elanco Veterinary Medical Applications Certification
Certified Veterinarian Assistant

Business Education & Information Technology

Business Management I **Credit 1.0**
This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Also the experience includes students working through ethical dilemmas and problem-solving situations with customer service while academic and critical-thinking skills. English language arts is reinforced.
Prerequisite: BF10 Principles of Business and Finance
Aligned Industry Credential: None

Business Management II **Credit 1.0**
This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. English language arts and mathematics are reinforced .
Prerequisite: BB40 Business Management I
Aligned Industry Credential: Fundamentals Business Concepts (ASK-BF-CERT)

Entrepreneurship I **Credit 1.0**
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 startup requirements. English language arts and social studies are reinforced.
Prerequisite: None
Aligned Industry Credential: Venture Entrepreneurial Expedition

Entrepreneurship II Honors **Credit 1.0**
In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced.
Prerequisite: ME11 Entrepreneurship I
Aligned Industry Credential: Concepts of Entrepreneurship & Management,
Venture Entrepreneurial Expedition
Entrepreneurship and Small Business

Marketing **OFFERED AT PCHS** **Credit 1.0**
This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution,

marketing-information management, market planning, pricing, product/service management, promotion, and selling. Also students develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.
Prerequisite: None
Aligned Industry Credential: None

Marketing Applications **OFFERED AT PCHS** **Credit 1.0**
In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. English, language arts, and social studies are reinforced.
Prerequisite: MM51 Marketing
Aligned Industry Credential: Customer Service and Sales Certification
Advanced Customer Service and Sales Certification
Fundamental Marketing Concepts

Microsoft Word and PowerPoint **Credit 1.0**
Students in the Microsoft Imagine Academy 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 current 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 current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Art and English language arts are reinforced.
Prerequisite**:** None
Aligned Industry Credential: Microsoft Office Specialist (MOS) in Word and/or PowerPoint

Principles of Business and Finance **Credit 1.0**
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. English language arts, social studies, and mathematics are reinforced.
Prerequisite: None
Aligned Industry Credential: None

Career Development Education

Career Management **Credit 1.0**
This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. 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.

Prerequisite: None
Credential Available: Yes (Workplace Readiness Soft Skills)

Family and Consumer Science Education

Early Childhood Education I **OFFERED AT NHS** **Credit 1.0**

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.
http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html
*For safety reasons and number of interns placed, enrollment should not exceed 20 in this course.
Prerequisite: Students must be 16 by October 1. Child Development is a recommended prerequisite for this course.
Aligned Industry Credential: CPR, First Aid

Early Childhood Education II (Honors) **OFFERED AT NHS** **Credit 2.0**

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, career development and professionalism. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.
http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html
*For safety reasons and number of interns placed, enrollment should not exceed 20 in this course.
Prerequisite: FE11 Early Childhood Education I; Students must be 16 by October 1^
Aligned Industry Credential: CPR, First Aid, NC Early Childhood Credential Equivalency

Foods I **OFFERED AT PCHS** **Credit 1.0**

This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Prerequisite: FC11 Principles of Family and Human Services recommended
Aligned Industry Credential: ANSI- Accredited Food Handler Certificate

Food and Nutrition II **OFFERED AT PCHS** **Credit 1.0**

In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and

prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. *For safety and sanitation reasons, enrollment should not exceed 20 in this course. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. 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.
*For safety and sanitation reasons, enrollment should not exceed 20 in this course.
Prerequisite: FN41 Foods I OR FH21 Culinary Arts and Hospitality I
Aligned Industry Credential: ANSI Approved Certified Food Protection Manager
Pre-Professional Assessment and Certification in Nutrition, Food, and Wellness

Child Development **OFFERED AT NHS** **Credit 1.0**
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 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.
Prerequisite: None
Aligned Industry Credential: None

Principles of Family & Human Services **OFFERED AT NHS** **Credit 1.0**
Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.
Prerequisite: None
Aligned Industry Credential: None

Health Science Education

Biomedical Technology **OFFERED AT NHS** **Credit 1.0**
This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course.
Prerequisite: Health Sciences I
Aligned Industry Credential: None

Health Science I **OFFERED AT NHS** **Credit 1.0**
This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare 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.
Prerequisite: None

Aligned Industry Credential:

Health Science II **OFFERED AT NHS** **Credit 1.0**

This course is designed to help students expand their understanding of financing and trends of healthcare 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 for healthcare professionals. English language arts and science are reinforced in this course.
Prerequisite: HU40 Health Science I
Aligned Industry Credential: CPR/AED, First Aid, OSHA 10-Hour General Industry (Healthcare) certification

Nursing Fundamentals and Practicum (Honors) OFFERED AT NHS **Credit 1.0**

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts mathematics, and science are reinforced.

*Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less during lab instruction, demonstration, skills practice, and while in the clinical area.
Prerequisite: HU42 Health Science II
Aligned Industry Credential: North Carolina Nurse Aide I

Trade and Industrial Education

Adobe Visual Design **OFFERED AT PCHS** **Credit 1.0**

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, InDesign, and Illustrator certification. English language arts are reinforced.
Prerequisite: None
Aligned Industry Credential: Adobe Photoshop, InDesign, Illustrator

Automotive Service Fundamentals **OFFERED AT NHS** **Credit 1.0**

This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.
Prerequisite: None
Aligned Industry Credential: S/P2- Mechanical Safety
S/P2- Mechanical Pollution Prevention

Automotive Service I **OFFERED AT NHS** **Credit 1.0**

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.

*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.
Prerequisite: Automotive Service Fundamentals
Aligned Industry Credential: None

Automotive Service II **OFFERED AT NHS** **Credit 1.0**
This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.
Prerequisite: Automotive Service I
Aligned Industry Credential: ASE Entry-Level Certification Maintenance and Light Repair, ASE Entry Level Certification-brakes

Automotive Service III **OFFERED AT NHS** **Credit 1.0**
This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced.
*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.
Prerequisite: Automotive Service II
Aligned Industry Credential: ASE Auto Maintenance and Light Repair Certification (G1)
ASE Entry-Level Certification- Electrical/Electronic Systems

Construction Core **OFFERED AT PCHS** **Credit 1.0**
This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing blueprints, material handling, basic communication skills, basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced.
* Due to potentially hazardous equipment, a maximum enrollment of 20 is recommended.
Prerequisite: None
Aligned Industry Credential: NCCER OSHA 10-Hour Construction Industry Certifications

Carpentry I **OFFERED AT PCHS** **Credit 1.0**
This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on the development of introductory skills to include orientation to the trade, building materials, fasteners, and adhesives, hand and power Tools, reading plans and elevations, introduction to concrete, reinforcing materials, and forms, floor system construction procedures, wall and ceiling framing procedures, and basic stair layout. English language arts and mathematics are reinforced.
*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.
Prerequisite: IC00 Construction Core
Aligned Industry Credential: NC NCCER Credential - Carpentry I

Carpentry II Honors **OFFERED AT PCHS** **Credit 1.0**

This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, windows and exterior doors installation, exterior finishing, and the introduction to weatherization module. English language arts and mathematics are reinforced.

*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Prerequisite: IC21 Carpentry I

Aligned Industry Credential: NC NCCER Credential - Carpentry II

Drone Technology I **OFFERED AT PCHS** **Credit 1.0**

This course is designed to provide students basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. The Small UAS rule adds a new part 107 to Title 14 Code of Federal Regulations (14 CFR) to allow for routine civil operation of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and flight and mapping software. English language arts are reinforced.

Prerequisite: None

Aligned Industry Credential: FAA 14 CFR Part 107

Drone Technology II **OFFERED AT PCHS** **Credit 1.0**

This course is designed to provide students, who have their FAA CFR 14 Part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" the knowledge and skills needed to be a commercial pilot in the Drone Industry. Entrepreneurship, Fleet management, and Drone software are included in this course with the main focus being on the student choosing a specific field within the Drone Industry to complete an industry application. Industry application choices include Construction, Agriculture, Public Safety, and Cinematography. English language arts are reinforced.

Prerequisite: Drone Technology I

Aligned Industry Credential: TBD

Electrical Trades I **OFFERED AT PCHS** **Credit 1.0**

This course covers basic electrical trades' terminology and develops technical aspects of electrical trades with emphasis on the development of introductory skills, such as residential wiring, electrical installation, and service. Topics include orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electric Code, device boxes, hand bending techniques, raceways and fittings, and introduction to weatherization. English language arts, mathematics, and science are reinforced.

*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Prerequisite: IC00 Construction Core

Aligned Industry Credential: NC NCCER Credential - Electrical Trades I

Electrical Trades II Honors **OFFERED AT PCHS** **Credit 1.0**

This course builds on skills mastered in Electrical Trades I and provides an emphasis on conductors and cables, construction drawings, residential electric services, electrical test equipment usage, alternating

current (A/C) theory, grounding and bonding techniques, motors: theory and application, and electric lighting to structures. English language arts, mathematics, and science are reinforced.
*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.
Prerequisite: IC41 Electrical Trades I
Aligned Industry Credential: NC NCCER Credential - Electrical Trades II

Fire Fighter Technology I **OFFERED AT PCHS** **Credit 1.0**
This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Orientation and Safety Health and Wellness; Fire Behavior; Personal Protective Equipment; Fire Hose, Streams, and Appliances, Portable Extinguishers; Foam Fire Streams; and Emergency Medical CARC. English language arts are reinforced.
Prerequisite: None
Aligned Industry Credential: NCOSFM Credential - Firefighter Technology I

Fire Fighter Technology II **OFFERED AT PCHS** **Credit 1.0**
This course covers additional NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Building Construction; Ropes; Alarms and Communications; Forcible Entry; Ladders; Ventilation; Loss Control. English language arts are reinforced.
Prerequisite: IP31 Fire Fighter Technology I
Aligned Industry Credential: NCOSFM Credential - Firefighter Technology II

Fire Fighter Technology III Honors **OFFERED AT PCHS.** **Credit 1.0**
This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Water Supplies, Sprinkles, Fire & Life Preparedness, Rescue, Mayday, and Safety & Survival. English language arts are reinforced.
Prerequisite: IP31 Fire Fighter Technology II
Aligned Industry Credential: NCOSFM Credential - Firefighter Technology III

Public Safety I **OFFERED AT PCHS** **Credit 1.0**
This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100,200, 700, 800 are also a part of this course. 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. English language arts are reinforced.
Prerequisite: None
Aligned Industry Credential: National Incident Management System

PLTW Introduction to Engineering Design **OFFERED AT NHS** **Credit 1.0**
In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peer and members of the professional community. Art, English, language arts, mathematics and science are reinforced.
*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.
Prerequisite: None
Aligned Industry Credential: OSHA 10-Hour Industry Certification)

PLTW Principles of Engineering **OFFERED AT NHS** **Credit 1.0**

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced.

*Due to potentially hazardous process and equipment a maximum enrollment of 20 is recommended.

Prerequisite: None

Aligned Industry Credential: OSHA 10-Hour Industry Certification

PLTW Computer Integrated Manufacturing **OFFERED AT NHS**

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students discover and explore manufacturing processes, product design, robotics, and automation, and then they apply what they have learned to design solutions for real-world manufacturing problems. Art, English language arts, mathematics and science are reinforced.

Prerequisite: Pathway to Engineering (PTE) Foundation

Aligned Industry Credential: OSHA 10-Hour Industry Certification

PLTW Engineering Design and Development (1 year). OFFERED AT NHS

In this capstone Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers

Prerequisite: Pathway to Engineering (PTE) Foundation

Aligned Industry Credential: OSHA 10-Hour Industry Certification

Technology Engineering and Design **OFFERED AT NHS** **Credit 1.0**

This course focus on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English, language arts, and art.

Prerequisite: None

Aligned Industry Credential: None

Technological Design **OFFERED AT NHS** **Credit 1.0**

This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, student apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Art, English, Language Arts, Mathematics and science are required.

