


# CATAWBA COUNTY SCHOOLS



2022-2023  **CATAWBA**  
County Schools  
Engage. Inspire. Empower.  
**Curriculum Guide**







# Superintendent's Message

February 1, 2022

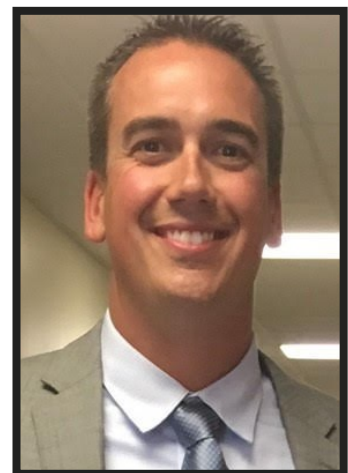
The Catawba County Schools high school program is designed to provide a multitude of educational options and opportunities to students based on their unique career goals and individual interests. This Curriculum Guide serves to assist in the registration process by offering specific information about course offerings available virtually, on the high school campus, the college campus, and in the workplace.

The registration process begins every spring as students select courses for the upcoming year. In addition to enrolling for classes required to complete North Carolina graduation requirements, students should also select courses with their future career goals in mind. Counselors, administrators, and teachers are available to assist in course selection decisions.

Catawba County Schools partners with Catawba Valley Community College, Lenoir Rhyne University, the North Carolina Virtual Public School and local businesses to offer hundreds of innovative high school and college classes as well as internship opportunities. Additionally, Catawba County Schools launched its very own virtual learning program, Online Catawba, in January 2018. Many of our students will graduate with 32 high school credits and as many as 32 semester hours of tuition-free college credit. Catawba County Schools and the North Carolina Virtual Public School offer a full array of Advanced Placement (AP) courses. Based on the student's individual AP score, he or she may be able to place out of one or more freshman level college courses. Finally, through the Career and Technical Education Department of Catawba County Schools, many of our students will receive industry recognized credentials and will also have the opportunity to participate in work-based learning prior to high school graduation.

Michelangelo once said, "The greater danger for most of us lies not in setting our aim too high and falling short, but in setting our aim too low and achieving our mark." Competition for college, university and career access is on a global level. Challenge yourself by accessing rigorous academic course offerings and take advantage of leadership opportunities. The time is here for you to create the future you hope for and to ultimately make a significant contribution to America's workforce.

Matthew W. Stover, Ed.D.  
Superintendent



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**2022-2023**

## Curriculum Guide

Catawba County Schools System does not discriminate against race, color, religion, sex, marital status, pregnancy, parenthood, or handicapping conditions in its education activities or employment practices.

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**High school is exciting!** It is the beginning of new opportunities, new challenges, and new friends. Recognizing that this transition is critical for student success, Catawba County high schools provide the following strategies to ensure success during the freshman year and beyond:

- Each student will be assigned one homeroom teacher for the entire four years of high school who serves as a mentor and an academic advisor.
- An analysis of student historical data will occur prior to the ninth grade year in order to provide guidance in course selection during the registration process.
- An informational meeting as well as a curriculum and activities fair will be held at the student's home high school during the registration period for both students and parents.
- Rising ninth grade students will participate in a tour of their home high school during the spring semester.
- Freshman Orientation will be scheduled at convenient times for each high school. Students will be able to meet their teachers, tour the school, learn about policies and procedures specific to high school, and gain an awareness of the multitude of co-curricular and extra-curricular activities.
- High schools will conduct a "Jump Start" session August 16th through August 18th. This program is designed to help incoming freshmen acclimate to the high school environment. Students will be assigned to staff and peer advisors that will serve as advisor leaders throughout the year. During the three days, students will learn how to be successful in high school and their school's expectations of students. The primary goal of this program is to connect students to their school before the academic year begins.

2022  
2023



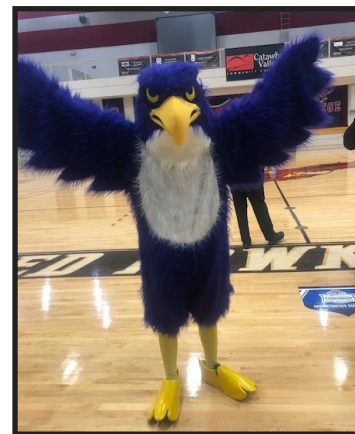
### Catawba County Schools

#### Center for Administrative Services

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### Catawba County Schools

#### Center for Instructional Services

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[www.catawbaschools.net](http://www.catawbaschools.net)

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# GENERAL INFORMATION

The Catawba County Board of Education requires students to obtain 28 units of credit, including all graduation requirements established by the North Carolina State Board of Education, to earn a high school diploma.

All Catawba County high schools operate on a 4 x 4 Block Schedule meaning that all students are enrolled in four 90-minute classes during the fall semester and four new 90-minute classes during the spring semester. At the conclusion of each semester, one unit of credit is earned for every class in which the student's final semester average is 60 or higher. Therefore, each student has the potential of earning 4 units of credit per semester for a total of 8 units of credit each year and 32 credits over the span of 4 years.

## PROMOTION AND GRADUATION REQUIREMENTS

- ⊙Sophomore: 6 credits
- ⊙Junior: 13 credits
- ⊙Senior: 20 credits
- ⊙Graduation: 28 credits

**Note:** Unless otherwise directed by the NC General Statute or the NC State Board of Education, all students are required to meet the graduation requirements that were in place the year the student entered the ninth grade.

## ATTENDANCE

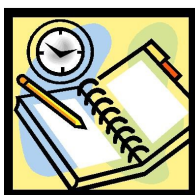
Attendance is recorded for each class at the high school level. High school attendance is an essential element in the learning process. The primary responsibility of school attendance rests with students and parents. A student missing more than eight (8) days in a semester long class will not receive credit for the course **unless the student makes at least 60 for course and 70 or higher on the final exam.** No credit will be recorded if the student does not meet both stipulations. Students with extenuating circumstances may file an appeal with their counselor prior to the completion of the course. **Failed courses required for graduation must be repeated and a grade of 60 or higher must be earned.**

## THE REGISTRATION PROCESS

Course selection is an arduous task but vitally important in the four-year graduation planning process. The most important factors to consider are:

- to select courses that satisfy NC and CCS graduation requirements,
- to select courses that are aligned with postsecondary and career goals, and
- to select courses that align with individual student strengths and talents.

Each student's counselor, academic advisor, and classroom teachers are highly trained to assist in the registration process. Recommendations for the student's core classes will be made available to the student upon request. Each student is expected to register for 8 classes and 3 alternate classes.



## FINAL EXAMS

The state of North Carolina requires students to take End of Course assessments in NC Math I, NC Math III, Biology, English II, and all Career and Technical Education courses. All assessments are administered as final exams at the end of each semester and count for **20% of the student's final semester average. The exam exemption policy does not apply.**

At the end of each semester, students are required to take final exams in all four classes unless the student is enrolled in a class absent of a state mandated exam. Most world language, arts, physical education, and ROTC courses do not require the administration of a state mandated exam. Therefore, students enrolled in these classes may be exempt from taking the final exam based on the following criteria:

Final exams count 20% of the student's final semester average. The formula below is used to calculate the final semester average:

$$Q1 \times .40 =$$

$$Q2 \times .40 =$$

$$\underline{\text{Exam} \times .20 =}$$

Add the products to determine the final semester average.

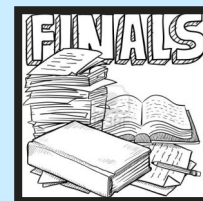
## EXAM EXEMPTION CRITERIA

Expected Semester Average	Absences*
90-100	3 class absences
80-89	2 class absences
70-79	1 class absence
60-69	No exemption

\* For the purpose of this policy, a class absence is defined as "the number minutes necessary to be in class." The amount of time may vary from school to school and even from class period to class period. Please refer to the school's individual attendance policy for detailed information.

\* For the purpose of this policy, two (2) unexcused tardies equals one class absence.

*Any violation of the Catawba County Board of Education's Code of Student Conduct resulting in In-School Suspension or Out-Of-School Suspension during the semester negates the student's exam exemption opportunity.*



## GRADE POINT AVERAGE CALCULATION

Students shall receive both an un-weighted grade point average (GPA) that reflects no additional weighting for advanced courses and a weighted GPA that reflects additional quality points for advanced coursework. Academic course levels and associated weights are defined as follows:

- **Standard courses:** Standard level courses provide credit toward high school graduation requirements, but receive no additional quality points for GPA calculation purposes.
- **Honors courses:** Honors level courses provide credit toward high school graduation requirements and do receive additional quality points for GPA calculation purposes.
  - ◆ Students will receive one-half (0.5) quality point added to the converted grade equivalent on the 4.0 standardized grading scale.
- **Advanced Placement/International Baccalaureate (AP/IB) courses:** AP/IB courses provide credit toward high school graduation requirements and potentially college credit and do receive additional quality points for GPA calculation purposes.
  - ◆ Students will receive one (1) quality point added to the converted grade equivalent on the 4.0 standardized grading scale.
- **College courses (dual enrollment courses):** College courses, which may be delivered by a community college, public university, or private college or university, provide credit toward a high school diploma and may satisfy a graduation requirement or provide an elective course credit at the college level. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List, and for courses taught at four-year universities and colleges. All students enrolled in dual enrollment courses receive 1 quality point regardless of date of entry into the ninth grade.

Please see the accompanying charts for converting standard, honors, AP/IB and dual enrollment grades from the 10 point grading scale to the 4.0 standardized scale.

**GPA Conversion Chart for High School Students**

Letter Grade	Numeric Grade	4.0 Conversion for standard level courses	4.0 Conversion for honors level courses	4.0 Conversion for AP/IB/College/Community College (Dual Enrollment)
A	90-100	4.000	4.500	5.000
B	80-89	3.000	3.500	4.000
C	70-79	2.000	2.500	3.000
D	60-69	1.000	1.500	2.000
F	0-59	0.000	0.000	0.000

## IF A FEE IS CHARGED

The Catawba County Board of Education recognizes the need for student fees or charges to fund selected school activities that are not funded from other sources. However, no student shall be charged a fee for required courses or activities. Additionally, any fees imposed will be waived or reduced for students who demonstrate economic hardship, except fees resulting from lost, damaged, or stolen school equipment, textbooks, materials, and/or other supplies. This also includes, but is not limited to, uniforms (athletic, band, chorus, ROTC, CTE, etc.), cafeteria debts, lost or stolen library books, and any other unpaid debt that has been incurred throughout the student's four years of high school.

## ACADEMIC PROGRESS

Parents and students have instant electronic access to grades and attendance through the Catawba County School's web site. Simply navigate to the Parents tab and click on the PowerSchool link. This same information is also available for download on all devices. Additionally, progress reports and/or report cards are issued approximately every three weeks to students. Please check the school's website for dates of issue.

## ENROLLMENT OF TRANSFER STUDENTS

High school course placement for students presenting to enroll from home schools, non-accredited private schools, or schools from other countries will be determined by a review of the following: transcript, historical assessment data, final grades/semester averages in content areas, portfolio, attendance, teacher recommendations, and any other pertinent information presented. Placement tests may be administered if further information is necessary. Allowable credits toward graduation will be recorded on the student's transcript.

A grade of P (passing) or F (failing) will be recorded for each of these courses, with no curriculum level or course weight considered. Class rank for students transferring from these schools will be calculated solely on the basis of courses earned while enrolled in the Catawba County Schools System and will not reflect grades earned in courses completed while in the transferring program. The principal will make the final decision regarding course credit or grade level completed based on the student's transfer transcript.



# ACADEMIC CHOICE

Multiple instructional levels are offered in most courses including general/regular, academic/college prep, honors, and Advanced Placement (AP) and follow the NC Standard Course of Study. Courses designed specifically for students with special needs or those needing language acquisition skills are based on the student's individual plan and are available at each high school. Course descriptions and prerequisites are located in the next section of this guide.

Beyond the scope of the regular face-to-face classes offered on the campus of each high school, the following instructional opportunities are available within Catawba County Schools:

- **Online classes**
  - ◆ Online Catawba
  - ◆ NC Virtual
  - ◆ Edmentum
  - ◆ The North Carolina School of Science and Math (NCSSM)
  - ◆ Dual enrollment in community college/university classes
- **The Scholars Academy at Lenoir-Rhyne University**
- **Career and College Promise Dual Enrollment Program**
- **Internships and Apprenticeships**
- **Credit by Demonstrated Mastery**
- **Credit Recovery**

**LENOIR-RHYNE  
UNIVERSITY**

## ONLINE LEARNING OPTIONS



With a flexible weekly schedule, more than 50-course options, and over 1,500 high schoolers participating each year, Online Catawba is a favorite among students.

### Details

- *Primarily asynchronous delivery*
- *Scheduled during the school day or a 5th-period class taken outside of the school day*
- *Taught by CCS teachers (and a professor from LRU)*
- *Each week has a weekly module with assignments.*
- *Assignments are posted on Sunday by noon.*
- *Assignments are due by Saturday at 11:59 p.m.*
- *Free to full-time students residing in Catawba County, NC*

### Requirements

- Live online orientation during the first week of the semester.
- Parents are encouraged to attend!
- Fully virtual students are required to submit an application prior to registration. [bit.ly/ccsoccapp](http://bit.ly/ccsoccapp)

### Eligibility

- *Must have at least a 2.8 (unweighted)*
- *Must NOT have an online class failure in the last year*
- *Must NOT have 2 online class failures in total*

*\*Fully virtual students (4+ virtual classes in a semester) must complete an application at [bit.ly/ocapp2223](http://bit.ly/ocapp2223)*

For more information, contact the school counseling office or visit [www.onlinecatawba.net](http://www.onlinecatawba.net)



**North Carolina  
School of Science  
and Mathematics**

North Carolina School of Science and Math offers free online opportunities for qualified students. For more information contact your school counseling office or visit [www.ncssm.edu/online-program](http://www.ncssm.edu/online-program)



NC Virtual offers a variety of classes to students in grades 6-12

- Asynchronous delivery
- Scheduled during the school day or as a 5th period
- Taken from home or at the student's high school.
- NC Virtual teachers are accessible online but are not local.
- Face-to-face opportunities are not available through NCVPS.

For more information contact your school counselor or visit [www.ncvps.org](http://www.ncvps.org)

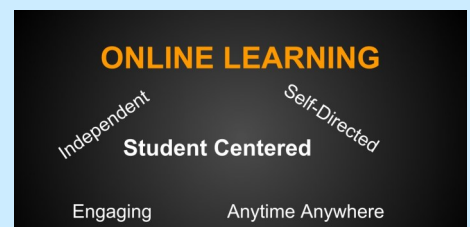
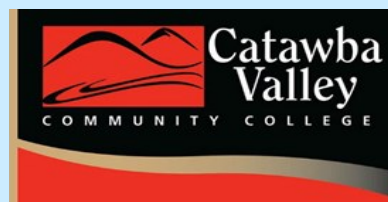


Edmentum is an online learning resource primarily used for students seeking content recovery, credit recovery, and on rare occasions for initial credit.

- Students who fail a core course re-enroll in edmentum courses and complete prescribed modules until the curriculum has been mastered.
- On rare occasions, students may be assigned an edmentum course for initial credit.

Please contact your school counseling office for more information.

**Online and Seated Dual Enrollment** classes are available through the NC Career and College Promise program. Qualified juniors and seniors receive high school and college credit for each course successfully completed. Students may enroll in these courses as part of each high school's CVCC cohort or independently through CVCC or any participating institution of higher education. Additional information is available at: <https://www.cvcc.edu/Academic-Resources/Career-College-Promise/index.cfm>.



## THE SCHOLARS ACADEMY AT LENOIR-RHYNE UNIVERSITY

In partnership with Catawba County Schools, Lenoir-Rhyne University offers the High School Scholars Academy (HSSA) to qualified juniors and seniors. These students are accepted through an application process and complete their junior and/or senior year on the campus of Lenoir Rhyne University. Applications are accepted from October through February each year. The admissions process includes a thorough examination of the high school transcript including the rigor of courses taken, SAT/ACT scores, GPA, and class rank.

During the fall semester, juniors are enrolled in Honors English III and two university courses. In the spring semester, juniors are enrolled in Advanced Placement (AP) Language and three university courses.

During the fall semester, seniors are enrolled in Honors English IV and three university courses. In the spring semester, students can enroll in Advanced Placement (AP) Literature and Composition and three university courses or four university courses. Students in the HSSA program remain eligible to participate in co-curricular and extracurricular activities at their home high school including athletics.

Tuition for students enrolled in the High School Scholars Academy is approximately \$1,700.00 per semester in addition to textbook costs and other fees. Additional information is available at:

<https://www.lru.edu/news-post-page/~post/high-school-juniors-and-parents-invited-to-lru-high-school-scholars-academy-information-session-20161012>

### CAREER AND COLLEGE PROMISE

Career & College Promise (CCP) is North Carolina's dual enrollment program for high school students. This tuition-free program allows eligible NC high school students to enroll in college courses at North Carolina community colleges and universities while still in high school. In most instances, students will receive both high school and college credit. Additional information regarding Career & College Promise is available at:

<http://www.nccommunitycolleges.edu/academic-programs/career-college-promise>. Information specific to College and Career opportunities at Catawba Valley Community College (CVCC), including admission requirement, is available at: [http://www.cvcc.edu/Admissions/Admission\\_Type/Career\\_College\\_Promise/index.cfm](http://www.cvcc.edu/Admissions/Admission_Type/Career_College_Promise/index.cfm).

