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## **DISCRIMINATION AND HARASSMENT PROHIBITED BY FEDERAL LAW**

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, color, national origin, religion, disability, or age (over 40), and will provide equal access to the Boy Scouts and other designated youth groups as required by law. The board will not tolerate any form of unlawful discrimination or harassment in any of its education activities or programs.

### **CONTACTS FOR INQUIRIES**

The superintendent has appointed individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal nondiscrimination laws, including investigating any complaints communicated to school officials alleging noncompliance with those laws. Inquiries about the application of the nondiscrimination laws addressed in this policy may be referred to the designated civil rights coordinator and/or the Assistant Secretary for Civil Rights in the Office for Civil Rights at the U.S. Department of Education.

The contact information for the designated civil rights coordinators (Section 504 – Students, ADA & Section 504 – Employees, Age Discrimination, Other Nondiscrimination Laws) is as follows:

Office Address: 6410 Carolina Beach Rd, Wilmington, NC 28412  
 Phone Number: (910) 254-4200  
 Email Address: [titleix@nhcs.net](mailto:titleix@nhcs.net)

### **TITLE IX NONDISCRIMINATION ON THE BASIS OF SEX**

The school system does not discriminate on the basis of sex in its education programs or activities and is required by Title IX of the Education Amendments Act of 1972 and federal regulations to not discriminate in such a manner. This requirement extends to admission and employment. The board will not tolerate discrimination on the basis of sex, including any form of sexual harassment as that term is defined under Title IX, in any program or activity of the school system.

**Note:** A very special thanks to all of the various departments that have helped Instructional Services with the writing, revision, and publishing of this Curriculum Course Guide. Please contact Travis [Matthews@nhcs.net](mailto:Matthews@nhcs.net) if you have further questions or suggestions for this document.

## A WELCOME FROM SUPERINTENDENT DR. CHARLES FOUST



Dear Students,

On behalf of New Hanover County Schools, I would like to welcome everyone to the 2023-2024 high school scheduling process. Rising ninth-graders, you have made it to high school, the next step in your education process before college. You are getting ready to embark on one of the most important, challenging, and memorable experiences of your life. For those of you getting ready to graduate, congratulations on getting one step closer to achieving your dreams. No matter your grade level, NHCS will be there to assist and guide you throughout your high school journey.

As we all know, our world is changing daily. Now more than ever before, we are seeing just how crucial technology and science are. The COVID-19 pandemic has taught us numerous lessons in how we have to adjust our approach to learning and work. As the world continues to connect through technology, increased competition is following. A first-rate education is essential to success.

As the world has become more educationally diverse, NHCS strives to grow in this same direction. We are working to achieve equity across the entire district so that each student has the same opportunities no matter where they live or go to school. The district is ensuring all students have the necessary tools to succeed, including state of the art technology and increased Internet access. When it comes to literacy, we are increasing supports to ensure each student has the same resources to read at grade level.

This Curriculum Course Guide will help you navigate these important high school years. Inside this resource, you will find information on course offerings and descriptions, state and local educational requirements, course enrollment directions, and in-depth program information.

The course scheduling process is very important for every student. Please do not hesitate to seek guidance as you prepare to select your courses. At NHCS, we strive for excellence in everything we do. But we want you to know that you are not alone in this journey. Teachers, principals, counselors, and family members are here to support you in your pursuit of academic excellence.

Have a wonderful school year.

Sincerely,  
Dr. Charles Foust

## HOW TO BEST USE THE CURRICULUM COURSE GUIDE

### Disclaimers:

**\*\*The online version will always be the most accurate and up-to-date edition of this resource.**

**\*\*\*Students enrolled in Virtual Academy may not have access to every course in this guide – please see your school counselor for availability and more information.**

Over the past few years, with the various changes in state policies and course offerings, the NHCS Curriculum Course Guide has become a vital source of information for both parents and students. This course selection guide was developed to assist students and their parents in outlining a high school course of study. All students and parents should read this information carefully and give deliberate thought to the student's interests and plans for the future.

Parents and students also should be aware that all courses may not be available at the student's home school. The final school schedule is based on student requests. Some courses may not be taught if there are insufficient student requests.

As alluded to in the above paragraphs, changes are always happening with course offerings and state and district academic policies. Based on these ever-changing circumstances, we encourage students and parents to reference the online version of the Curriculum Course Guide on the NHCS webpage.

### **With this mind, there are a few important policies and new opportunities we would like to highlight:**

- The state's social studies requirements have undergone a change for students that entered high school in the year **2020-2021**. The following four social studies courses must be successfully completed for graduation: (1) World History, (1) Civics Course: either Civics and Economics or Civic Literacy, (1) American History course: either American I, American II, American History, or AP U.S. History and (1) Economics and Personal Finance (EPF). Please see your school counselor for more scheduling questions and options.
- For students that are entering high school in **2021-2022 and beyond**, they will be under the following social studies graduation requirements: (1) World History, (1) The Civic Literacy course or AP Government, (1) The new American History course, or AP U.S. History and (1) Economics and Personal Finance (EPF). Please see your school counselor for scheduling questions and options.
- New Career and College Ready Graduate Course (CCRG) requirement. The State Board of Community Colleges, in consultation with the State Board of Education, has developed a program that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation through cooperation with community college partners. Starting in 2021-2022, the English offering will be blended into the on-level English IV course and the mathematics modules will be offered in several different math courses. Please see your school counselor for more details.
- When advanced courses are offered in mathematics, any student scoring a level five on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled. No student who qualifies under this subsection shall be removed from the advanced or high school mathematics course in which the student is enrolled unless a parent/guardian of the student provides written consent for the student to be excluded or removed from that course.

- In accordance with NHCS Policy 3460, students in NHCS will graduate with at least 28 credits. If students are interested in graduating **in less than 4 years**, a graduation plan must be completed with a school counselor per State Board of Education Policy GRAD-006
- Upon successful completion of an approved NC DPI high school content course, middle school students will earn a high school credit towards graduation; however, **the actual grade from this coursework taken in middle school will not count toward the high school Grade Point Average (GPA).**
- All students begin accumulating their official high school GPA upon entering high school coursework following the day after completion of 8<sup>th</sup> grade (June or later for most students).
- Students beginning high school **in or after** the 2015-2016 school year will operate under the following weighted course scale: Honors courses will receive an additional .5 weight. Advanced Placement and all other community college\* and university courses will receive an additional 1 point of weight.

**\*Note:** Most *Career Technical Education (CTE) Pathway* courses do not count as weighted credit toward the student's high school Grade Point Average (GPA).

### **NORTH CAROLINA STATE BOARD OF EDUCATION VISION**

Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

### **NEW HANOVER COUNTY SCHOOLS MISSION STATEMENT**

The mission of New Hanover County Schools, in collaboration with our parents and the community, is to strive to provide children with an opportunity for a superior education in a safe and positive learning environment where they are prepared with the skills to succeed.

## GENERAL CURRICULUM

New Hanover County Schools offers curriculum that is comprehensive and flexible, providing a wide variety of course offerings and special programs. This curriculum allows each student to complete a high school program designed around the student's needs and interests. Every effort is made to offer all courses at each high school within constraints imposed by enrollment and personnel. **Elective offerings may vary at each high school.**

In addition to traditional classroom offerings, eligible students may be able to participate in the state's approved online high school program known as North Carolina Virtual Public School (NCVPS). NCVPS provides, at no charge to a NHCS student, online high school courses to public school students throughout North Carolina. Students may access virtual learning courses from anywhere at any time. Grades earned through NCVPS become part of a student's academic record as the student works toward graduation goals. Registration must occur at each school through the E-Learning Advisor. While this is an exciting opportunity for all of our students, it is important to note that virtual learning may not be appropriate for all learners. Please consult school counselors, teachers, and other school administrators for scheduling advice and course availability. Additional information about NCVPS can be found at <http://www.ncvps.org/>.

Additionally, students meeting the admission criteria may take dual enrollment courses at the University of North Carolina at Wilmington or at Cape Fear Community College through the North Carolina Career & College Promise program. Each of these programs is covered more extensively in this Curriculum Course Guide.

Each high school offers a full continuum of services to students with disabilities. These services are specified through an Individualized Education Plan (IEP) or an Individualized Accommodation Plan (IAP or 504 plan) designed to meet individual student needs. Every school has a system of intervention, evaluation, and service delivery that provides access to these services. Students and parents can obtain more information about IEP (special education) services from the Special Education department chairperson and more information about IAP (504) services from the 504 Coordinator at each school.

Academically or Intellectually Gifted (AIG) services are offered through enrollment in rigorous honors and Advanced Placement courses at each school. An AIG Specialist has been provided at each high school to help offer additional scheduling and academic support for students and parents.

## STUDENT LEARNING OPPORTUNITIES

### ADVANCED PLACEMENT PROGRAM (AP)

The Advanced Placement (AP) program offers college level courses and exams for secondary students in the areas of English, mathematics, social studies, and science. Select second languages and arts classes may also be offered. AP course offerings may vary at each high school. AP courses may also be available through North Carolina Virtual Public School (NCVPS). In May, students are encouraged to demonstrate their proficiencies on the appropriate Advanced Placement examinations. **The exams are offered free to all students enrolled in an AP course.** Students may earn university course exemption and/or credit. These exams are scheduled, designed, and graded by the College Board. Additional information can be found at <http://www.collegeboard.org>.

The chart below highlights Advanced Placement courses that can be taken in the place of North Carolina graduation requirements because of the similarity of the curriculums. AP courses do provide students with a higher weighted grade point average than honors or standard level courses; *however*, Advanced Placement courses are **very challenging** and require significant amounts of outside reading and writing. Please see a school counselor and/or an AP teacher for scheduling assistance.

For more information on specific AP course weight for your particular graduation cohort, please see page 34 – 38.

Advanced Placement Course	North Carolina Course That AP Course Can Replace
AP English Language and Composition	English III
AP Literature and Composition	English IV
AP Environmental Science	Earth and Environmental
AP Chemistry	A Physical Science (5 physical science options)
AP Physics	A Physical Science (5 physical science options)
AP Biology*	Biology*
AP World Modern History	World History
AP US History**	American History I and II and the new 2020-2021 American History
AP Government and Politics	Civic Literacy
AP Pre-Calculus	Honors Pre-Calculus

**\*Note:** *Students taking AP Biology in place of the North Carolina created Biology course will still need to take the state required End-of Course exam that was created for the NC Biology course.*

**\*\*Note:** *Students entering high school in 2019-2020 or before, electing to take AP US History instead of American History I and II will need to take one additional social studies elective in order to fulfill the state requirement of four social studies credits to graduate. An additional social studies AP course or other social studies elective can be taken to fulfill this fourth requirement.*



## **CREDIT BY DEMONSTRATED MASTERY (CDM)**

The State Board of Education defines “mastery” as a student’s command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material.

Credit by Demonstrated Mastery (CDM) is a two-phase process where a student can earn credit in a high school course without requiring classroom instruction or classroom seat time. Phase One requires a level 5 on an EOC exam, 90% accuracy on a cumulative exam or North Carolina Final Exam. Phase Two requires a student artifact that demonstrates a deep understanding of the course content, and is evaluated by the school's CDM team. The CDM process is available to any student in high school attempting to demonstrate mastery of a high school course available in New Hanover County. Though students can receive credit for successfully completing the CDM process, **they will not receive a grade on their transcript and it will not be factored into their GPA.**

Students considering the CDM process can find the fall and spring timeline on the NHCS Instructional web page or contact the school counselor or Gifted Education Specialist for more information

The following courses are excluded from Credit by Demonstrated Mastery:

- Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship)
- CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood Education I/II and Nursing Fundamentals
- CTE Advanced Studies courses
- English Language Learner (ELL) courses
- Healthful Living required courses
- AP/IB Courses

For more information, please visit the North Carolina Credit by Demonstrated Mastery page at NC DPI.

## **ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)**

English as a Second Language (ESL) classes or services are offered to students whose first language is a language other than English and whose academic English is not yet fluent. ESL classes provide a content-based, academic context that supports the development of the English speaking, listening, reading, and writing skills necessary for academic success.

## **STRIVING TO ACHIEVE EXCELLENCE (STAE)**

Striving To Achieve Excellence (STAE) is designed to prepare students for the rigor of post-secondary education while increasing student achievement and developing overall success through empowerment. The STAE class provides students with academic, social, career, and college support as well as leadership development. The STAE student is one that has college potential, may be under-represented in four year colleges or may be a first-generation college student. The STAE student has the potential to excel and go to college but needs extra support and guidance. STAE will provide students with the necessary support to allow them to reach their greatest potential.

The student must meet the considerations of acceptance designated by the STAE criteria and must continue to meet those parameters in order to remain in the program. See a school counselor or STAE coordinator for more details and information on applying for the STAE program.



## ONLINE LEARNING

Online learning is offered at all secondary school in New Hanover County. In middle school, students needing acceleration in a high school course that is not offered at the middle school may qualify to take an online course. There are only certain high school courses that can be accessed by middle school students. For a list of these courses please visit <https://ncvps.org/high-school-courses-for-middle-school-students/>. High School students may request online learning through their school counselor. Courses are offered from New Hanover County locally taught courses, North Carolina Virtual Public School (NCVPS), North Carolina School of Science and Math (NCSSM), and Edgenuity.