Prerequisite: TE11 Technology Engineering and Design

Aligned Industry Credential: None

English

English I **Credit 1.0**

Grade Level 9

A survey of literary types, this course focuses on reading, writing, speaking and listening, and language.

Honors English I **Credit 1.0**

Grade Level 9

This honors course concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types and appropriate oral and written responses. This course college preparatory course focuses on the development of complex thought processes, independence in learning and creative expression through discussion and writing assignments. The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area.

Prerequisite: Completion of summer reading assignments, if required.

English II **Credit 1.0**

Grade Level 10

This academic world literature course focuses on reading, writing, speaking and listening, and language. Writing skills are emphasized through expository essays and research. An EOC (End-of-Course) exam is administered at the end of this course and comprises 25% of the final grade.

Prerequisite: English I

Honors English II **Credit 1.0**

Grade Level 10

This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of world literature. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Students who choose this course should enjoy reading and be highly motivated. Writing and research are central to this course. An EOC (End- of-Course) exam is administered at the end of this course and comprises 25% of the final grade. The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area.

Prerequisite: English I or Honors English I, and completion of summer reading assignments, if required.

English III **Credit 1.0**

Grade Level 11

Students in this course will be exposed to American authors representing the four major genres: non-fiction, fiction, plays and poetry. From Colonialism to Modernism, students experience and discover the literary trends that have been major forces in the development of not only literature, but also of the development of the multi- cultural heritage that has created America today. Students will write in the expository style, reinforce research skills, and practice the MLA style of research documentation. A research paper is required.

Prerequisite: English II

Honors English III **Credit 1.0**

Grade Level: 11

This course is a survey of American literature. Using parallel studies and criticism, students will examine literary movements and reflect on the social conditions of the period. The writing component emphasizes literary criticism, research, grammar, and analysis. Students who take this course should be self-motivated and have a strong desire to read and to analyze. Research skills will be reinforced and a research paper is required. The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area.

Prerequisite: English II or Honors English II and completion of summer reading assignments, if required.

AP English III: Language & Composition **Credit 1.0**

Grade Level: 11

This course is taught on the college level and provides an analytical and historical study of American literature, as well as language in a comprehensive program of reading, writing, and critical thinking. In preparation to take the Advanced Placement Test in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit, in order to develop honest, concise, and effective use of language, as well as, the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of this course. Students and parents must understand that the work expected of the students may be more rigorous than what has been previously experienced in other courses. Because this course meets the needs of highly motivated students who hope to bypass introductory courses in composition and literature when they enter college, students in this course should expect assignments and instruction paced at the college level. Students are required to take the AP exam.

Prerequisite: Honors English II and completion of summer reading assignments, if required.

English IV **Credit 1.0**

Grade Level: 12

This British literature course completes the global perspective initiated in English II. Though its focus is on British literature, this course includes a study of important U.S. documents as well as a Shakespearean play.

Prerequisite: English III

Honors English IV **Credit 1.0**

Grade Level: 12

This honors course is designed to challenge highly motivated students. It concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected British literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction. The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for

those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area.
Prerequisite: English III or Honors English III and completion of summer reading assignments, if required.

Creative Writing **NHS Only** **Credit 1.0**
Creative writing is an elective course that allows students to develop skills in written creative expression. Some of the genres that will be covered include poetry, short fiction, plays, essays, journalism, and song lyrics. Throughout the course the students will not only create initial drafts of writing samples but also learn editing skills to build a finished portfolio of work. As the students create this body of work, they will reflect on skills covered in previous English classes to reinforce core academic skills.
Prerequisite: None

AP English IV: English Literature & Composition **Credit 1.0**
Grade Level: 12
This course is taught on the college level and engages students in careful reading and critical analysis of representative works from various genres and periods, concentrating on works of recognized literary merit. Students will engage in independent study, research, writing timed critical (interpretative) essays, and class discussions. Students also focus on and practice the techniques for taking the AP exam (given in May and sponsored by the College Board). Upon successful completion of the AP exam, students can qualify for up to one year's credit in English at their college or university. Students and parents must understand that the work expected of the students may be more rigorous than what has been previously experienced in other courses. Because this course meets the needs of highly motivated students who hope to bypass introductory courses in composition and literature when they enter college, students in this course should expect assignments and instruction paced at the college level. Students are required to take the AP exam.
Prerequisite: Honors English III or AP English III and completion of summer reading assignments, if required.

Fine Arts

Art

Visual Art I **Credit 1.0**
Grade level: 9-12
There is a mandatory $5.00 art supply fee for this course. Visual Arts I is a beginning studio course that introduces the fundamentals of art with an emphasis on drawing. Students will create using a variety of media. Students must provide some art materials.
Prerequisite: None

Visual Art II **Credit 1.0**
Grade level: 10-12
There is a mandatory $10.00 art supply fee for this course. Visual Arts II is a studio course in which students continue building on the fundamentals of art learned in Visual Arts I. Students will create using a variety of media. Students must provide some art materials.
Prerequisite: Visual Arts I

Visual Art III **Credit 1.0**
Grade level: 10-12
There is a mandatory $10.00 art supply fee for this course. Visual Arts III is a rigorous studio course. Students will explore composition, vocabulary, concepts, and media utilized by visual artists. Students must provide some art materials and participate in at least one art show.

Prerequisite: Visual Arts II

Visual Art IV **Credit 1.0**

Grade level: 11-12

There is a mandatory $10.00 art supply fee for this course. Visual Arts IV is an in-depth continuation of Visual Arts III and is intended for art students who are serious about furthering their art skills. Students will develop a personal philosophy of art and keep a portfolio of their work. Students must provide some art materials and participate in at least one art show.

Prerequisite: Visual Arts III

Ceramics I **Credit 1.0**

Grade level: 10-12

There is a mandatory $10.00 art supply fee for this course. Sculpture I is a studio course that introduces students to the elements and concepts of three-dimensional design and sculptural ideas. Students will become familiar with the terminology, concepts, and basic materials utilized by visual artists. Students must provide some art materials and participate in at least one art show.

Prerequisite: Visual Arts I

Ceramics II **Credit 1.0**

Grade level: 11-12

There is a mandatory $10.00 art supply fee for this course. Sculpture II is an in-depth continuation of Sculpture I and is intended for art students who are serious about furthering their art skills. Students will develop a personal philosophy of art and keep a portfolio of their work. Students must provide some art materials and participate in at least one art show.

Prerequisite: Ceramics I.

Music

Please note: Some courses listed below are year-long. Contact your school for additional information.

Music Appreciation **NHS Only** **Credit 1.0**

This course is open to all students who are interested in expanding their knowledge of music. Students are provided with an introduction to music theory and history through text and listening examples. This course also explores the inter-relationship of music with historical events and the impact of those events on music. Such occurrences include politics, art, technology, literature, social and religious issues.

Prerequisite: None

Prerequisite: None

Music Technology **NHS Only** **Credit 1.0**

Guitar **PCHS Only** **Credit 1.0**

Students will learn the basics of playing guitar through the study of music notation, chord symbols, and group interaction. Students will gain an enhanced appreciation for music and understand a variety of musical genres. Students should provide their own guitar. There are a limited number of instruments that students may use during class time only.

Prerequisite: None

Ukulele **Credit 1.0**

Students learn the basics of playing the ukulele through the study of music notation, chord symbols, and group interaction. Ukuleles are provided for students to use during class time only. Students will gain an

enhanced appreciation for music and understand a variety of musical genres. Students will perform a concert at the end of the semester reflecting their skills and growth**.**

Marching Band I (Beginning) **Credit 1.0**

Grade Level: 9 (First Semester)

This is a basic marching band course that concentrates on marching fundamentals, memorization of drill and music. Students will be required to attend band camp, after-school rehearsals, concerts, football games, parades, and special performances. Each will have to complete the first portion of the North Carolina Bandmasters Association (Eastern District) 9th grade band requirements.

Prerequisite: 8th Grade Middle School Band

Symphonic Band I (Beginning) **Credit 1.0**

Grade Level: 9 (Second Semester)

The second portion of the NCBA (Eastern District) band requirements for 9th graders will be met. Student must attend after-school rehearsals at least once a week, and concerts. The first level of Music Theory, sight-reading, and minor scales will be met.

Prerequisite: 8th Grade Middle School Band

Marching Band II (Beginning) **Credit 1.0**

Grade Level: 10 (First Semester)

This intermediate marching band course is geared toward fulfilling the first requirements of the NCBA (Eastern District) for 10th graders. More detailed marching and music memorization is required and a higher level of music skills. Student must attend Band Camp, sectionals, concerts, parades, and football games.

Prerequisite: Marching Band I

Symphonic Band II (Beginning) **Credit 1.0**

Grade Level: 10 (Second Semester)

The second portion of the NCBA (Eastern District) band requirements for 10th graders will be met. Student must attend sectionals at once a week, and occasional concerts. The second level of Music Theory, sight-reading, and minor scales will be met.

Prerequisite: Symphonic Band I

Marching Band III (Intermediate) **Credit 1.0**

Grade Level: 11 (First Semester)

This course continues the pursuit of marching band skills at a more sophisticated level and includes the development of leadership within the band. The first portion of the NCBA (Eastern District) for 11th graders must be met. Band Camp, summer rehearsals, parades, after school rehearsals, and parades are mandatory.

Prerequisite: Marching Band II

Symphonic Band III (Intermediate) **Credit 1.0**

Grade Level: 11 (Second Semester)

The second portion of the NCBA (Eastern District) requirements for 11th graders must be met. All sectionals, concerts, special performances are mandatory. The third level of Music Theory, sight-reading, and minor scales will be met.

Prerequisite: Symphonic Band II

Marching Band IV (Intermediate) **Credit 1.0**

Grade Level: 12 (First Semester)

This advanced course focuses on total band leadership skills, including learning and teaching sectionals, marching, and half -time drills. Band Camp summer rehearsals, parades, after-school rehearsals, and parades are mandatory. The first portion of the NCBA (Eastern District) requirements for 12th graders will be met.

Prerequisite Marching Band III

Symphonic Band IV (Intermediate) **Credit 1.0**

Grade Level: 12 (Second Semester)

The 2nd portion of the NCBA (Eastern District) requirements for 12th graders will be met. The fourth level of Music Theory, Sight-reading, and minor scales will be met. All sectionals, concerts, and special performances are mandatory.

Prerequisite: Marching/Symphonic Band I, Marching Band II or Symphonic Band II, Marching Band III or Symphonic Band III

NOTE: Jazz Ensemble I-IV is taught during the school day at PCHS and before school at NHS.

Jazz Ensemble I **Credit 1.0**

Grade Level: 9

This course is taught before regular school hours. It provides students the opportunity to play and perform music by many of the Jazz greats. The first level of the Jazz Master requirements will be met.

Prerequisite: Students must be able to play an instrument and read music on the high school level.

Jazz Ensemble II **Credit 1.0**

Grade Level: 10

This course is taught before regular school hours. It provides students the opportunity to play and perform music by many of the Jazz greats. The second level of the Jazz Master requirements will be met.

Prerequisite: Jazz Ensemble I

Jazz Ensemble III **Credit 1.0**

Grade Level: 11

This school course is taught before regular school hours. It provides students the opportunity to play and perform music by many of the Jazz greats. The third level of the Jazz Master requirements will be met.

Prerequisite: Jazz Ensemble I and II

Jazz Ensemble IV **Credit 1.0**

Grade Level: 12

This school course is taught before regular school hours. It provides students the opportunity to play and perform music by many of the Jazz greats. The fourth level of the Jazz Master requirements will be met.

Prerequisite: Jazz Ensemble I, II, and III

Percussion Ensemble **PCHS Only** **Credit 1.0**

Grade Levels 9-12

Percussion class in a music performance class that focuses on the development of technique and skills associated with all marching and concert percussion instruments in order to perform percussion literature at the grade level IV-VI levels. This class will focus on marching percussion techniques and skills for the first nine weeks and concert band techniques for the second nine weeks. Each student will be expected to perform in the PCHS Drum Line or Pit, and play one solo piece per nine weeks.