**CCP Benchmarks (Qualifying Scores) 2.8 unweighted GPA or ALL College Transfer Courses and Career Tech Courses (as required)**

- PSAT 10 & PSAT/NMSQT—Writing 26 or EBRW composite 460; Reading 26 or EBRW composite 460; Mathematics 24.5 or 510
- Pre-ACT—English 18; Reading 22; Mathematics 22
- ACT—English 18; Reading 22; Mathematics 22
- SAT (March 2016 & Future)—Evidence-Based Reading & Writing 480; Mathematics 530
- AP Language  $\geq 3$ , AP Literature  $\geq 3$ , AP Calculus AB  $\geq 3$ , AP Calculus BC  $\geq 3$
- RISE Placement Test

**College Transfer Pathways** – Five college transfer pathways are designed for qualified juniors and seniors planning to continue their educational career beyond high school. These pathways are directly aligned with Associate's or Bachelor's degree programs at NC community colleges or universities. Final grades of "C" or higher will transfer to any North Carolina public university or participating private colleges/universities. College transfer pathway classes offered through Catawba Valley Community College (CVCC) are available on the campus of each Catawba County high school. Qualified students may enroll in these courses independently or as part of the school's CVCC cohort class. High school students must meet all of the following criteria to be eligible for enrollment:

- Must be a high school junior or senior
- Must have an unweighted high school grade point average (GPA) of 2.8 or higher
- Must demonstrate college readiness on an approved assessment or placement test

### CCP Transfer Pathway leading to an Associate in Arts Degree

- For students planning to obtain a Bachelor's Degree in a non-STEM related career

### CCP Transfer Pathway leading to an Associate in Science Degree

- For students planning to obtain a Bachelor's Degree in a STEM related career

### CCP Transfer Pathway leading to the Associate in Engineering Degree

- For students planning to begin study toward the Associate in Engineering degree and a baccalaureate degree in a STEM or technical major

### CCP Transfer Pathway leading to an Associate Degree in Nursing Degree (ADN)

- For students who wish to begin their educational studies toward the Associate in Nursing degree

### CCP Transfer Pathway leading to the Associate in Fine Arts in Visual Arts

- For students who wish to begin study toward the Associate in Fine Arts in Visual Arts and a Fine Arts - Visual Arts baccalaureate degree
- This pathway is not available at CVCC.

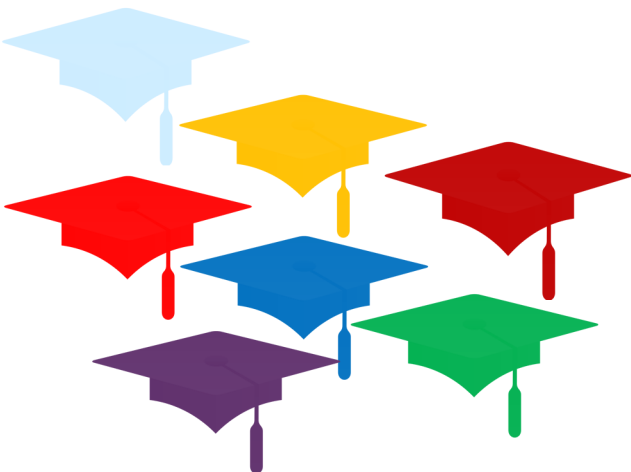
**Career Technical Pathways** – Tuition-free course credits may be earned at any NC Community College leading toward a job credential, industry certificate, or diploma in a technical career. CVCC offers 65 Career and Technical Education pathways on their campus. Some courses are available on the high school campus. Additional information is available at: <http://mycatalog.cvcc.edu/content.php?catoid=5&navoid=201>

### Innovative High Schools – Challenger Early College High School

is housed on the campus of CVCC and serves students in Catawba County Schools, Hickory Public Schools, and Newton-Conover City Schools. Students graduate in four years with a high school diploma as well as an Associate Degree. Most of these students will transfer into a four-year college or university as a junior to pursue their Bachelor's Degree. Additional information is available at: <https://www.catawbасchools.net/challenger>







## WORK-BASED LEARNING: INTERNSHIPS AND APPRENTICESHIPS

**Internship** - An internship is a work-based learning experience where a student participates in the daily operations at a work site under the direct supervision of a business mentor. The internship provides a realistic environment in which the student learns about a particular industry or occupation and is able to apply the knowledge and skills learned in the classroom. Course credit is awarded for the successful completion of the internship. Some internships can include Honors credit.

Career, teaching, and service internships are available to all qualified high school students. Service internships are available to eligible students in grades 9-12 during the school year as well as during the summer months. Qualifying juniors and seniors have the opportunity to participate in a career or teaching internship during the school day at a school or place of employment aligned to the student's career interest.

**Apprenticeship** - Students accepted into the Apprenticeship program must be at least 16 years of age and interested in learning a skilled occupation. Students in this program are paid and earn high school course credit toward graduation.

### CREDIT BY DEMONSTRATED MASTERY

**CREDIT BY DEMONSTRATED MASTERY (CDM)** is a process in which students are awarded credit in a particular course without the student being required to complete classroom instruction. The CDM process is open to students in grades 9-12 and is optional for middle school students seeking high school course credit. Although CDM is available for most courses, the following are excluded from CDM: CTE work-based learning programs (internships and apprenticeships), CTE courses taught in clinical settings (Early Childhood Education I/II, Nursing Fundamentals), CTE Advanced Studies courses, ELL courses, Healthful Living required courses, and AP/IB courses.

### CREDIT RECOVERY

**CREDIT RECOVERY** is available for students who fail one or more courses. Students may elect to repeat the course again in its entirety or elect to enroll in an online, module based course. For NCAA eligibility purposes Pass/Fail grades are calculated as the lowest grade assigned by the student's high school, which is a "D" in every Catawba County high school. Therefore, student athletes who will submit transcripts to the NCAA should retake any failed core course in its entirety in the regular classroom setting.

**Credit Recovery with grade suppression** is available for students who fail a course and elect to retake the course in its entirety including retaking any state mandated assessments. This option allows students to replace (suppress) the original failing grade with the passing grade earned upon the successful completion of the repeated course.

**Credit Recovery without course suppression** is available for students who fail a core course and elect to enroll in an online mastery based program. Students take unit pre-tests and are then required to complete the modules assigned until mastery is achieved. Because the course is not taught in its entirety, course suppression is not an option. Grade is pass/fail.

Online Catawba is the K-12 virtual academy for Catawba County Schools. Online Catawba provides additional academic opportunities, flexibility, and convenience for students, including participation as a fully virtual student, or a combination of virtual and face-to-face classes.

To qualify for Online Catawba, students must:

- 1) have a 2.8 unweighted GPA or higher;
- 2) not have an online failure within the last year; and
- 3) have no more than two online class failures in total.

**\*\*Important Notes for Students and Parents\*\***

- A final list of courses, and the semester(s) in which they will be offered, will be generated after spring registration.
- Flexible scheduling (leaving school early/coming in late) is available to eligible students who have a signed parent permission slip.
- Flexible scheduling privileges are suspended if a student's grades fall below a passing percentage.
- Online Catawba Advanced Placement (AP) courses are semester-long ; NC Virtual offers yearlong AP courses.
- Students will be required to participate in a LIVE (virtual or face-to-face) orientation session during the first week of each semester.



Course	Grades Offered	Prerequisite(s)	Fall Semester	Spring Semester	Course	Grades Offered	Prerequisite(s)	Fall Semester	Spring Semester
<b>SCIENCE</b>					<b>SOCIAL STUDIES</b>				
Anatomy & Physiology - Honors	10-12	Biology Honors	X	X	Bible History	9-12	None	X	X
Biology - Honors	10-12	None	X	X	Psychology	9-12	None	X	X
Biology II - Adv Biology - Honors	11-12	Biology Honors and Chemistry	X		Psychology - Honors	9-12	None	X	X
Forensic Science - Honors	10-12	Biology, & Physical Science	X	X	Sociology	9-12	None	X	X
Physics - Honors	11-12	Math III, Pre-Calc recommended	X	X	<b>OTHER ELECTIVES</b>				
Sports Medicine I - Honors	10-12	Biology	X	X	Beginning Photography	9-12	Beginning Visual Design	X	X
<b>WORLD LANGUAGES</b>					ACT Prep	11	None	X	X
French I	9-12	None	X	X	Beginning Visual Design	9-12	None	X	X
French II	9-12	French I	X	X	<b>ADVANCED PLACEMENT</b>				
French III - Honors	9-12	French I, French II	X	X	<i>Online Catawba AP courses are semester length courses, not yearlong</i>				
Spanish III - Honors	9-12	Spanish I, Spanish II	X	X	AP Music Theory	10-12	None		X
<b>CAREER AND TECHNICAL EDUCATION (CTE)</b>					AP Biology	11-12	Bio II, Chemistry		X
<b>CAREER AND TECHNICAL EDUCATION (CTE)</b>					AP Computer Science - A	11-12	AP Computer Sci Principles		X
Accounting I - Honors	10-12	None	X	X	AP Computer Science - Principles	10-12	Math I (recommended)	X	
Business Law - Honors	9-12	None	X	X	AP English Language & Composition	11-12	None		X
Entrepreneurship (Reg/Honors)	9-12	None	X	X	AP English Literature & Composition	11-12	None		X
Microsoft Excel - Honors	9-12	None	X	X	AP Environmental Science	11-12	Biology Honors, Chemistry		X
Principles of Business & Finance	9-12	None	X	X	AP US History	10-12	World History Honors		X
Python I	9-12	None	X	X	AP Human Geography	10-12	None		X
Sports Marketing I	9-12	None	X	X	AP Psychology	10-12	None		X
Sports Marketing II	9-12	None	X	X	AP World History Modern	10-12	None		X
Microsoft Word/PowerPoint (Reg/Honors)	9-12	None	X	X					

**The following courses can only be taken due to unavailability, major schedule conflicts, or extenuating circumstances with principal approval:**

American History (Regular/Honors) - Fall/Spring	World History (Regular/Honors)	Earth & Environmental Science (Regular/Honors)
Economics and Personal Finance	Math I, II, III, IV (Regular/Honors)	English I, I, III, IV (Regular/Honors)
American History: Foundations, Principles, Civics & Economics (Regular/Honors)	Biology	Physical Education (Health and PE)
	Chemistry	Spanish I, II

# Testing

## PSAT and SAT

The PSAT, a preliminary test for the SAT, offers students valuable testing experience and provides specific feedback on critical reading, math problem-solving, and writing skills necessary for college study. The PSAT test is available at no cost (one time only) to 10th grade students who have completed or are enrolled in NC Math II. In order to qualify for **National Merit Scholarship** or **National Achievement**, students must take the PSAT test during the **junior** year.

The **SAT** is a globally recognized college admission test used as an indicator of college readiness. Typically, students take the SAT for the first time during the spring of their junior year and again during the fall of their senior year. The SAT is administered in one, 3 hour setting and consists of 3 subtests. The student is responsible for registration and paying the fee. Each student has the opportunity to send his/her scores to 4 colleges or universities. Test dates for both the PSAT and the SAT are available in the Counseling Office at each high school as well as online at: [www.collegeboard.org](http://www.collegeboard.org).

## PreACT and ACT

The **PreACT** is a diagnostic assessment given free of charge to all 10th graders in North Carolina. It is divided into four sections, English, math, reading, and science and takes approximately two hours to complete. The scores indicate how the student's subject specific skills compare to other students at the local, state, and national level. These scores also provide a frame of reference for future high school course selection options.

The **ACT** college readiness assessment is a curriculum and standards based educational and career planning tool that assesses students' academic readiness for college. This assessment is required for all eleventh grade students in North Carolina and is administered to them free of charge. Each student has the opportunity to send his/her scores to 4 colleges or universities. For additional ACT information, contact your school counselor or go to [www.act.org](http://www.act.org).

## WorkKeys

ACT WorkKeys test is a job skills assessment tool that measures workplace readiness skills. This assessment is now required for all seniors in North Carolina who complete a Career and Technical Education concentration course. Students may earn a **Career Readiness Certificate** at either the bronze, silver, gold or platinum level.



## ASVAB Testing

The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students.

## OTHER EXAMS

The following table represents some of the assessments given throughout the school year at the high school level. Various field tests, assessments for special populations, the exam schedule for Challenger Early College, and dates for make-up tests are not included. Please refer to the Catawba County School's website for specific information.

DATE	TEST	GRADE	NOTE
OCTOBER	PreACT	ALL SOPHOMORES	
DECEMBER	WORKKEYS	EARLY GRADUATES	CTE CONCENTRATORS
DECEMBER	1ST SEMESTER FINAL EXAMS	9TH-12TH (Select middle school students)	Middle school students taking high school courses online
LATE NOVEMBER-FEBRUARY	WORKKEYS	Seniors	CTE CONCENTRATORS
FEBRUARY/MARCH	ACCESS	ELL STUDENTS	
LATE FEBRUARY/MARCH	ACT	ALL JUNIORS	
MAY	2ND SEMESTER FINAL EXAMS	9TH-12TH (Select middle school students)	Middle school students taking high school courses online



SAT DATES 2022-2023 (Projected Dates)	ACT DATES 2022-2023 (Projected Dates)
August 27, 2022	September 10, 2022
October 1, 2022	October 22, 2022
November 5, 2022	December 10, 2022
December 3, 2022	February 11, 2023
March 11, 2023	April 1, 2023
May 6, 2023	June 10, 2023
June 3, 2023	July 15, 2023

# NORTH CAROLINA GRADUATION REQUIREMENTS

CONTENT AREA	FUTURE READY CORE	OCCUPATIONAL COURSE OF STUDY
ENGLISH	<p style="text-align: center;"><b>4 credits</b></p> <p><b>English I:</b> This credit may be earned in middle school.  <b>English II:</b> This credit shall be earned through the high school.  <b>English III:</b> This credit may be earned with appropriate college/university course sequences.  <b>English IV:</b> This credit may be earned with appropriate college/university course sequences.</p>	<p style="text-align: center;"><b>4 credits</b></p> <p><b>English I</b>  <b>English II</b>  <b>English III</b>  <b>English IV</b></p>
MATH	<p style="text-align: center;"><b>4 credits</b></p> <p><b>NC Math I:</b> This credit may be earned in middle school.  <b>NC Math II:</b> This credit may be earned in middle school.  <b>NC Math III:</b> This credit may be earned in middle school.  <b>A fourth math:</b> Aligned to the student's post-secondary plans. The fourth math credit may be earned in middle school or with an appropriate college/university course sequence.</p>	<p style="text-align: center;"><b>3 credits*</b></p> <p><b>Introduction to Math</b>  <b>NC Math I</b>  <b>Financial Management</b></p>
SCIENCE	<p style="text-align: center;"><b>3 credits</b></p> <p><b>Earth/Env. Science:</b> This credit may be earned in middle school or with an appropriate college/university course or course sequence.  <b>A Physical Science:</b> This credit may be earned in middle school or with an appropriate college/university course or course sequence. Physical Science, Physics or Chemistry fulfills the physical science requirement.  <b>Biology:</b> This credit may be earned in middle school or with an appropriate college/university course or course sequence.</p>	<p style="text-align: center;"><b>2 credits</b></p> <p><b>Applied Science</b>  <b>Biology</b></p>
SOCIAL STUDIES	<p style="text-align: center;"><b>4 credits</b></p> <p><b>World History:</b> This credit may be earned in middle school or with an appropriate college/university course or course sequence.  <b>American History</b> This credit may be earned in middle school or with an appropriate college/university course or course sequence.  <b>Economics &amp; Personal Finance</b>  <b>Founding Principles of the United States of America and North Carolina: Civic Literacy</b>  This credit may be earned in middle school or with an appropriate college/university course or course sequence.</p> <p><i>*Students may also satisfy this graduation requirement with Advanced Placement US History plus one additional social studies elective of the student's choice.</i></p>	<p style="text-align: center;"><b>2 credits</b></p> <p><b>Economics &amp; Personal Finance</b>  <b>Founding Principles of the United States of America and North Carolina: Civic Literacy</b></p>
HEALTH/ PHYSICAL EDUCATION	<p style="text-align: center;"><b>1 credit</b></p> <p>Successfully complete CPR instruction to meet Healthful Living Essential Standards</p>	<p style="text-align: center;"><b>1 credit</b></p> <p>Successfully complete CPR instruction to meet Healthful Living Essential Standards</p>
GLOBAL LANGUAGES	<p><b>Not required to meet NC graduation requirements.</b>  First and second levels of a World Language are minimum admission requirements for students attending one of the 16 constituent <b>North Carolina system universities.</b>  These credits may be earned in middle school or with an appropriate college/university course or course sequence.</p>	Not required
ELECTIVE CREDITS (STATE REQUIREMENT)	<p style="text-align: center;"><b>6 credits</b></p> <p><b>Two elective credits</b> from any course in the following curricular areas:  Arts Education  Career and Technical Education  Global Languages</p> <p><b>Four elective credits</b> are strongly recommended (four course concentration) from one of the following:  Arts Education  Career and Technical Education  Global Languages  JROTC  Other: Any subject</p>	<p style="text-align: center;"><b>6 credits</b></p> <p>Occupational Preparation I  Occupational Preparation II  Occupational Preparation III  Occupational Preparation IV</p> <p>CTE: 4 credits</p> <p><u>Students entering ninth grade in 2014-2015 and beyond</u>  Completion of 150 hours of school-based training  Completion of 225 community based hours  Completion of 225 competitive work hours</p> <p>Completion of career portfolio  Completion of IEP objectives</p>
ELECTIVE CREDITS (LOCAL REQUIREMENT)	<p style="text-align: center;"><b>6 credits</b></p> <p><b>Additional elective credits</b> must be included to meet local graduation requirements.</p>	<p style="text-align: center;"><b>6 credits</b></p>
<b>TOTAL</b>	<b>28 CREDITS</b>	<b>28 CREDITS</b>