### **NORTH CAROLINA VIRTUAL PUBLIC SCHOOL (NCVPS)**

NCVPS provides online courses to public school students throughout North Carolina. NCVPS course offerings include high school and middle school content courses. Students who are enrolled with NHCS may access these web-based courses from anywhere at any time. Credits and/or grades earned throughout NCVPS become part of a student's academic record as the student works toward graduation goals. Registration must occur at each school through the E-Learning Advisor. While this is an exciting opportunity for all students, it is important to consult with school counselors, teachers, and school administrators for scheduling advice and course availability.

Students participating in an NCVPS course will be required to take any state mandated End-of-Course or NC Final Exam assessments.

To increase student success in online coursework, the middle and high schools have implemented a Virtual Academy support model to assist students with navigation, communication, progress monitoring and goal setting. This support is provided to all students taking NCVPS courses, both those scheduled in the lab and those working from home. Additional information about NCVPS can be found at <http://www.ncvps.org/> or on the NHCS Online Learning webpage <https://cramosley.nhcs.net/e-academy>.

### **NEW HANOVER COUNTY LOCALLY TAUGHT ONLINE COURSES**

New Hanover County offers locally taught online courses developed and taught by the district's teachers. A list of the courses offered locally can be found on the Online Learning website, <https://sites.google.com/nhcs.net/onlinelearning/school-staff-only>

### **NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS (NCSSM)**

The North Carolina School of Science and Math (NCSSM) offers online courses to students throughout North Carolina. The courses are science and math focused and may be offered as synchronous or asynchronous classes. Online dual enrollment with NCSSM is also an option for New Hanover County Schools' students in 11<sup>th</sup> and 12<sup>th</sup> grades. Please contact your school counselor to learn more about enrolling in NCSSM courses.

### **EDGENUITY**

Edgenuity is a third party vendor that supplies online courses for our e-Academy middle school students and Credit Recovery for our district's high school students.

### **E-ACADEMY AT MOSLEY**

The E-Academy program at Career Readiness Academy at Mosley seeks to recruit middle and high school students meeting unique enrollment situations. Once enrolled in the E-Academy program, students access NCVPS, local, or Edgenuity online courses from home with support from the E-Academy team. For more information, contact Sarah Gubit, [sarah.gubit@nhcs.net](mailto:sarah.gubit@nhcs.net) or visit the E-Academy webpage at <https://cramosley.nhcs.net/e-academy>

### **SUMMER SCHOOL**

Students may participate in summer coursework to recover credits or to accelerate their learning with new coursework (typically, no more than one summer course tends to work best for students). Multiple lab locations are available throughout the district to support students with summer online coursework.

## MIDDLE SCHOOL STUDENTS

With principal approval, middle school students may participate in high school courses via NCVPS or some other online provider. High school content courses approved by the NC Board of Education for access by middle school students can be accessed at the following link:

<https://ncvps.org/high-school-courses-for-middle-school-students>

*\*Middle school students are required to attend the NCVPS lab on campus as part of their regularly scheduled day.*

Upon successful completion of a high school content course, middle school students will earn a high school credit towards graduation and this course will appear on the student's transcript; **however, the actual grade from this coursework taken in middle school will not count toward the high school Grade Point Average (GPA).**

**Note:** *Middle school students taking high school courses will not have an honors designation on their high school transcript. The North Carolina Student Information System does not differentiate between honors and on-level courses at the middle school level. Please see your school counselor for more details.*

Only high school course content taken during the summer following successful completion of the 8<sup>th</sup> grade (as a rising 9<sup>th</sup> grader in June) will allow the students to earn both high school credit towards graduation and count towards high school GPA.



## NORTH CAROLINA CAREER AND COLLEGE PROMISE

North Carolina Career and College Promise (NCCCP) provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. Cape Fear Community College (CFCC) is the partnering agency for New Hanover County students. Qualified students may enroll in one of three pathways: a College Transfer Pathway or a Career or Career and Technical College Pathway or Economic Workforce Development. Check out the Career and College Promise (CCP) website for more information and application process. [www.cfcc.edu/ccp](http://www.cfcc.edu/ccp)

*\*\*\*Students enrolling in Career and College Promise courses are strongly advised to be aware of the collegiate calendar and various rules and procedures outlined by the collegiate institution.*

In order to participate in a **College Transfer Pathway**, a high school student must meet the following criteria:

- a. Be a high school junior or senior;
- b. Have an unweighted GPA of at least 2.8 on high school courses; **or**
- c. Demonstrate college readiness on a college placement test, such as Pre-ACT, PSAT, SAT or ACT.
- d. Choose one of the following four College Transfer Pathway in which to enroll:
  - Associate of Arts
  - Associate of Fine Arts-Visual Arts
  - Associate of General Education Nursing
  - Associate of Science
  - Associate in Arts in Teacher Preparation
  - Associate of Engineering
  - Associate of Fine Arts Music
  - Associate of Fine Arts Theater
  - Associate in Science in Teacher Preparation

**Note:** *College Transfer Pathway courses 3 credits or higher count the same weight as AP courses toward a student's GPA.*

In order for a student to participate in the **Career Technical Education Pathway**, a high school student must meet the following admissions criteria:

- a. Be a high school junior or senior;
- b. Have an unweighted GPA of a 2.8 **OR** principal/designee permission with a written statement.

**Note:** If the pathway requires any course on the UGETC, (Universal General Education Transfer Component) list, the same criteria for the transfer pathway will be required. Recommendation will not be allowed for CTE pathways that include UGETC courses included in the pathway.

c. Choose between one of the following Career Technical Education Pathways:

- Accounting
- Accounting Fraud Analytics
- Advising and Graphic Design
- Air Conditioning Heating and Refrigeration
- Architectural Technology
- Automotive Customizing
- Automotive Systems Technology
- Baking and Pastry
- Boat Building
- Business Admin. – Banking & Finance
- Business Admin. – Customer Service
- Business Admin. – Entrepreneurship
- Business Admin. – International Business
- Business Admin. – Management & Supervision
- Business Admin. – Office Systems
- Business Analytics CTE Pathway
- Business Admin CTE Pathway
- Business Admin. Certificate CTE Pathway
- Business Admin. Entrepreneurship CTE Pathway
- Carpentry CTE Pathway
- Chemical Technology CCP
- Collision Repair and Refinishing
- Community Spanish Interpreter
- Construction Management Technology
- Construction Management Technology Framing
- Cosmetology
- Criminal Justice
- Culinary Arts
- Cyber Crime
- Diesel and Heavy Equipment
- Early Childhood Education – Preschool
- Early Childhood Education – Infant / Toddler
- Electrical Systems Technology
- Electronics Engineering Drone Technology
- Emergency Management
- Fire Protection Technology
- Health and Fitness Science
- Healthcare Business Informatics
- Hospitality Management
- Human Services Technology / Substance Abuse
- IT Information Technology Cybersecurity & Network.
- IT Systems Administration
- IT Software and Web Development

- Landscaping Design
- Landscape Gardening
- Marine Technology
- Medical Assisting
- Medical Office Administration
- Mechanical Engineering Technology
- Mechatronics Engineering Tech Automation
- Mechatronics Engineering Tech Certificate
- Mechatronics Engineering 3D Printing
- Nuclear Technology
- Nurse Aide Certificate
- Paralegal Technology
- Plumbing
- Sustainability Technology
- Sustainability Gardening
- Welding

**Note:** *Most CTE Pathway courses do not count as weighted credit toward the student's high school GPA.*

**Note:** College and university courses shall earn high school dual credit as specified below:

CFCC Course Credits Semester Hours Credit	High School Credits
1 – 2	0
3 – 4	1
5 – 8	2
9 or more	3

### College Classes

- Students may enroll only in the college classes listed in their approved pathway.
- Once admitted to this CCP program, students can change programs with permission from the high school principal or designee and with a program change form.
- Students will be able to participate in early registration just like traditional students.

**Note:** *It is very important to note that Career and College Promise courses will reflect on a student's high school and college transcript. The grades incurred in these courses can affect financial aid and college acceptance.*

### Withdrawal Process

- Students desiring to withdraw from classes must contact the Cape Fear Community College Records and Registration office to obtain the necessary forms and procedures for official withdrawal.
- Students who stop attending a class without officially withdrawing will receive a grade of "F," which is computed as a failing grade.
- Students who have not attended at least once by the 10% date of the class will be dropped by the instructor as "never attended." No tuition and fee adjustments will be made. **The Registrar's office cannot reverse a "no show".**
- Students who withdraw from a course(s) within the first 60% of class hours will receive a grade of "W" which will not be computed in the GPA (Grade Point Average). All withdrawals appear on the student's academic transcript.
- Students who withdraw after the 60 percent of class hours must obtain permission in writing from their instructor and the Department Chair. **Permission will be granted for extenuating circumstances only.** Supporting documentation will be required. No withdrawals may be requested during the last week of the semester. **Withdrawals can now be done online!** Refer to the academic calendar for deadlines. Please follow the link for more information: <https://cfcc.edu/registrar/withdrawals/>

Please refer to the Cape Fear Student Handbook for complete information on all CFCC policies and procedures.

### Costs

- Tuition is waived for college courses taken as a dual-enrolled student during every semester at CFCC as a CCP student (Career and College Promise). Students may be eligible to take courses during the fall, spring, and summer of their Junior/Senior year.
- Students are responsible for technology, activity, and parking/security fees. Fees are due to the CFCC Business Office at the time of registration.
- Students are also responsible for purchasing required textbooks and supplies for each course. Textbook listings and prices can be found in the CFCC Bookstore and at [www.cfcc.edu](http://www.cfcc.edu).

**Note:** *Transportation to CFCC is the student's responsibility. For more information on CFCC guidelines, course selection and applications please see your Career Development Coordinator, school counselor, or visit the Cape Fear Community College website at <http://cfcc.edu/ccp/>.*

**Note:** *All Cape Fear courses now have an online gradebook that students have access to – if they would like up-to-date information on their grades. Please contact the designated course professor if the course's grades are not updated on Blackboard.*

## **COMMUNITY COLLEGE DUAL CREDIT ALLOWANCES FOR CAREER & COLLEGE PROMISE**

Please check the North Carolina Dual Credit Allowances Chart in order to see where CCP classes can be applied for high school graduation. Here is the web address:

<https://files.nc.gov/dpi/documents/advancedlearning/ccp-dual-credit-allowances.pdf>

All courses are based upon the Universal General Education Transfer Component of the Comprehensive Articulation Agreement and will transfer for equivalency credit. For purposes of calculating student Grade Point Averages, courses included on this chart are weighted in accordance with SBE policy GCS-L-004.

**Note:** 11<sup>th</sup> or 12<sup>th</sup> graders who are using HIS 131 and HIS 132 to satisfy high school graduation requirements, must be coded as a P1012C- Associate in Arts. They must not have taken any other Social Behavioral Sciences. The rule is for them to select three courses from the following from at least two different disciplines.

## **ADVANCED STUDY - UNIVERSITY OF NORTH CAROLINA WILMINGTON**

New Hanover County Schools and the University of North Carolina Wilmington (UNCW) have a cooperative agreement to allow students to take courses at the university. **Eligible students must have (1) completed two calendar years as a student at a high school or homeschool and (2) earned enough credits to be designated a junior or senior year in high school.** Students may only register for 2 undergraduate courses per term. **Advanced study courses taken at UNCW must be courses not offered on the high school campus.** An application is required and **students are responsible for tuition, fees, books, and transportation.** It is understood that the transfer of college credit for the course(s) will be dependent upon the decision of the university. The UNCW course enrollment deadline for **fall** and **summer** semesters is April 1<sup>st</sup> and spring semester is November 1<sup>st</sup>. Course selections should be discussed with a counselor and then approved by the principal. Additional information can be found at <http://uncw.edu/admissions/dual.html>.

This program is available primarily to students in the Wilmington area. Dual-Enrollment applications for admission are available in your high school's counseling office and in the UNCW Admissions Office.

**\*Note:** *Students enrolling in UNCW courses are strongly advised to be aware of the collegiate calendar and various rules and procedures outlined by the collegiate institution.*

**\*\*Note:** *It is very important to note that UNCW courses will reflect on a student's high school and college transcript. The grades incurred in these courses can affect financial aid and college acceptance.*

**\*\*\*Note:** *All final grades will reflect the plus/minus UNCW grading scale.*

**\*\*\*\*Note:** *These requirements do not apply to an Isaac Bear Early College Student.*

**SCHOOL-BASED SPECIALITY PROGRAMS & ACADEMIES QUICK REFERENCE CHART (Part I)**

	<b>Career Readiness Academy at Mosley</b>	<b>Southeast Area Technical High School (SEA-Tech)</b>	<b>Isaac Bear Early College High and Future Teacher Career Academy</b>	<b>Wilmington Early College High School High</b>
<b>Ideal Candidate</b>	Rising 9th-11th graders looking for personalization, college and career focus. Students that have college potential and desire to attend with support.	Rising 9 <sup>th</sup> – 11 <sup>th</sup> grade students looking for a specialized career and technical learning experience.	Academically driven rising 9 <sup>th</sup> graders committed to working hard in a rigorous and supportive environment.	Rising 9 <sup>th</sup> grader committed to becoming a lifelong learner
<b>Academics</b>	STAE/Advisory program with a focus on study skills, time management, organization and leadership. Additional support with General Education classes.	Over 60+ certificate, diploma or degree programs through Cape Fear Community College and 4 career academies using project based learning and blended, flexible scheduling.  Character Traits and Essential Employability Skills embedded.	All honors HS curriculum completed in 2 yrs. UNCW classes 11th/12th grade. The Future Teacher Career Acad. at IBEC is a small learning community for HS students interested in a career in teaching	Rigorous HS curriculum, CFCC Associates degree within 4-5 years.  STAE program and skills embedded.
<b>Extra-Curriculars</b>	College visits and clubs determined by student need and interest Ex: Student Equity Team, Chess, eSports, Eco, and Art	SEA-Tech Ambassadors, CFCC Organizations Clubs, service learning, student organizations & options to participate in athletics.	Clubs, Student Organizations, community service and the option to participate in athletics.	WECHS Ambassadors, CFCC Organizations, Clubs, Service Learning, Student Organizations & options to participate in athletics.
<b>Pre-requisites</b>	Interest in a small setting and off-site learning opportunities	Those who have the initiative to jump start a career focused education; maturity, self-discipline and academic preparedness.	Students' career interest should require a university degree.	Interest in attending a UNC institution after graduation or career interest requiring an Associate's Degree or college / university
<b>Additional Requirements</b>	Application, records, recommendation and interview	Application, teacher recommendations and academic records	Application, teacher recommendations and academic records	Application, teacher recommendations and academic records.