Perquisite: 8th Grade Middle School Band

Piano I **Credit 1.0**

Grade Level: 9-12

This course is offered strictly for students genuinely interested in piano and music theory training. This course stresses the importance of musical knowledge as students begin to learn the basics of playing the piano. Students will compose simple melodies with the bass chord given, add a bass chord line to a melody given, and write a simple melody and chord bass by the end of the semester. Daily playing tests will be given at least once each week, along with written homework, flashcard daily tests, and Unit Tests that incorporate written test, playing test, and flashcard test. Practicing at home, piano or keyboard, and performance of material covered are essential for success in this class. All piano students must pay a $10.00 per year maintenance fee for the purchase of parts and the repair of equipment: headphones, ac adapters, surge protectors, etc. Purchasing of music books, ordered by the teacher, is also required. These books cost $35.00 for the set. This set of books will last your student at least two semesters of piano class.
Prerequisite: None

Piano II **Credit 1.0**

Students at this level will learn the knowledge needed to continue excelling in playing the piano. During the course of the semester, students will learn how to read key signatures and play in different keys, different tempos, and expand into multi-hand position techniques. More composing of melodies and chord accompaniment will be explored with each new key studied. Daily playing tests will be given at least once each week, along with written homework, flashcard daily tests, and Unit Tests that incorporate written test, playing test, and flashcard test. Practicing at home, piano or keyboard, and performance of material covered are essential for success in this class. The books from Piano I will be used for Piano II. All piano students must pay a $10.00 per year maintenance fee for the purchase of parts and the repair of equipment: headphones, ac adapters, surge protectors, etc. Purchasing of additional music books, if necessary, is also required.
Prerequisite: Successful semester in Music Specialization I (or evidence and knowledge from private piano lessons)

Music Specialization III (Intermediate) **NHS Only** **Credit 1.0**

Grade Level: 10-12

Students will learn the knowledge needed to continue excelling in playing the piano, as well as, part writing based on first semester college music theory. Compositions will expand to more Baroque and Classical composers, moving out of the method piano books. Advanced scales, including minor scales related to the major scales already learned, will be taught. Advanced finger technique exercises will be taught for advanced coordination. Original composition will be written and performed for a final grade. Practicing at home will be required along with written homework at times. All piano students must pay a $10.00 per year maintenance fee for the purchase of parts and the repair of equipment: headphones, ac adapters, surge protectors, etc. Purchasing of additional music books, if necessary, is also required.
Prerequisite: Successful semester in Music Specialization Level II

Music Specialization IV (Intermediate) **NHS Only** **Credit 1.0**

Continuation of advanced piano techniques, exercises, scales, and music will be studied. Continued work on part writing and composing will be a strong emphasis in this class. Books required for the course by the teacher will be purchased by the student/parent. An original composition will be one of the pieces performed at a recital during the Concert Choir Spring Concert as a final grade. All piano students must pay a $10.00 per year maintenance fee for the purchase of parts and the repair of equipment:

headphones, ac adapters, surge protectors, etc. Purchasing of additional music books, if necessary, is also required.
Prerequisite: Successful semester in Music Specialization III

Music Specialization (Intermediate) Senior Independent Study NHS Only **Credit 1.0**
Grade Level: 12
Continuation of advanced piano techniques, exercises, scales, and music will be studied. Continued work on advanced part writing and composition will be a strong emphasis in the class. An original composition will be one of the pieces performed at a recital during the Concert Choir Spring Concert as a final grade. All piano students must pay a $10.00 per year maintenance fee for the purchase of parts and the repair of equipment: headphones, ac adapters, surge protectors, etc. Purchasing of music books, if necessary, is also required.
Prerequisite: Successful semester in Music Specialization IV

Chorus I **Credit 1.0**
Grade Level 9-12
This course is offered to a select group of talented singers who perform a variety of choral styles spanning the spectrum of musical periods. The requirements of the AEC-Vocal I for advanced choir will be met. Students are expected to master foreign language pieces and selections stressing greater vocal independence. This course will have multiple performances during the semester using the difficult material learned and occasionally songs that include choreography. The music history of the pieces will be discussed. Music theory will be taught in depth at the beginning of the semester to enable the students to read and understand all musical symbols in any given piece. Additional training in music theory will be taught as needed throughout the semester. Leadership roles will be established such as choir officers, student directors, and sections leaders. Attendance at rehearsals and performances is mandatory for passing the course. A $10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.
Prerequisite**:** Successful audition. (Singing scales in tune up and down the scale)

Chorus II **Credit 1.0**
This choir is offered to sophomores, juniors and seniors as a select group of talented singers who perform a variety of choral styles spanning the spectrum of musical periods. The requirements for AEC-Vocal II will be met. Students are expected to master foreign language pieces and selections stressing greater vocal independence. This course will have multiple performances during the semester using the difficult material learned and occasionally songs that include choreography. The music history of the pieces learned will be discussed. Music theory will be taught in depth at the beginning of the semester to enable the students to read and understand all musical symbols in any given piece. Additional training in music theory will be taught as needed throughout the semester. Leadership roles will continue with strengthening in every area. Attendance at rehearsals and performances is mandatory for passing the course. A $10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.
Prerequisite**:** Chorus I or a successful audition. Audition for transferring students. (Singing scales in tune up and down the scale)

Vocal Music I (Beginning Show) **NHS Only** **Credit 1.0**
Grade Level 9-12
This course is a continuation of Vocal Music with an emphasis on further development of vocal training with more dramatic and popular music. The second half of the AEC-Vocal I for advanced choir will be met.

Continued study of music theory will be accomplished based on new symbols and terms in the music. Choreography, solo, and small group singing will definitely be a part of the performance for many songs in this class. Attendance at rehearsals and performances is mandatory for passing the course. A $10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.
Prerequisite**:** Vocal Music Concert Level I. Audition for transferring students. (Singing scales in tune up and down the scale.)

Vocal Music II (Beginning Show) NHS Only Credit 1.0
This course is a continuation of Vocal Music with an emphasis on further development of vocal training with more dramatic and popular music. Continued study of music theory will be accomplished based on new symbols and terms in the music. Choreography, solo, and small group singing will definitely be a part of the performance for many songs in this class. Attendance at rehearsals and performances is mandatory for passing the course. A $10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.
Prerequisite**:** Vocal Music Show Level I. Audition for transferring students. (Singing scales in tune up and down the scale.)

Vocal Music III (Intermediate Concert) NHS Only Credit 1.0
Grade Level 11-12
This course is offered to juniors and seniors as a select group of talented singers who perform a variety of choral styles spanning the spectrum of musical periods. Students are expected to master foreign language pieces and selections stressing greater vocal independence. This course will have multiple performances during the semester using difficult material learned and occasionally songs that include choreography. The music history of the pieces learned will be discussed. Music theory will be taught in depth at the beginning of the semester to enable the students to read and understand all musical symbols in any given piece. As seniors, the leadership roles will fall mainly on them in the form of senior officers, student directors, and section leaders. Attendance at rehearsals and performances is mandatory for passing the course. A $10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.
Prerequisite**:** Vocal Music Concert Level II or a successful audition. Audition for transferring students. (Singing scales in tune up and down the scale.)

Vocal Music IV (Intermediate Concert) NHS Only Credit 1.0
This course is offered to seniors as a select group of talented singers who perform a variety of choral styles spanning the spectrum of musical periods. The requirements for AEC-Vocal IV will be met. Students are expected to master foreign language pieces and selections stressing greater vocal independence. This course will have multiple performances during the semester using the difficult material learned and occasionally songs that include choreography. The music history of the pieces learned will be discussed. Music theory will be taught in depth at the beginning of the semester to enable the students to read and understand all musical symbols in any given piece. Additional training in music theory will be taught as needed throughout the semester. As seniors, the leadership roles will fall mainly on them in the form of senior officers, student directors, and section leaders. Attendance at rehearsals and performances is mandatory for passing the course. A $10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.
Prerequisite**:** Vocal Music Concert Level III. Audition for new/transferring students. (Singing scales in tune up and down the scale.)

Concert Choir I **PCHS Only** **Credit 1.0**

This course is a continuation of Chorus with an emphasis on further development of vocal training with more dramatic and popular music. The second half of the AEC-Vocal I for advanced choir will be met. Continued study of music theory will be accomplished based on new symbols and terms in the music. Choreography, solo, and small group singing will definitely be a part of the performance for many songs in this class. Attendance at rehearsals and performances is mandatory for passing the course. A $10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.

Prerequisite: Chorus II. Audition for transferring students. (Singing scales in tune up and down the scale.)

Concert Choir II **PCHS Only** **Credit 1.0**

This course is a continuation of Concert Choir I with an emphasis on further development of vocal training with more dramatic and popular music. Continued study of music theory will be accomplished based on new symbols and terms in the music. Choreography, solo, and small group singing will definitely be a part of the performance for many songs in this class. Attendance at rehearsals and performances is mandatory for passing the course. A $10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.

Prerequisite: Concert Choir I. Audition for transferring students. (Singing scales in tune up and down the scale.)

Concert Choir III **Credit 1.0**

Grade Level: 11-12

This course is a continuation of Vocal Music with an emphasis on further development of vocal training with more dramatic and popular music. The second half of the AEC-Vocal III requirements will be met. Continued study of music theory will be accomplished based on new symbols and terms in the music. Choreography, solo, and small group singing will definitely be a part of the performance for many songs in this class. Attendance at rehearsals and performances is mandatory for passing the course. A $10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.

Prerequisite: Vocal Music Show II or Chorus II. Audition for new/transferring students. (Singing scales in tune up and down the scale.)

Concert Choir IV **Credit 1.0**

This course is a continuation of Vocal Music with an emphasis on further development of vocal training with more dramatic and popular music. The second half of the AEC-Vocal IV requirements will be met. Continued study of music theory will be accomplished based on new symbols and terms in the music. Choreography, solo, and small group singing will definitely be a part of the performance for many songs in this class. Attendance at rehearsals and performances is mandatory for passing the course. A $10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.

Prerequisite**:** Vocal Music Show III or Chorus III. Audition for new/transferring students. (Singing scales in tune up and down the scale.)

Theater Arts

Theater Arts I **Credit 1.0**

Theater Arts I is an elective course offered to students who have an interest in communicating expressively. The purpose of the course is to introduce students to theatre history and various play production concepts used in both the past and present. Students will read plays, write plays, engage in

role playing, and participate in improvisational activities that are designed to strengthen and exercise creativity and imagination. Students will perform scenes with their classmates and develop an understanding of how teamwork is vital to the success of a production. Performing in front on an audience, outside of the classroom, is required.

Theater Arts II **Credit 1.0**

Theater Arts II is designed to give interested and serious drama students an opportunity for more in-depth study of character analysis and acting skills, as well as further participation in the technical aspects of play production. Daily scene work prepares Theatre II students for their required final project; to rehearse, refine and perform a one act play for a public audience.

Prerequisite: Theater Arts I

Foreign Language

Two levels of the same foreign language are required for those students pursuing the North Carolina Scholars Program. Future Ready Core students who wish to attend a 4 year college should take 2 years of the same foreign language to fulfill the college/university minimum admission requirements. Students applying to competitive college programs or those with a strong interest in languages are encouraged to continue to take the same language beyond the second level. Language courses at the third level and above receive an additional quality point and are weighted similarly to an honors level course in computing grade point averages.

Spanish I **Credit 1.0**

Grade Level: 9-1

This course is designed to provide students with some vocabulary and structures to be used in different situations through practicing language skills: listening, reading, writing and speaking. Students will begin to grasp the cultural similarities and differences between Spanish-Speaking and American cultures.