## AP AND COLLEGE COURSES SATISFYING GRADUATION REQUIREMENTS

### Alignment Chart

High School Course	High school credit that may be earned in middle school	AP Course	College Course
English III	No	AP Language & Composition	ENG 111 Writing & Inquiry and ENG 112 Writing/Research in the Disciplines and ENG 231 American Literature I or ENG 232
English IV	No	AP Literature & Composition	ENG 111 Writing & Inquiry and ENG 112 Writing/Research in the Disciplines and ENG 241 British Literature I or ENG 242 British
4th Math	No	AP Calculus AB AP Calculus BC AP Computer Science AP Statistics	MAT 143 Quantitative Literacy or MAT 152 Statistical Methods I or MAT 171 Pre-Calculus Algebra or MAT 172 Pre-Calculus Trigonometry or MAT 263 Brief Calculus or MAT 271 Calculus I or MAT 272 Calculus II
Earth/Environmental Science	Yes	AP Environmental Science	Principal discretion based on curriculum alignment of high school course to college
Physical Science	Yes	AP Chemistry AP Physics	CHM 151 General Chemistry I and CHM 152 General Chemistry II; or PHY 151 College Physics I and PHY 152 College Physics II; or 3C085X0 (CHM 151) 3C095X0 (CHM 152) 3C195X0 (PHY 151) 3C205X0 (PHY 152) 3C215X0 (PHY 251) Version 3.0 July 2016 Page 8 PHY 251 General Physics I and PHY 252
Biology	Yes	AP Biology	BIO 111 General Biology I and BIO 112 General
World History	Yes	AP World History	HIS 111 World Civilizations I and HIS 112 World Civilizations II
American History	Yes	AP US History	HIS 131 American History I
Economics and Personal Finance	No	None	None
Founding Principles of the United States of American and North Carolina: Civic Literacy	Yes	AP US History + an additional social studies elective	HIS 132 American History II
Global Languages	Yes	No	Principal discretion based on curriculum alignment of high school course to college course

# HIGH SCHOOL SCHOLARS ACADEMY AT LENOIR-RHYNE UNIVERSITY DUAL CREDIT

<u>Lenoir-Rhyne Classes:</u>	<u>High School Credits:</u>
History 121 or History 122	American History
Spanish I	Spanish I
Spanish II	Spanish II
Math 105, 113, 115, 124, or 125	4th High School Math Required
Chemistry 101	3rd Science (Physical Science) Required
Environmental Science 100	Earth Science

**NC** COMMUNITY COLLEGES  
CREATING SUCCESS

North Carolina Community Colleges served more than 500,000 students in the 2020-2021 school year. Below is a list of the most commonly attended community colleges for Catawba County Schools' students. For more information please refer to the individual school website or go to: [www.nccommunitycolleges.edu](http://www.nccommunitycolleges.edu).

Advertising and Graphic Design	Health Information Technology
Air Conditioning, Heating, and Refrigeration Technology	Horticulture Technology
Automotive Systems Technology	Infant/Toddler Health Care
Computer-Integrated Machining	Mechatronics
Cosmetology	Information Systems Security
Criminal Justice Technology-Latent Evidence Crime Scene	Networking Technology
Criminal Justice Technology-Law Enforcement	Office Administration
Fire Protection Management	Photography Technology
Health Care Management Technology Receptionist	Welding Technology



# Academic Honors

Content Area	N. C. Academic Scholars Program
English	<b>4 Credits</b> English I, II, III, IV
Math	<b>4 Credits</b> NC Math I, II, III, and a fourth mathematics course that meets the UNC System minimum admissions requirements that include a mathematics course with either NC Math III, Integrated Math III, or Algebra II as a prerequisite
Science	<b>3 Credits</b> One Physics or Chemistry course Biology Earth/Environmental Science
Social Studies	<b>4 credits (Class of 2016 and beyond)</b> World History American History Economics and Personal Finance Founding Principles of the United States of America and North Carolina: Civic Literacy
Health & PE	<b>1 Credit</b> Health/Physical Education
World Languages	<b>6 Credits</b> Two credits in a world language (other than English) required for the UNC system. Four elective credits in any one subject area: <b>CTE:</b> Courses do not have to be from the same career cluster nor is it necessary for a course to be an upper level or "completer" course. <b>JROTC</b> <b>Arts Education</b> <b>World Languages:</b> A world language could be the 3rd, 4th, 5th or 6th course in the original world language AND the 1st and 2nd course in a second world language, OR any combination of four world languages NOT INCLUDING the two which are required for the UNC system.
Arts	
JROTC	
CTE	<b>Any other content area:</b> This includes the area of advanced academics, which would not have to be in the same academic area. For example, a student who has four AP course credits in different disciplines would satisfy the criteria "four elective credits constituting a concentration" because this is considered an advanced academic concentration, AND this also satisfies the criteria of "electives or other requirements."
Other Subject Areas	
Electives or Other Requirements	<b>3 Credits</b> Higher level courses taken during Junior and/or Senior years that carry additional quality points such as AP, IB college equivalent courses, advanced CTE and CTE credentialing courses, or other honors or above-designated courses.
GPA	Earn an unweighted grade point average of at least 3.50
<b>TOTAL</b>	<b>20 credits</b>

## Junior Marshals

(CCS Board Of Education Policy 3.7700)

Catawba County high school juniors are eligible to serve as Junior Marshals based on their weighted Grade Point Average (GPA). The weighted GPA is determined after the first semester of the junior year. In order to be recognized as a Junior Marshal, a student must be in the top 10% based on grade point average. GPA is calculated on final course grades only.

## Graduating with Honors

(CCS Board Of Education Policy 3.7700)

The Latin honors system is used to recognize seniors graduating from Catawba County Schools who have achieved academic excellence. The weighted GPA at the end of the first semester will be used to determine honors graduates. Those students graduating *cum laude* are honored by their school with a white stole to be worn at the graduation ceremony; those graduating *Magna cum laude* with a silver stole, and those with the highest weighted grade point averages of 4.40 or better, *Summa cum laude*, with a golden stole. GPA is calculated on final course grades only.

Administrative Procedure for Honor Graduate Recognition		
Junior Marshal	Honor Graduate Recognition	Timeline
Must be ranked in the top 10% of the junior class after first semester of the junior year	Cum Laude=3.90 Magna=4.15 Summa=4.40	Cumulative weighted GPA after the first semester grading period of the senior year



## President's Award for Educational Excellence

The President's Award for Educational Excellence is designed to encourage students to achieve their full academic potential. Students receive a certificate for outstanding academic achievement signed by the President of the United States, the Secretary of Education, and the school principal. To qualify for the honor, graduating seniors must have a cumulative 3.5 unweighted GPA and a score higher than the 85th percentile on the Preliminary Scholastic Aptitude Test (PSAT), or any subtest of the Scholastic Aptitude Test (SAT), or the American College Test (ACT). Additional information is available from the school

## NATIONAL BETA CLUB

The Mission of the National Beta Club is to promote the ideals of academic achievement, character, service and leadership among elementary and secondary school students. The qualifications for membership on the part of the student shall be: (a) worthy, moral and ethical character; (b) exemplary achievement, and (c) commendable attitude. All students must be performing at or above grade level in order to be eligible for membership.

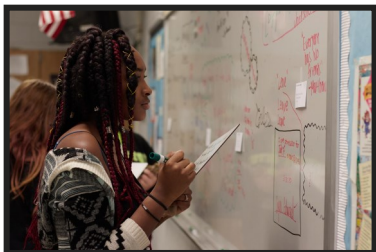
In addition to the governing policies of the National Beta Club, the Catawba County Board of Education established that students must achieve and maintain a cumulative, weighted grade point average of 3.9 or higher while pursuing a rigorous academic curriculum. Additionally, students seeking membership must have exhibited exemplary behavior, be approved by the principal and have received endorsement by faculty of the school. If, at any time the student does not uphold the tenets of the National Beta Club or the expectations of the Catawba County Board of Education, he/she will be placed on probation leading to possible loss of membership.

## NATIONAL ART HONOR SOCIETY

For more than 40 years, the National Art Honor Society programs have provided national recognition and opportunities for students who exhibit outstanding scholarship in the visual arts, and for their teachers. Participation in NAHS provides your students, faculty, school, and community with invaluable benefits - including peer recognition, leadership growth opportunities, college/career preparation, recognition of your art program, and more.

## ADVANCED PLACEMENT COURSES

A significant number of Advanced Placement (AP) courses are offered in every Catawba County high school. AP courses are designed to prepare students for the rigor of college-level work with the potential of earning college credit while still in high school. Due to the inherent, challenging, academic focus of AP courses, students must be willing to dedicate a significant amount of time outside of class in order to be academically successful. Highly qualified high school teachers are the instructors for AP courses and use outlines provided by the College Board. College textbooks are used at no cost to the student. Participation in the AP exams administered in May is expected. Depending on the student's score on the AP exam, the selected institution of higher learning and the intended major, the student may earn college credit. Students are advised to refer to the specific college or university of choice for more information. Successful completion of an AP course may satisfy a NC high school graduation requirement. Contact the school counselor for more information. In addition to the possibility of earning college credit, students successfully completing AP courses earn high school credit as well. For North Carolina students entering ninth grade, one (1) additional quality point will be added to the converted grade on the 4.0 scale. Students may earn recognition from the College Board for outstanding achievement on multiple tests by receiving an AP Scholar Award, AP Scholar with Honor Award, and the AP Scholar with Distinction Award.



## HONORS COURSES

In 2012, the NC Department of Public Instruction revised the rubric to address the new Common Core standards to ensure state-wide fidelity. By State Board policy, Honors courses must:

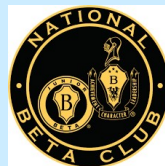
- be more challenging than standard level courses in order to foster growth for advanced learners.
- be distinguished by a difference in the depth and scope of work required.
- have accelerated pacing guides and lesson plans that provide rigorous, complex, and creative activities extended beyond those in standard level courses.

To assist with student placement decisions, the following historical assessment data should be considered: EOG/EOC percentile scores, EVAAS probability, and Lexile/Quantile levels. Please consult with your school's counselor, teacher, or administrator for more information.

**NOTE: Honors level course implementation differs based on the various discipline.**

- **Honors level courses are offered in English, Math, Science, Social Studies, World Language, and JROTC. Honors level courses in these subject areas are offered at individual schools based on student need and teacher allocation/funding.**
- **In Cultural Arts courses (Visual Arts, Music, Theater and Dance), student talent is evaluated by the teacher based on evidence attained through a portfolio review and a skills assessment. If the student is considered to be performing at a proficient or advanced level, the student's level of instruction and assessment will occur at an Honors level.**
- **In Career and Technical Education (CTE) courses, individual teachers are required to hold Honors level certification in order for the course to receive Honors credit. Therefore, a course could be offered at the Honors level at one school in the Catawba County school system, but not at another school.**

**Please contact the school counselor or administrator for more information.**





# University of North Carolina System Schools

## THE UNIVERSITY OF NORTH CAROLINA SYSTEM

<i>Appalachian State University</i>	<i>UNC-Chapel Hill</i>
<i>East Carolina University</i>	<i>UNC-Charlotte</i>
<i>Elizabeth City State University</i>	<i>UNC-Greensboro</i>
<i>Fayetteville State University</i>	<i>UNC-Pembroke</i>
<i>N.C. A&amp;T State University</i>	<i>UNC School of the Arts</i>
<i>N.C. Central University</i>	<i>UNC-Wilmington</i>
<i>N.C. State University</i>	<i>Western Carolina University</i>
<i>UNC-Asheville</i>	<i>Winston-Salem State University</i>

## UNC MINIMUM ADMISSION REQUIREMENTS

All applicants for first-time admission to one of the 16 constituent universities of North Carolina must meet the following minimum high school GPA, SAT and ACT scores:

UNC System Universities	Minimum Weighted GPA	Minimum SAT	Minimum ACT Composite
Fall 2013 and beyond	<b>2.5</b>	<b>880</b>	<b>17</b>

## MINIMUM COURSE REQUIREMENTS FOR UNDERGRADUATE ADMISSION

To be considered for admission, students must submit scores for the **SAT** or the **ACT**.

Additionally, applicants must complete the following high school courses:

- ⊙ **Language**  
Six course units in language, including English I, II, III, IV and two units in a second language. Although a third level of a world language is not required for admission, many programs of study require a third language. Refer to the college and program of choice for more information.
- ⊙ **Mathematics**  
Four course units in mathematics, Math I, II, and III and a higher level mathematics course for which Math III is a prerequisite. *It is recommended that prospective college students take a mathematics course during the senior year.*
- ⊙ **Science**  
Three course units in science, including at least one unit in a life or biological science (Biology); at least one unit in a physical science (Physical Science, Chemistry, or Physics); and at least one laboratory course.
- ⊙ **Social Studies**  
Students entering high school in 2020, four course units in social studies, including World History, one unit in Founding Principles of the United States of America & North Carolina: Civic Literacy, and one unit in Economics & Personal Finance.



## COLLEGE FOUNDATION OF NORTH CAROLINA (CFNC.ORG)

College Foundation of North Carolina (CFNC) is a free service of the State of North Carolina that helps students plan, apply, and pay for college. CFNC is a partnership of Pathways, the N.C. State Education Assistance Authority, and College Foundation, Inc. Please visit the College Foundation website at: [www.cfnc.org](http://www.cfnc.org).



UNC CHARLOTTE



UNIVERSITY of NORTH CAROLINA ASHEVILLE



ELIZABETH CITY STATE UNIVERSITY



FAYETTEVILLE STATE UNIVERSITY



UNIVERSITY OF NORTH CAROLINA SCHOOL of the ARTS



UNIVERSITY of NORTH CAROLINA PEMBROKE



NORTH CAROLINA CENTRAL UNIVERSITY  
FOUNDED 1910



# Advanced Placement Exam Information

Each college and university makes its own decisions about awarding credit and placement. Most have a written policy explaining the minimum required score to earn credit for a given AP Exam, the amount of credit awarded and how credits are applied. The AP scores provided in the table below are only to be used as reference tools. Scores on AP exams range from 1-5 with 5 being the highest score awarded. Please refer to the college or university of choice for more detailed information.