**SCHOOL-BASED SPECIALITY PROGRAMS & ACADEMIES QUICK REFERENCE CHART (Part II)**

	<b>STAE Program (Ashley, Hoggard, Laney, New Hanover)</b>	<b>Laney STEM Academy</b>	<b>Ashley Marine Science Academy</b>	<b>Hoggard International Baccalaureate</b>	<b>NHHS Lyceum Academy</b>
<b>Ideal Candidate</b>	Students that have college potential & desire to attend with support; academically motivated; under represented at colleges	9th grade academically mature students interested in STEM areas and the medical field	Students with an interest in marine science and a strong background in STEM related content.	Academically driven, curious student with a positive attitude towards learning, seeks knowledge in a global context	Academically mature rising 11 <sup>th</sup> & 12 <sup>th</sup> graders seeking a hands-on, college prep experience
<b>Academics</b>	Focus on study skills, time management, organization, leadership, college application process and career exploration; additional help with general ed classes	Focus science & math courses  NCSSM IVC Courses  CTE STEM courses:  Biomedical Technology  PLTW: Engineering, Aerospace, Architecture and Civil Engineering Courses offered	Marine science related content in all core science classes. A full year of Intro to Oceanography and Marine Biology in the 11th or 12 grade. OCN 150 Intro to Oceanography and BIO170 Biology of the Sea Completion of courses receives collage waiver credit from UNCW.	Rigorous globally focused coursework covering breadth and depth of knowledge, preparing students for university and participation in a global society	Rigorous, Integrated AP/Honors coursework with potential college credit; project-based experiential learning
<b>Extra- Curriculars</b>	College visits and other community based activities determined by student need and interest	10 STEM hours required each year. Membership in 1 STEM related club	Marine environmental community service, public talks and community events.	Student driven research, creativity, activity and service hours, international connections.	Teaching Trips: DC, Appalachian Mts., International.  Lyceum Ambassadors leadership opportunities.
<b>Pre-requisites</b>	Academic middle	Pre STEM coursework, STEM seminar participation, and 1 STEM club	Honors and/or AP math and science recommended. AP Capstone	DP: World Lang 1-3, Honors of: Math 1-3, English 1-2, Chemistry, Civics, World History; Pre-DP: Honors ready student	Math 1 - 3, Eng. 1, Eng. 2, Civics & Economics, Bio & Chemistry. Pre-Lyceum courses available for Freshmen and Sophomores
<b>Additional Requirements</b>	Application, student interview	One Science fair or STEM-related activity required (10-12)	Internship, research projects, fieldwork, participation in a science related club and out of school events. Cohort Science Courses are available for freshman and sophomores, but participation is not required.	The IB Core: CAS hours and Project, Extended Essay research project, Theory of Knowledge course	Application, recommendations, interview

## INTRODUCTION TO OUR HIGH SCHOOLS & SPECIALTY PROGRAMS

### ASHLEY HIGH SCHOOL

Address - 555 Halyburton Memorial Parkway  
Wilmington, NC 28412

School Colors – Garnet and Vegas Gold

Mascot - The Screaming Eagles

Enrollment - 1,807

Specialty program - The Marine Science Academy

Website link - <https://ashley.nhcs.net/>



### MARINE SCIENCE ACADEMY

The goal of the Marine Science Academy is to provide students with an enriching and rigorous education in a coastal setting while equipping them with 21st century skills designed to meet the challenges facing our global ocean. Instilling a lifelong love of learning and sense of stewardship about the dynamic NC coast will also be a major focus of the program.

Students who are interested in marine science can transfer to Eugene Ashley High School as a freshman and take part in science classes that highlight their special interest. Sophomores and juniors can apply to the Marine Science Academy where they will complete one year college level Oceanography and Biology coursework. In addition students would participate in internships and marine technology opportunities at UNCW and CFCC.

Student internships in the program allow Academy students access to mentors and ocean research that they can apply to their Graduation Research Project. In addition to dual college credit, each student would receive a special Marine Science Academy seal on their high school diploma attesting to their successful completion of the program. Students will also participate in science-related clubs and enrichment activities outside of school hours.

UNCW will provide waivers, in lieu of college credit, for Academy students who attend UNCW for Oceanography 150 and Biology of the Sea 170 to fulfill University Studies requirements and to allow for the opportunity to advance to the next level courses. Waivers will not reduce the number of credit hours required for graduation. Oceanography 150 and Biology of the Sea 170 will be recorded on the high school transcript as evidence of completion in order to receive the waiver.

For more information on the Marine Science Academy, including recommended course prerequisites, please visit the following link: <https://mslthompson.wixsite.com/marinescienceacademy>

### AP CAPSTONE DIPLOMA PROGRAM

AP Capstone™ is a national diploma program based on two AP courses: AP Seminar and AP Research. These yearlong courses focus on developing critical thinking, research, collaboration, time management, and presentation skills for college-level work. At AHS those classes are offered in an A/B day AP format to better schedule with other AP courses and promote success. AP Seminar is offered beginning 10<sup>th</sup> grade for particularly motivated students with AP Research becoming an option in 11<sup>th</sup> or 12<sup>th</sup> grade. AP Research is only available to students who have completed AP Seminar.

Students are able to strive for two different achievements administered through the College Board (the organization that develops AP courses and exams): The AP Capstone Diploma and the AP Seminar and Research Certificate.

**AP Capstone Diploma:** If a student earns scores of 3 or higher in AP Seminar and AP Research and on 4 additional AP Exams of their choice, they'll receive the AP Capstone Diploma. College applications can include a notation if a student is an AP Capstone Diploma candidate.

**AP Seminar and Research Certificate:** If a student earns scores of 3 or higher in AP Seminar and AP Research, they'll receive the AP Seminar and Research Certificate.

AP Capstone contact at AHS: Jennifer.Crudeli@nhcs.net



## **CAREER READINESS ACADEMY AT MOSLEY**

Address - 3702 Princess Place Drive  
Wilmington NC 28405

School colors – Black and Yellow

Mascot - Panther

Enrollment - 120

Specialty program - NAF Academy of Finance and E-Academy

Website link- <https://cramosley.nhcs.net/>



## **CAREER READINESS ACADEMY AT MOSLEY**

The Career Readiness Academy at Mosley offers a small, non-traditional academic setting for students in grades 9-12. Students engage in career awareness, exploration and preparation during their high school experience through workplace tours and job shadowing.

All students at the Career Readiness Academy participate in the STAE (Striving to Achieve Excellence) curriculum which emphasizes career and college readiness through college field trips, study and organizational skills. Students applying for the Career Readiness Academy must meet admission criteria and participate in a panel interview. See a school counselor or contact the school directly for details.

## **E- ACADEMY AT MOSLEY**

The E- Academy Mosley is designed to support students who have been accepted and show a level of commitment to complete coursework via NCVPS access in their homes. These students are monitored onsite and have periodic check-ins and meetings with families to assess progress.

## **The Transition Program for Young Adults (TPYA)**

The Transition Program for Young Adults (TPYA) is a community-based program with three community sites. This program, implemented since 1997, focuses on exploring the many facets of living and working in our local community. TPYA provides the opportunity for students to learn, maintain and generalize skills to the real world and to assist them in achieving their personal maximum level of independence as they transition from school to adult life. Because of TPYA's community-based focus, students have the opportunity to practice many skills daily such as paying bills, making a bank deposit, getting a haircut, purchasing groceries, etc., in settings where they would naturally occur. Students also have extensive opportunities to practice decision-making, problem-solving, goal setting, personal choice-making and self-advocacy skills.

## HOGGARD HIGH SCHOOL

Address - 4305 Shipyard Blvd.  
Wilmington NC 28409

School Colors – Columbia Blue and Navy Blue

Mascot - The Viking

Enrollment – 2,153

Specialty program - International Baccalaureate Diploma Programme

Website link - <http://www.nhcs.net/hoggard/>



### International Baccalaureate Diploma Programme and Courses

The International Baccalaureate (IB) is an organization that originated in Europe during the 1960s with the aim of equipping college-bound students with high-standard academics and global-mindedness. Ultimately, “The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” (IB Learner Profile)

The IB Diploma Programme (DP) is open to juniors and seniors in New Hanover County, and interested students are encouraged apply through NHC Signature Programs as Pre-DP freshman or sophomore where they will fulfill prerequisites to take IB courses and interact with students in the IB DP Programme.

The IB Diploma Programme is a 2-year course of study beginning in 11<sup>th</sup> grade. All IB DP students study 6 subjects from different academic groups of which 3 (or 4) are studied at higher level and 3(or 2) at standard level. IB subjects are graded on a 1- 7 scale with 7 being the highest score. To qualify for the award of the IB Diploma a student must receive a combined score of at least 24 points across 6 subjects with at least 12 points from higher level subjects and a minimum of 9 points from standard level subjects.

In addition to the 6 subjects, IB Diploma students are required to complete three Core elements and the Group 4 project – Theory of Knowledge, the Extended Essay, CAS (Creativity, Activity, Service), and the Group 4 Project

### Hoggard DP Courses Offered

- Group 1 - Language A = Language and Literature (HL)
- Group 2 - Language B = French (SL), Latin (SL), Spanish (SL/HL)
- Group 3 - Individuals and Societies =
  - History of the Americas Route 2 & Twentieth Century World Topics (HL)
- Group 4 - Natural Science =
  - Biology (HL)
  - Chemistry (SL/HL)
  - Sports, Exercise, and Health Science (SL)
- Group 5 - Mathematics =
  - Math: Applications & Interpretation (SL)
  - Math: Analysis & Approaches (SL/HL)
- Group 6 - Arts =
  - Visual Arts (SL)
  - Dance (SL)
  - Theatre (SL)

**For more information, please contact the IB Programme Coordinator, Mary Lillge ([mary.lillge@nhcs.net](mailto:mary.lillge@nhcs.net)).**

## ISAAC BEAR EARLY COLLEGE HIGH SCHOOL

Address - 630 MacMillan Avenue  
Wilmington, NC 28403

School Colors – Teal and Navy

Mascot – The Bearhawks

Enrollment – 233

Specialty Program - Non Traditional High School  
partnered with UNCW

Website link - <http://www.nhcs.net/isaacbear/>



### **UNCW Partnership / Future Teachers Career Academy**

Located on the campus of the University of North Carolina at Wilmington, Isaac Bear Early College High School is a Cooperative Innovative High School that integrates Honors coursework in English, Social Studies, Math, Science, Spanish, and Career and Technical Education in an exploration of real-world applications. Isaac Bear Early College provides students an opportunity to accelerate their high school experience and to earn up two years of college credit that can be used to satisfy general college curriculum requirements.

In a unique partnership with UNC-Wilmington's Watson College of Education, Isaac Bear students are also given the opportunity to participate in the Future Teachers Career Academy, which aims to attract and prepare high school students wishing to explore teaching and instruction as a career. Academy students volunteer, teach, and experience education from many points of view, and become leaders in their schools.

Admission to Isaac Bear Early College is conducted via an application process in mid-December to mid-January of each year. School tours are available on an established schedule. For more information, please visit the school website at <http://www.nhcs.net/isaacbear/>.

## LANEY HIGH SCHOOL

Address - 2700 N. College Road  
Wilmington, NC 28405

School Colors - Blue and Gold

Mascot - The Buccaneers

Enrollment – 2,182

Specialty Program – The Science, Technology, and Math  
Program (STEM)

Website Link - <https://laney.nhcs.net/>



### Laney STEM Program

Laney High School's STEM (Science, Technology, Engineering, and Math) program is designed to educate students by providing rigorous educational opportunities. These opportunities emphasize high standards and continuous improvement in science, mathematics, biomedical technology, and engineering in order to prepare students for citizenship, higher education, and global competition in the 21st century.

Students in 8th grade must register for the Pre-STEM program in January. Student registration information will be available on the Laney STEM website. Academically successful students who are interested in STEM with A and B averages are encouraged to apply. A mandatory parent/student meeting will be held for PreSTEM information and requirements. Pre-STEM 9th grade students will apply to the STEM program Spring of 2021 after completing the following 9th grade requirements:

1. *Students must maintain a minimum of a 3.5 weighted GPA.*
2. Attend at least 4 STEM meetings (after school) during 9th grade.
3. Attend at least 5 STEM refresh sessions (during school) during 9th grade

**3. Required courses for Freshmen in Pre-STEM:** Honors Biology, Honors Math I or Math I, Honors Math II, and one STEM elective.