Prerequisite: Students placed in Spanish I class should not be enrolled in Credit Recovery for any core subject. Students placed in Spanish I should be those who plan on attending a four-year college in the UNC system.

Spanish II **Credit 1.0**

Grade Level: 10-12

Students will build on the base established in Spanish I by participating in a variety of proficiency-building activities to develop communication skills. These activities involve all language skills: reading, writing, speaking, and listening. Exposure to Spanish culture is expanded at this level and students will be able to interact briefly with Spanish speakers with a deeper understanding of the culture.

Prerequisite: Spanish I

Spanish III Honors **NHS Only** **Credit 1.0**

Grade Level: 11-12

Students will use Spanish extensively. They will recycle previous vocabulary and grammatical structures and continue to build upon them in proficiency-based activities. Students should continue to become more confident in using the language. They will develop an intermediate-level understanding of Spanish cultures. The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area.

Prerequisite: Spanish II

Spanish IV Honors **NHS Only** **Credit 1.0**

Grade Level: 11-12

This course is reading, writing, and homework intensive and designed for the college-bound student. There is an emphasis on advanced grammar, higher-level reading, and critical thinking in the language. Students will also increase their oral and written proficiency. There will be some opportunity to focus on translation skills through literature and conversation. They will explore culture in depth. The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area.

Prerequisite: Spanish III

Mathematics

Foundations of NC Math 1 **Credit 1.0**

The purpose of this course is to serve as a foundation for Math I by supporting students transitioning from 8th grade math to NC Math 1. Instruction in this course will emphasize the NC Math 1 standards.

NC Math 1 **Credit 1.0**

Grade Level: 9

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The final exam is the North Carolina End-of-Course Test based on the NC Math 1 Standards. A graphing calculator is recommended for this course.

NC Math 2 **Credit 1.0**

Grade Level: 10

In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math I. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding

of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator is recommended for this course.
Prerequisite: NC Math 1

HONORS NC Math 2 **Credit 1.0**

Grade Level: 9
The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of more sophisticated polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of more advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Honors NC Math 2 explores content at a rigorous level to begin students' preparation for advanced math courses. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator is recommended for this course.
Prerequisite: NC Math 1 and completion of summer assignments, if required.

NC Math 3 **Credit 1.0**

Grade Level: 11
This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practices apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problem situations. The final exam is the North Carolina End of Course Test for NC Math 3. A graphing calculator is recommended for this course.

Prerequisite: NC Math 2

HONORS NC Math 3 **Credit 1.0**

Grade Level: 10

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practices apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problem situations. The final exam is the North Carolina End of Course Test for NC Math 3. A graphing calculator is recommended for this course.

Prerequisite: Honors NC Math 2 or NC Math 2 and completion of summer assignments, if required.

HONORS Pre-Calculus **Credit 1.0**

Grade Level: 11

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. The Precalculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, series and sequence, data analysis, vectors, and limits. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. Students must have extensive knowledge of the graphics calculator. A student cannot receive math graduation credit for Precalculus and Advanced Functions and Modeling; one must count as an elective. This course is accepted as the fourth math for admission to UNC System institutions. A graphing calculator is recommended for this course.

Prerequisite: Honors NC Math 3

NC Math 4 **Credit 1.0**

In this course students continue their study of functions by analyzing properties and key features of trigonometric, logarithmic, and piecewise functions. Students will understand how to model functions with linear, quadratic, exponential, logarithmic, and sinusoidal regression. Students will expand their study of statistics by evaluating meaningful real world phenomenon using exploratory data analysis, applying informal and formal statistical inferences to make decisions regarding real world contexts, and applying probability distributions to make decisions.

Prerequisite: NC Math 3

Discrete Math HONORS **NHS Only** **Credit 1.0**

Grade Level: 12

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. Discrete Math 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. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. This course is accepted as the fourth math for admission to UNC System institutions. The final exam is the North Carolina Final Exam for Discrete Math. A graphing calculator is recommended for this course.

Prerequisite: Minimum requirements: completion of NC Honors Math 3

Recommended: Completion of Honors Precalculus or Discrete Math

AP Statistics **NHS Only** **Credit 2.0**

Grade Level: 11-12

This course will focus on statistical inference and extend the topics of first semester to prepare students for the AP Exam. Qualifying scores on the AP Exam can result in college credit. In colleges and universities, at least one statistics course is typically required for majors such as engineering, psychology, sociology, health science, mathematics, and business. **This course will only be taught if an instructor is available or may only be offered through NCIH.** One additional quality point is awarded for successful completion of this course. A graphing calculator is recommended for this course.

Prerequisite: Honors Discrete Math or Honors Precalculus or NC Math 4

Media Assistants

Media Assistant I **Credit 1.0**

Grade Level: 11-12

Throughout these courses, the student will become familiar with the various aspects of the media center. This will include the cataloging of information, the use of various technologies, and basic office management skills. Students will assist staff and students as well as provide support for the front office. As the student progresses through the course, he or she will be able to apply this knowledge by leading other students in their pursuits of information.

Prerequisite: Media Specialist approval and no office referrals

Media Assistant II **Credit 1.0**

Grade Level: 11-12

Prerequisite: Students must successfully complete the previous section of Media Assistant I, have no office referrals AND be invited to return to the program by the Media Coordinator.

Special Provisions: Limited to 4 students per period, Media Specialist approval, and no office referrals

TECHNOLOGY STUDIES I, 2, 3, and 4 **NHS Only** **Credit 1.0**

Grade Level: 9-12

Technology Studies is a hybrid class where students learn about different types of technology through projects. Topics of study may include: Digital Ethics, Photography, Photo Editing, Graphic Design, Technology Inventions and Inventors, Videography, Video Editing, Simple Robots and Coding and other technology as it becomes available. Students may also learn the basics of computer and printer repair,

copier repair. Students will serve as technology ambassadors for the Cyber Campus. This class emphasizes independent learning, project-based learning, critical thinking, and problem-solving. Prerequisite: 85 or higher in their most recent English Class. May not have serious discipline or behavior referrals. Trustworthy and able to work independently. Offered only at NHS.

Physical Education

Health & Physical Education **Credit 1.0**

Grade Level: 9

The completion of **Health and Physical Education I** is a **North Carolina high school graduation requirement**. The Health portion covers: stress management, self-protection, relationships, nutrition/weight management, and substance abuse. The Physical Education portion covers: personal fitness, and lifetime sports, (both team and individual). This course is designed to make students aware of how physical, mental, and emotional wellness plays a role in their happiness and success in life. There is a dress code for this course.

Advanced Physical Education **Credit 1.0**

Grade Levels: 10-12

This elective course is designed for students who wish to further their participation in activities and sports related to physical fitness.

Prerequisite: Health and PE

Physical Training/Weights **Credit 1.0**

Grade Level: 10-12

This elective course is designed for male students who are serious about improving their physical conditioning. The course is developed around lifting weights, increasing flexibility, and aerobic exercise. The curriculum requires self-motivation, self-discipline and teamwork.

Prerequisite: Health and PE

Advanced Physical Training **NHS Only** **Credit 2.0**

Grade Level: 10-12

This elective course is designed for students who are serious about improving their physical conditioning. This year-long course is designed for advanced physical education students who wish to participate in a year-long weight-training program. Students will be registered for two classes and receive two credits upon successful completion of the prescribed curriculum.

Prerequisite: Health and PE

Featherweights **Credit 1.0**

Grade Level: 10-12

The main objective of this class is to provide females the knowledge, guidance, and facilities to properly strength train. Sport specific training and the mental aspect of exercise will be covered in this course.

Prerequisite: Health and PE

Sports Medicine **NHS Only** **Credit 1.0**

Grade Level: 9-12

This course is designed for students interested in the career of athletic training. The primary focus will include, but not limited to, the following topics: The Sports Medicine Team, organization and administration, injury prevention, physical training and conditioning techniques, nutritional considerations, protective sports equipment, psychology of sports injury/illness, mechanisms and

characteristics of sports trauma, tissue response to injury, human anatomy, exercise physiology, biomechanics, kinesiology, CPR/bloodborne pathogens, injury assessment and evaluation, environmental concerns, basic taping and bandaging, explanations of therapeutic modalities, basic exercise rehabilitation, drug use/abuse in sports, and skin disorders.
Prerequisite: Health and Physical Education

Sports Medicine 2
Grade Level: 9-12 **NHS Only** **Credit 1.0**
Sports Medicine 2 emphasizes the assessment and rehabilitation of athletic injuries. Subject matter will include discussion of specific conditions and injuries that may be experienced by individuals participating in athletic activities. In addition, the use of appropriate therapeutic modalities and exercise in the care and rehabilitation and treatment of injuries will be examined. A review of the body systems will be included with this course. Advanced concepts related to the administrative aspects of the sports medicine program will also be covered in this course. Other career roles in Sports Medicine will be discussed as the athletic trainer takes the injured athlete through the pathway of recovery.

Science

Honors Anatomy & Physiology **NHS Only** **Credit 1.0**
Grade Level: 11
This course teaches the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respirator, digestive, urinary, and reproductive systems. Students will be introduced to common human disease processes.
Prerequisite: Biology or Honors Biology

Earth & Environmental Science **Credit 1.0**
Grade Level: 9
This course will provide a study of the Earth's systems using the marine environment as a main focus. Topics will include physical geography, geology, seawater, the ocean floor and marine organisms. North Carolina coastal processes will be studied in detail.

HONORS Earth & Environmental Science **Credit 1.0**
Grade Level: 9
The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. The Honors Earth/Environmental science curriculum provides an in-depth study on the function of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, origin and evolution of the earth and solar system, environmental awareness, materials availability and the cycles that circulate energy and material through the earth system. Learners will study natural and technological systems.

Biology **Credit 1.0**
Grade Level: 10
This course is designed to provide a general understanding of the concepts and principles of biology. The biology curriculum includes a study of the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy, and organization in living systems and the behavior of

organisms. An EOC (End-of-Course) exam is administered at the end of this course and comprises 25% of the final grade.
Prerequisite: Earth/Environmental Science

HONORS Biology **Credit 1.0**
Grade Level: 10
The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This course is designed for students with a high interest and aptitude in the biological sciences and plan on taking more advanced science courses. Major topics of study include the cell, the molecular basis of heredity, Biological evolution, the interdependence of organisms, matter, energy, and organization of living systems and the behavior of organisms. An EOC (End-of-Course) exam is administered at the end of this course and comprises 25% of the final grade.
Prerequisite: Honors Earth/Environmental Science or Earth/Environmental Science

Physical Science **Credit 1.0**
Grade Level: 11
This course provides a basic knowledge of both chemistry and physics. The curriculum includes the study of the structure of atoms, structure and properties of matter, motions and forces, and conservation of energy, matter and charge.
Prerequisite: Biology

HONORS Chemistry **Credit 1.0**
Grade Level: 11-12
The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This course investigates the properties of and the changes in materials. Topics included are matter and energy, atomic energy and carbon compounds. This course is reading, writing, and homework intensive.
Prerequisite: Biology or Honors Biology, and completion and/or current enrollment in Math III

Chemistry **Credit 1.0**
This course investigates the properties of and the changes in materials. Topics included are matter and energy, atomic energy and carbon compounds. This course is reading, writing, and homework intensive.
Prerequisite: Biology or Honors Biology, and completion and/or current enrollment in Math III

HONORS Physics **NHS Only** **Credit 1.0**
Grade Levels: 12
The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. Honors Physics studies topics including force

and motion, structure of matter and light and electricity. The course is reading, writing, and homework intensive.

Prerequisite: Honors Chemistry and completion of Math III

Social Studies

HONORS World History **Credit 1.0**

Grade Level: 9

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This course focuses on the recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. Students are expected to keep up with current events, write essays and conduct research, and complete a major project each nine weeks. The course is reading, writing and homework intensive.