Courses to the right are available on many of the CCS high school campuses and Online Catawba. Other Advanced Placement courses are available online through the North Carolina Virtual Public School (NCVPS). Please see your school counselor for more information.	AP BIOLOGY	AP CALCULUS AB	AP CALCULUS BC	AP CHEMISTRY	AP COMPUTER SCIENCE A	AP ENGLISH LANGUAGE & COMP.	AP ENGLISH LITERATURE & COMP.	AP ENVIRONMENTAL SCIENCE	AP EUROPEAN HISTORY	AP HUMAN GEOGRAPHY	AP MUSIC THEORY	AP PSYCHOLOGY	AP STATISTICS	AP STUDIO ART: 2 D DESIGN	AP STUDIO ART: 3 D DESIGN	AP STUDIO ART: DRAWING PORT.	AP US GOVERNMENT & POLITICS	AP US HISTORY	AP WORLD HISTORY
APPALACHIAN STATE	4	3	3	4	3	4	4	4	4	3	NA	4	3	4	NA	4	4	4	4
EAST CAROLINA	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3
ELIZABETH CITY STATE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
FAYETTEVILLE STATE	3	3	3	3	3	3	NA	NA	3	NA	3	NA	NA	3	3	3	NA	3	NA
NC A & T	3	3	3	4	3	3	3	3	3	NA	3	3	NA	3	3	3	3	3	NA
NC CENTRAL	3	3	3	3	3	3	NA	NA	NA	NA	NA	3	3	NA	NA	NA	3	3	3
NC STATE	4	3	2	3	4	4	5	3	3	3	NA	3	3	3	3	3	3	3	3
UNC ASHEVILLE	4	3	3	4	3	5	5	3	3	NA	3	3	3	NA	NA	5	3	4	3
UNC CHAPEL HILL	3	2	3	3	5	4	5	4	4	3	4	4	3	4	4	4	4	4	4
UNC CHARLOTTE	4	3	3	3	3	3	4	4	3	3	3	3	3	NA	NA	NA	3	3	3
UNC GREENSBORO	3	3	3	3	4	3	3	3	4	3	NA	3	3	NA	NA	3	3	4	4
UNC PEMBROKE	3	3	3	3	NA	3	3	NA	3	NA	4	3	3	NA	NA	3	3	3	3
UNC WILMINGTON	3	3	3	3	3	3	3	3	4	3	3	3	3	NA	NA	NA	3	4	4
WESTERN CAROLINA	5	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3
WINSTON-SALEM STATE	3	3	3	3	3	3	4	NA	3	3	3	3	3	3	3	3	3	3	3
BREVARD COLLEGE	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CAMPBELL UNIVERSITY	3	3	3	3	3	4	4	3	4	4	4	3	3	4	4	4	4	4	4
CATAWBA COLLEGE	3	3	3	3	NA	5	3	3	3	3	3	3	3	NA	3	3	3	3	3
CLEMSON UNIVERSITY	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
DAVIDSON UNIVERSITY	4	3	3	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	5
DUKE UNIVERSITY	4	5	3	4	4	4	4	4	4	NA	4	4	5	5	5	5	4	4	4
ELON UNIVERSITY	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
GARDNER WEBB UNIVERSITY	3	3	3	3	3	3	3	3	3	NA	3	3	3	NA	NA	NA	3	3	3
JOHNSON C. SMITH UNIVERSITY	3	3	3	3	3	3	3	3	3	NA	3	3	3	3	3	3	3	3	NA
LEES MCRAE COLLEGE	3	3	3	3	3	3	3	3	3	NA	NA	3	3	NA	NA	NA	3	3	3
LENOIR RHYNE UNIVERSITY	3	3	3	3	NA	3	3	NA	3	NA	NA	3	3	NA	NA	NA	NA	3	NA
MARS HILL COLLEGE	3	3	3	3	3	3	3	3	3	3	3	3	3	NA	NA	3	3	3	3
MEREDITH COLLEGE	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	NA	3	3
METHODIST UNIVERSITY	3	3	3	3	4	3	3	3	NA	NA	3	3	3	4	4	4	3	3	3
QUEENS UNIVERSITY	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
USC COLUMBIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
UT KNOXVILLE	3	3	3	4	5	4	4	3	4	4	4	3	4	NA	NA	NA	4	4	4
UVA CHARLOTTESVILLE	5	4	4	4	5	5	4	4	5	NA	4	4	4	NA	NA	4	4	5	5
WAKE FOREST UNIVERSITY	4	4	3	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4
WINGATE UNIVERSITY	3	3	3	3	3	4	4	3	NA	4	3	3	3	3	NA	3	3	3	3

# NORTH CAROLINA DIPLOMA ENDORSEMENTS

Beginning with the graduating class of 2014-2015, students enrolled in North Carolina high schools have the opportunity to earn endorsements to their high school diploma. In addition to completing the requirements set forth in State Board Policy GCS-N-004 "State Graduation Requirements" noted in the table below, students may earn a Career Endorsement, a College Endorsement, a College/UNC Endorsement, a North Carolina Academic Scholars Endorsement, and/or a Global Languages Endorsement. Students may earn more than one diploma endorsement but students are not required to earn an endorsement in order to receive a diploma. This is calculated in PowerSchool after final grades are stored.

## CAREER ENDORSEMENT

NC MATH I, II, III, and a fourth math aligned with the student's post secondary plans.	Completion of a CTE concentration in one of the approved CTE Cluster areas	Unweighted GPA of 2.6 or higher	Earned at least one industry-recognized credential: Career Readiness Certificate (CRC) at the Silver level or above from WorkKeys assessments OR another appropriate industry credential/certification
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## COLLEGE ENDORSEMENT

NC MATH I, II, III, and a fourth math aligned with the student's post secondary plans. The fourth math course must meet the 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.		Unweighted GPA of 2.6 or higher	
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## COLLEGE/UNC ENDORSEMENT

NC MATH I, II, III, and a fourth math course that meets the University of North Carolina System Minimum Admission Requirements listing NC Math III as a prerequisite.	Completion of three units of science including at least one physical science with a lab, one life science, and one additional science course	Weighted GPA of 2.5 or higher	<ul style="list-style-type: none"> <li>• Completion of two units of a world language other than English.</li> <li>• Completion of US History or equivalent coursework.</li> </ul>
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## NORTH CAROLINA ACADEMIC SCHOLARS ENDORSEMENT

NC MATH I, II, III, and a fourth math course that meets the University of North Carolina System Minimum Admission Requirements listing NC Math III as a prerequisite.	Completion of 3 honors, AP/IB, CTE credentialing, or college level courses during the junior or senior year.	Unweighted GPA of at least 3.5	<ul style="list-style-type: none"> <li>• Completion of two units of a world language other than English.</li> <li>• Completion of four units of social studies including World History, American History: Founding Principles, Civics &amp; Economics, American History I, and American History II AND</li> <li>• Completion of four elective credits in any one subject area.</li> </ul>
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## GLOBAL LANGUAGES ENDORSEMENT

The student shall earn a combined 2.5 unweighted GPA or higher for the four English Language Arts courses required for graduation.	<p>The student shall establish proficiency in one or more languages in addition to English, using one of the options below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction:</p> <ol style="list-style-type: none"> <li>1. Pass an external exam approved by NCDPI establishing "Intermediate Low" proficiency or higher per the American Council on the Teaching of World Languages (ACTFL) proficiency scale.</li> <li>2. Complete a four-course sequence of study in the same world language, earning an overall unweighted GPA of 2.5 or above in those courses.</li> <li>3. Establish "Intermediate Low" proficiency of higher per the ACTFL proficiency scale using the Credit by Demonstrated mastery policy.</li> </ol>		Limited English Language Proficiency student shall complete all requirements to the left 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.
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# North Carolina Mathematics Graduation Requirements

## Options Charts effective for freshmen

### entering high school in the 2022-2023 school year

#### 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:

<p><b>NC Standard Course of Study Courses</b> <b>4th Level Math Courses</b></p> <ul style="list-style-type: none"> <li>• 2401 – Discrete Mathematics for Computer Science</li> <li>• 2403 – Precalculus</li> <li>• 2409 – NC Math 4</li> </ul>		<p><b>Community College Course</b></p> <ul style="list-style-type: none"> <li>• 2C01 – MAT 143 – Quantitative Literacy</li> <li>• 2C02 – MAT 152 – Statistical Methods I</li> <li>• 2C03 – MAT 171 – Precalculus Algebra</li> <li>• 2C04 – MAT 172 – Precalculus Trigonometry</li> <li>• 2C05 – MAT 263 – Brief Calculus</li> <li>• 2C06 – MAT 271 – Calculus I</li> <li>• 2C07 – MAT 272 – Calculus II</li> <li>• 2C11 – MAT 252 – Statistics II</li> <li>• 2C12 – MAT 273 – Calculus III</li> <li>• 2C13 – MAT 280 – Linear Algebra</li> <li>• 2C14 – MAT 285 – Differential Equations</li> <li>• 2C15 – MAT 141 – Mathematical Concepts I</li> <li>• 2C16 – MAT 142 – Mathematical Concepts II</li> <li>• 2C20 – MAT 167 – Discrete Math</li> </ul>	
<p><b>Advanced Placement Courses</b></p> <ul style="list-style-type: none"> <li>• 2A00 – AP Calculus AB</li> <li>• 2A01 – AP Calculus BC</li> <li>• 2A03 – AP Statistics</li> </ul>	<p><b>International Baccalaureate Courses</b></p> <ul style="list-style-type: none"> <li>• 2I06 – IB Analysis and Approaches SL</li> <li>• 2I07 – IB Analysis and Approaches HL</li> <li>• 2I08 – IB Applications &amp; Interpretations SL</li> <li>• 2I09 – IB Applications &amp; Interpretations HL</li> </ul>	<p><b>Cambridge Courses</b></p> <ul style="list-style-type: none"> <li>• 2V00 – CIE Mathematics AS</li> <li>• 2V01 – CIE Mathematics A</li> <li>• 2V02 – CIE Mathematics &amp; Mechanics AS</li> <li>• 2V03 – CIE Mathematics &amp; Mechanics A</li> <li>• 2V04 – CIE Mathematics &amp; Probability/Statistics AS</li> <li>• 2V05 – CIE Mathematics &amp; Probability/Statistics A</li> </ul>	



**North Carolina Mathematics Graduation Requirements**  
**Options Charts effective for freshmen**  
**entering high school in the 2022-2023 school year, continued**

**Admission into a Community College or 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

**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**

- F121 - Interior Design Fundamentals **AND** F123 - Interior Design Technology
- IC11 – Masonry I **AND** IC12 – Masonry II
- IC22 – Carpentry II **AND** IC23 – Carpentry III
- IC41 – Electrical Trades I **AND** IC42 – Electrical Trades II
- IM21 – Woodworking I **AND** IM22 – Woodworking II
- TS31 – Game Art and Design **AND** TS32 – Advanced Game Art and Design

**CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation**

- 0A02 – AP Computer Science Principles
- AP44 - Horticulture II Landscaping
- BA10 – Accounting I
- BA20 – Accounting II
- BM20 – Microsoft Excel
- FA31 – Apparel & Textile Production I
- FA32 – Apparel & Textile Production II
- FH10 – Culinary Arts and Hospitality I
- IC21 – Carpentry I
- IC61 – Drafting I
- IC62 – Drafting II Architectural
- IM41 – Metals Manufacturing Technology I
- IM42 – Metals Manufacturing Technology II
- IV22 – Drafting II Engineering
- 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

**North Carolina Mathematics Graduation Requirements**  
**Options Charts effective for freshmen**  
**entering high school in the 2022-2023 school year, continued**

**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

**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**

- F121 - Interior Design Fundamentals **AND** F123 - Interior Design Technology
- IC11 – Masonry I **AND** IC12 – Masonry II
- IC22 – Carpentry II **AND** IC23 – Carpentry III
- IC41 – Electrical Trades I **AND** IC42 – Electrical Trades II
- IM21 – Woodworking I **AND** IM22 – Woodworking II
- TS31 – Game Art and Design **AND** TS32 – Advanced Game Art and Design

**CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation**

- 0A02 – AP Computer Science Principles
- AP44 – Horticulture II Landscaping
- BA10 – Accounting I
- BA20 – Accounting II
- BM20 – Microsoft Excel
- FA31 – Apparel & Textile Production I
- FA32 – Apparel & Textile Production II
- FH10 – Culinary Arts and Hospitality I
- IC21 – Carpentry I
- IC61 – Drafting I
- IC62 – Drafting II Architectural
- IM41 – Metals Manufacturing Technology I
- IM42 – Metals Manufacturing Technology II
- IV22 – Drafting II Engineering
- 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

**North Carolina Mathematics Graduation Requirements**  
**Options Charts effective for freshmen**  
**entering high school in the 2022-2023 school year, continued**

**Students identified as Learning Disabled in Math**

General Statute 115C-12(9d) states:

“The State Board shall not adopt or enforce any rules that require 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.

The following courses remain active to provide IEP teams with additional options for students who qualify for the exemption from the entire NC Math 1, 2, and 3 sequence.

- 2020 – Introductory Mathematics
- 2040 – Alternate Mathematics I
- 2041 – Alternate Mathematics II

These math courses do not have state standards. This allows teachers to create objectives to meet the needs of students enrolled in these courses based on the student’s future plans stated in the student’s IEP.

\*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
- 9265B – Employment Preparation IV Math

*\*Students following the OCS pathway are not required to earn credit in NC Math 2 or NC Math 3.*



# Athletics

All Catawba County high schools are members of and governed by the North Carolina High School Athletic Association (NCHSAA). The table below represents the Interscholastic sports available in some or all of the five comprehensive high schools within the Catawba County Schools System:

SPORTS		
Football 	Swimming 	
Baseball 	Golf 	Tennis 
Basketball 	Lacrosse 	Track 
Cheerleading 	Soccer 	Volleyball 
Cross Country 	Softball 	Wrestling 

- The student must not have been convicted of a felony or an offense that would have been a felony if committed by an adult.
- The student must not have been ejected from the previous contest.
- The student must not have transferred from another school system or from another school within the Catawba County Schools System. Students are athletically ineligible for 365 days in all sports. Athletic eligibility remains at the student's original school.
- Rising ninth graders are automatically academically eligible for athletic participation during the fall semester of the ninth grade year provided the student is domiciled within the high school's attendance zone and has had a bona fide physical examination within the previous 395 days.
- The policies written in the Catawba County School's Board of Education Code of Student Conduct govern behavior of student athletes as they represent their individual school and the school system.
- Additional information is available at the NC High School Athletic Association website: <https://www.nchsaa.org>

## ENROLLMENT OF TRANSFER STUDENT ATHLETES:

Student athletes transferring **at any time after enrolling in the ninth grade are ineligible for athletic participation in all sports for 365 days from the date of enrollment.** This includes students transferring from one Catawba County high school to another high school within the Catawba County school system as well as students transferring in from outside the school system.

For students who have parents living in two different Catawba County high school attendance districts and if no custody order has been entered, the residence of the student athlete shall be deemed to be that of the parent with whom the student spends the majority of nights during the school calendar year. The only exception is if there is a bona fide change in residence, which is defined by NCHSAA as:



- 1) *The original residence must be abandoned as a residence; that is sold, rented, or disposed of as a residence, and must not be used as a residence by any member of the family;*
- 2) *The entire family must make the change and take with them the household goods and furniture appropriate to the circumstances;*
- 3) *The change must be made with the intent that it is permanent.*

More information can be accessed through the NC High School Athletic Association's website: <http://www.nccoach.org/>.

Please direct further questions to the school's athletic director.

To participate in any interscholastic athletic program in any public or private high school governed by the North Carolina High School Athletic Association, the following eligibility requirements must be met and maintained throughout the student's four years of high school:

- The student must be enrolled no later than the 15th day of the present semester, and must be in regular attendance. **Home-schooled students may be eligible to participate in athletics at any NCHSAA member school. For more information contact the Catawba County Schools' Athletic Director .**
- The student must not have exceeded eight consecutive semesters or have participated more than four seasons in any sport since entering grade 9.
- The student must be under 19 years of age on September 1st.
- The student must live with his/her parents or legal custodian within the school administrative unit.
- The student must have passed a minimum of 3 courses the previous semester **AND** must have been promoted to the next grade level. This includes seniors, even if the student needed fewer courses to meet graduation requirements.
- The student must have received a medical examination by a licensed physician, nurse practitioner or a physician's assistant within the previous 395 days.
- The student must receive a medical release before returning to practice or play if the student misses five or more days of practice due to an injury. Students with potential head injuries must receive medical release by a physician before re-admittance to practice or games.





## CORE GPA REQUIREMENTS

Each high school is required to submit a list of the core academic courses offered in its course directory to the NCAA Eligibility Center. A “core course” is defined as a course that receives high school graduation credit in English, math, natural/physical science, social science, world language, comparative religion or philosophy.

Division I and Division II colleges and universities require students to complete 16 core courses. NCAA Division I schools require 10 core courses to be completed by the end of the junior year of high school. Seven of the ten courses must be in English, math, or science. The GPA is calculated using the student’s core courses only. If the student takes more than the 16 course minimum, the GPA will be determined from the calculation of the highest 16 grades. For NCAA eligibility purposes Pass/Fail grades are calculated as the lowest grade assigned by the student’s high school, which is a “D” in every Catawba County high school. Therefore, student athletes who will submit transcripts to the NCAA should re-take any failed core course in the regular classroom setting.

The NCAA Eligibility Center calculates the grade point average on a 4.0 scale. Weighting may be applied to courses whose titles indicate the course is an Honors or AP/IB level course. **A maximum of 1.0 quality point will be assigned.**

The minimum GPA for NCAA eligibility to a Division I college or university is **2.3**. The minimum GPA for a Division II school is **2.0**.



## SAT/ACT REQUIREMENTS

The NCAA requires SAT and ACT scores to be reported directly to the NCAA Eligibility Center. Therefore, it is imperative that students bubble the code “9999” on the **SAT and ACT answer sheets** at the beginning of each test administration session.

Division I schools use a sliding scale method to match test scores and grade point averages for eligibility purposes. The minimum SAT score accepted at Division II schools is 820. The minimum ACT score is 68. For NCAA eligibility purposes, the critical reading and math portions of the SAT are the only sections used. The following are the sections of the ACT used: English, mathematics, reading and science. For students taking the SAT or ACT more than once, the NCAA uses the best sub score when calculating the overall SAT or ACT score. Additional information is available on the NCAA Eligibility Center’s website (<http://www.eligibilitycenter.org/>).



## ACADEMIC REQUIREMENTS

DIVISION I	DIVISION II
4 English	3 English
3 Math (Math I or higher)	2 Math (Math I or higher)
2 Science	2 Science
2 Social Studies	2 Social Studies
1 additional year English, math, science	3 years additional English, math, science
4 years of extra core classes or world language, philosophy or comparative religion	4 years of extra core classes or world language, philosophy or comparative religion

### DIVISION III

Division III colleges and universities set their own admissions standards. Please refer to the NCAA website for more information regarding Division III admissions standards.



B	Bandys
BH	Bunker Hill
F	Fred T. Foard
M	Maiden
S	St. Stephens

# Academics



The next section of the Curriculum Guide consists of course descriptions and detailed information regarding the grade level of the student allowed to register for the class, any prerequisites that must have been completed prior to enrollment, the number credits available upon successful completion, the location where the course is being offered, if proof of insurance is necessary, as well as many other pieces of pertinent information. It is the student's and parent's responsibility to read the course descriptions carefully. By registering for a course, the student is making a commitment to take the course and is expected to fulfill his/her commitment.