Students in the program will take a rigorous course load throughout their four years of high school. Students will take specific electives tailored to the biomedical or engineering fields. The STEM program also offers five levels of Project Lead the Way courses: Introduction to Engineering, Principles of Engineering, Aerospace Engineering, Civil and Architectural Engineering and Engineering Design. Students are also strongly encouraged to take courses through NCSSM, NCVPS, and Cape Fear Community College.

A major objective of the program is to partner with local industries, community organizations, and local educational institutions to provide the following for our students: specific information about industry and career pathways, industry mentors, campus tours, job shadowing, summer programs, internship opportunities, guest speakers, and volunteer opportunities for students.

For more information about the Laney STEM program, please visit the following link: Website  
<https://sites.google.com/nhcs.net/lanestem/home>

## NEW HANOVER HIGH SCHOOL

Address - 1307 Market Street  
Wilmington, NC 28401

School colors - Orange and Black

Mascot - Wildcats

Enrollment - 1,508

Specialty program - The Lyceum Academy

Website link - <http://www.nhcs.net/nhhs/>



### **The Lyceum Academy**

The Lyceum Academy of New Hanover High School is open to all juniors and seniors in New Hanover County. This two-year program offers an uninterrupted time block incorporating alternative educational experiences where connections are made between traditional subjects to demonstrate real-world relevance. A team of 4 teachers instructs and guides students through the academy, which consists of approximately 100 students (50 in each grade level). Classes in Lyceum are from 8:00 AM until 11:40 AM on traditional school days; afterwards students are released to take electives.

Real-world relevance is reinforced through local and national field experiences. These hands-on experiences enhance the curriculum by engaging students in their academics outside the traditional classroom setting. Field experiences also help develop group skills through team building activities such as retreats, seminars, and social interactions. No students are excluded due to financial issues.

Students elect to participate and are accepted through an application and interview process which begins in January during their sophomore year. The application, a list of required course prerequisites, and additional information is available at <https://sites.google.com/nhcs.net/the-lyceum-academy/home>.

### **Pre-Lyceum**

Pre-Lyceum courses for freshmen and sophomores offer students the experience of some of the hallmarks of the Lyceum program such as challenging coursework, interdisciplinary learning opportunities/team teaching across subjects, flexible scheduling, and year long classes. The classes are taught in a single year long block in which teachers have the opportunity to utilize each day as needed to incorporate a variety of instructional methods and lessons. Students are still eligible to apply for Lyceum if they did not participate in Pre-Lyceum classes.

## **SOUTHEAST AREA TECHNICAL HIGH SCHOOL (SEA-Tech)**

Address – 5301 Sidbury Road  
Castle Hayne, NC 28429

School colors - Royal Blue, Aquamarine Green, and Anchor Gray

Mascot - Sea Dragon

Enrollment numbers - 195

Specialty Program - Cooperative Innovative High School, partnered with Cape Fear Community College (CFCC)



Website link: <https://seatech.nhcs.net/>

### **Cape Fear Community College Partnership**

Southeast Area Technical High School (SEA-Tech) is located in Castle Hayne, NC. SEA-Tech services both New Hanover and Pender Counties as a Career & Technical Education high school. Through hands-on and project based learning, students are introduced to academic and technical subjects through both traditional high school options and through dual enrollment with Cape Fear Community College. This blending allows students to be prepared to enter the workforce directly or to continue on to other post-secondary opportunities.

There are over 60 programs of study and four career focused academies (Construction Trades Academy, Health & Fitness Academy, Culinary & Hospitality Management Academy, Public Safety Academy), making Southeast Area Technical High School one of the most sought after educational opportunities in the region. Students are introduced to career exploration through a multitude of work based learning activities such as job shadowing, mentorships, service learning and internships.

Industry recognized credentials are part of the experience at SEA-Tech and in addition to a high school diploma, students are eligible for college credit, multiple certificates, diplomas and/or a degree from CFCC. As a school of choice, students may apply in December. Students can apply as Freshmen or as transfer students as a rising sophomore or junior.

Interested students should apply through the New Hanover County Signature Programs.

Application: <https://sites.google.com/nhcs.net/highschoolspecialtyprograms/common-application?authuser=0>

## WILMINGTON EARLY COLLEGE HIGH SCHOOL

Address: 4500 Blue Clay Road, ND Building  
Castle Hayne, NC 28429

School Colors - Purple and Gold

Mascot - Wolf

Enrollment – 248

Specialty Program – Early College High School, Partnered with CFCC to earn an associates and high school diploma by graduation.

Website Link - <http://www.nhcs.net/wechs>



Wilmington Early College High School (WECHS) is one of two early colleges in New Hanover County. Students at WECHS have the opportunity to earn a high school diploma and an Associate's Degree from Cape Fear Community College. Most of the high school classes are completed during the first two years of high school and some students begin taking their transferrable college classes in their sophomore year. Students are enrolled for either four or five years and upon completing graduation requirements participate in both their high school and college commencements.

Students follow a rigorous schedule of Honors Coursework for the first two years. Students have a set curriculum during their ninth and tenth grade years. Below is a sample of ninth and tenth grade courses.

9 <sup>th</sup> Grade*	10 <sup>th</sup> Grade*
English 1, Math 1, Earth/Env, Biology, POB, another CTE course, World History, STAE	English 2 and English 3, Math 2 and Math 3, Chemistry, Spanish 1 and Spanish 2, Civics and Economics and Personal Finance, and STAE
*Math 2/3 – if Math 1 already taken Health P/E – if E/E already taken English 2/3 – if English 1 already taken	*MAT 171 – if Math 2/3 already taken ENG 111 - if English 2 and 3 already taken

Students at WECHS take the following high school required courses on the college level: MAT 171 (the fourth high school math), they also have the option of taking English 4 on the college level which includes the following college classes: ENG 111, ENG 112, and ENG 241 or ENG 242.

As students begin taking classes at Cape Fear Community College, they work closely not only with their high school counselor, but also the college liaison to make certain that their college experience is individualized. They are advised regarding their degree option choices and their post-secondary interests and goals. Students can complete one transferable degree option at Cape Fear Community College and during their ninth and tenth grade years, they work closely with the Career Development Coordinator to explore career options and complete interest inventories.

### **Our Mission:**

Wilmington Early College High School was established through a partnership between New Hanover County Schools and Cape Fear Community College to provide students with an opportunity to earn an Associate's Degree along with their high school diploma. WECHS is a four to five-year program where students engage in a rigorous academic curriculum of honors and college-level coursework. Our expectation is that all of our students will graduate with both their Associate's and their diploma, making our program truly "A Degree Above."

Interested students should apply through the New Hanover County Signature Programs.

Application: <https://sites.google.com/nhcs.net/highschoolspecialtyprograms/common-application?authuser=0>

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

Students interested in participating in college athletics at the NCAA Division I or Division II level must meet the NCAA freshman eligibility standards. Initial eligibility is determined by the NCAA from three high school factors: core course completion, test scores, and grade-point average. NCAA Division I and II require 16 core courses – ten of which need to be completed before the start of a student's seventh semester. Detailed information regarding freshman eligibility criteria is available on the NCAA Eligibility Center website.

The primary responsibility of a high school in relationship to a freshman athlete's certification is to ensure that the school's list of approved core courses is accurate and up-to-date. Only courses in the areas of English, mathematics, science, social studies and world language can be considered for core course approval.

In Pass/Fail grading situations, the NCAA Eligibility Center will assign your high school's lowest passing grade for a course in which you received a Pass grade. For most high schools, the lowest passing grade is a D, so the NCAA Eligibility Center generally assigns a D as a passing grade.

**Note:** *The NCAA has very strict guidelines regarding credit for courses taken online. Some online and credit recovery courses may not be approved by the NCAA. Be sure to consult with your high school's athletic director and your school counselor to determine if the online course that you are considering is approved for credit by the NCAA.*

**Note:** *A modified, shortened summer course will not meet NCAA eligibility requirements.*

For more information, please see a school counselor and visit the official NCAA eligibility website: <http://www.ncaa.org/student-athletes/play-division-i-sports>





## COURSE ENROLLMENT PROCESS

Through the yearly enrollment process, New Hanover County Schools strives to offer a meaningful high school curriculum that meets the changing needs of our students and community. Therefore, it is highly recommended that each student determines his or her course selections in relation to long-term goals of higher education and/or meaningful employment.

Parents/guardians, teachers, advisors, and counselors should work together to assure that appropriate courses are selected to ensure each student's success.

Each student must carry a full course load (4x4=8 classes per school year). Permission from the principal or counselor is also required for a student to drop/add a course(s) after school begins. A student cannot drop any semester-long course(s) after the **tenth day** of the semester if it has an End-of-Course (EOC) test. A student taking a year-long course(s) cannot drop after the **twentieth day** if it has an End-of-Course (EOC) test. A failing grade may be included on a student's record if the principal approves the request to drop the course.

Students enrolled in New Hanover County high schools that fail a course and desire to attend any non-New Hanover County school credit recovery program, may only do so after seeking pre-approval from the principal in order for that remedial course to be considered for credit.

**Only with the principal's permission may students take a course for credit at a non-New Hanover County school. Students wishing to transfer credit from any non-public high school must meet the requirements of New Hanover County Schools in order to receive credit.**

Students currently enrolled at a New Hanover County School may not take a required high school course for the first time from an educational agency not approved by the school system and the principal.

## TESTING

### END-OF-COURSE (EOC) TESTS

End-of-Course tests are given for the following courses:

- NC Math 1
- Biology
- English II
- NC Math 3

**Note:** *Each EOC counts twenty percent of a student's final grade and students may not be exempted from any state required End-of-Course test.*

**Note:** *The principal may authorize course credit as having participated in the End-of-Course test based on comparable coursework for any student who has transferred from out of state or from a non-public school.*

### CAREER TECHNICAL EDUCATION END-OF-COURSE ASSESSMENT

All students who follow the Standard Course of Study for a Career Technical Education course must take a state End-of-Course post assessment. The post assessment will count twenty percent of the student's final grade in the course.

**Note:** *Transfer students may be given credit for passing each of the three End-of-Course tests based on their comparable coursework at other schools at the discretion of the principal.*

## PROMOTION REQUIREMENTS

**Note:** *If a student successfully completes a high school course while in middle school, that student will receive course credit toward high school graduation.*

Students must have the following credits for grade-to-grade promotion:

9 <sup>th</sup>	to	10 <sup>th</sup> grade	6 credits
10 <sup>th</sup>	to	11 <sup>th</sup> grade	12 credits
11 <sup>th</sup>	to	12 <sup>th</sup> grade	20 credits

**Note:** *Transfer students will have their course credits and promotion requirements evaluated at each school. Students transferring from schools that were not on the block schedule may be eligible for graduation credit adjustment. Please see your school counselor for the total number of credits a transfer student will need to graduate.*

## GRADUATION REQUIREMENTS

### NC FUTURE-READY CORE COURSE OF STUDY (Plan A)

**Note:** These requirements are for students entering high school before 2020-2021.

CONTENT AREA	FUTURE-READY CORE
<b>English</b>	<b>4 Credits</b> I, II, III, IV
<b>Mathematics</b>	<b>4 Credits</b> (NC Math 1, NC Math 2, NC Math 3)  4th Math course should be aligned with the student's post-secondary plans.
<b>Science</b>	<b>3 Credits</b> Earth/Environmental Science, Biology, a physical science course
<b>Social Studies</b>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>• Each student will need at least 1 World History Course, 1 Civics course, 1 American History course, and 1 social studies elective</li> </ul> <p>* World History            * A Civics Course: Either Civics and Economics or the new Civic Literacy            * An American History Course: American I, American II, or the new American History Course or AP U.S. History            * A Social Studies Elective (can be any social studies course – including an AP course)</p>
<b>Second Language</b>	Not required for graduation, but it is required to meet the minimum application requirements for UNC system schools as well as most out of state four-year schools.
<b>Health and Physical Education</b>	<b>1 Credit</b> Health/Physical Education  <i>Students must have Hands-Only CPR certification.</i>
<b>Electives</b>	<b>2 Credits required</b>  <b>At least two elective credits must come from either World Language, CTE, or Arts courses. Any combination can work.</b> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• Arts Education - (Dance, Music, Theatre Arts, Visual Arts)</li> <li>• Second Languages</li> </ul> <p><b>4 Elective credits strongly recommended (four course concentration) from one of the following:</b></p> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• JROTC</li> <li>• Arts Education – (Dance, Music, Theatre Arts, Visual Arts)</li> </ul> <p>Any other subject area (e.g. mathematics, science, social studies, English – Including Individualized Curriculum)</p>
<b>Additional NHCS Requirements</b>	<b>6 credits</b> Students can select any additional course offerings from the Curriculum Course Guide (depending upon individual school availability).
<b>Total</b>	<b>28 Credits</b>