World History **Credit 1.0**

Grade Level: 9

This course covers themes from ancient to contemporary times. Students examine the historical roots of significant events, ideas, movements, and phenomena. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions.

American History: The Founding Principles, Civics and Economics **Credit 1.0**

Grade Level: 10

This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.

Prerequisite: World History or Honors World History

HONORS American History: The Founding Principles, Civics and Economics **Credit 1.0**

Grade Level: 10

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This honors course is designed to challenge students. This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.

Prerequisite: World History or Honors World History

American History I: The Founding Principles **NHS Only** **Credit 1.0**

Grade Level: 11

American History I: 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. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

Prerequisite: The Founding Principles, Civics and Economics or Honors The Founding Principles, Civics and Economics

HONORS American History I: The Founding Principles. NHS Only Credit 1.0
Grade Level: 11

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. American History I: 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. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

Prerequisite: The Founding Principles, Civics and Economics or Honors The Founding Principles, Civics and Economics

American History II Credit 1.0
Grade Level: 11-12

American History 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. The essential standards of American History II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

Prerequisite: American History I: The Founding Principles or Honors American History I: The Founding Principles

HONORS American History II Credit 1.0
Grade Level: 11-12

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors

courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. American History 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. The essential standards of American History II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

Prerequisite: American History I: The Founding Principles or Honors American History I: The Founding Principles

AP U.S. History (American History I: The Founding Principles and American History II)
Grade Level: 11-12 NHS Only Credit 2.0

This course examines critical issues in American history from the Colonial Era to the present such as race relations, ethnic tensions, conflict (both domestic and foreign), management-worker relations, the role of government in the economy and the lives of its citizens, and the meaning of democracy. Students are expected to analyze and critically review a variety of materials including texts, print and non- print primary sources, and interpretive readings. Emphasis is placed on developing writing and rhetoric skills. Students will take the AP exam in May and may receive college credit by achieving a score of 3 or higher**.**

Prerequisite: Honors Founding Principles, Civics and Economics

HONORS World History: Global Issues and Patterns since 1200 Credit 1.0

Grade Level: 9

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This course is designed to be a study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization and cultural diffusion; and individual and group identity. This course seeks to move beyond the rote teaching of World History to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization.

World History: Global Issues and Patterns since 1200 Credit 1.0

Grade Level: 9

World History: Global Issues and Patterns since 1200- This course is designed to be a study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization and cultural diffusion; and individual and group identity. This course seeks to move beyond the rote teaching of World History to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind,

it is important to note that this course is not designed to be a chronological study of history through periodization.

American History **Credit 1.0**

Grade Level: 10

Providing a foundation to understand our nation's past and present, the American History course begins with the **end of the French and Indian War in 1763 and continues through the most recent presidential election**. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. This course is designed to be a survey of American History. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

Prerequisite: World History or Honors World History

HONORS American History **Credit 1.0**

Grade Level: 10

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This honors course is designed to challenge students. Providing a foundation to understand our nation's past and present, the American History course begins with the **end of the French and Indian War in 1763 and continues through the most recent presidential election**. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. This course is designed to be a survey of American History. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

Prerequisite: World History or Honors World History

AP U.S. History **NHS Only** **Credit 1.0**

Grade Level: 11-12

This course examines critical issues in American history from the Colonial Era to the present such as race relations, ethnic tensions, conflict (both domestic and foreign), management-worker relations, the role of government in the economy and the lives of its citizens, and the meaning of democracy. Students are expected to analyze and critically review a variety of materials including texts, print and non- print primary sources, and interpretive readings. Emphasis is placed on developing writing and rhetoric skills. Students will take the AP exam in May and may receive college credit by achieving a score of 3 or higher.

Prerequisite: See Counselor

Founding Principles of the United States of America and North Carolina: Civic Literacy
Grade 11 **Credit 1.0**
Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

Honors Founding Principles of the United States of America and North Carolina: Civic Literacy
Grade 11 **Credit 1.0**
The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This honors course is designed to challenge students. Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

Honors Economics and Personal Finance (EPF) **Credit 1.0**
Grade 12
The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This honors course is designed to challenge students.
The EPF course is designed to support the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Instruction regarding economic principles and financial literacy shall include the true cost of debt, choosing and managing a credit card, borrowing money for an automobile or other large purchase, home mortgages, credit scoring and credit reports, and planning and paying for

postsecondary education. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

Economics and Personal Finance (EPF) **Credit 1.0**

Grade 12

The EPF course is designed to support the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Instruction regarding economic principles and financial literacy shall include the true cost of debt, choosing and managing a credit card, borrowing money for an automobile or other large purchase, home mortgages, credit scoring and credit reports, and planning and paying for postsecondary education. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

ACT Prep **NHS Only** **Credit 1.0**

Grade Level: 11 (Fall Semester)

This course is designed to familiarize juniors with the test required for admission by many universities. Well-prepared students are more likely to score higher on the ACT, which may increase their chances of receiving scholarships and enable them to have more options when selecting a college. Students will learn test-taking strategies, review English, math, and science content, take practice tests and discover ways to reduce test anxiety.

Yearbook

Yearbook I **Credit 1.0**

Grade Level: 10-12

This course is designed to introduce the student to the fundamentals of yearbook publication including interviewing, copywriting, layout design, desktop publishing, marketing, photography, and theme development with an emphasis on working as a team, meeting deadlines and adhering to ethical standards. Yearbook courses require after school activities and selling business advertisements. This course requires after school activities and selling business advertisements. An application is required for this course.

Yearbook II **Credit 1.0**

Yearbook II expands the fundamentals introduced in Yearbook.

Prerequisite: Yearbook I and adviser approval.

Yearbook III, IV **Credit 1.0**

Yearbook III, and IV offer students a chance to practice and refine the skills learned in Yearbook I and II and to apply these skills to produce the school yearbook through a leadership position. Please note: Yearbook IV offers students a chance to teach others, to design yearbook layouts, to learn marketing and advertising skills. This course requires after school activities and possible apprenticeships.

1. Prerequisite: Yearbook II/III and adviser approval.

Exceptional Education Course Descriptions

Program Description

Students with disabilities who have an Individual Education Plan (IEP) are eligible for special education services. The IEP specifies the special education services and accommodations needed by the student at the time the IEP is written. Changes to the IEP must be made through the IEP team process. The functional

level of the student rather than the student's specific disability determines the Course of Study that is recommended by the team.

FUTURE READY CORE COURSE OF STUDY

Curriculum Assistance **Credit 1.0**

Grade Level 9-12

Curriculum Support is an elective course designed to help students with disabilities who are pursuing the Future Ready Core Course of Study and are participating in regular education courses. This course is designed to help students integrate study and social skills into subject areas by helping them acquire more efficient learning methods and interpersonal skills. It assists students in specific areas such as studying effectively, interpersonal communication, social skills, anger management, and listening. Area of concentration will be individualized based on student IEP goals and objectives, and Post-secondary Transition Plans.

FUTURE READY OCCUPATIONAL COURSE OF STUDY

The Occupational Course of Study (OCS) is one of two courses of study a student with disabilities may complete to graduate with a high school diploma in North Carolina. Students eligible for this curriculum must have an Individualized Education Program (IEP) and a recommendation of consideration from the student's IEP team.

This course of study is designed to provide academic skills taught with an adult-outcome emphasis that are intended to build work ready and community college ready skills. The IEP team, which includes parents and students, determines whether the OCS is appropriate for a particular student.
Inclusive in this consideration are the student's post-secondary goals. The student and parent are responsible for the decision of the OCS course of study. All OCS students enter the program in the ninth grade.

The consideration of the OCS Pathway for students who wish to attend a four-year college or university upon graduation is not an appropriate option.

OCS English I **Credit 1.0**

Grade Level 9

The OCS English I course is intended for Occupational Course of Study (OCS) students. This course is strategically aligned with Common Core Standards for English I. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on career readiness, the student will explore, examine, and evaluate a wide variety of modes of expression.

OCS English II **Credit 1.0**

Grade Level 10

This course is intended for Occupational Course of Study (OCS) students. This course is strategically aligned with Common Core Standards for English II. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression. The English II (End-of-Course) exam is administered at the end of the semester for this course.

Prerequisite: English I

OCS English III **Credit 1.0**

Grade Level 11

This course is intended for Occupational Course of Study (OCS) students. This course is strategically aligned with Common Core Standards for English III. Students will gain mastery of curricular concepts through a survey of American literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research- based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills.

Prerequisite: English II

OCS English IV **Credit 1.0**

Grade Level 12

This course is intended for Occupational Course of Study (OCS) students. This course is strategically aligned with Common Core Standards for English IV. Students will gain mastery of curricular concepts through a survey of Western European, primarily British, literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills. The course is further designed to help students prepare for a culminating senior project.

Prerequisite: English III

OCS Introduction to Math **Credit 1.0**

Grade Level 9

This course is intended for Occupational Course of Study (OCS) students. The Introduction to Mathematics Course teaches the Essential Standards for Introductory Math and prepares the students for Local Developed Math Elective and Math I. Students learn introductory algebra and other important life-skills in nine engaging units covering working with numbers, fractions and decimals, rates and ratios, time and measurement, working with algebraic expressions, solving equations and inequalities, working with points and lines, working with data sets, and working with basic geometric figures.

Perquisite: None

OCS Local Elective Math I **Credit 1.0**

Grade Level 10

This course is intended for Occupational Course of Study (OCS) students. The Locally Developed Math Elective course teaches Common Core Standards for math and prepares students for the subsequent course, Math 1. Successful completion of both the Locally Developed Math Elective Course and Math 1 will fulfill the Math 1 requirement. Students will receive two credits: Locally Developed Math Elective as an elective credit and Math 1 as the Math 1 credit.

Prerequisite: Intro to Mathematics

OCS Math I **Credit 1.0**

Grade Level 10

This course is intended for Occupational Course of Study (OCS) students. The Math 1 course teaches the Common Core Standards for Math 1 and is the second course in the Math 1 sequence. Successful completion of both the Locally Developed Math Elective Course and Math 1 will fulfill the Math 1 requirement. Students will receive two credits: Locally Developed Math Elective Course as an elective credit and Math 1 as the Math 1 credit. The Math I (End-of-Course) exam is administered at the end of the semester for this course.

Prerequisite: Local Elective Math I

OCS Financial Management **Credit 1.0**

Grade Level 11

This course is intended for Occupational Course of Study (OCS) students. The Financial Management course teaches NC Essential Standards for Financial Management and equips students with the skills needed for independent living. This course helps develop an understanding of state and federal income taxes, wages compensation, the use of credit, different insurance types, budgeting, and consumer spending.

Prerequisite: Mathematics I

OCS American History **Credit 1.0**

Grade Level 11

This course is intended for Occupational Course of Study (OCS) students. Providing a foundation to understand our nation's past and present, the American History course begins with the **end of the French and Indian War in 1763 and continues through the most recent presidential election**. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. This course is designed to be a survey of American History. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

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

Grade 12 **Credit 1.0**

Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

OCS Applied Science **Credit 1.0**

Grade Level 9

This course is intended for Occupational Course of Study (OCS) students. The Applied Science Course teaches environmental, physical, and life science concepts in nine engaging units covering human impacts on the environment, energy and its conservation, properties of matter, dangers and uses of common chemicals, force and motion, electricity and magnetism, and the human body systems.

Prerequisite: None

OCS Biology **Credit 1.0**

Grade Level 10

This course is intended for Occupational Course of Study (OCS) students to develop an understanding of biological processes and discover how life science is an integral part of other sciences and society. Students will have opportunities to engage in hands-on, as well as minds-on activities that are aligned with the North Carolina Essential Standards. They will gain an understanding of the cell, molecular basis of heredity, and biological evolution. They will investigate the interdependence of organisms as well as acquire an understanding of the matter, energy and organization in living systems. The Biology (End-of-Course) exam is administered at the end of the semester for this course.