All traditional high schools offer two academic levels of most courses: College Prep as well as Honors/AP. The College Prep (CP) level courses are designed to meet the needs of the student whose cognitive skills range from below grade level to slightly above grade level on standardized assessments. Honors and AP level courses are designed to meet the needs of students who have cognitive skills above grade level on standardized assessments. All Honors and AP courses are weighted. In order to provide the appropriate level of instruction, most Catawba County Schools high schools will provide recommendations for core courses based on the student's historical assessment data.

The "Personal Graduation Plan" found on the last page serves as tool for the student to keep an unofficial accounting of his/her courses, grades and activities throughout high school. The plan is intended to be used as a "living document;" a reference of the past and a planning tool for the future.



# English

Academic course levels are determined by each school based on student need and will vary among Catawba County high schools.

## English I

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 9

The English I course includes a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). Students engage in work that addresses all aspects of English Language Arts including reading, writing, speaking, listening, and language. This course is taught at different levels of regular, College Prep, and Honors to meet the needs of students.

## English II

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 10

English II introduces a survey of World Literature with an emphasis on analyzing literature and creating written responses. Students engage in work that addresses all aspects of English Language Arts including reading, writing, speaking, listening, and language. English II has a NC End-of-Course Test. This course is taught at different levels of regular, College Prep, and Honors to meet the needs of students.

## English III

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 11

English III is an in-depth study of American literature and American literary nonfiction. The curriculum includes all aspects of reading, writing, speaking, listening, and language. This course is taught at different levels of regular, College Prep, and Honors to meet the needs of students.

## English IV

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 12

English IV completes the global perspective initiated in English II. The focus for this course is European/British literature and includes continued work in all aspects of English Language Arts including reading, writing, speaking, listening, and language. Students will focus on skills necessary for effective communication beyond high school. This course is taught at different levels of regular, College Prep, and Honors to meet the needs of students.

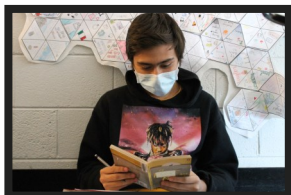
## Creative Writing

**Offered: B**

Credit: 1 Unit

Grade Level: 9-12

This course is an elective for students who want to improve their writing abilities in prose and verse. Most genres such as short story, drama, poetry, and nonfiction are included. Students will be involved in self and peer evaluation.



## Journalism (Yearbook)

**Offered: All high schools**

**Prerequisite: Application required**

Credit: 1 Unit per semester

Grade Level: 10-12

The emphasis is on business, advertising, and literary skills needed to produce a yearbook. Students develop skills and gradually assume leadership responsibilities.

*\*Potential Honors credit available.*

## Advanced Placement English Language & Composition

**Offered: B, BH, M, S**

**Prerequisite: Honors English II, DC**

Credit: 1 Unit

Grade Level: 11-12

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. AP English Language and Composition satisfies the English III credit requirement. **Students are expected to take the AP exam for this course.**

## Advanced Placement English Literature & Composition

**Offered: BH, M, S**

**Prerequisite: Honors English III, DC, Or AP Language**

Credit: 1 Unit

Grade Level: 12

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. AP English Literature and Composition satisfies the English IV credit requirement. **Students are expected to take the AP exam for this course.**

# Mathematics

Academic course levels are determined by each school based on student need and will vary among Catawba County high schools.

## Introductory Math

**Offered: M**

Credit: 1 Unit

Grade Level: 9-12

This course includes an introduction to signed numbers and solving linear equations. Additionally, the student will learn to use properties and relationships in geometry and standard units of measure to solve problems.

## Foundations of NC Math I

**Offered: All high schools**

Credit: 1 unit

Grade Level: 9-12

This course provides an introduction to basic algebra and involves a review of basic mathematical skills. Foundations of Math I serves as the prerequisite for Math I (Y).

## NC Math I (Y)

**Offered:** All high schools

**Prerequisite:** Foundations of NC Math I

Credit: 1 Unit

Grade Level: 9-12

This course must be taken in addition to Foundations of Math I to meet the Math I graduation requirement. **The North Carolina End-of-Course test is required for this course.**

## NC Math I

**Offered:** All high schools

**Prerequisite:** DC

Credit: 1 Unit

Grade Level: 9-12

Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. **The North Carolina End-of-Course test is required for this course.**

## Foundations of NC Math II

**Offered:** All high schools

**Prerequisite:** NC Math I

Credit: 1 Unit

Grade Level: 10-12

This course provides an introduction to basic algebra and involves a review of basic mathematical skills. Foundations of Math II serves as the prerequisite for Math II (Y).

## NC Math II (Y)

**Offered:** All high schools

**Prerequisite:** Foundations of NC Math II, DC

Credit: 1 Unit

Grade Level: 10-12

This course must be taken in addition to Foundations of Math II to meet the Math II graduation requirement.

## NC Math II

**Offered:** All high schools

**Prerequisite:** NC Math I

Credit: 1 Unit

Grade Level: 9-12

Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

## Foundations of NC Math III

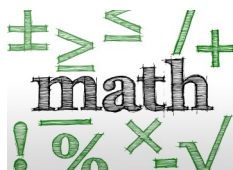
**Offered:** B, BH, F, S

**Prerequisite:** NC Math II

Credit: 1 unit

Grade Level: 11-12

This course provides an introduction to basic algebra and involves a review of basic mathematical skills. Foundations of Math III serves as a prerequisite for Math III (Y).



## NC Math III (Y)

**Offered:** B, BH, F, S

**Prerequisite:** Foundations of NC Math III

Credit: 1 Unit

Grade Level: 11-12

This course must be taken in addition to Foundations of Math III in order to complete the Math III graduation requirement. **The North Carolina End-of-Course test is required for this course.**

## NC Math III

**Offered:** All high schools

**Prerequisite:** NC Math II

Credit: 1 Unit

Grade Level: 10-12

Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions, and the unit circle. Math III also includes the geometric concepts of conics and circles. **The North Carolina End-of-Course test is required for this course.**

## NC Math IV

**Offered:** All high schools

**Prerequisite:** NC Math III

Credit: 1 Unit

Grade Level: 11-12

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, and trigonometry, and statistical concepts previously experienced in NC Math I-III. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Pre-Calculus or other advanced math courses. **The North Carolina End-of-Course test is required for this course.**

## Pre-Calculus

**Offered:** All high schools

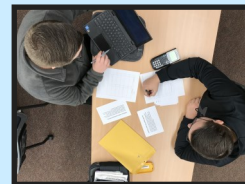
**Prerequisite:** Honors NC Math III

Credit: 1 Unit

Grade Level: 10-12

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

**NOTE:** *Students will use a graphing calculator for many in-class and homework assignments. Although graphing calculators are available at each high school, many students prefer to purchase their own. Specific calculator recommendations are available through the math department at each high school.*



## Topics in Calculus

**Offered:** B, BH, M, SSHA

**Prerequisite:** Pre-Calculus, DC

Credit: 1 Unit

Grade Level: 10-12

This course is designed for students who have completed Pre-Calculus and have the desire to explore calculus topics such as limits, derivatives, related rate applications, and optimization applications. This course will prepare students to succeed in college level calculus or AP Calculus.

**\*Honors Weight**

## Advanced Placement (AP) Calculus AB

**Offered:** All high schools

**Prerequisite:** Pre-Calculus and Topics in Calculus, DC

Credit: 1 Unit

Grade Level: 11-12

Advanced Placement (AP) Calculus AB is primarily concerned with developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. The course is intended to be challenging and demanding. This course will prepare students to take the AP Calculus AB examination given in the spring. AP Calculus AB satisfies the fourth math credit requirement. **Students are expected to take the AP exam for this course.**

## Topics In Statistics

**Offered:** B

**Prerequisite:** Honors NC Math III

Credit: 1 Unit

Grade Level: 10-12

Honors Topics In Statistics will be used as a gateway course to lead students into AP Statistics. This course will be students' first introduction to the complex and real-life applicable subject of statistics. Students will be introduced to major statistical concepts and tools that explore the areas of data analysis, data collection, and probability. Students will collect, analyze, describe, and compare univariate and bivariate distributions of data.

## Advanced Placement (AP) Statistics

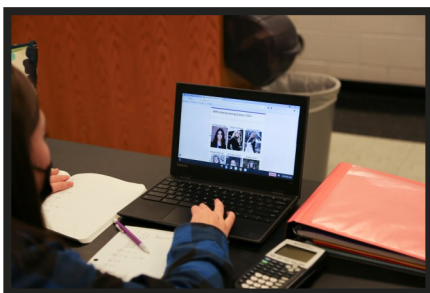
**Offered:** B, F, M, S

**Prerequisite:** Honors NC Math IV

Credit: 1 Unit

Grade Level: 11-12

Students will develop analytical and critical thinking skills as they learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences. This course will prepare students to take the AP Statistics examination given in the spring. AP Statistics satisfies the fourth math credit requirement. **Students are expected to take the AP exam for this course.**



# Science

Academic course levels are determined by each school based on student need and will vary among Catawba County high schools.

## Earth/Environmental Science

**Offered:** All high schools

Credit: 1 Unit

Grade Level: 9

This course provides an opportunity to study the fundamental principles of earth science while stressing the application of science to everyday problems. Minerals, tectonics, geophysical processes, meteorology, climatology, oceanography, astronomy, and space exploration are topics covered.

## Physical Science

**Offered:** All high schools

Credit: 1 Unit

Grade Level: 9-10

This course emphasizes practical application rather than theory and introduces the basic tenets in chemistry and physics. Topics include introductory chemistry, electricity, magnetism, waves, motion and machines.

## Biology

**Offered:** All high schools

**Prerequisite:** DC for sophomores

Credit: 1 Unit

Grade Level: 10-11

This course fulfills the state requirement for a life science course. The comprehensive study of biology includes cell structure, taxonomy, plant and animal morphology and physiology and ecology. **The North Carolina End-of-Course exam is required for this class.**

## Advanced Studies in Biology

**Offered:** All high schools

**Prerequisite:** Honors Biology, Chemistry, DC

Credit: 1 Unit

Grade Level: 11-12

Objectives of this advanced level course include organic compound, chemistry cell structure, and function and bioenergetics. Completion of both AP Biology and Advanced Studies in Biology is recommended for those planning to take the College Board AP exam in Biology as well as for those who intend to pursue a career in biological science.

**\*Honors Weight**

## Chemistry I

**Offered:** All high schools

**Prerequisite:** Math II, DC

Credit: 1 Unit

Grade Level: 11-12

This course focuses on matter and energy. The laboratory activities include both qualitative and quantitative experiments. Mathematical calculations of theories and laws are emphasized. This course fulfills the state graduation requirement of one unit of physical science and is designed to be college preparatory.



## Chemistry II

**Offered:** F, S

**Prerequisite:** Honors Chemistry I, DC

Credit: 1 Unit

Grade Level: 11-12

This rigorous course reviews concepts taught in Chemistry I and covers others such as acids/bases, thermodynamics and oxidation-reduction reaction. There is a strong emphasis on mathematical calculations in chemistry. This course is comparable to Chemistry I in college and is a prerequisite for AP Chemistry.

**\*Honors Weight**

## Physics

**Offered:** B, BH, M, S

**Prerequisite:** Math III, DC (Pre-Calculus recommended)

Credit: 1 Unit

Grade Level: 11-12

This course is a study of the basic concepts in physics emphasizing the mathematical aspects. Students will participate in intensive laboratory activities and independent projects.

**\*Honors Weight**

## Anatomy and Physiology

**Offered:** B, BH

**Prerequisite:** Biology, DC

Credit: 1 Unit

Grade Level: 11-12

This class examines each of the major body systems and will consist of lecture, discussions, labs (including dissections), and student presentations. Students will gain an appreciation of the diversity with which different organisms approach anatomical and physiological functions and constraints.

**\*Honors Weight**

## Biotechnology

**Offered:** BH, S

**Prerequisite:** Honors Biology

Credit: 1 unit

Grade Level: 11-12

The Honors Biotechnology course is a combination of microbiology, bacteriology and genetics. This course is designed to be a combination of class discussion and laboratory experiences examining the implications of biotechnology. Students will learn the meaning and importance of maintaining a sterile environment and will practice the use of sterile techniques when manipulating DNA, genes and enzymes. Students will be required to complete an independent research project. It is suggested students complete Physical Science or Chemistry before taking Biotechnology.

**\*Honors Weight**



## Sports Medicine

**Offered:** S

**Prerequisite:** Biology, DC

Credit: 1 Unit

Grade Level: 10-12

This program is designed for students interested in the career of athletic training. The primary focus will include, but not be limited to, the following topics: 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/blood borne 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. Students will be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.

**\*Honors Weight**

## Advanced Placement (AP) Biology

**Offered:** BH, F, M, S

**Prerequisite:** Advanced Biology Studies, Chemistry, DC

Credit: 1 Unit

Grade Level: 11-12

This course shifts from a traditional "content coverage" model of instruction to one that focuses on enduring, conceptual understandings and the content that supports them. The science practices in this class enable students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. The practices are applied to the content of evolution, cellular processes, genetics, and interactions. AP Biology satisfies the Biology credit requirement. **Students are expected to take the AP exam for this course.**

## Advanced Placement (AP) Chemistry

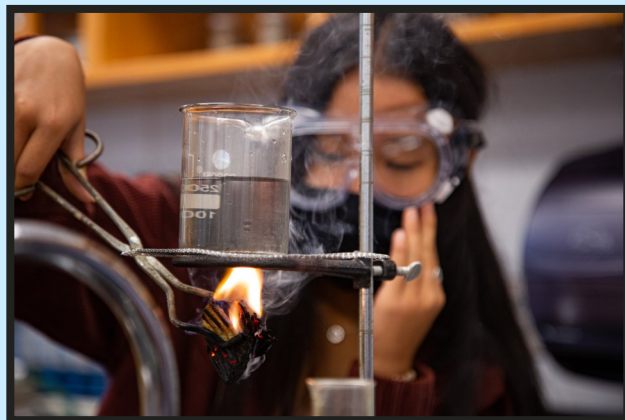
**Offered:** B, F, S

**Prerequisite:** Chemistry II

Credit: 1 Unit

Grade Level: 11-12

Designed for students pursuing a career in chemistry, this course is an in-depth study of matter, reactions, stoichiometry, equilibrium, kinetics, and thermodynamics. Laboratory work will be equivalent to that of a freshman level college course. This class will prepare students to take the AP Chemistry examination given in the spring. AP Chemistry satisfies the physical sciences credit requirement. **Students are expected to take the AP exam for this course.**



## Advanced Placement (AP) Environmental Science

**Offered: All high schools**

**Prerequisite: Honors Biology, Chemistry, DC**

Credit: 1 Unit

Grade Level: 11-12

The goal of this course is to provide students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Additionally, students will be able to identify and analyze environmental problems, both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. AP Environmental Science is an interdisciplinary course combining chemistry, biology, ecology, geology, and toxicology. This course will be taught using a combination of class discussion, lab and field studies. This class will prepare students to take the AP Environmental Science examination given in the spring. AP Environmental Science satisfies the earth/environmental science credit requirement. **Students are expected to take the AP exam for this course.**

## Social Studies

**Academic course levels are determined by each school based on student need and will vary among Catawba County high schools.**

### World History

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 9-12

World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity.

### American History

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 10-12

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.



## Economics and Personal Finance

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 10-12

The Economics and Personal Finance (EPF) course is a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. The course will help students understand economic decisions, use money wisely, explore education and career choices, and understand how to be financially responsible citizens. Students in this course will be provided with the tools and knowledge necessary to live in and contribute to a financially sound society.

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

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 10-12

This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to affect change and inform others.

### Current Events

**Offered: BH, M**

**Prerequisite: DC**

Credit: 1 Unit

Grade Level: 9-12

This course will include a study of important world and national events that occur on a daily basis. Students will use different resources in an effort to learn about these events. An important part of the class will be concerned with information related to the government, the economy, and the United States justice system.



## Advanced Placement (AP) U.S. History

**Offered: All high schools**

**Prerequisite: Honors World History, DC**

Credit: 1 Unit

Grade Level: 11-12 (10-12;M)

AP United States History is structured around the following seven themes:

- Work, Exchange, and Technology
- Identity
- Ideas, Beliefs, and Culture
- America in the World
- Environment and Geography
- Politics and Power
- Peopling

The course is divided into 9 chronological periods beginning in 1491.

The following are sample student outcomes expected of students enrolled in AP US History:

- The ability to deal critically with the main issues and documents of U.S. history
- The ability to assess the relevance, importance and reliability of historical sources and to weigh the interpreted evidence of the past presented in historical scholarship
- To write and present historical evidence clearly and persuasively as well as to write essay examinations and analytical and research papers
- The ability to interpret and analyze primary sources including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events

AP United States History and an additional social studies elective satisfy the American History I and American History II credit requirement.

**Students are expected to take the AP exam for this course.**

## Advanced Placement (AP) World History: Modern

**Offered: M, S**

**Prerequisite: DC**

Credit: 1 unit

Grade Level: 10-12

The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present.