**NC FUTURE-READY CORE COURSE OF STUDY (Plan B)**

**Note:** *These requirements are for students entering high school in 2020-2021.*

<b>CONTENT AREA</b>	<b>FUTURE-READY CORE</b>
<b>English</b>	<b>4 Credits</b> I, II, III, IV
<b>Mathematics</b>	<b>4 Credits</b> (NC Math 1, NC Math 2, NC Math 3)  4th Math course should be aligned with the student's post-secondary plans.
<b>Science</b>	<b>3 Credits</b> Earth/Environmental Science, Biology, a physical science course
<b>Social Studies</b>	<b>4 Credits</b> Each student will need at least 1 World History Course, 1 Civics course, 1 American History course, 1 Economics and Personal Finance course. *World History *A Civics Course: Either Civics and Economics or the new Civic Literacy *An American History Course: American I, American II, or the new American History Course or AP U.S. History *Economics and Personal Finance
<b>Second Language</b>	Not required for graduation, but it is required to meet the minimum application requirements for UNC system schools as well as most out of state four-year schools.
<b>Health and Physical Education</b>	<b>1 Credit</b> Health/Physical Education  <i>Students must have Hands-Only CPR certification.</i>
<b>Electives</b>	<b>2 Credits required</b>  <b>At least two elective credits must come from either World Language, CTE, or Arts courses. Any combination can work.</b> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• Arts Education - (Dance, Music, Theatre Arts, Visual Arts)</li> <li>• Second Languages</li> </ul> <b>4 Elective credits strongly recommended (four course concentration) from one of the following:</b> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• JROTC</li> <li>• Arts Education – (Dance, Music, Theatre Arts, Visual Arts)</li> </ul> Any other subject area (e.g. mathematics, science, social studies, English – Including Individualized Curriculum)
<b>Additional NHCS Requirements</b>	<b>6 credits</b>  Students can select any additional course offerings from the Curriculum Course Guide (depending upon individual school availability).
<b>Total</b>	<b>28 Credits</b>

## NC FUTURE-READY CORE COURSE OF STUDY (Plan C)

**Note:** *These requirements are for students entering high school in 2021-2022 and afterwards*

CONTENT AREA	FUTURE-READY CORE
<b>English</b>	<b>4 Credits</b> I, II, III, IV
<b>Mathematics</b>	<b>4 Credits</b> (NC Math 1, NC Math 2, NC Math 3)  4th Math course should be aligned with the student's post-secondary plans.
<b>Science</b>	<b>3 Credits</b> Earth/Environmental Science, Biology, a physical science course
<b>Social Studies</b>	<b>4 Credits</b> Each student will need at least 1 World History Course, 1 Civics course, 1 American History course, 1 Economics and Personal Finance course. World History Civic Literacy *The new American History Course or AP U.S. History Economics and Personal Finance
<b>Second Language</b>	Not required for graduation, but it is required to meet the minimum application requirements for UNC system schools as well as most out of state four-year schools.
<b>Health and Physical Education</b>	<b>1 Credit</b> Health/Physical Education  <i>Students must have Hands-Only CPR certification.</i>
<b>Electives</b>	<b>2 Credits required</b>  <b>At least two elective credits must come from either World Language, CTE, or Arts courses. Any combination can work.</b> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• Arts Education - (Dance, Music, Theatre Arts, Visual Arts)</li> <li>• Second Languages</li> </ul> <b>4 Elective credits strongly recommended (four course concentration) from one of the following:</b> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• JROTC</li> <li>• Arts Education – (Dance, Music, Theatre Arts, Visual Arts)</li> </ul> Any other subject area (e.g. mathematics, science, social studies, English – Including Individualized Curriculum)
<b>Additional NHCS Requirements</b>	<b>6 credits</b>  Students can select any additional course offerings from the Curriculum Course Guide (depending upon individual school availability).
<b>Total</b>	<b>28 Credits</b>

**FUTURE-READY NC-OCCUPATIONAL COURSE OF STUDY REQUIREMENTS**

	<b>FOR STUDENTS WHO ENTERED GRADE 9 FOR THE FIRST TIME in:</b>		
	<b>2021-2022</b>	<b>2020-2021</b>	<b>2017-2018 and 2019-2020</b>
<b>English</b>	<ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>	<ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>	<ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>Introduction to Mathematics</li> <li>NC Math I</li> <li>Financial Management</li> <li>Employment Prep IV: Math (to include 150 work hours)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Mathematics</li> <li>NC Math I</li> <li>Financial Management</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Mathematics</li> <li>NC Math I</li> <li>Financial Management</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Applied Science</li> <li>Biology</li> <li>Employment Prep I: Science (to include 150 work hours)</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Applied Science</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Applied Science</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Founding Principles Civic Literacy</li> <li>Economics and Personal Finance</li> <li>Employment Prep II: Citizenship 1A (to include 75 work hours)</li> <li>Employment Prep II: Citizenship 1B (to include 75 work hours)</li> </ul>	<ul style="list-style-type: none"> <li>Founding Principles, Civics and Economics or Founding Principles of the United States and North Carolina: Civic</li> <li>Economics and Personal Finance Literacy (not correct on Board Policy)</li> </ul>	<ul style="list-style-type: none"> <li>American History I or American History II or American History</li> <li>American History: Founding Principles, Civics and Economics or Founding Principles of the United States and North Carolina: Civic Literacy</li> </ul>
<b>Health &amp; P.E.</b>	<b>1 credit</b> <ul style="list-style-type: none"> <li>Including successful completion of CPR instruction</li> </ul>		
<b>CTE</b>	<b>4 credits</b> - Career/Technical Education Electives		
<b>Other</b>	<b>2 Additional Employment Preparation Education credits, which shall be:</b> <ul style="list-style-type: none"> <li>Employment Prep III: Citizenship II A (to include 75 work hours)</li> <li>Employment Prep III: Citizenship II B (to include 75 work hours)</li> </ul>	<b>6 Occupational Preparation Education credits, which shall be:</b> <ul style="list-style-type: none"> <li>Occupational Prep I or Employment Prep I: Science</li> <li>Occupational Prep II or Employment Prep II: Citizenship 1A and Employment Prep II: Citizenship 1B</li> <li>Occupational Prep III or Employment Prep III: Citizenship II A and Employment Prep III: Citizenship II B</li> <li>Occupational Prep IV or Employment Prep IV: Math</li> </ul>	
<b>Work Hours</b>	<ul style="list-style-type: none"> <li>150 hours of school-based training work, and</li> <li>225 hours of community- based training, and</li> <li>225 hours of paid employment <u>OR</u> 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.</li> <li><b>Total work hours: 600</b></li> </ul>		
<b>Total</b>	<b>22 credits</b> (including completion of a career portfolio and completion of the student's IEP objectives)		

## GRADUATION CERTIFICATES AND PARTICIPATION FOR STUDENTS WITH DISABILITIES

**\*\*FOR ELIGIBLE STUDENTS WITH AN INDIVIDUALIZED EDUCATION PLAN (IEP)\*\***

	<b>FOR STUDENTS ENTERING GRADE 9 FOR THE FIRST TIME in 2021-2022.</b>	<b>FOR STUDENTS WHO ENTERED GRADE 9 FOR THE FIRST TIME in 2019-2020.</b>	<b>FOR STUDENTS WHO ENTERED GRADE 9 PRIOR to 2019-2020.</b>
<b>English</b>	<ul style="list-style-type: none"> <li>• English/LA I</li> <li>• English/LA II</li> <li>• English/LA III</li> <li>• English/LA IV</li> </ul>	<ul style="list-style-type: none"> <li>• English/LA I</li> <li>• English/LA II</li> <li>• English/LA III</li> <li>• English/LA IV</li> </ul>	<ul style="list-style-type: none"> <li>• English/LA I</li> <li>• English/LA II</li> <li>• English/LA III</li> <li>• English/LA IV</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>• Financial Management I</li> <li>• Financial Management II</li> <li>• NC Math 1 A</li> <li>• NC Math 1 B</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Management I</li> <li>• Financial Management II</li> <li>• NC Math 1 A</li> <li>• NC Math 1 B</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Management I</li> <li>• Financial Management II</li> <li>• NC Math 1 A</li> <li>• NC Math 1 B</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Life Science</li> <li>• Biology A</li> <li>• Biology B</li> </ul>	<ul style="list-style-type: none"> <li>• Life Science</li> <li>• Biology A</li> <li>• Biology B</li> </ul>	<ul style="list-style-type: none"> <li>• Life Science</li> <li>• Biology A</li> <li>• Biology B</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Economics and Personal Finance</li> <li>• And three of the following four courses:               <ul style="list-style-type: none"> <li>○ Civics and Governance I</li> <li>○ Civics and Governance II</li> <li>○ American History I</li> <li>○ American History II</li> </ul> </li> </ul>	<b>3 credits</b> <ul style="list-style-type: none"> <li>• Civics and Governance</li> <li>• American History I</li> <li>• American History II</li> </ul>	<b>3 credits</b> <ul style="list-style-type: none"> <li>• Civics and Governance</li> <li>• American History I</li> <li>• American History II</li> </ul>
<b>Health &amp; P.E.</b>	<b>1 credit</b>	<ul style="list-style-type: none"> <li>• <b>1 credit</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>1 credit</b></li> </ul>
<b>Electives</b>	<b>6 credits, which shall be as follows:</b> <ul style="list-style-type: none"> <li>• NC Vocational Preparation</li> <li>• NC Health, Safety &amp; Independent Living</li> <li>• Four additional courses from Occupational Preparation and/or Career Technical Education</li> </ul>	<b>6 credits:</b> <ul style="list-style-type: none"> <li>• Minimum of two (2) and Maximum six (6) elective credits must come from Extended Content Elective Courses: Vocational Preparation and Health, Safety &amp; Independent Living.</li> <li>• Additional elective courses may come from Occupational Preparation I, II, III, IV or Career Technical Education elective.</li> </ul>	<b>6 local elective credits</b>
<b>Total Credits</b>	<b>22 credits</b>	<b>21 credits</b>	<b>21 credits</b>
<b>NOTE</b>	<p>A local board of education shall award a student a <u>Graduation Certificate</u> based on completion of credits below and shall allow the student to participate in graduation exercises, if:</p> <ul style="list-style-type: none"> <li>• a student has been identified as a “child with a disability” as defined by G.S. 115C-106.3(1) and has not earned a high school diploma; or</li> <li>• a student has passed all the graduation requirements of the Occupational Course of Study other than the 225 hours of competitive employment.</li> </ul>		

## REPEATING A COURSE PREVIOUSLY FAILED OR PASSED

### Repeating a Previously Failed Course

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

**Note:** *Students repeating a course for credit requiring the administration of the EOC assessment who previously obtained a proficient score on the appropriate EOC assessment may use the proficient score as a minimum of 20% of their final course grade or they may elect to retake the appropriate EOC assessment at the completion of the course and use the most recent score for the final grade calculation.*

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

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

- a. a student must have earned a letter grade of D in the course on the first attempt and have an extenuating circumstance that directly led to the student's academic performance in the course;
- b. the student must make a written request to repeat the course;
- c. the principal or designee must approve the request;
- d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- e. the course to be repeated must be a duplicate of the original class via any delivery method when the entire Standard Course of Study for that course is being taught to the student for the second time;
- f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
- g. credit towards graduation for the same course will be given only once;
- h. a course may be repeated only one time; and
- i. students may repeat a maximum of four previously passed courses during their high school careers.

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

**Note:** See School Board Policy 3420 Section J for more details about this policy



## CREDIT RECOVERY VS. REPEATING A COURSE FOR CREDIT

NC State Board of Education policy CCRE-001 defines “repeating a course for credit” as any high school course repeated via any delivery method when the entire Standard Course of Study is being taught for the second time. “Credit recovery” is defined as delivering a subset of the Standard Course of Study in order to specifically address deficiencies in a student’s mastery of the course and target specific components of a course necessary for completion. This policy can be found in NHCS-BP 3420, Section H.

### ***When a student is repeating a course for credit, the following apply:***

- Students will receive a numerical grade and the second attempt will be the final grade and it will appear on the high school transcript.

### ***When a student is completing a course via credit recovery, the following apply:***

- Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student’s mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student’s understanding of the course material will be administered at the beginning of the course and the credit recovery will be tailored to meet the needs of the individual student. The length of a credit recovery course is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.
- When credit recovery is exercised, the original record of the course being completed and failed will remain on the transcript.
- The grade for credit recovery is pass/fail and does not factor into the student’s GPA.

## ACCELERATED GRADUATION PLAN

Early Graduation (NHCS- BP 3460, Section C, 4)

Students wishing to graduate from high school in less than four years may request permission to complete their graduation requirements on an accelerated schedule. Students and parents or guardians shall consult with a school counselor to develop an early graduation plan. The principal shall submit a student's written intention to graduate early to the assistant superintendent of instruction and academic accountability.

### Early Graduation Intent

Student Name \_\_\_\_\_ School: \_\_\_\_\_  
 I, \_\_\_\_\_ (student name) intend to graduate from high school early. I intend to graduate in \_\_\_\_\_ semesters. I understand that as part of this process I will participate in the development of an early graduation plan and monitoring each semester.  
 Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

### Early Graduation Planning Form

Graduation Requirements	REQUIRED CREDITS (please check off upon completion)					
ENGLISH (4 credits)						
MATH (4 credits)						
SCIENCE (3 credits)						
SOCIAL STUDIES (4 credits)						
WORLD LANGUAGE (2 credits)						
PE/HEALTH (1 credit)						
ELECTIVES (10 credits)						

**Minimum credits required = 28 Credits**

**Student Credit(s) earned prior to entering high school:**

**Student Credit(s) earned through CDM:**

**Note:** If a student is graduating in less than 8 semesters, please make an appointment with a school counselor to map out an early graduation path.