Prerequisite: Applied Science

Occupational Preparation I **Credit 1.0**

Grade Level 9

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students 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 and in Career and 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.

Prerequisite: IEP and Occupational Course of Study Selection by Student and Family

Occupational Preparation II **Credit 2.0**

Grade Level 10

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

Prerequisite: Preparation I; IEP and Occupational Course of Study Selection by Student and Family

Occupational Preparation III **Credit 2.0**

Grade Level 11

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. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.
Prerequisite: Preparation I & II; IEP and Occupational Course of Study Selection by Student and Family

Occupation Preparation IV **Credit 1.0**

Grade Level 12

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and determine their applicability to their personal career choice. This course will allow students to solve work-related problems experienced in competitive employment, practice self-advocacy, and master the theoretical and practical aspects of their career choice. Students will complete the 360 hours (for students entering Grade 9 prior to 2014-2015) and 225 hours (for students entering Grade 9 beginning with 2014- 2015) of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours are required for successful completion of the Occupational Course of Study. Students will also develop a job placement portfolio that provides an educational and vocational record of their high school experience.
Prerequisite: Preparation I, II & III; IEP and Occupational Course of Study Selection by Student and Family

Occupational Preparation Lab **Credit 1.0**

Grade Level 9-12

Occupational prep lab continues from occupational preparation 1 2 3 and 4. The course is designed to provide additional opportunities for students to further develop and refine the fundamental attitudes behaviors and habits needed to obtain and maintain employment. Students will participate in school based learning activities such as school factories, work-based Enterprises, Hands-On vocational training, and operation of small businesses. Community-based training activities will include job shadowing, job sampling, internships, situational assessment, Cooperative education, and apprenticeships. These work based activities allow students to develop, refine and apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality and skills. Multiple opportunities for leadership development and self-determination are provided.
Prerequisite: None

GRADUATION CERTIFICATE PROGRAM

The Graduation Certificate Program is designed to provide functional academic and independent living skills. Students eligible for this pathway must have an Individualized Education Program (IEP) and a recommendation of consideration from the student's IEP team with consideration given to the student's post-secondary goals. The Graduation Certificate Program is not for students who wish to attend a 4 year college or university upon graduation.

NC EXTENDED CONTENT STANDARDS

Courses for students who are pursuing the graduation certificate, *following the Extended Content Standards*, will include English, Math, Social Studies, Science, Community-based Instruction, Health, Safety, and Independent Living, and Vocational Preparation as designated by the North Carolina Extended Contents Standards based on the Common Core.

Core Course Sequencing for 2020-2021

English

Grade 9	Grade 10	Grade 11	Grade 12
English 1	English 2	English 3	English 4
or for honors students:	or for honors students:	or for honors students:	or for honors students:
Honors English 1	Honors English 2	Honors English 3	Honors English 4
		or for AP Students	or for AP Students
		AP English 3	AP English 4

Social Studies For Freshman Entering 2021-22

Grade 9	Grade 10	Grade 11	Grade 12
World History (WH)	American History (AH)	Founding Principles of the United States of America and North Carolina: Civic Literacy (FPUSANCCL)	Economics and Personal Finance (EPF)
or for honors students:	or for honors students:	or for honors students:	or for honors students:
Honors World History	Honors American History	Honors Founding Principles of the United States of America and North Carolina: Civic Literacy (FPUSANCCL)	Honors Economics and Personal Finance (EPF)

Social Studies for students in 2014-2015 until 2019-2020

4 Credits: World History (WH) American History 1 (AH1) American History II (AH 11) American History: Founding Principles, Civics and Economics	**4 Credits:** **World History (WH)** **Combination of American History Courses** • AH I and AH II **OR** • AH I **OR** AH II and another Social Studies Course **OR** • *American History and another **Social Studies Course **A Course on the Founding Principles** • American History: Founding Principles, Civics and Economics **OR** • *Founding Principles of the United States and North Carolina: Civic Literacy

Science

Grade 9	Grade 10	Grade 11	Grade 12
Earth/Environmental Science	Biology	Physical Science	Science Elective Option
or for honors students:	or for honors students:	or for honors students:	or for honors students:
Honors Earth/Environmental Science	Honors Biology	Honors Chemistry	Science Elective Option

Math

Grade 9	Grade 10	Grade 11	Grade 12
NC Math 1 Some students take both Foundations of Math I and Math I if needed	NC Math 2	NC Math 3	NC Math 4 (Meets the 4 year college admissions requirement) or <u>CTE Substitution</u>: See Counselor for list (Does NOT meet the 4 year college admissions) requirement)
or for honors students:	or for honors students:	or for honors students:	or for honors students:
Honors Math 2 (Only for students who take Math 1 in 8th Grade)	Honors Math 3	Honors Pre-Calculus (Meets the 4 year college admissions requirement)	Honors Discrete Math, AP Calculus, AP Statistics or College Level Math Courses *Courses may be offered via NCVPS or NCSSM Distance Learning. **Colleges recommend taking math through the senior year of high school.
Honors Math 3	Honors Pre-Calculus	Honors Discrete Math, AP Calculus, AP Statistics or College Level Math Courses (for CCP Students) *Courses may be offered via NCVPS or NCSSM Distance Learning.	Honors Discrete Math, AP Statistics or College Level Math Courses (for CCP Students) *Courses may be offered via NCVPS or NCSSM Distance Learning. **Colleges recommend taking math through the senior year of high school.

North Carolina Mathematics Graduation Requirements
Options Charts for the 2020-21 School Year

1. Admission into a UNC System Institution

The following courses will fulfill the NC graduation requirements for mathematics and meet the UNC System Institution Minimum Course Requirements for admission. For admission into universities and colleges outside of the UNC System Institution, please check with that institution's admissions office for requirements and recommendations.

Students must earn credit for:

- **2109 – NC Math 1**
- **2209 – NC Math 2**
- **2309 – NC Math 3**

And 1 credit from the following:

NC SCOS – 4th Level Math Courses

- 2401 – Discrete Mathematics for Computer Science *New name and revised standards*
- 2403 – Precalculus *Revised standards*
- 2409 – NC Math 4 *New option*

Advanced Placement Courses

- 2A00 – AP Calculus AB
- 2A01 – AP Calculus BC
- 2A03 – AP Statistics

Community College Course

- 2C01 – MAT 143 – Quantitative Literacy
- 2C02 – MAT 152 – Statistical Methods I
- 2C03 – MAT 171 – Precalculus Algebra
- 2C04 – MAT 172 – Precalculus Trigonometry
- 2C05 – MAT 263 – Brief Calculus
- 2C06 – MAT 271 – Calculus I
- 2C07 – MAT 272 – Calculus II
- 2C11 – MAT 252 – Statistics II
- 2C12 – MAT 273 – Calculus III
- 2C13 – MAT 280 – Linear Algebra
- 2C14 – MAT 285 – Differential Equations
- 2C15 – MAT 141 – Mathematical Concepts I
- 2C16 – MAT 142 – Mathematical Concepts II
- 2C20 – MAT 167 – Discrete Math

International Baccalaureate Courses

- 2I06 – IB Analysis and Approaches SL
- 2I07 – IB Analysis and Approaches HL
- 2I08 – IB Applications & Interpretations SL
- 2I09 – IB Applications & Interpretations HL

Cambridge Courses

- 2V00 – CIE Mathematics AS
- 2V01 – CIE Mathematics A
- 2V02 – CIE Mathematics & Mechanics AS
- 2V03 – CIE Mathematics & Mechanics A
- 2V04 – CIE Mathematics & Probability/Statistics AS
- 2V05 – CIE Mathematics & Probability/Statistics A

The following courses are no longer available for all students starting in 2020-21.

Students who have earned credit in the following courses prior to the 2020-21 school year, can still use those credits to meet NC graduation requirements for mathematics.

- 2400 – Advanced Functions and Modeling (AFM)*
- 2402 – Integrated Math IV*
- 2406 – AMTEM-Mindset
- 2I02 – IB Mathematical Studies SL*
- 2I03 – IB Mathematics SL*
- 2I04 – IB Mathematics HL*
- 2I05 – IB Further Math HL*

**Students who earned credit for 2400, 2402, 2I02, 2I03, 2I04, and 2I05 can still use the course to meet the Minimum Course Requirements for admission at UNC System Institutions.*

North Carolina Mathematics Graduation Requirements
Options Charts for the 2020-21 School Year

2. Admission into a Community College or Technical School

The following courses will fulfill the NC graduation requirements for mathematics. Students may also earn a credit in a course listed on the Admission into a UNC Institution Chart.

Students must earn credit for:
- **2109 – NC Math 1**
- **2209 – NC Math 2**
- **2309 – NC Math 3**

And 1 credit from the following:

Additional Mathematics Courses
- 2090 – Foundations of NC Math 1
- 2091 – Foundations of NC Math 2
- 2092 – Foundations of NC Math 3
- 2013 – CCRG Mathematics *New option*

Advanced Placement and International Baccalaureate Courses
- 2A02 – AP Computer Science
- 2I00 – IB Computer Science SL
- 2I01 – IB Computer Science HL

CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation
- IC11 – Masonry I **AND** IC12 – Masonry II
- IM21 – Woodworking I **AND** IM22 – Woodworking II[R] *New Paired Option*
- TS31 – Game Art and Design **AND** TS32 – Advanced Game Art and Design
- IC41 – Electrical Trades I **AND** IC42 – Electrical Trades II
- IC22 – Carpentry II **AND** IC23 – Carpentry III

CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation
- 0A02 – AP Computer Science Principles
- BA10 – Accounting I
- BA20 – Accounting II
- BM20 – Microsoft Excel[R] *New Option*
- FH10 – Culinary Arts and Hospitality I *New Option*
- IV22 – Drafting II Engineering
- IC21 – Carpentry I
- IC61 – Drafting I
- IC62 – Drafting II Architectural
- TP11 – PLTW Introduction to Engineering Design
- TP12 – PLTW Principles of Engineering
- TP21 – PLTW Digital Electronics
- TP22 – PLTW Computer Integrated Manufacturing
- TP23 – PLTW Civil Engineering and Architecture
- TP25 – PLTW Aerospace Engineering
- TP27 – PLTW Environmental Sustainability
- TP31 – PLTW Engineering Design and Development
- FA31 – Apparel & Textile Production I
- FA32 – Apparel & Textile Production II
- FI51 – Interior Design I
- FI52 – Interior Design II
- IM41 – Metals Manufacturing Technology I
- IM42 – Metals Manufacturing Technology II

Only students who entered high school prior to the 2020-21 school year can earn a math credit for the following courses:
- BF10 – Principles of Business and Finance
- BP10 – Computer Programming I
- BP12 – Computer Programming II
- FH22 – Culinary Arts and Hospitality II
- FH72 – ProStart II
- TE21 – Principles of Technology I
- TE22 – Principles of Technology II

Only students who entered high school prior to the 2020-21 school year can earn a math credit for the following paired courses:
- BP20 – SAS I **AND** BP22 – SAS II
- BF05 – Personal Finance **AND** ME11 – Entrepreneurship I
- FH20 – Introduction to Culinary Arts & Hospitality[D] **AND** FH11 – Culinary Arts and Hospitality II Applications *New Paired Option*
- FH71 – ProStart I[D] **AND** FH12 Culinary Arts and Hospitality II Internship *New Paired Option*
- IM31 – Electronics I **AND** IM32 – Electronics II
- TS21 – Scientific & Technical Visualization I **AND** TS22 – Scientific & Technical Visualization II

The following courses are disabled starting the 2020-21 school year.

Students who have earned credit in the following paired courses prior to the 2020-21 school year, can still use those credits to meet NC graduation requirements for mathematics.