Theme 1: Interaction Between Humans and the Environment

Theme 2: Development and Interaction of Cultures

Theme 3: State-Building, Expansion, and Conflict

Theme 4: Creation, Expansion, and Interaction of Economic Systems

Theme 5: Development and Transformation of Social Structures

In addition to the themes and concepts taught in this course, students will become better historical thinkers by participating in activities that include:

- Crafting Historical Arguments from Historical Evidence
- Chronological Reasoning
- Comparison and Contextualization
- Historical Interpretation and Synthesis

AP World History satisfies the World History credit requirement.

**Students are expected to take the AP exam for this course.**



## Advanced Placement (AP) Human Geography

**Offered: B, F, M, S**

**Prerequisite: Honors World History and/or DC**

Credit: 1 Unit

Grade Level: 10-12

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. **Students are expected to take the AP Exam for this course.**

## Advanced Placement (AP) U.S. Government and Politics

**Offered: All high schools**

**Prerequisite: Honors Civics and Economics**

Credit: 1 Unit

Grade Level: 10-12

The AP U.S. Government and Politics course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policymaking. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens. This course covers the following topics:

- Constitutional Underpinnings of United States Government
- Political beliefs and behaviors
- Political parties, interest groups and mass media
- Institutions of National Government: The Congress, The Presidency, The Bureaucracy and The Federal Courts
- Public Policy
- Civil Rights and Civil Liberties

**Students are expected to take the AP exam for this course.**

# World Languages

## French I, Spanish I

**French Offered: B** (Grades 9-12)

**Spanish Offered: All high schools** (Grades 9-12)

Credit: 1 Unit

This course is an introduction to the study of the target language and its culture and may be taken during middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the four areas of language development: listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

## French II, Spanish II

**French Offered: B** (Grades 9-12)

**Spanish Offered: All high schools** (Grades 9-12)

**Prerequisite: French I/Spanish I, DC**

Credit: 1 Unit

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills in a second language. Students participate in conversational situations by combining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life. Integration of other disciplines is ongoing throughout the course.



### French III, Spanish III

**French Offered: B** (Grades 10-12)

**Spanish Offered: B, F, M, S** (Grades 10-12)

**Prerequisite: French II/Spanish II, DC**

Credit: 1 Unit

This course provides students with additional opportunities to expand their second language skills as they complete various project based assignments. Students satisfy more extensive communication and social interaction demands. They are able to interpret authentic materials within a cultural context and compose material as well. Students continue to refine their knowledge and understanding of the target language and culture(s).

**\*Honors Weight**

### French IV, Spanish IV

**French Offered: B** (Grades 11-12)

**Spanish Offered: B, F, M, S** (Grades 11-12)

**Prerequisite: French III/Spanish III, DC**

Credit: 1 Unit

Students begin to communicate complex ideas and concepts extensively through written and spoken language. There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own language. Finally, students are able to use the language inside and outside of the classroom setting.

**\*Honors Weight**

### French V, Spanish V

**French Offered: B** (Grades 11-12)

**Spanish Offered: B, F, M, S** (Grades 11-12)

**Prerequisite: French IV/Spanish IV, DC**

Credit: 1 Unit

This course emphasizes the use of language for active communication that can be used in various activities and disciplines, and in formal and informal settings. Emphasis is placed on comprehension of the spoken and written target language in various contexts, and the organization and sharing of oral presentations and written compositions.

**\*Honors Weight**



## Health and Physical Education

Students are expected to dress appropriately and participate to receive credit in Physical Education courses.

### Health and Physical Education

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 9

Health and Physical Education is a required course for graduation. Participation is required. For safety and hygiene purposes, students are required to change into athletic clothing for this class. This class is divided into 45 days of health education and 45 days of physical education. Areas of study in health education include units on mental health, physical fitness, nutrition, chemical and substance abuse, family life, consumer health, and chronic diseases. Areas of emphasis in physical education are physical fitness, learning basic fundamental skills in team and individual sports, and learning to interact appropriately with peers through participation in physical activity.

### Physical Education I

**Offered: All high schools**

**Prerequisite: H/PE**

Credit: 1 Unit

Grade Level: 10

This course emphasizes advanced concepts in recreational and team sports. Students are able to enhance their athletic ability and learn leadership skills. Additionally, students will learn various team rules at an advanced skill level, affording them the opportunity to officiate at the elementary school level.

### Physical Education II

**Offered: All high schools**

**Prerequisite: H/PE**

Credit: 1 Unit

Grade Level: 11

This course emphasizes the importance of physical fitness, diet, and nutrition in daily living. Activities include aerobics, walking, strength exercises, jogging, station exercises, and nutrition in daily living. Lifetime diet, nutrition, and social fitness skills are components of the classroom phase.

### Advanced Physical Education III

**Offered: All high schools**

**Prerequisite: H/PE; DC**

Credit: 1 Unit

Grade Level: 10-12

This rigorous course is designed to fit the needs of the student athlete and those who strive to reach high levels of physical fitness. This course will focus on building muscular strength, flexibility, and cardio respiratory endurance. All participants are expected to participate and track progress on a daily basis.

### Weight Training/Conditioning

**Offered: All high schools**

**Prerequisite: H/PE**

Credit: 1 Unit

Grade Level: 10-12

This course emphasizes wellness as a lifetime goal promoting physical fitness through proper diet and nutrition, strength and agility training. Students will learn how each muscle group is affected by the different types of lifts. They will also be able to individualize a program to meet their own personal health and wellness goals.



# Art Education

## BEGINNING

Standards are for students with no or limited K-8 progression in the arts education discipline (dance, music, theatre arts, or visual arts).

## INTERMEDIATE

Standards are for students who have had a complete K-8 progression or who have achieved beginning level standards in the discipline at the high school level.

## PROFICIENT

Standards are for students who have achieved intermediate level standards in the discipline at the high school level.

## ADVANCED

Standards are for students who have achieved proficient level standards in the discipline at the high school level.

Arts education courses are aligned with the NC Arts Education Essential Standards and are organized by four proficiency levels; Beginning, Intermediate, Proficient and Advanced. The Arts curriculum was restructured and consequently approved by the North Carolina State Board of Education in March 2012. Arts students will be enrolled in the appropriate level of instruction based on teacher assessment of student talent as evidenced by mastery of leveled course objectives, portfolio review, and/or an audition at the end of each semester or within the first ten school days of the new semester. **By North Carolina State Board policy, students placed in the Proficient or Advanced levels of any arts course will receive weighted (Honors) credit.** Advanced Placement (AP) arts courses retain their designations and are taught according to AP guidelines. Students may repeat arts education courses for credit at any proficiency level including Proficient and Advanced.



# Visual Arts

## Beginning Visual Design

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 9-11 All high schools; DC for 12th Grade

Beginning Visual Design is a prerequisite class for all high school art students. This class is designed to assess the needs of the individual student based on his/her prior experiences with visual arts. Students will develop communication skills using the visual arts language and apply creative and critical thinking skills to artistic expression. Students will learn how to use a variety of tools and media safely; understand the global, historical, societal, and cultural contexts of visual design; recognize the interdisciplinary connections and life applications of visual art; and learn how to generate critical responses to visual arts. Students will work with two-dimensional techniques and materials and may begin a portfolio of works that demonstrate growth in visual arts.

## Intermediate Art

**Offered: All high schools**

**Prerequisite: Beginning Visual Design**

Credit: 1 Unit

Grade Level: 10-12

This course is a continuation of Beginning Visual Design with advanced study in drawing and painting. The student is encouraged to strive for originality and creativity while developing pieces of art for a portfolio and possible post secondary consideration.

## Visual Art

**Offered: B, BH, F**

**Prerequisite: Intermediate Art, DC**

**Available Levels: Proficient, Advanced**

Credit: 1 Unit

Grade Level: 11-12

This course is designed to allow the advanced art student an individualized approach to learning. Experiences will be exploratory, requiring the development of critical problem solving skills. Students will explore various media, become fluent in visual language and continue to study how visual art communicates with its viewer. Students will also examine the historical context of art.

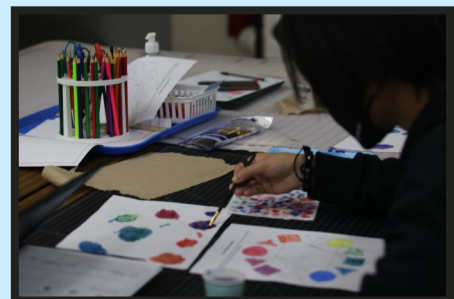
## Art of Crafts and Design

**Offered: BH**

Credit: 1 Unit

Grade Level: 9-12

Art of Craft is a craft-based Visual Art course intended for students who are interested in the creative process, but not interested in the fine art aspect (drawing/painting). Students will learn about traditional and contemporary crafts, and produce art objects that are both functional and decorative. Students will explore the tools and techniques used by many cultures, including but not limited to, South America, Europe, Africa, and Asia. Students will get to experience working with a variety of different media such as paint, clay, fabric, metal, wood, and yarn while learning multiple studio techniques.



## Drawing

**Offered:** B, S

**Prerequisite:** Beginning Drawing or Beginning Visual Design

**Available Levels:** Intermediate, Proficient, Advanced

Credit: 1 Unit

Grade Level: 10-12

This course further develops the student's drawing skills and personal voice while using a variety of media and techniques to promote personal expression and innovative solutions to artistic problems. Students will explore the historical connections of art through style, movement, and artist. Students are expected to use art vocabulary to critique art and to understand the global contexts of the visual arts. Students' growth and understanding of the visual arts will be reflected in their portfolio of work.

## Beginning Sculpture

**Offered:** All high schools

**Prerequisite:** Beginning Visual Design

Credit: 1 Unit

Grade Level: 9-12

This course is designed to introduce students to working with a variety of methods and materials when creating sculptures as fine art. Students will meet high expectations of this class while learning to communicate effectively with visual art language. Students will be creating original works of art that demonstrate critical thinking and artistic expression; creating work from a variety of materials; and understanding the global, historical, societal, and cultural connections of sculpture. Students will also understand how sculpture relates to other disciplines and how to think critically while assessing sculpture. Upon mastery of all skills and expectations of this course, students will be prepared to continue working in higher level classes. All students will be required to maintain a digital portfolio of their works for review.

## Sculpture

**Offered:** All high schools

**Prerequisite:** Beginning Sculpture

**Available Levels:** Intermediate, Proficient, Advanced

Credit: 1 Unit

Grade Level: 10-12

This course is designed to continue student learning of 3-dimensional works of visual art. Students will work with open-ended sculptural situations in an effort to increase their ability to solve artistic problems and to become more expressive in their works of art. Students will continue their learning of global, historical, societal, and cultural works of sculpture. Students who successfully complete and master all skills and techniques for this course will be allowed to continue to the proficient level. All students will be required to maintain a digital portfolio of their works for review.



## Photography

**Offered:** F, M

**Prerequisite:** Beginning Photography

**Available Levels:** Intermediate, Proficient, Advanced

Credit: 1 Unit

Grade Level: 10-12

Students will continue their study of photography techniques and procedures. Students will develop stronger composition skills as they explore a variety of subjects that appeal to the photographer. Students will demonstrate their ability to work independently as they consider innovative solutions to artistic problems. Works will come from their experiences and observations as they create thematic bodies of work. All students must maintain the appropriate and safe use of equipment, tools, and processes used for fine art photography. Students will continue to gain knowledge of how photography explores concepts of civics and economics, systems, functions, structures, democracy, and interdependence. All students will maintain a digital portfolio of their highest quality works created in this class. **\*Cameras are required for this course. Check with the teacher for detailed information regarding camera requirements.**

## Beginning Digital Photography

**Offered:** BH, F, M

**Prerequisite:** Beginning Visual Design (M, S)

Credit: 1 Unit

Grade Level: 9-12

This course is an elective for students who want exposure to digital photography. Students will gain an understanding of the history of photography and how it has evolved into the 21st century. **\*Cameras are required for this course. Check with the teacher for detailed information regarding camera requirements.**

## Intermediate Digital Photography

**Offered:** S

**Prerequisite:** Beginning Visual Design

Credit: 1 Unit

Grade Level: 9-12

This course is an elective for students. Students will learn more complicated editing techniques such as using layers, vector masks, and presets. Students will be required to submit works for nationally adjudicated shows for feedback on their work. Each student must demonstrate skill mastery as determined by the North Carolina Art Education Essential Standards. **\*Cameras are required for this course. Check with the teacher for detailed information regarding camera requirements.**

## Proficient Digital Photography

**Offered:** S

**Prerequisite:** Intermediate Digital Photography

Credit: 1 Unit

Grade Level: 10-12

The purpose of this course is to meet the needs of students interested in digital photography. This course is designed to teach students of digital photography using a DSLR camera. This course will also further your knowledge and skills in photography. Students will work with many of the software programs for editing that has been previously taught but at a much higher level. Students will be required to submit selected professional grade points for adjudication. **\*Cameras are required for this course. Check with the teacher for detailed information regarding camera requirements.**

## Beginning Painting

**Offered:** B

**Prerequisite:** Beginning Visual Design

Credit: 1 Unit

Grade Level: 9-12

Beginning painting is a course that allows students to explore different drawing media and techniques using watercolor, acrylic paint, and pastels in a safe and appropriate manner. Students will paint studies from life, still life, landscape, and the human form. Students will use the language of the visual arts to communicate effectively while applying their creative and critical thinking skills and building a body of work that demonstrates growth. Students will understand the global, historical, societal, and cultural contexts of the visual arts and interdisciplinary connections through art history and art criticism. Students are required to build a portfolio to advance into each higher level.

## Painting

**Offered:** B, S

**Prerequisite:** Beginning Painting

**Available Levels:** Intermediate, Proficient, Advanced

Credit: 1 Unit

Grade Level: 10-12

This course further develops the student's painting skills and personal voice while using a variety of media and techniques to encourage personal expression and to provide innovative solutions to artistic problems. Students will explore the historical connections of art through style, movement, and artist. Students are expected to use art vocabulary to critique art and understand the global contexts of the visual arts. Students will develop a portfolio of work.

## Advanced Studies in Visual Art

**Offered:** All high schools

**Prerequisite:** Portfolio, DC

Credit: 1 Unit

Grade Level: 11-12

This course is designed for the student who wishes to pursue an in-depth study in a specific medium. An emphasis will be placed on independent study, allowing the student to develop a personal body of work for portfolio review. This body of work and its content will be determined by the student in collaboration with the teacher. Students complete works that may be submitted for college admission and national portfolio exhibition. All students are required to maintain a digital portfolio of their work throughout the semester.

## Advanced Placement (AP) Studio Art: 2-Dimensional Design; 3-Dimensional Design; Drawing Portfolio

**Offered:** BH, S

**Prerequisite:** Portfolio, DC

Credit: 1 Unit

Grade Level: 11-12

This course is designed in alignment with Advanced Placement (AP) standards. This is the highest level course for visual art. Students will complete a body of work in one of three areas: 2-Dimensional Design, 3-Dimensional Design, or Drawing. Portfolio submissions for this class will be graded by the College Board and can result in a college credit and advanced course placement at the post-secondary level. **All students are required to submit an AP portfolio for this course.**



# Music

## Beginning Chorus

**Offered:** All high schools

Credit: 1 Unit

Grade Level: 9-12

This performance-based course is designed to develop individual skills in vocal techniques, basic music theory and harmony, and basic music history. Students are expected to develop musical literacy to a level of competency according to ability. Students will perform music at Level III and IV and participate in the NC Large Ensemble Music Performance Adjudication in the spring. This course will provide the opportunity to participate in the Solo/Small Ensemble Music Performance Adjudication and the NC All State Chorus in the spring. School and community performances will take place both semesters.

## Concert Choir

**Offered:** All high schools

**Prerequisite:** Audition; DC

**Available Levels:** Intermediate, Proficient

Credit: 1 Unit

Grade Level: 10-12

Participants develop advanced skills in vocal technique and basic theory requiring in-depth study of choral literature. Students will study at an advanced level and participate in more advanced activities and performances. This course requires teacher approval and/or audition. It is a performance-based class. Students at Foard, Maiden, and St. Stephens are strongly encouraged to take this course both semesters.

## Ensemble

**Offered:** BH, F, S

**Prerequisite:** Audition, DC

**Available Levels:** Proficient, Advanced

Credit: 1 Unit

Grade Level: 11-12

Participants develop advanced skills in vocal technique and music theory. The choral literature requires in-depth study and practice. Students will study at an advanced level and participate in more advanced activities and performances. It is a performance-based class. Students are strongly encouraged to take this course both semesters.

## Marching Band (Fall semester)

**Offered:** All high schools

**Prerequisite:** Middle School Band or equivalent

**Available Levels:** Intermediate, Proficient, Advanced

Credit: 1 Unit

Grade Level: 9-12 All High Schools

This course is designed to continue developing individual musical and ensemble skills. Band literature, technical studies, and performances will be used to achieve these goals. Performances include concerts, halftime shows, stands music, parades, and other events. Following the marching season, this class becomes a symphonic group. This is a performance-based class.



## Wind Ensemble

**Offered:** BH

**Prerequisite:** Audition

Credit: 1 Unit

Grade Level: 9-12

Wind Ensemble is a performance-based course. It is designed for students to play the most advanced music available to high school students. Band literature, method books, scales, technical studies, and performances will be used to achieve these goals. In addition to large band performances, emphasis can also be placed on chamber music.