**Note:** At least two elective credits must come from either World Languages, CTE, or Arts courses.

## GUIDELINES FOR ESTABLISHING RANK

**Grading Scale** (NHCS-BP 3400, beginning January 2021)

A (90 - 100)	4.0 points per unit
B (80 - 89)	3.0 points per unit
C (70 - 79)	2.0 points per unit
D (60 - 69)	1.0 points per unit
F (59 - 50)	0.0 points per unit
INC	Incomplete

**Note:** *The weighted course scale applies only to students that entered high school in or after the start of the 2015– 2016 School year.*

**Note:** *NCDPI recommends that school districts use the following conversion chart for courses taught outside of NC school districts or for courses that did not issue a numeric grade (this could apply to community college courses).*

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

The courses listed below are weighted. A weighted method is used by all high schools in New Hanover County to compute class rank. Schools calculate rank at the end of each school year. Final rank for all graduates includes all courses attempted during high school. Upon successful completion of these courses, the appropriate additional points are added. **With the exception of arts education courses, weighted credit is only granted the first time a student takes an honors or AP course.** The following scale is used for the computation of class rank:

### GPA Calculation for Community College and University Courses

**Note:** *This weighted grade scale for college courses applies only to students that entered high school in or after the start of the 2015 – 2016 School year.*

Courses approved under the *Comprehensive Articulation Agreement for Transfer Courses* and taken at any accredited college or university will receive the equivalent of one quality point per course taken (equal to an Advanced Placement or International Baccalaureate Course).

**Note:** *Most CTE Pathway courses do not count as weighted credit toward the student’s high school Grade Point Average (GPA), **but some do.** Please see a school counselor for exact details.*

### GRADE POINT AVERAGE WEIGHTED TABLE

Standard	0
Honors	.5
Advance Placement / IB	1
Community College / UNCW	1

*Most CTE Pathway courses do not count as weighted credit toward the student’s high school Grade Point Average (GPA), **but some do.** Please see a school counselor for exact details.*

## HIGH SCHOOL DIPLOMA ENDORSEMENTS

Students in North Carolina public schools may receive one or more endorsements on their high school diploma. These endorsements indicate that students have completed specific course concentrations preparing them to be ready for college or careers. The five endorsements are:

- **Career Endorsement** - indicating completion of a rigorous course of study that includes a Career Technical Education concentration;
- **College Endorsement** - indicating readiness for entry into community colleges;
- **College/UNC Endorsement** - indicating readiness for entry into a four-year university in the University of North Carolina system;
- **NC Academic Scholars Endorsement** - indicating that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education.
- **Global Languages Endorsement** - indicating proficiency in one or more languages in addition to English.

The specific requirements for earning these endorsements are defined below.

### Career Endorsement

- A. Except as limited by N.C.G.S. §115C-81(b), the student shall complete the Future-Ready Core mathematics sequence of NC Math 1, 2, 3 and a fourth mathematics course aligned with the student's post-secondary plans. Acceptable fourth math courses for the Career Endorsement include any math course that may be used to meet NC high school graduation requirements, including applied math courses found in the Career and Technical Education (CTE) domain.
- B. The student shall complete a CTE concentration in one of the approved CTE Cluster areas
  - Agriculture
  - Food and Natural Resources
  - Architecture and Construction
  - Arts, A/V Technology and Communications
  - Business, Management and Administration
  - Education and Training
  - Finance -Government and Public Administration
  - Health Science -Hospitality and Tourism
  - Human Services
  - Information Technology
  - Law, Public Safety, Corrections and Security -Manufacturing
  - Marketing, Sales and Service
  - Science, Technology, Engineering and Mathematics
  - Transportation, Distribution and Logistics
- C. The student shall earn an unweighted grade point average of at least 2.6.
- D. The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments OR another appropriate industry credentials/certification.
- E. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark score. Minimum Qualification Scores: ACT Reading 22 / SAT Reading 480.

### **College Endorsement**

- A. The student shall complete the Future-Ready Core mathematics sequence of NC Math 1, 2, 3 and a fourth mathematics course aligned with the students post-secondary plans. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit bearing college math class under the North Carolina Community College System's Multiple Measures Placement policy.
- B. The student shall earn an unweighted grade point average of at least 2.6.
- C. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark score. Minimum Qualification Scores: ACT Reading 22 / SAT Reading 480.

### **College/UNC Endorsement**

- A. The student shall complete the Future-Ready Core mathematics sequence of NC Math 1, 2, 3 and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either NC Math 3, Math II, or Integrated Mathematics III as a pre-requisite.
- B. The student shall complete three units of science including at least one physical science, one biological science and one laboratory science course that must include either physics or chemistry.
- C. The student shall complete two units of a world language (other than English).
- D. The student shall earn a weighted grade point average of at least 2.5.
- E. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark score. Minimum Qualification Scores: ACT Reading 22 / SAT Reading 480.

### **North Carolina Academic Scholars Endorsement**

- A. The student shall complete the Future-Ready Core mathematics sequence of NC Math 1, 2, 3 and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either NC Math 3, Math II, or Integrated Mathematics III as a pre-requisite.
- B. The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include either physics or chemistry.
- C. For students entering ninth grade in 2012-13 or later, the student shall complete four course credits of social studies.
- D. The student shall complete two units of a world language (other than English).
- E. The student shall complete four elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area.

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- F. The student shall have completed at least three higher-level courses during junior and/or senior years which carry quality points such as Advanced Placement, International Baccalaureate or Dual Enrollment courses; Advanced CTE and CTE credentialing courses; honors level courses, or Project Lead the Way courses.
- G. The student shall earn an unweighted grade point average of at least 3.50.

### Global Languages Endorsement

- A. The student shall earn a combined unweighted 2.5 GPA for the four English Language Arts courses required for graduation.
- B. The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction.
  - i. Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.
  - ii. **\*\*\*(*this part is most likely to apply to NHCS students*) Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 or above in those courses.**
  - iii. Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001.
- C. Limited English Proficiency students shall complete all the requirements of sections A and B above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

\*\*\*Students skipping world language levels 1 and 2 are still eligible for this endorsement if they complete level 3 and / or level 4 and maintain the 2.5 GPA.



## COLLEGE ADMISSIONS REQUIREMENTS

Students planning to attend college after graduation from high school should consult school counselors, college and university websites, and college admission officials concerning requirements for admission.

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|---|--|
| <ul style="list-style-type: none"> <li>• Appalachian State University</li> <li>• East Carolina University</li> <li>• Elizabeth City State University</li> <li>• Fayetteville State University</li> <li>• NC Agricultural &amp; Technical State University</li> <li>• North Carolina Central University</li> <li>• North Carolina School of the Arts</li> <li>• North Carolina State University</li> </ul> | <ul style="list-style-type: none"> <li>• University of North Carolina Asheville</li> <li>• University of North Carolina Chapel Hill</li> <li>• University of North Carolina Charlotte</li> <li>• University of North Carolina Greensboro</li> <li>• University of North Carolina Pembroke</li> <li>• University of North Carolina Wilmington</li> <li>• Western Carolina University</li> <li>• Winston-Salem State University</li> </ul> |
|---|--|

UNC System Admission Requirements
<p>Six (6) credits in language, including</p> <ul style="list-style-type: none"> <li>• Four (4) credits in English emphasizing grammar, composition, and literature, and</li> <li>• Two (2) credits of a language other than English</li> </ul>
<p>Four (4) credits in mathematics* in any of the following combinations:</p> <p>For students entering high school in 2012-13 and beyond: • NC Math 1, NC Math 2, NC Math 3, and one credit beyond NC Math 3</p> <p>*It is recommended that prospective students take a mathematics credit in the twelfth grade.</p>
<p>Three (3) credits in science, including:</p> <ul style="list-style-type: none"> <li>• At least one (1) credit in a life or biological science (for example biology),</li> <li>• At least one (1) credit in a physical science (for example, physical science, chemistry, physics), and</li> <li>• At least one (1) laboratory course</li> </ul>
<p>Two credits in social studies, including:</p> <ul style="list-style-type: none"> <li>• One (1) credit in United States history**</li> </ul> <p>**An applicant who does not have a credit in U.S. history may be admitted on the condition that at least three (3) semester hours in that subject will be passed by the end of the sophomore year.</p>

**Note:** *Students completing the Future Ready Core Course of Study along with two courses in the same foreign language and having a 2.5 GPA or higher, will meet the minimum admission requirements for any of the University of North Carolina System Schools.*

Each university may require other courses in addition to these requirements; therefore, prospective students should refer to the catalogs and contact the admissions offices of any universities to which they plan to apply. In determining the admissibility of each applicant, institutions also consider factors other than courses completed, such as high school grades, rank in class, scores on college entrance examinations, and recommendations.

The requirements for admission to UNC System schools do not apply to the community colleges in North Carolina. Community colleges have their own admission requirements. Many have agreements with universities to allow students to apply for transfer from a two-year to a four-year program.

For general information on how to plan, apply and pay for college, please visit the following web address: <https://www.cfnc.org/index.jsp>

## ARTS EDUCATION

New Hanover County Arts Education courses are aligned directly with the North Carolina Arts Education Essential Standards. All arts courses are organized by four proficiency levels: Beginning, Intermediate, Proficient, and Advanced.

All Beginning standards are designed for students with no or limited K-8 progression in an arts discipline. Intermediate standards are designed for those students who have had a complete K-8 progression in an arts discipline or can demonstrate mastery of beginning standards in an arts discipline. Proficient arts education standards are designed for students who have mastered Intermediate standards in an arts discipline. Advanced arts education standards are designed for students who have mastered Proficient standards in an arts discipline.

**Note:** *Students who enter in the 9<sup>th</sup> grade and desire the Honors Curriculum are required to audition for a Performing Art (Band, Choir, Dance, Theater or Orchestra) or present a Portfolio for Fine Arts (Visual Art, Ceramics or Sculpture). There will also be an interview conducted to assess knowledge pertaining to technique, history and other factors that are involved in an Honors Level Course. Freshman entering in 2015-2016 will receive the .5 level weight associated with all other Honors level classes.*

State Board of Education Policy GCS-L-004 states that arts education courses will receive an additional weighted (honors) credit of one point at the proficient and advanced levels. Students may repeat arts education courses for credit at any proficiency level, including proficient and advanced.

In addition to the four proficiency levels provided by the state, students may also access AP Arts Education courses which receive an additional two weighted points.

## VISUAL ARTS

### **54202X0A \* BEGINNING APPLIED ARTS (ASH)**

Credit            1 unit

This course is for students with limited or no visual arts experience and adheres to the North Carolina Essential Standards for *Beginning Visual Arts*. This course will introduce students to the elements and principles of design, color theory, art vocabulary, creative problem solving and safety within the studio environment. *Beginning Applied Arts* will focus on utilizing collaboration as well as basic design and production concepts to create two-dimensional ideas and transform these ideas into finished three-dimensional works using a variety of media

### **54152X0A \* VISUAL ARTS (BEGINNING)**

Credit            1 unit

**Note:** *This course may be repeated for credit.*

This introductory visual arts course is designed to enable the student to develop skills in drawing, painting, printmaking, and sculpture. The skills learned in this course serve as a foundation for art study throughout high school. This course examines art processes, procedures, theories, and historical developments. Students produce two-dimensional and three-dimensional artworks. This course emphasizes the study of art elements and principles of design, color theory, vocabulary, and safety in the art room. Basic supplies are provided.

### **54162X0A \* VISUAL ARTS (INTERMEDIATE)**

Credit            1 unit

Prerequisite    Visual Arts (Beginning) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

Visual Arts (Intermediate) builds on the technical skills and foundation of knowledge developed in Visual Arts (Beginning). The study of the elements of art and principles of design, color theory, vocabulary, and art continues in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner, which allows for independent choices and personal solutions to problems. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. Basic supplies are provided.



**54175X0A \* HONORS VISUAL ARTS (PROFICIENT)**

Credit 1 unit

Prerequisites Visual Arts (Beginning), (Intermediate), and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

Honors Visual Arts (Proficient) is an advanced level course which addresses the Essential Standards and Clarifying Objectives for Visual Art with greater complexity, novelty, and acceleration. This course is an individualized and activity-based curriculum requiring learning experiences that are often exploratory, experiential, and/or open-ended. Work is often generated through, and resulting from, a studio and/or seminar approach. Students are required to take significant responsibility for their study and production of art. Focus areas for this course include research, analysis, reflection, application, and production of art. Basic materials are provided. Students desiring to do work beyond what is normally expected in class will provide their own materials.

**54185X0A \* HONORS VISUAL ARTS (ADVANCED)**

Credit 1 unit

Recommended Prerequisites Honors Visual Arts (Proficient) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

Students in this advanced level course follow the Essential Standards and Clarifying Objectives for Visual Art with the highest level of complexity, expectations, and acceleration. This most advanced level course requires additional in-depth knowledge of art processes, history, and media, including the use of technology to study, learn, and, when applicable, to produce art. Students strive to exhibit fluency of ideas and products and understand the basic rationale and psychology behind the creative process. As a result, students become initiators of learning and demonstrate mastery of skills and processes with a completed portfolio. Basic supplies are provided. Students desiring to do work beyond what is normally expected in class will provide their own materials.

**54622X0CI \* CERAMICS (INTERMEDIATE)**

Credit 1 unit

Prerequisite Visual Arts (Beginning) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

Ceramics is an introduction to the art of working with clay. This course includes hand-building techniques (coil, slab, and pinch methods), surface treatments, glazing, and introduction to the potter's wheel. Students research the cultural and historical perspectives of this medium. Art history, criticism, and aesthetics are experienced through visual, verbal, and written means. Basic supplies are provided.