Paired Courses
- FH20 – Introduction to Culinary Arts & Hospitality[D] **AND** FH21 – Culinary Arts & Hospitality I[D]
- FH20 – Introduction to Culinary Arts & Hospitality[D] **AND** FH71 – ProStart I[D]

[D]- *Disabled courses can no longer be scheduled.*
[R]- *While this course is new to the options chart, students who earned credit in these courses previous to the 2020-21 school year can use this credit to meet the Mathematics Graduation Requirements*

North Carolina Mathematics Graduation Requirements
Options Charts for the 2020-21 School Year

3. Enter directly into a Career after High School

The following courses will fulfill the NC graduation requirements for mathematics. Students may also earn a credit in a course listed on the Admission into a UNC Institution Chart.

Students must earn credit for:
- **2109 – NC Math 1**
- **2209 – NC Math 2**
- **2309 – NC Math 3**

And 1 credit from the following:

Additional Mathematics Courses
- 2090 – Foundations of NC Math 1
- 2091 – Foundations of NC Math 2
- 2092 – Foundations of NC Math 3
- 2013 – CCRG Mathematics *New option*

Advanced Placement and International Baccalaureate Courses
- 2A02 – AP Computer Science
- 2I00 – IB Computer Science SL
- 2I01 – IB Computer Science HL

CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation
- IC11 – Masonry I **AND** IC12 – Masonry II
- IM21 – Woodworking I **AND** IM22 – Woodworking II[R] *New Paired Option*
- TS31 – Game Art and Design **AND** TS32 – Advanced Game Art and Design
- IC41 – Electrical Trades I **AND** IC42 – Electrical Trades II
- IC22 – Carpentry II **AND** IC23 – Carpentry III

CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation
- 0A02 – AP Computer Science Principles
- BA10 – Accounting I
- BA20 – Accounting II
- BM20 – Microsoft Excel[R] *New Option*
- FH10 – Culinary Arts and Hospitality I *New Option*
- IV22 – Drafting II Engineering
- IC21 – Carpentry I
- IC61 – Drafting I
- IC62 – Drafting II Architectural
- TP11 – PLTW Introduction to Engineering Design
- TP12 – PLTW Principles of Engineering
- TP21 – PLTW Digital Electronics
- TP22 – PLTW Computer Integrated Manufacturing
- TP23 – PLTW Civil Engineering and Architecture
- TP25 – PLTW Aerospace Engineering
- TP27 – PLTW Environmental Sustainability
- TP31 – PLTW Engineering Design and Development
- FA31 – Apparel & Textile Production I
- FA32 – Apparel & Textile Production II
- FI51 – Interior Design I
- FI52 – Interior Design II
- IM41 – Metals Manufacturing Technology I
- IM42 – Metals Manufacturing Technology II

Only students who entered high school prior to the 2020-21 school year can earn a math credit for the following courses:
- BF10 – Principles of Business and Finance
- BP10 – Computer Programming I
- BP12 – Computer Programming II
- FH22 – Culinary Arts and Hospitality II
- FH72 – ProStart II
- TE21 – Principles of Technology I
- TE22 – Principles of Technology II

Only students who entered high school prior to the 2020-21 school year can earn a math credit for the following paired courses:
- BP20 – SAS I **AND** BP22 – SAS II
- BF05 – Personal Finance **AND** ME11 – Entrepreneurship I
- FH20 – Introduction to Culinary Arts & Hospitality[D] **AND** FH11 – Culinary Arts and Hospitality II Applications *New Paired Option*
- FH71 – ProStart I[D] **AND** FH12 Culinary Arts and Hospitality II Internship *New Paired Option*
- IM31 – Electronics I **AND** IM32 – Electronics II
- TS21 – Scientific & Technical Visualization I **AND** TS22 – Scientific & Technical Visualization II

The following courses are disabled starting the 2020-21 school year.

Students who have earned credit in the following paired courses prior to the 2020-21 school year, can still use those credits to meet NC graduation requirements for mathematics.

Paired Courses
- FH20 – Introduction to Culinary Arts & Hospitality[D] **AND** FH21 – Culinary Arts & Hospitality I[D]
- FH20 – Introduction to Culinary Arts & Hospitality[D] **AND** FH71 – ProStart I[D]

[D]- *Disabled courses can no longer be scheduled.*

[R]- *While this course is new to the options chart, students who earned credit in these courses previous to the 2020-21 school year can use this credit to meet the Mathematics Graduation Requirements.*

North Carolina Mathematics Graduation Requirements
Options Charts for the 2020-21 School Year

4. Principal Exemption from the Future Ready Core Graduation Requirements *The following courses will fulfill the NC graduation requirements for mathematics with a principal override. Students may also earn a credit in a course listed on the Admission into a UNC Institution Chart.*	**Students must earn credit for:** ● **2109 – NC Math 1** ● **2209 – NC Math 2** And 2 credits from the following:
Additional Mathematics Courses ● 2020 – Introductory Mathematics ● 2040 – Alternate Mathematics I ● 2041 – Alternate Mathematics II ● 2090 – Foundations of NC Math 1 ● 2091 – Foundations of NC Math 2 ● 2092 – Foundations of NC Math 3 ● 2013 – CCRG Mathematics *New option* **Advanced Placement and International Baccalaureate Courses** ● 2A02 – AP Computer Science ● 2I00 – IB Computer Science SL ● 2I01 – IB Computer Science HL	**CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation** ● IC11 – Masonry I **AND** IC12 – Masonry II ● IM21 – Woodworking I **AND** IM22 – Woodworking II[R] *New Paired Option* ● TS31 – Game Art and Design **AND** TS32 – Advanced Game Art and Design ● IC41 – Electrical Trades I **AND** IC42 – Electrical Trades II ● IC22 – Carpentry II **AND** IC23 – Carpentry III
CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation ● 0A02 – AP Computer Science Principles ● BA10 – Accounting I ● BA20 – Accounting II ● BM20 – Microsoft Excel[R] *New Option* ● FH10 – Culinary Arts and Hospitality I *New Option* ● IV22 – Drafting II Engineering ● IC21 – Carpentry I ● IC61 – Drafting I ● IC62 – Drafting II Architectural ● TP11 – PLTW Introduction to Engineering Design	● TP12 – PLTW Principles of Engineering ● TP21 – PLTW Digital Electronics ● TP22 – PLTW Computer Integrated Manufacturing ● TP23 – PLTW Civil Engineering and Architecture ● TP25 – PLTW Aerospace Engineering ● TP27 – PLTW Environmental Sustainability ● TP31 – PLTW Engineering Design and Development ● FA31 – Apparel & Textile Production I ● FA32 – Apparel & Textile Production II ● FI51 – Interior Design I ● FI52 – Interior Design II ● IM41 – Metals Manufacturing Technology I ● IM42 – Metals Manufacturing Technology II
Only students who entered high school prior to the 2020-21 school year can earn a math credit for the following courses: ● BF10 – Principles of Business and Finance ● BP10 – Computer Programming I ● BP12 – Computer Programming II ● FH22 – Culinary Arts and Hospitality II ● FH72 – ProStart II ● TE21 – Principles of Technology I ● TE22 – Principles of Technology II	**Only students who entered high school prior to the 2020-21 school year can earn a math credit for the following paired courses:** ● BP20 – SAS I **AND** BP22 – SAS II ● BF05 – Personal Finance **AND** ME11 – Entrepreneurship I ● FH20 – Introduction to Culinary Arts & Hospitality[D] **AND** FH11 – Culinary Arts and Hospitality II Applications *New Paired Option* ● FH71 – ProStart I[D] **AND** FH12 Culinary Arts and Hospitality II Internship *New Paired Option* ● IM31 – Electronics I **AND** IM32 – Electronics II ● TS21 – Scientific & Technical Visualization I **AND** TS22 – Scientific & Technical Visualization II
The following courses are disabled starting the 2020-21 school year. Students who have earned credit in the following paired courses prior to the 2020-21 school year, can still use those credits to meet NC graduation requirements for mathematics. Paired Courses ● FH20 – Introduction to Culinary Arts & Hospitality[D] **AND** FH21 – Culinary Arts & Hospitality I[D] ● FH20 – Introduction to Culinary Arts & Hospitality[D] **AND** FH71 – ProStart I[D]	

[D]- *Disabled courses can no longer be scheduled.*
[R]- *While this course is new to the options chart, students who earned credit in these courses previous to the 2020-21 school year can use this credit to meet the Mathematics Graduation Requirements*

North Carolina Mathematics Graduation Requirements
Options Charts for the 2020-21 School Year

Students identified as Learning Disabled in Math

General Statute 115C-12(9d) states:
"The State Board shall not adopt or enforce any rules that requires Algebra I* as a graduation standard or as a requirement for a high school diploma for any student whose individualized education program (i) identifies the student as learning disabled in the area of mathematics and (ii) states that this learning disability will prevent the student from mastering Algebra I." As noted in General Statute 115C-12(9d), the individualized education program (IEP) must state that the specific learning disability (SLD) in the area of mathematics will prevent the student from mastering Algebra I (now interpreted as NC Math 1 per memo dated 12/16/13).

The IEP team decision regarding the application of this statute through documentation in the IEP could occur at different times during the academic career of a student with a SLD in the area of mathematics. For further information on the required considerations for application of this statute, please see the August 24, 2016 memo and worksheet (http://bit.ly/NCSLDMathFRC).

Note: The memo and worksheet refer to General Statute 115-81b. Recent legislation relocated the content of 115-81b to 115-12(9d) without changing the text of the statute. Please continue to use the memo and worksheet as intended for students with a specific learning disability in the area of mathematics.

Students included in the category defined by NC General Statute 115C-12(9d) must complete four credits in mathematics. These students must construct a four-course mathematics sequence using any combination of the courses listed in the preceding Options Charts. Each student's course selection should be guided by his or her post-secondary goals, as defined in his/her IEP.
For complete information on application of General Statute 115C-12(9d), refer to the Students with Specific Learning Disabilities and Mathematics Sequence Exemption in the Future-Ready Course of Study memo referenced above.

*Algebra I is now interpreted as NC Math I.

Students following the Occupational Course of Study

Students who follow this sequence should be classified as Occupational Course of Study.

To meet mathematics graduation requirements, students must earn credit for:

- 9220B – Introduction to Mathematics
- 9225B – NC Math 1
- 9222B – Financial Management*

*BF05 Personal Finance is no longer an option for all students starting in the 2020-21 school year.

Elizabeth City Pasquotank Early College Application

2021-2022 Prospective Students Information and Checklist for Applying

Thank you for interest in applying to the Elizabeth City Pasquotank Early College (ECPEC). The Elizabeth City Pasquotank Early College is located on the Elizabeth City campus of College of the Albemarle. It is exciting to begin the process that may join you with students who have committed themselves to rigorous academic work. Before completing the application,

which begins on page 4, please read the *Elizabeth City Pasquotank Early College High School General Information for Prospective Students and Families* section below (pp. 1-3). **Early Colleges are not like other high schools; please consider very carefully the commitments required and the way that the school functions before applying.** Each high school in the district serves students in excellent ways. ECP Early College is a non-traditional approach for students who may be at risk of dropping out, who may be first generation college students, or who want accelerated learning. Committing to the ECP Early College also requires a family commitment. If, after you have read through this document, you believe this is the school that will help you achieve your goals, we invite you to apply.

Special Note: When you complete the form, the signature portion (page 7) will ask for your commitment of at least one year to the school. It is extremely important to understand this is required to ensure your success and because it is very difficult to fill that seat once claimed. It is therefore essential that students and parents understand students are here for the year once they are accepted.

Please complete all of the forms necessary to apply for early college admission, including:

- Parent/Guardian Information Form (Parents/Guardians complete this form) p. 4 (Although this information is optional, it helps the school and state to know the number of first generation college students.)
- Applicant Information Form (Student completes this form) p. 5
- Signatures (Student and parent/guardian) p. 6
- Part of the application process is a brief interview with a small panel of ECP Early College staff members.