## Concert Band (Fall Semester)

**Offered:** B, BH, F, S

**Prerequisite:** Middle School Band, Audition

**Available Levels:** Intermediate, Proficient, Advanced

Credit: 1 Unit

Grade Level: 9 - 12

This course is designed to develop musical performance skills and the study of symphonic music. Band literature, method books, scales, technical studies, and performances are some of the instructional methods which will be used to achieve these goals. This course is intended for those students who wish to continue their study of music but not participate in the marching band. This is a performance-based class.

## Symphonic Band (Spring semester)

**Offered:** All high schools

**Prerequisite:** Middle School Band, Audition

**Available Levels:** Intermediate, Proficient, Advanced

Credit: 1 Unit

Grade Level: 10-12

The Symphonic Band course is designed for students to continue their study of symphonic music. It emphasizes the continuation and development of individual musical and ensemble skills. Band literature, method books, scales, technical studies, and performances will be used to achieve these goals. This is a performance-based class.

## Jazz Band

**Offered:** B, BH, S

**Prerequisite:** Audition, DC

**Available Levels:** Intermediate, Proficient, Advanced

Credit: 1 Unit

Grade Level: 9-12

This course offers the basics of performance in jazz, swing, blues, and rock music in a "big band" setting. A "big band" consists of saxophones, trombones, trumpets, and a rhythm section. Improvisation may be introduced. This group performs at concerts, festivals, as well as, community and school functions.



## Color Guard

**Offered:** All high schools

**Prerequisite:** Audition

**Available Levels:** Beginning, Intermediate, Proficient, Advanced

Credit: 1 Unit

Grade Level: 9-12

This class is designed to develop performance skills while using various pieces of equipment. Routines and drills written for football halftime shows, parades, marching band contests, and small group work will be used to achieve these goals. Advanced students will be required to expand their technical skills and complete choreography assignments to demonstrate a higher understanding of artistic performance and leadership. This is a performance-based class.

## Winter Guard

**Offered:** F

**Prerequisite:** Audition, DC

**Available Levels:** Beginning, Intermediate, Proficient, Advanced

Credit: 1 Unit

Grade Level: 9-12

This class is designed to develop individual ensemble performance skills related to color guard. Routines and drills written for winter guard will be used to achieve these goals. Advanced students will be required to expand their technical skills and complete choreography assignments to demonstrate understanding of artistic performance and leadership. This is a performance-based class.

## Music Appreciation

**Offered:** B, S

Credit: 1 Unit

Grade Level: 9-12

Students will have a greater appreciation for all music. Students will critically review a variety of performances and support their opinion. Students will be aware of careers in the music fields and have a pathway to access them. Students will gain cultural sensitivity through exposure to foreign artistic mediums and ideas.

## Music Theory

**Offered:** F, S

Credit: 1 Unit

Grade Level: 10-12

By the end of this course, students will demonstrate basic sight-reading skills. Additionally, students will show their understanding of chords, harmonies, harmonic progression, modes, and will be able to analyze common compositions.

## Music Methods

**Offered:** B, BH, M

**Prerequisite:** Marching/Concert Band, Symphonic Band, or equivalent

Credit: 1 Unit

Grade Level: 9-12 (M); 11-12 (B)

This is a special interest class designed as an internship for students wanting to learn more about the business of running a band program. Students will be expected to complete administrative, creative design, and maintenance tasks. Students will assist the director as needed.

## Handbells

**Offered: B**

**Available Levels: Intermediate, Proficient, Advanced**

Credit: 1 Unit

Grade Level: 9-12

The instructional focus of this course is to develop the student's ability to read printed music to develop the concepts of melody, rhythm, tempo, dynamics, tone, color, harmony, and form, and to develop an appreciation of music. Students will participate in the care and maintenance of the instruments and demonstrate techniques unique to playing handbells.

## Theatre Arts

### Beginning Theatre Arts

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 9-12

First-year theatre students will explore basic acting techniques, philosophy of directing, concepts of design, and elements of production.

### Theatre Arts

**Offered: All high schools**

**Prerequisite: Beginning Theatre Arts**

**Available Levels: Intermediate, Proficient, Advanced**

Credit: 1 Unit

Grade Level: 9-12

This course is a continuation of Beginning Theatre Arts with an emphasis on the application of concepts previously learned in acting, directing, designing, and producing.

### Musical Theatre

**Offered: S**

**Prerequisite: Audition**

**Available Levels: Intermediate, Proficient, Advanced**

Credit: 1 Unit

Grade Level: 9-12

Students will examine how musical theatre has contributed to the social fabric and culture of the United States from the 17th century through the 21st century. The course will identify and discuss the contributions of the major artists who have made a significant impact on the development of American musical theatre. In addition, this course will provide each student the opportunity to develop vocal techniques, audition, and performance skills. The course will culminate with a musical revue.

### Play Production

**Offered: B, F, S**

**Prerequisite: Audition**

**Available Levels: Intermediate, Proficient, Advanced**

Credit: 1 Unit

Grade Level: 9-12

This course allows students to apply their skills in acting, directing, and the technical aspects of lighting, sound, costume, set design, and construction. This class will have the responsibility of a major production. Students should be prepared to make a commitment of time beyond in-class instruction.



## Future Teachers Academy

The North Carolina Teacher Cadet Program is designed to provide the opportunity for high school students considering the field of education with an introduction to the careers involved. Students will receive instruction in several areas of education, complete classroom observations, students teach in multiple field experiences, and complete many hands-on projects designed to synthesize course content. The course is taught at a college level and students may receive college credit at some institutions upon acceptance into the individual Schools of Education. As such, Cadets must be prepared to perform at a college level by attending class, completing projects and portfolios on time, as well as participating actively in classroom discussion.

### Teacher Cadet I (Honors Level)

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 9-12

Cadets will study physical, emotional, cognitive, social, and moral development for children ages birth-eighteen. Cadets will be introduced to Special Education and English Language Learner programs. They will begin their study of pedagogy and methods. Finally, the Cadet I students will survey different educational settings and styles.

### Teacher Cadet II (Honors Level)

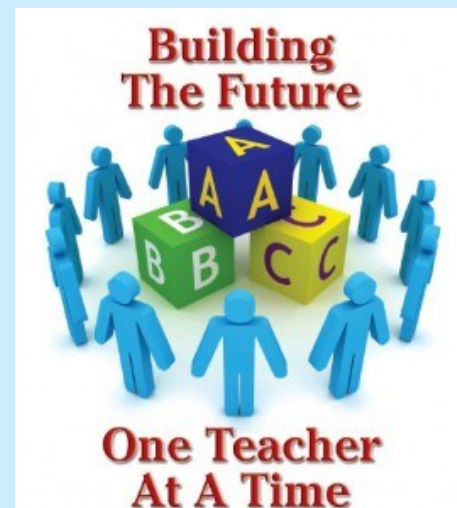
**Offered: All high schools**

**Prerequisite: Teacher Cadet I**

Credit: 1 Unit

Grade Level: 9-12

Cadets will continue their study of pedagogy and methods. They will be exposed to alternatives to public education, educational research, and current best practices. The Cadet II students will complete lengthy student teaching field experiences, as well as fulfill requirements to teach Teacher Cadet I materials. The Cadets will complete both a major thesis paper and an action research project. Finally, the culminating project synthesizes both years of the course into a requirement to use research, experiences, and cooperative pairs to create a school.



# Junior ROTC

Catawba County Schools offers Junior ROTC in all 5 of its traditional high schools. The AJROTC (Army) is offered at Bandys and Fred T. Foard, the AFJROTC (Air Force) at Bunker Hill and Maiden, and the NJROTC (Navy) at St. Stephens High School. Every school gives prospective cadets an opportunity to enroll in a minimum of 10 different courses. All schools offer honors level courses beginning with the second course.

Additionally all five high schools offer Advanced Leadership and Drill as well as opportunities to attend the Summer Leadership Academy in which cadets will earn 0.50 units credit.

Each JROTC course builds upon the previous one becoming progressively more in-depth. However, with the exception of the first, or in some instances the first two courses it is not mandatory to take the remaining courses in order. All courses are taught by retired officers and enlisted personnel; all are certified teachers.

## Air Force JROTC I-VIII

**Offered: BH, M**

**Prerequisite: Previous course and/or DC**

Credit: 1 unit

Levels I-IV: 9-11

Levels V-VIII: 11-12

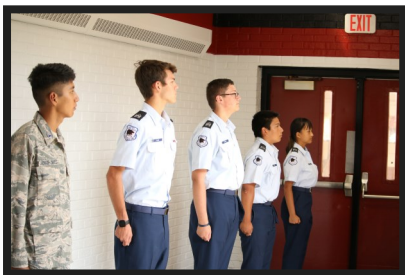
Air Force JROTC is designed to provide cadets with a clear understanding of Aerospace Science, including but not limited to Air Force customs and courtesies, aviation history, the science of flight, space exploration, astronomy, career opportunities, geography, navigation, orienteering, global awareness, leadership, citizenship, conflict resolution, health and wellness. Community service, uniform inspection/proper military personal grooming and moderate physical activity are expectations of the program.

In addition to more in-depth study of the curriculum, additional leadership responsibilities and duties will be expected as cadets progress through the JROTC program. During the final two courses of the program, cadets will participate in decision-making and planning for the unit. Duties may include the coordination of cadet training activities, providing instruction to beginning cadets, leading physical fitness training, conducting research based on case studies, and completing individual community service projects.

In addition to the JROTC curriculum, cadets will have the opportunity to participate in a number of co-curricular activities such as but not limited to: JROTC summer leadership schools, drill meets, model rocketry programs, flying model programs, static model programs, Kitty Hawk Air Society.

## Air Force JROTC Honors

In addition to the regular course requirements, cadets seeking honors weight will be required to establish a leadership journal and complete a major research project comprised of a research paper, a portfolio, and a presentation. All projects must be pre-approved by the senior JROTC instructor. Honors weight will be applied based on the successful completion of the cadet initiated research project.



## Air Force JROTC Cadet Leadership Course

**Offered: BH, M**

**Prerequisite: JROTC I; DC**

Credit: 0.5 unit

Grade Level: 10-12

The Air Force Junior ROTC Summer Leadership School is a "mini" Officer Training School run by AFJROTC instructors and is intended for cadets who are highly motivated, show excellent leadership potential, and enjoy being challenged. Cadets are immersed in an environment that includes precision drill and ceremonies, orienteering, marksmanship, uniform wear, physical fitness, leadership training, and academics. Cadet leaders for the upcoming school year are typically selected from those who have attended the Summer Leadership School. These schools are held during the summer at various locations in North Carolina, South Carolina, and Virginia.

## Air Force Advanced Leadership and Drill

**Offered: BH, M**

**Prerequisite: DC**

Credit: 1 unit

Grade Level: 10-12

This course is devoted to developing marching and leadership skills necessary to perform basic and exhibition drill performances at JROTC drill meets held throughout the region, largely on weekends. Participation in weekend drill meets is mandatory for course credit to be earned. Cadets also perform color guard duties at school events, parades, and other community ceremonies. Students must be enrolled in an additional JROTC course during the year.

## Army JROTC I-VIII

**Offered: B, F**

**Prerequisite: Previous course and/or DC**

Credit: 1 unit

Levels I-IV: 9-11

Levels V-VIII: 11-12

Army JROTC is designed to provide cadets with a clear understanding of the Nation's Defense Forces, American history, civics, geography, navigation, orienteering, global awareness, leadership, citizenship, conflict resolution, social responsibility, health and wellness, and the history, structure, and purpose of the Army. The curriculum is based on the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, and critical thinking techniques. Community service, uniform inspection/proper military personal grooming, and moderate physical activity are expectations of the program.

In addition to more in-depth study of the curriculum, additional leadership responsibilities and duties will be expected as cadets progress through the JROTC program. During the final two courses of the program cadets will participate in decision making and planning for the unit. Duties may include the coordination of cadet training activities, providing instruction to beginning cadets, leading physical fitness training, conducting research based on case studies, and completing individual community service projects.



**JROTC Leadership Challenge and Academic Bowl (JLAB):** A three-phase competitive program that is team-based and hosted by the College Option Foundation that is based on academic knowledge and leadership skills.

In addition to the JROTC curriculum, cadets will have the opportunity to participate in a number of co-curricular activities such as, but not limited to:

**JROTC Raider Challenge:** A competitive program for JROTC Cadets in five different fitness and skill events.

**Air Rifle Competitions:** Air rifle competitions are marksmanship programs that promote teamwork, self confidence, and marksmanship skills.

**Drill Competitions:** Programs for traditional drill formations including regulation and exhibition/pageantry categories.

### Army JROTC Honors

In addition to the regular course requirements, cadets seeking honors weight will be required to establish and maintain a leadership journal and complete a major research project comprised of a research paper, a portfolio, and a presentation. All projects must be pre-approved by the senior JROTC instructor. Honors weight will be applied based on the successful completion of the cadet initiated research project.

### Army JROTC Cadet Officer Leadership Course

**Offered: B, F**

**Prerequisite: JROTC I; DC**

Credit: 0.5 unit

Grade Level: 10-12

The Army Junior ROTC Junior Cadet Leadership Challenge Course is run by AJROTC instructors and is intended for cadets who are highly motivated, show excellent leadership potential, and enjoy being challenged. Cadets are immersed in an environment that includes precision drill and ceremonies, orienteering, marksmanship, uniform wear, physical fitness, leadership training, and academics. Cadet leaders for the upcoming school year are typically selected from those who have attended the Summer Leadership School. These schools are held during the summer at various locations in North and South Carolina.

### Army Advanced Leadership and Drill

**Offered: B, F**

**Prerequisite: DC**

Credit: 1 unit

Grade Level: 10-12

This course is devoted to developing marching and leadership skills necessary to perform basic and exhibition drill performances at JROTC drill meets held throughout the region, largely on weekends. Participation in weekend drill meets is mandatory for course credit to be earned. Cadets also perform color guard duties at school events, parades, and other community ceremonies. Students must be enrolled in an additional JROTC course during the year.



### Naval Science I-VIII

**Offered: S**

**Prerequisite: Previous course and/or DC**

Credit: 1 unit

Levels I-IV: 9-11

Level V-VIII: 11-12

Naval Science is designed to provide cadets with the concepts of citizenship, followership, and leadership. Cadets will learn Naval history, maritime geography, oceanography, meteorology, astrology and physical science, the inner workings of the Department of the Defense and the Navy, the role of the US military, and overall military strategy. Additionally, cadets will learn about ships, ship construction, organization, manning, armament, navigation, seamanship, and ship handling. Community service, uniform inspection/proper military personal grooming, and moderate physical activity are expectations of the program.

### Naval Science JROTC Honors

In addition to the regular course requirements, cadets seeking honors weight will be required to complete a research project comprised of a research paper, a portfolio, and a presentation. All projects must be pre-approved by the senior JROTC instructor. Honors weight will be applied based on the successful completion of the student initiated research project.

### Naval Science Advanced Leadership and Drill

**Offered: S**

**Prerequisite: DC**

Credit: 1 unit

Grade Level: 10-12

This course is devoted to developing marching and leadership skills necessary to perform basic and exhibition drill performances at JROTC drill meets held throughout the region, largely on weekends. Participation in weekend drill meets is mandatory for course credit to be earned. Cadets also perform color guard duties at school events, parades, and other community ceremonies. Students must be enrolled in a JROTC course during the year.

### Naval Science JROTC Cadet Officer Leadership Course

**Offered: S**

**Prerequisite: JROTC I; DC**

Credit: 0.5 unit

Grade Level: 10-12

The Navy Junior ROTC Summer Leadership School is a "mini" Officer Training School run by NJROTC instructors and is intended for cadets who are highly motivated, show excellent leadership potential, and enjoy being challenged. Cadets are immersed in an environment that includes precision drill and ceremonies, orienteering, marksmanship, uniform wear, physical fitness, leadership training, and academics. Cadet leaders for the upcoming school year are typically selected from those who have attended the Summer Leadership School. These schools are held during the summer at various locations in North and South Carolina.





# Occupational Course of Study

The following courses are available for eligible students with disabilities who are specifically identified for this program.

## English I, II, III, IV

**Offered: All high schools**

Credit: 1 Unit

These courses are required for high school graduation for students in the Exceptional Children's Program who are enrolled in the Future Ready Occupational Course of Study. Students enrolled in English II will take the English II EOC at the end of the semester.

## Introduction to Mathematics

**NC Math I**

**Financial Management**

**Offered: All high schools**

Credit: 1 Unit

These courses are designed for students in the Exceptional Children's Program whose post-secondary goal is employment. The coursework emphasizes the practical application of math skills to everyday life. Students enrolled in Math I will take the Math I EOC at the end of the semester.

\*Credits and requirements for students enrolled in NCVPS math courses may vary.

## Applied Science

**Biology**

**Offered: All high schools**

Credit: 1 Unit

The instructional focus of these courses is to teach skills related to personal health and well-being. Topics include: energy, force and motion, and electricity and magnetism. Students enrolled in the Biology course are required to take the Biology EOC at the end of the semester.

## Economics and Personal Finance

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 10-12

The Economics and Personal Finance (EPF) course is a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. The course will help students understand economic decisions, use money wisely, explore education and career choices, and understand how to be financially responsible citizens. Students in this course will be provided with the tools and knowledge necessary to live in and contribute to a financially sound society.