**54635X0CP \* HONORS CERAMICS (PROFICIENT)**

Credit 1 unit

Prerequisite Ceramics (Intermediate) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

This honors course in ceramics is an advanced level course which addresses techniques and processes in ceramics with greater complexity, novelty, and acceleration. This course is an individualized and activity-based curriculum requiring learning experiences that are often exploratory, experiential, and/or open-ended. Work is often generated through, and resulting from, a studio and/or seminar approach. Students are required to take significant responsibility for their study and production of art. Focus areas for this course include research, analysis, reflection, application, and production of art. Basic materials are provided. Students desiring to do work beyond what is normally expected in class will provide their own materials.

**54645X0CA \* HONORS CERAMICS (ADVANCED)**

Credit 1 unit

Prerequisite Honors Ceramics (Proficient) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

This is the most advanced level ceramics course and requires additional in-depth knowledge of art processes, history, and media, including the use of technology to study, learn, and, when applicable, to produce art. Students strive to exhibit fluency of ideas and products and understand the basic rationale and psychology behind the creative process. As a result, students become initiators of learning and demonstrate mastery of skills and processes with a completed portfolio. Basic supplies are provided. Students desiring to do work beyond what is normally expected in class will provide their own materials.

**54622X0SI \* SCULPTURE (INTERMEDIATE)**

Credit 1 unit

Prerequisite Visual Arts (Beginning) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

This course explores three-dimensional design using construction techniques with traditional and non-traditional materials. Additive and subtractive methods (carving, modeling, and casting) are employed with a variety of media. Art history, criticism, and aesthetics are experienced through visual, verbal, and written means. Basic supplies are provided.

**PHOTOGRAPHY****54622X0PI \* PHOTOGRAPHY (INTERMEDIATE) (Laney HS)**

Credit 1 unit

Recommended Prerequisite Visual Arts (Beginning) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

In Photography (Intermediate), various photography processes, procedures, and theories are presented in a problem-solving manner, which allows for independent choices and personal solutions to problems. Students must have access to a 35-mm camera as well as film and photographic paper.

**54635X0PP \* HONORS PHOTOGRAPHY (PROFICIENT) (Laney HS)**

Credit 1 unit

Prerequisites Photography (Intermediate) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

This honors course in photography is an advanced level course which addresses techniques and processes in photography with greater complexity, novelty, and acceleration. This course is an individualized and activity-based curriculum requiring learning experiences that are often exploratory, experiential, and/or open-ended. Work is often generated through, and resulting from, a studio and/or seminar approach. Students are required to take significant responsibility for their study and production of photography. Focus areas for this course include research, analysis, reflection, application, and production. Students must have access to a 35-mm camera as well as film and photographic paper.

**54645X0PA \* HONORS PHOTOGRAPHY (ADVANCED) (Laney HS)**

Credit 1 unit

Prerequisite Honors Visual Arts (Proficient) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

This is the most advanced level photography course and requires additional in-depth knowledge of photographic processes, history, and media, including the use of technology to study, learn, and, when applicable, to produce photographs. Students strive to exhibit fluency of ideas and products and understand the basic rationale and psychology behind the creative process. As a result, students become initiators of learning and demonstrate mastery of skills and processes with a completed portfolio. Basic supplies are provided. Students must have access to a 35-mm camera as well as film and photographic paper.

**5A047X0A \* ADVANCED PLACEMENT STUDIO Art: DRAWING (AHS)**

Credit 1 unit

Recommended Prerequisites Honors Visual Arts (Proficient) and Honors Visual Arts (Advanced)

**Note:** *It is recommended that Honors Visual Arts (Advanced) be taken the semester before Advanced Placement Studio Art.*

Advanced Placement Studio Art: Drawing is a rigorous, experiential course which results in the creation of a portfolio of twenty-four works. The portfolio must exhibit proficiency in three categories: quality, breadth, and concentration. **The Drawing portfolio addresses a wide range of approaches and media with a specific focus on drawing issues.** Students are required to work outside the classroom and beyond scheduled periods. In addition, students may be asked to provide their own materials depending on their choice of media. At the end of the course the student's portfolio will be evaluated by the College Board. These works are submitted digitally through the AP College Board website while five actual works are mailed for assessment. In this manner, students may possibly earn course exemption and/or credit at the college/university level.

**5A027X0A \* ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN (AHS,NHHS, JTH)**

Credit 1 unit

Recommended Prerequisites Honors Visual Arts (Proficient) and Honors Visual Arts (Advanced)

**Note:** *It is recommended that Honors Visual Arts (Advanced) be taken the semester before Advanced Placement Studio Art.*

Advanced Placement Studio Art: 2-D Design is a rigorous, experiential course which results in the creation of a portfolio containing five actual works and twenty-four slides using a variety of art forms. The works in the portfolio must exhibit proficiency in three categories: quality, breadth, and concentration. Students are required to work outside the classroom and beyond scheduled periods. In addition, students may be asked to provide their own materials depending on their choice of media. At the end of the course the student's portfolio will be evaluated by the College Board. In this manner, students may possibly earn course exemption and/or credit at the college/university of their choice.

## DANCE

**51152X0A \* DANCE (BEGINNING) (EAL, JTH)**

Credit 1 unit

**Note:** *This course may be repeated for credit.*

Dance (Beginning) explores movement as a creative art form. Students develop kinesthetic awareness, proper body alignment, physical strength, flexibility, and endurance. Improvisation, expressive movement, and basic modern dance techniques are explored. Students experience the role of both choreographer and dancer and have opportunities to present their work. The study of dance in various cultures and historical periods and the study of dance as a career are explored. Attendance at after school rehearsals and performances is required.

**51162X0A \* DANCE (INTERMEDIATE) (EAL, JTH)**

Credit 1 unit

Prerequisite Dance (Beginning) and /or demonstrated ability

*Note: This course may be repeated for credit.*

This course is an exploration of the elements of dance and the acquisition of intermediate movement skills and refined motor control. It is designed to give further study of ballet, modern and creative dance, jazz, and stage techniques. Students extend their understanding of dance through improvisations, the study of the history of dance, and opportunities to choreograph and perform. Proper dance attire is required. Attendance at after-school rehearsals and performances is also required.

**51175X0A \* HONORS DANCE (PROFICIENT) (EAL, JTH )**

Credit 1 unit

Prerequisites Dance (Intermediate), and/or demonstrated ability

*Note: This course may be repeated for credit.*

Honors Dance (Proficient) addresses the Essential Standards and Qualifying Objectives for Dance with greater complexity, novelty, and acceleration. Students demonstrate a commitment to personal fitness and technical skill. This course focuses on more advanced, individualized work in authentic learning situations, as well as in-depth research, analysis, reflection, and performance. Students maintain a portfolio that contains written and/or visual examples of their work. Proper dance attire is required. Attendance at after-school rehearsals and performances is also required.

**51185X0A \* HONORS DANCE (ADVANCED) (EAL, JTH )**

Credit 1 unit

Prerequisites Honors Dance (Proficient), and/or demonstrated ability

*Note: This course may be repeated for credit.*

Honors Dance (Advanced) follows the Essential Standards and Clarifying Objectives for Dance with the highest level of complexity, expectations, and acceleration. Students use expanded aesthetic criteria to analyze, synthesize, and evaluate their own choreography and performance, as well as that of others. Students learn to assess personal health and fitness, develop and achieve personal dance goals, and integrate knowledge and skills with a variety of other content areas. Students maintain a portfolio containing written and/or visual examples of their work. Proper dance attire is required. Attendance at after-school rehearsals and performances is also required.

## MUSIC

**52162X0A \* MUSIC APPRECIATION**

Credit 1 unit

Music Appreciation will explore the basic elements of music, its literature, value, and function in our society today. This course will provide an overview of the elements of music including Melody, Rhythm, Harmony, Form, Texture, Tempo, and Dynamics.

**52172X0A \* MUSIC THEORY (INTERMEDIATE)**

Credit 1 unit

Suggested Prerequisites Band (Beginning), Orchestra (Beginning), or Vocal Music (Beginning)

*Note: This course may be repeated for credit.*

This course is designed for students who wish to increase their understanding of the elements of music. Ear training, keyboard harmony, composition, arranging, and evaluating music are emphasized. Through analysis and the study of history, appropriate music vocabulary, and symbols, this course provides students with an appreciation and understanding of music in relation to styles, periods, composers, and cultures.

## **52157X0A \* ADVANCED PLACEMENT MUSIC THEORY**

Credit 1 unit

Recommended Prerequisites Band (Advanced), Orchestra (Advanced), or Vocal Music Advanced) or Music Theory (Intermediate)

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course progresses to include more creative tasks, such as the harmonization of a melody by selecting appropriated chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation.

## **BAND**

### **52552X0A \* BAND (BEGINNING)**

Credit 1 unit

**Note:** *First-year students must enroll in both the fall and spring semesters.  
This course may be repeated for credit.*

This course provides students with basic instrumental techniques, performance skills, and music theory. Band literature representing diverse genres, styles, and cultures is an integral part of this course. Students develop skills in listening to, analyzing, evaluating, and reading music. They develop an understanding of band literature in relationship to history, culture, and other content areas.

The fall semester includes activities in Marching Band such as football games, competitions, and parades, as well as Concert Band activities. The spring semester includes activities in Concert Band such as All-District Band, All-County Band, State Contest and other concerts, Solo/Small Ensembles, and Marching Band activities such as parades and show preparation. Attendance at after-school rehearsals and performances is required.

### **52562X0A \* BAND (INTERMEDIATE)**

Credit 1 unit

Prerequisites Band (Beginning) and/or demonstrated ability

**Note:** *First-year students must enroll in both the fall and spring semesters.  
This course may be repeated for credit.*

This course provides students with opportunities to develop and demonstrate appropriate instrumental practices. Students further develop skills in listening to, analyzing, evaluating, and reading music and playing with increased technical accuracy and expression. Band literature, which includes moderate technical demands, expanded ranges, varied interpretive requirements representing diverse genres, styles, and cultures, is an integral part of this course.

The fall semester includes activities in Marching Band such as football games, competitions, and parades, as well as Concert Band activities. The spring semester includes activities in Concert Band such as All-District Band, All-County Band, State Contest and other concerts, Solo/Small Ensembles, and Marching Band activities such as parades and show preparation. Attendance at after-school rehearsals and performances is required.

**52575X0A \* HONORS BAND (PROFICIENT)**

Credit 1 unit

Prerequisites Band (Intermediate), and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

Honors Band (Proficient) addresses the Essential Standards and Clarifying Objectives for Band with greater complexity, expectations, and acceleration. It also provides a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. This course provides more advanced, individualized work in authentic learning situations. Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work.

The fall semester includes activities in Marching Band such as football games, competitions, and parades, as well as Concert Band activities. The spring semester includes activities in Concert Band such as All-District Band, All-County Band, State Contest and other concerts, Solo/Small Ensembles, and Marching Band activities such as parades and show preparation. Attendance at after-school rehearsals and performances is required.

**52585X0A \* HONORS BAND (ADVANCED)**

Credit 1 unit

Recommended Prerequisites Band (Proficient), Honors Band (Proficient), and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

This course is the highest level of the band music program and is intended to provide more advanced, individualized work in authentic learning situations. Honors Band (Advanced) addresses the Essential Standards and Qualifying Objectives for Music at the highest level of acceleration, expectations, and rigor. This course provides a foundation for advanced proficiencies in music performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work.

The fall semester includes activities in Marching Band such as football games, competitions, and parades, as well as Concert Band performances.

The spring semester includes activities in Concert Band such as All-District Band, All-County Band, State Contest and other concerts, Solo/Small Ensembles, and Marching Band activities such as parades and show preparation. Attendance at after-school rehearsals and performances is required.

**JAZZ ENSEMBLE****52172X0JE \* JAZZ ENSEMBLE (INTERMEDIATE)**

Credit 1 unit

Prerequisite Demonstrated ability

**Note:** *This course may be repeated for credit.*

This course offers instruction in and experience with various dance band styles, popular instrumental music styles, and jazz styles and techniques. This course includes the study of improvisation and the reading of popular music and jazz rhythms. Attendance at after-school rehearsals and performances is required.

**52185X0A \* HONORS JAZZ ENSEMBLE (PROFICIENT)**

Credit 1 unit

Prerequisites Jazz Ensemble (Intermediate), and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

Honors Jazz Ensemble (Proficient) addresses the Essential Standards and Clarifying Objectives for Music with greater complexity, expectations, and acceleration. It also provides a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. This course provides more advanced, individualized work in authentic learning situations. Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work.

**52195X0A \* HONORS JAZZ ENSEMBLE (ADVANCED)**

Credit 1 unit

Prerequisites Honors Jazz Ensemble (Proficient) and /or demonstrated ability

**Note:** *This course may be repeated for credit.*

This course is the highest level of the jazz ensemble program and is intended to provide more advanced, individualized work in authentic learning situations. This course addresses the Essential Standards and Qualifying Objectives for Music at the highest level of acceleration, expectations, and rigor. Jazz Ensemble (Advanced) provides a foundation for advanced proficiencies in music performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work.

**ORCHESTRA****52402X0A \* ORCHESTRA (BEGINNING)**

Credit 1 unit

**Note:** *This course may be repeated for credit.*

This course provides students with basic instrumental techniques, performance skills, and music theory. Orchestra literature representing diverse genres, styles, and cultures is an integral part of this course. Students develop skills in listening to, analyzing, evaluating, and reading music. They also develop an understanding of orchestra literature in relationship to history, culture, and other content areas. Proper concert attire is required. Attendance at after-school rehearsals and performances is required.