It is the student's responsibility to submit the application to the counselor so the counselor may include information about each student. All of the forms noted above must be completed and submitted to the middle school counselor no later than March 27, 2020. **If you do not attend one of the middle schools in ECPPS, please contact the school to set up an interview.**

The Elizabeth City-Pasquotank Public Schools does not discriminate against any person on the basis of race, sex, pregnancy, color, national origin, religion, citizenship, status, age, or disability in any of its educational programs or activities.

Application Timeline

Application Process Begins	December 1, 2020
Completed Applications Due**	April 16, 2021
Student Interviews*	April 26 – May 7, 2021
Acceptance and all status letters mailed home to students (no later than).	May 14, 2021
Meeting for Accepted Students and at least One Parent/Guardian COA Room TBD***	TBD
Students receive schedule for 2021-2022	July 2021

***These dates are subject to student availability in cooperation with the middle schools. If your student does not attend one of the middle schools in the district, please contact (252) 335-0821, ext. 2471 to set up an interview at the early college.**

****Students who have been wait-listed will be notified if accepted no later than the Friday before the first day of classes.**

*** This meeting may be Townhall style depending on state requirements for gatherings.

Elizabeth City Pasquotank Early College General Information for Prospective Students and Families

First year of operation: 2017-2018

School colors: Blue and Green

Mascot: The Gryphon

Academic Calendar

The Early College High School Calendar is generally aligned with College of the Albemarle's academic calendar which begins and ends prior the district calendar. For Elizabeth City Pasquotank Early College High School, the school year will begin for students one week prior to the COA calendar. Many district

workdays for teachers are the same for ECP Early College teachers, but students taking COA college level classes will need to continue to attend those classes regardless of whether high school is being held.

Acceptance Notification and Intake Session

Accepted students will be provided a schedule at the Early College. If for some reason, a student chooses not to attend, the school should be notified as soon as possible, as other students who have been wait-listed may be invited to attend. Those students who are not selected may be put on a wait list. All students who apply are notified in writing whether they have been accepted, wait-listed, or not accepted. **All students who are invited to enroll are required to attend the intake session with at least one parent or legal guardian.** The acceptance letter will provide more information and will explain what to expect and bring to the meeting.

Parent Involvement -- As indicated throughout the information provided above, parents are partners in the Early College High School. With parent commitment and support, students will achieve better. A parent or guardian is expected to participate in the following activities:

- First year Intake Session,
- Open House before the Fall Semester begins,
- At least four student led parent meetings (one each 9 weeks at interim report time.)

School Day and Transportation

Regular school hours are 8:00 – 3:30. Parents/Guardians may provide students with drop off and pick up, but bus transportation is available to those who need it.

Meals

Elizabeth City Pasquotank Early College (ECPEC) High School offers breakfast and lunch each school day. The school participates in the federal breakfast and school lunch program. Meals are brought from another school in the district daily. Information about free and reduced lunch can be found on the district website or may be obtained from ECPEC.

Attendance

Students are expected to be in class every day, on time for every class meeting. Regardless of whether an absence is excused or unexcused, an absence hinders students' progress in school. Students taking college courses are allowed very few absences, so it becomes extremely important for students to be in class at every meeting. Similarly, arriving late and leaving early creates additional learning challenges for students and should be avoided completely.

Discipline

Elizabeth City Pasquotank Early College High School students are expected to conduct themselves as responsible young adults at all times while on or off campus. Certain infractions can result in serious consequences including suspension or enrollment termination. Students who are suspended out of school may not attend their college classes. There is no In School Suspension (ISS). The principal has the authority to impose disciplinary actions as necessary, but any Early College High School or College of the

Albemarle teacher may impose consequences for inappropriate classroom behavior. Students are governed by both the Elizabeth City Pasquotank Public Schools' Student Code of Conduct as well as the College of the Albemarle Code of Conduct. It is, therefore, imperative for students to be on their best behavior at all times. Note that it is possible to incur a penalty that would result in termination of enrollment as an Elizabeth City Pasquotank Early College High School student at any point during the school year. This, in turn, could cause a loss of credit. Early College High School operates like a college, not a high school. Students are accepted with the understanding that they will adopt and exhibit a serious attitude toward their classes, their learning, and their academic preparation for college and the workplace. For that reason, students must assume a much greater level of personal responsibility for themselves, their safety, and the results of their decisions, than other high school students are expected to demonstrate. Parents must support and encourage this behavior as well.

Student Services and Advising for Success

The school staff recognizes that students will need assistance in maintaining appropriate behavior and navigating through the course work required of them. For this reason, in addition to the school counselor, all teachers will be able to assist every student toward accomplishing their goals. The early college expects all students to graduate in four years with both a high school diploma and an associate's degree or career credential. To expedite this process, many (but not all) college classes translate into high school requirements as well as college credits. (These are called dual credits.) It is essential, therefore, for students to have successful parent support and involvement, continued good standing, and successful completion of all college courses each semester.

Campus Movement

The Elizabeth City Pasquotank Early College High School is located on the very busy College of the Albemarle campus. There is constant movement without bells beginning and ending classes. Students in the Early College High School are expected to navigate from class to class without constant supervision. First year students will stay in the Early College locations most of the time. As students matriculate to the next level, they may be required to move about the campus to reach their classes. It would not be possible for staff members to monitor all of those locations. Students must, therefore exhibit strong personal responsibility.

Idea Exchange

As part of a college, the free exchange of ideas is absolutely expected. Censorship of ideas or opinions is not allowed or supported. For that reason, parents must understand that their children who come to the Early College High School will be exposed to, and will be expected to participate in, open exchanges of ideas, discussions, debates and even class assignments concerning every possible kind of subject matter that may differ from the ideas and teachings they and their parents are used to and believe. The free flow of ideas and discussions occurs at every level including both high school and college classrooms and throughout the college environment. Every effort is made to enforce civility, reasonable restraint, courtesy, and tolerance of all ideas, beliefs, and viewpoints, but challenge of values and beliefs at various times while enrolled in this program in an intellectual dialog is standard. All students and parents must accept and understand the school cannot and will not, take any measure to censor ideas or opinions not in line with students' beliefs just because discussion or challenge makes the student and/or the parent uncomfortable.

Resources and Internet Access

Early college high schools are purposefully designed to provide students with a personalized, blended, and supportive program that introduces college-level skills and coursework. ECPEC will provide students with the necessary tools and skills that will prepare them for college, career and lifetime skills. As a part of the school district's 1:1 Chromebook Classroom initiative, students will be issued a Chromebook for assignments and instructional needs for both home and school use. Before a freshman is issued a Chromebook, the Technology Responsible Use form and the Parent & Student 1:1 Chromebook Classroom User Agreement must be completed and returned. Students will be held responsible for the device issued to them. Elizabeth City Pasquotank Public School filters will apply to both school and home use. However, students may be required to make occasional use of COA resources, including the Library and COA computers. These resources may not be blocked or filtered as our public school resources and devices are. In order to fulfill course requirements, students may come in contact from time to time with material that would have been filtered if they were in a traditional high school.

Student Activities

Because of the rigorous demands on a student's schedule, students will not be able to participate in a regular high school's band or sports activities. Students may, however, participate in many of the clubs and activities on campus. Any clubs or organizations, which are begun through the Early College High School, must be driven by student interest and parent support and only with principal approval.

Please retain pages 1-3 of this packet for your information. Return the remainder of the application for consideration as an applicant.

Elizabeth City Pasquotank Early College High School

2020-2021 Student Application

Go to https://www.ecpps.k12.nc.us/elizabeth-city-pasquotank-early-college for that application.

Student Personal Data

Student Last Name: _____ Student First Name _____

Address:_____

Street

_____

City State Zip Code

Student Email Address: _____

Phone Number:_____ (Home) _____ (Cell)

Student resides with:
____ Both Parents ____ Mother ____ Father ____ Grandparents ____Other Parent/Guardian Name: _____ Parent/Guardian Email Address: _____

Current Middle School:_____
_____ Student was home-schooled.* _____ Student Attended Private School.

Education/Economic Data Please check as appropriate for the parent/guardian:			
Father's Education (check the one that applies)		Mother's Education (check the one that applies)	
	Did not finish high school		Did not finish high school
	High school graduate		High school graduate
	Some education after high school but did not graduate		Some education after high school but did not graduate
	Trade or business school graduate		Trade or business school graduate
	4 Year College graduate		4 Year College graduate
	Graduate School Degree		Graduate School Degree

Please see student questions on the back.

The Elizabeth City-Pasquotank Public Schools does not discriminate against any person on the basis of ethnicity, sex, pregnancy, color, national origin, religion, citizenship, status, age, or disability in any of its educational programs or activities.

Directions: Students must respond in paragraph format to the following questions. You may attach separate pages if needed.

1. Why are you interested in attending Elizabeth City Pasquotank Early College High School and why should you be selected?
2. What are your strengths? What are your weaknesses?
3. What are your goals beyond high school?

Once your application is received and reviewed by the Early College, you will be contacted for the interview portion.

Please read and sign below prior to submitting your application

Agreements and Assurances

In signing below, applying students and their parents/guardians indicate that they understand the commitment of effort and time – one full school year – required of the students accepted into the Elizabeth City Pasquotank Early College High School and by signing, you indicate your acceptance if selected for the school.

Students will be expected to follow the Elizabeth City Pasquotank Public Schools' Code of Conduct for high school students, as well as the College of the Albemarle Code of Conduct.

At the end of any academic year, the student may choose to continue studies at Elizabeth City Pasquotank Early College High School or be reassigned to the student's regular high school. In addition, any student

who fails to meet the academic requirements of the Early College, having been provided appropriate academic support, or who violates the Elizabeth City Pasquotank Schools' Code of Conduct may be involuntarily transferred to the student's base school at the end of the academic school year.

Please note that any serious violation of the Elizabeth City Pasquotank Public Schools' Code of Conduct prior to admittance will be sufficient cause to rescind admission and permission to attend Elizabeth City Pasquotank Early College and the student will be reassigned to student's regular high school.

Student Signature	**Date**
Parent/Guardian Signature	**Date**
Parent/Guardian Signature	**Date**

The Elizabeth City-Pasquotank Public Schools does not discriminate against any person on the basis of race, sex, pregnancy, color, national origin, religion, citizenship, status, age, or disability in any of its educational programs or activities.

Elizabeth City-Pasquotank Public School System

High School Registration Work Plan

Name: _____ ID# _____ Email: _____
Last First Middle

Parent/Court Appointed Custodian Address:

_____

_____

2020-2021High School: _____ Current Middle School: _____
(*Rising 9th Only)*

Directions: Completing the information on this worksheet will help you prepare for the course selection process. Teachers and school counselors will guide you in choosing the most appropriate courses.

Subject Area	Course Number						Credit	Course Name
1. English								
2. Math								
3. Science								
4. Social Studies								
5. Healthful Living								
6. Additional Course								
7. Additional Course								
8. Additional Course								
1. Alternative Course								
2. Alternative Course								
3. Alternative Course								
4. Alternative Course								

* Second Language, Arts, CTE, JROTC, etc.

Student Signature: _____

Parent/Court Appointed Custodian Signature: _____

Home Phone: _____ Work Phone: _____

Parent/Court Appointed Custodian Email: _____

Elizabeth City-Pasquotank Public School System
4-Year Graduation Plan

Name: _____ High School: _____ ID# _____

Year entered 9th Grade: 20_____/_____ Course of Study: _____ Occupational: _____

Subject Area	9th Grade Course Name	Credit	10th Grade Course Name	Credit	11th Grade Course Name	Credit	12th Grade Course Name	Credit
1) English								
2) Math								
3) Science								
4) Social Studies								
5) Healthful Living or Additional Course								
6) Additional Course								
7) Additional Course								
8) Additional Course								
Credits Earned								
Other Course								
Other Course								
Online Courses								
Total Credits Earned								

Parent/Court Appointed Custodian_____/_____ Student: _____/_____
Signature Date Signature Date

Email Address: _____