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

**Offered: All high schools**

Credit: 1 Unit

Grade Level: 10-12

This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to affect change and inform others.

## Occupational Preparation I

**Offered: All high schools**

Credit: 1 Unit

Students will be introduced to employability skills, behaviors, and fundamental attitudes necessary to secure and maintain employment. Students will participate in adult living and employment activities through instruction time in the class and on-campus work activities. Formal transition planning for post-school life continues throughout the Occupational Preparation Courses. Development of the Career Portfolio begins in the course with support in OCS English I.

## Occupational Preparation II

**Offered: All high schools**

Credit: 1 Unit

Foundation career, job seeking, and independent living skills are emphasized in this course. Students continue their instructional time and work-based learning experiences in on-campus work sites or school factories. Students continue to update their Career Portfolios in conjunction with OCS English II.

## Occupational Preparation III

**Offered: All high schools**

Credit: 1 Unit

This course is designed for students to apply skills learned in Occupational Preparation II through community based vocational training. Students rotate through job shadowing activities each grading period with support and supervision of school staff and business partners. Instructional time is instrumental to discuss placements at the community-based sites. Students continue to work on their Career Portfolios with support from OCS English III.

## Occupational Preparation IV

**Offered: All high schools**

Credit: 1 Unit

This is the culminating course in the Occupational Course of Study Career Preparation Program. Students participate in an employment seminar and have opportunities to solve work related problems, work on self advocacy skills, and continue to work on and prepare to present their career portfolio. Students work at a minimum wage work placement during this course.



# ESL

*National Origin Minority students, those students whose first language is not English, are administered a state-approved English language proficiency test to determine eligibility and placement in the appropriate courses listed below.*

The instructional focus of ESL classes is to teach language acquisition skills: reading, writing, listening and speaking to English language learners in appropriately leveled classes. Instruction is provided in linguistic complexity, vocabulary usage, and language control at each level.

## **ESL-English As A Second Language (Entering/Emerging)**

**Offered:** All high schools

**Prerequisite:** DC

Credit: 1 Unit

Grade Levels: 9-12

This course is offered to *Entering* and *Emerging* level English language learners. Instruction will focus on acquiring foundational English language skills necessary to progress to higher levels of proficiency in the five standards of the English Language Development Essential Standards. This course is often taken along with the ESL Lab.

## **ESL-English As A Second Language (Developing)**

**Offered:** B, BH, M, S

**Prerequisite:** DC

Credit: 1 Unit

Grade Levels: 9-12

This course is offered to *Developing* level English language learners. Instruction will focus on the acquisition of academic language skills necessary for students to experience success in content area courses and demonstrate growth in proficiency in all five standards of the English Language Development Essential Standards. Specific objectives will target students' acquisition of skills in the four language domains of listening, speaking, reading, and writing.

## **ESL-English As A Second Language (Expanding/Bridging)**

**Offered:** B, BH, M, S

**Prerequisite:** DC

Credit: 1 Unit

Grade Levels: 9-12

This course is offered to *Expanding* and *Bridging* level English language learners. Instruction will focus on the acquisition of academic language skills necessary for students to experience success in content area courses as they approach full proficiency in all five standards of the English Language Development Essential Standards. Specific objectives will target students' acquisition of skills in the four language domains of listening, speaking, reading, and writing.

## **ESL-English As A Second Language Lab**

**Offered:** F, S

**Prerequisite:** DC

Credit: 1 Unit

Grade Levels: 9-12

This course option provides curriculum assistance to English language learners at various levels of English proficiency. Students have the opportunity to receive assistance with assignments, projects, and test preparation for content area classes. Language acquisition software is also available to support students in the process of acquiring English skills.

# Other Electives

## **Media Assistant**

**Offered:** All high schools

**Prerequisite:** Application

Credit: 1 Unit

Grade Level: 10-12

The instructional focus of this course is to provide training to students interested in serving as assistants in the school's media center. Students will learn how to process materials, formulate bibliographies, checkout and return all types of media, keep accurate records, assist with the technology available in the media center, and become proficient in video and audio-visual preparation. The student's instructor for the course is the school's media coordinator.

## **Success 101**

**Offered:** B, S

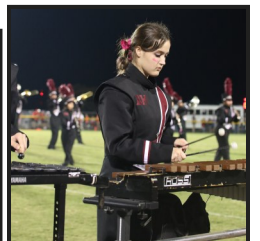
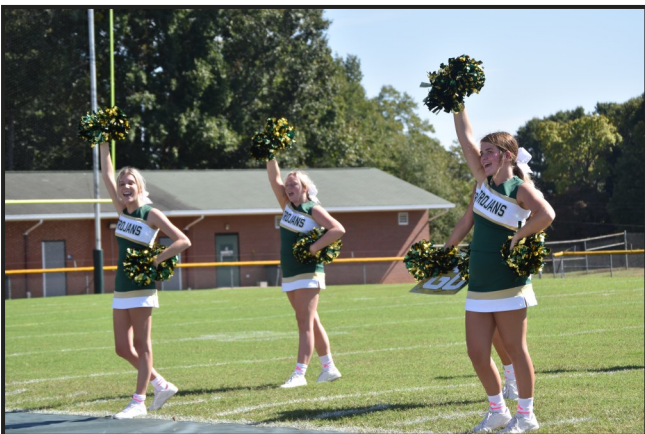
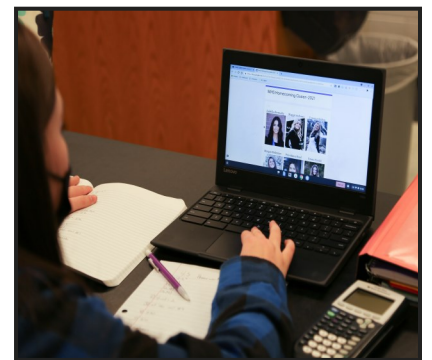
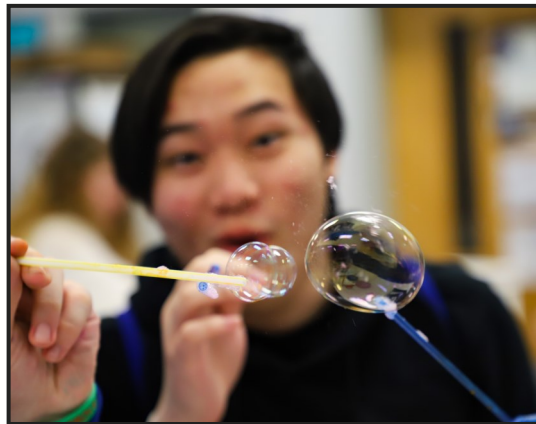
**Prerequisite:** DC

Credit: 1 Unit

Grade Level: 9-12

Success 101 is a course designed to meet the needs of various students or groups of students enrolled in each high school. The content is individualized and is designed to improve literacy skills in all academic areas.





# PERSONAL GRADUATION PLAN

The **PERSONAL GRADUATION PLAN** is an **OPTIONAL** tool to assist the student with high school, college, and career planning. Every piece of data necessary to complete this form has been previously issued to the student or is available electronically through PowerSchool. This plan serves as a simple repository for information to assist with high school course selection and as a means for information for completing college admissions work and scholarship applications. Below are explanations of each section:

Students are to complete the basic information at the top of the form including up to three career choices. After writing his/her career choices, the student should research and then write the post secondary institutions that offer programs in the student's area of career interests.

In the area designated for reporting assessment data, there are a number of tests referenced. Following is a brief explanation of the information to be charted:

- For the EOC test, the percentile score is the measure necessary to record in the table. The percentile score is the most accurate indicator in comparison with the student's NC peers in determining placement in regular, college preparatory, or honors level classes.
- In the table for the PSAT and SAT it is important to note that the SAT is listed three times. Most students take the SAT at least twice and some take the test three times. Colleges and universities take the best sub score regardless of the test administration. Therefore, if the reading score were the best score the second time, but the math score was best the first time, the SAT score is submitted with the higher of the two sub scores being the ones reported to the colleges.
- ASVAB scores are the resulting test data from students taking military assessments.

- The table for the PreACT and ACT scores will be completed after the sophomore and junior years respectively. The PreACT is administered to all sophomores in North Carolina in the fall of each year and the ACT is administered to all juniors in the spring of each year.
- The last table is reserved for students taking Advanced Placement courses. AP tests are given in May of each year and the scores are usually reported back by the first of July.

Although the next section, Honors and Awards, is self-explanatory, having this information accessible will be extremely beneficial when completing college applications and scholarships.

The second column of the form provides a location to record final semester averages and the converted point value on the 4.0 standardized grading scale as well as the cumulative weighted and unweighted GPA.

Knowing your strengths and being able to manage your weaknesses is one of the secrets to success. Take advantage of tools such as CFNC as well as the expertise of your counselors and teachers and choose your courses wisely. Simply being cognizant of your unique talents and being able to "Begin with the End in Mind," will afford you the opportunity to achieve much success.



# PERSONAL GRADUATION PLAN

SCHOOL: \_\_\_\_\_ CLASS OF: \_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

POST-SECONDARY CAREER PLANS: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

COLLEGE: 1 yr \_\_\_\_\_ 2yr \_\_\_\_\_ 4yr \_\_\_\_\_ MIL \_\_\_\_\_

COLLEGE: 1 yr \_\_\_\_\_ 2yr \_\_\_\_\_ 4yr \_\_\_\_\_ MIL \_\_\_\_\_

COLLEGE: 1 yr \_\_\_\_\_ 2yr \_\_\_\_\_ 4yr \_\_\_\_\_ MIL \_\_\_\_\_

**NINTH GRADE** DATE OF ENTRY: \_\_\_\_\_

ENGLISH \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

MATH \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

SCIENCE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

SOC. STU. \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

H/PE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ARTS \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

CTE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ELECTIVE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ELECTIVE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ELECTIVE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

Total Credits \_\_\_\_\_

Unwtd GPA \_\_\_\_\_

Wtd GPA \_\_\_\_\_

## NC AND NATIONAL ASSESSMENT INFORMATION

NC TESTS	% RANK	SAT	DATE	READING	MATH	WRITING
7th M EOG		PSAT				
7th R EOG		SAT				
ENGLISH II		SAT				
NC MATH I		SAT				
NC Math III		ASVAB	GS _____	AR _____	WK _____	PC _____
BIOLOGY		ASVAB	MK _____	EI _____	AS _____	MC _____
CTE _____		ACT	COMPOSITE	READING	MATH	SCIENCE
CTE _____		PreACT				
CTE _____		ACT				

AP TESTS	AP CAL AB _____	AP EAR/ENV _____	AP HUMAN GEO _____
AP LANG _____	AP CAL BC _____	AP US HIS _____	AP STUDIO ART _____
AP LIT _____	AP BIOLOGY _____	AP GOV _____	AP MUS TH _____
AP STATS _____	AP CHEM _____	AP WORLD _____	OTHER _____

**TENTH GRADE**

ENGLISH \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

MATH \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

SCIENCE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

SOC. STU. \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

PE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ARTS \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

CTE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ELECTIVE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ELECTIVE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ELECTIVE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

Total Credits \_\_\_\_\_

Unwtd GPA \_\_\_\_\_

Wtd GPA \_\_\_\_\_

**ELEVENTH GRADE**

ENGLISH \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

MATH \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

SCIENCE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

SOC. STU. \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

PE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ARTS \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

CTE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ELECTIVE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ELECTIVE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ELECTIVE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

Total Credits \_\_\_\_\_

Unwtd GPA \_\_\_\_\_

Wtd GPA \_\_\_\_\_

**TWELFTH GRADE**

ENGLISH \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

MATH \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

SCIENCE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

SOC. STU. \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

PE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ARTS \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

CTE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ELECTIVE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ELECTIVE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

ELECTIVE \_\_\_\_\_ GRADE \_\_\_\_/4.0 CONV. \_\_\_\_

Total Credits \_\_\_\_\_

Unwtd GPA \_\_\_\_\_

Wtd GPA \_\_\_\_\_

**HIGH SCHOOL HONORS, AWARDS, RECOGNITIONS AND LEADERSHIP**

ACADEMIC HONORS/AWARDS: \_\_\_\_\_

ACADEMIC SCHOLARSHIPS: \_\_\_\_\_

EXTRA/CO-CURRICULAR ACTIVITIES: \_\_\_\_\_

CLUBS/LEADERSHIP: \_\_\_\_\_

ATHLETIC TEAMS/LEADERSHIP: \_\_\_\_\_

AWARDS/HONORS: \_\_\_\_\_

SCHOLARSHIPS: \_\_\_\_\_

SCHOOL ACTIVITIES/LEADERSHIP: \_\_\_\_\_

COMMUNITY SERVICE/VOLUNTEER: \_\_\_\_\_

CIVIC SCHOLARSHIPS: \_\_\_\_\_

WORK EXPERIENCE: \_\_\_\_\_

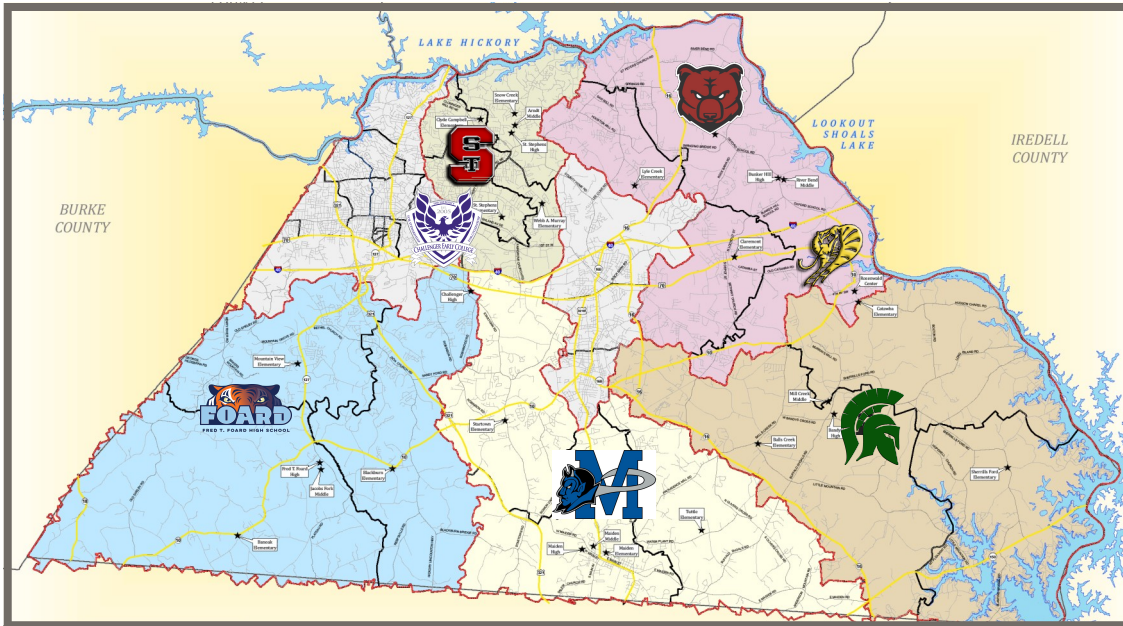
College Applications sent to: \_\_\_\_\_

\_\_\_\_\_





# High School Directory



## **Bandys High School**

5040 East Bandys Road  
Catawba, NC 28609  
(828) 241-3171  
FAX (828) 241-9402  
**Dr. Chad Maynor, Principal**  
Brandon Harbinson, AP  
Leslie McIntosh, AP  
Karen McClure, Lead Counselor

## **Challenger Early College High School**

CVCC Campus 2550 Hwy 70 SE  
Hickory, NC 28602  
(828) 485-2980  
FAX (828) 485-2981  
**Nichole Ijames, Principal**  
Brigette DeArman, AP  
Amy Sigmon, Student Services Counselor

## **Maiden High School**

600 W Main Street  
Maiden, NC 28650  
(828) 428-8197  
FAX (828) 428-8341  
**Brian Hefner, Principal**  
Melissa Gemes, AP  
Caine Houser, AP  
Christel Murray, Lead Counselor

## **Bunker Hill High School**

4675 Oxford School Road  
Claremont, NC 28610  
(828) 241-3355  
FAX (828) 241-9401  
**Preston Clarke, Principal**  
James Byrd, AP  
Shannon Hollar, AP  
Gigi Moore, Lead Counselor

## **Fred T. Foard High School**

3407 Plateau Road  
Newton, NC 28658  
(704) 462-1496  
FAX (704) 462-1988  
**Stephen Westmoreland, Principal**  
Deborah Pitts, AP  
Samy Shreidah AP  
Brooke Ward, Lead Counselor

## **St. Stephens High School**

3205 34<sup>th</sup> Street Drive NE  
Hickory, NC 28601  
(828) 256-9841  
FAX (828) 256-7159  
**Kyle Stocks, Principal**  
Neil Everett, AP  
Chris Johnson, AP  
Amy Rucker, AP  
Amber Moulton, Lead Counselor

## **Catawba Rosenwald**

### **Education Center**

403 6th Avenue SW  
Catawba, NC 28609  
(828) 241-2734  
FAX (828) 241-4999  
**Tim Adams, Principal**  
Dr. Robin Harvey, AP  
Nanette Moss, Lead Counselor

All school websites can be located at:  
[www.catawbасchools.net](http://www.catawbасchools.net)