**52412X0A \* ORCHESTRA (INTERMEDIATE)**

Credit 1 unit

Prerequisites Orchestra (Beginning) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

This course provides students with opportunities to develop and demonstrate appropriate instrumental practices. Students further develop skills in listening to, analyzing, evaluating, and reading and playing music within creased technical accuracy and expression. Orchestral literature, which includes moderate technical demands, expanded ranges, varied interpretive requirements representing diverse genres, styles, and cultures, is an integral part of this course. Proper concert attire is required. Attendance at after-school rehearsals and performances is required.

**52425X0A \* HONORS ORCHESTRA (PROFICIENT)**

Credit 1 unit

Prerequisites Orchestra (Intermediate) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

Honors Orchestra (Proficient) addresses the Essential Standards and Clarifying Objectives for Music with greater complexity, expectations, and acceleration. It also provides a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. This course provides more advanced, individualized work in authentic learning situations. Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work. Proper concert attire is required. Attendance at after-school rehearsals and performances is required.

**52435X0A \* HONORS ORCHESTRA (ADVANCED)**

Credit 1 unit

Prerequisites Honors Orchestra (Proficient), and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

This course is the highest level of the orchestra music program and is intended to provide more advanced, individualized work in authentic learning situations. The Essential Standards and Clarifying Objectives for Music are addressed at the highest level of complexity, acceleration, and rigor. This course provides a foundation for advanced proficiencies in music performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Proper concert attire is required. Attendance at after-school rehearsals and performances is also required.

**VOCAL MUSIC****52302X0A \* VOCAL MUSIC (BEGINNING)**

Credit 1 unit

**Note:** *This course may be repeated for credit.*

This course provides students with basic vocal techniques, performance skills, and music theory. Choral literature representing diverse genres, styles, and cultures is an integral part of this course. Students develop skills in listening to, analyzing, evaluating, and reading music. They also develop an understanding of choral literature in relation to history, culture, and other content areas. Proper concert attire is required. Attendance at after-school rehearsals and performances is also required.

**52312X0A \* VOCAL MUSIC (INTERMEDIATE)**

Credit 1 unit

Prerequisites Vocal Music (Beginning) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

This course provides students with opportunities to develop and demonstrate appropriate vocal practices and refine the use of the voice. Students listen to, analyze, evaluate, and read music. They sing with increased technical accuracy and expression. Choral literature, which includes moderate technical demands, expanded ranges, varied interpretive requirements representing diverse genres, styles, and cultures, is an integral part of this course. Proper concert attire is required. Attendance at after-school rehearsals and performances is also required.



**52325X0A \* HONORS VOCAL MUSIC (PROFICIENT)**

Credit 1 unit

Prerequisites Vocal Music (Intermediate), and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

Honors Vocal Music (Proficient) addresses the Essential Standards and Clarifying Objectives for Music with greater complexity, acceleration, and expectations. The course provides opportunities for students to develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument. Honors Vocal Music (Proficient) provides a foundation for advanced proficiencies in performance, conducting, listening, analyzing, composing, and written research. Students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Proper concert attire is required. Attendance at after-school rehearsals and performances is also required.

**52335X0A \* HONORS VOCAL MUSIC (ADVANCED)**

Credit 1 unit

Prerequisite Honors Vocal Music (Proficient), and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

This course is the highest level of the vocal music program and is intended to provide more advanced, individualized work in authentic learning situations. Honors Vocal Music (Advanced) addresses the Essential Standards and Clarifying Objectives for music with complexity and rigor. Students sing difficult vocal literature and refine the use of the voice as an instrument. This course provides a foundation for advanced proficiencies in music performance, conducting, listening, analyzing, composing, and written research. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Proper concert attire is required. Attendance at after-school rehearsals and performances is also required.

**THEATRE ARTS****53152X0A \* THEATRE ARTS (BEGINNING)**

Credit 1 unit

**Note:** *This course may be repeated for credit.*

Theatre Arts (Beginning) promotes learning the essential vocabulary and processes of theatre. It includes personal development, structure of plays, varieties of plays, evaluation, improvisation, pantomime, voice and diction, and acting. In addition, students learn about and reflect upon aspects of theatre through history and different cultures, as well as the various forms of theatre and theatre-related media. This course also assists students in developing a sense of creativity and spontaneity. Attendance at after-school rehearsals and all performances is required.

**53162X0A \* THEATRE ARTS (INTERMEDIATE)**

Credit 1 unit

Prerequisite Theatre Arts (Beginning) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

Theatre Arts (Intermediate) is designed for students who wish to continue their exploration of theatre arts. It is a more detailed study of theatre vocabulary, reading, and writing of theatre literature, acting, and technical theatre. The acting experience in Theatre Arts (Intermediate) furthers the exploration of the concepts of self, body and voice, improvisation, and acting techniques. In addition, students begin to analyze and critique student-generated work, as well as that created throughout history and various cultures. Attendance at after-school rehearsals and all performances is required.

**53175X0A \* HONORS THEATRE ARTS (PROFICIENT)**

Credit 1 unit

Prerequisites Theatre Arts (Intermediate) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

Honors Theatre Arts (Proficient) is an advanced course offering study and work often generated through and resulting from seminar or ensemble. This course follows the Essential Standards and Clarifying Objectives for Theater with greater complexity, expectations, and rigor. Students are involved in a wide variety of activities including historical research for productions, script writing through improvisation, directing, designing, conceptualizing, and realizing informal and formal productions. Independent work in this course develops commitment and helps students form aesthetic judgments and refine artistic choices. Full-length and one-act plays are produced. Attendance at after-school rehearsals and all performances is required.

**53185X0A \* HONORS THEATRE ARTS (ADVANCED)**

Credit 1 unit

Prerequisite Honors Theatre Arts (Proficient), and/or demonstrated ability

**Note:** *Honors Theatre Arts (Advanced) -Fall or Honors Theatre Arts (Advanced) - Spring may be taken for one unit of credit or both courses may be taken for two units of credit.*

*This course may be repeated for credit.*

Honors Theatre Arts (Advanced) is the highest level theater course which concentrates on in-depth research, analysis, reflection, application, production, and performance. This course follows the Essential Standards and Clarifying Objectives for Theatre with complexity and rigor. Students become initiators of learning and demonstrate leadership and expertise in theatre arts. Attendance at after-school rehearsals and all performances is required.

**53622X0A \* TECHNICAL THEATRE (INTERMEDIATE)**

Credit 1 unit

Prerequisite Theatre Arts (Beginning) and/or demonstrated ability

**Note:** *This course may be repeated for credit*

This course is designed to teach students to understand and demonstrate a working knowledge of how the various areas of technical theatre operate and support performances. After extensive research, students create props and costumes and work with makeup, lights, and sound using available resources. Students gain experience in generating publicity for productions. Attendance at after-school rehearsals and all performances is required.

**53635X0A \* HONORS TECHNICAL THEATRE (PROFICIENT)**

Credit 1 unit

Recommended Prerequisites Technical Theatre Arts (Intermediate) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

This advanced level course is designed for the student who has significant experience in technical theatre work and who can assume major production responsibilities. The student is expected to take a leadership role in the technical aspects of productions including scenery, costumes, makeup, lighting, sound, and props. Attendance at after-school rehearsals and all performances is required.

**53645X0A \* HONORS TECHNICAL THEATRE (ADVANCED)**

Credit 1 unit

Prerequisites Honors Technical Theatre (Proficient) and/or demonstrated ability

**Note:** *This course may be repeated for credit.*

Honors Technical Theatre (Advanced) is the highest level technical theater course which concentrates on in-depth research, analysis, reflection, application, production, and performance. This course requires students to assume major production responsibilities and to work with independence and initiative. Leadership roles are a significant part of this course. Attendance at after-school rehearsals and all performances is required.

## **CAREER TECHNICAL AND EDUCATION**

The mission of Career and Technical Education (CTE) is to empower all students to be successful citizens, workers and leaders in a global economy. CTE gives purpose to learning by emphasizing real-world skills and practical knowledge. Programs in Career and Technical Education are designed to contribute to the broad educational achievement of students, including basic skills such as reading, writing, and mathematics, as well as their ability to work independently and as part of a team, think creatively, solve problems, and utilize technology. These tools and experiences make school more relevant, and ensure students are ready for the real world. Whether students plan to further their education in community colleges, technical schools, four-year colleges and universities, receive on-the-job training, or pursue careers in the military, CTE can be the first step in a pathway toward productive employment and citizenship.

### **CTE CAREER AND COLLEGE PROMISE**

Career & College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit — meeting high school graduation requirements with college courses. CTE Career and College Promise courses allow students to begin a certification or diploma program in a particular technical field or career area.

Career & College Promise pathways offer students rigorous and relevant course work designed to engage their interests and help them achieve educational and career goals. For students interested in technical careers and post-secondary education, the courses they encounter as part of a CCP pathway will align closely with the level of work that will be expected of them after finishing high school. In addition, research has shown that high school students who take college courses are more likely to attend and graduate from college with an advanced certification or degree.

### **CTE OPEN ENROLLMENT FOR SINGLETON PROGRAMS**

There are several CTE programs district-wide that are only offered at select schools. These programs are noted as "Cross Enrollment" next to the course name, and students are able to cross-enroll in the course *based on enrollment availability*.

### **CAREER AND TECHNICAL EDUCATION PATHWAYS**

As a junior or senior in a career cluster program during high school, this pathway will give students the opportunity to enroll in a Community College Certificate Program that aligns with career cluster concentrations. For additional information see your school counselor or visit <http://cfcc.edu/ccp/career-and-technical-education-pathways/>

### **NEW HANOVER COUNTY SCHOOLS & CAPE FEAR COMMUNITY COLLEGE COURSE ARTICULATION**

High School students can receive High School and Community College credit for select Career and Technical Education (CTE) courses. To receive articulated credit, students must: maintain a B or higher in select CTE High School courses and receive a scaled score of 93 or higher on the Career and Technical Education end-of-course assessment.

To receive articulated credit, students must enroll at the Community College within two years of their High School graduation date. For more information, please see the course list by visiting:

<http://www.ncperkins.org/course/view.php?id=4%20>

## CTE CAREER CLUSTERS

The National Career Clusters® Framework serves as an organizing tool for Career Technical Education (CTE) programs, curriculum design and instruction. There are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The framework also functions as a useful guide in developing programs of study bridging secondary and postsecondary systems and for creating individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.

### CTE TERMINOLOGY

**CTE Concentrators:** Students who enroll in CTE courses earning a concentration for graduation and for federal reporting purposes in Career and Technical Education.

**Concentrator:** a student who has successfully completed a Concentrator course in an approved Career Pathway.

**Concentrator Course:** a second or third-level course in the Career Pathway that builds upon technical skills acquired in the prerequisite course.

**Career Clusters:** are groupings of occupations used as an organizing tool for curriculum design and instruction. The Career Cluster approach makes it easier for students to understand the relevance of their required courses and helps them select their elective courses more wisely. There are 16 clusters, however all clusters are not offered in our LEA.


**Career Pathway:** a series of courses consisting of a prerequisite course and a concentrator course that deem a student a concentrator upon completion. Some pathways also have a foundational prerequisite course.


**Foundational Prerequisite:** Provide fundamental knowledge and skills needed for student success in secondary and postsecondary education and careers in the Career Cluster. All pathways do not contain foundational prerequisites.

**Prerequisite:** Concentrator Course: Second or third level course in the Career Pathway that builds upon technical skills acquired in the prerequisite course.

**Career Pathway Major:** course that provides aligned specificity in a Career Pathway and can include advanced studies, work-based learning or a course with aligned content

## NC CAREER PATHWAYS BY CLUSTER

Agriculture, Food and Natural Resources			
 <b>Agriculture, Food &amp; Natural Resources</b>	This Career Cluster® is focused on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products.		
FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>FOOD PRODUCTS &amp; PROCESSING PATHWAY</b>	FN41 Food and Nutrition I	FN42 Food and Nutrition II	WB012X0 CTE Advanced Studies AGNR <b>OR</b> WB032X0 CTE Internship AGN
<b>PLANT SYSTEMS PATHWAY</b>	AP41 Horticulture I	AP42 Horticulture II <b>OR</b> AP44 Horticulture II – Landscaping	WB012X0 CTE Advanced Studies AGNR <b>OR</b> WB032X0 CTE Internship AGN

Architecture and Construction			
 <b>Architecture &amp; Construction</b>	This Career Cluster is focused on careers in designing, planning, managing, building and maintaining the built environment.		
FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>CARPENTRY PATHWAY</b>  IC00 Construction Core	IC21 Carpentry I	IC22 Carpentry II	IC23 Carpentry III <b>OR</b> IC23 Carpentry III <b>OR</b> WB052X0 CTE Advanced Studies ARCH <b>OR</b> WB072X0 CTE Internship ARCH
<b>DRAFTING ARCHITECTURAL PATHWAY</b>	IC61 Drafting I	IC62 Drafting II – Architectural	IC63 Drafting III – Architectural <b>OR</b> WB052X0 CTE Advanced Studies ARCH <b>OR</b> WB072X0 CTE Internship ARCH
<b>INTERIOR DESIGN PATHWAY</b>	FI21 Interior Design Fundamentals	FI22 Interior Design Studio	WB052X0 CTE Advanced Studies ARCH  <b>OR</b>  WB072X0 CTE Internship ARCH

## Arts, Audio/Video Technology and Communications



**Arts, A/V Technology  
& Communications**

This Career Cluster® is focused on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism and entertainment services.

FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>ADOBE ACADEMY PATHWAY</b>	II41 Adobe Visual Design I	II42 Adobe Digital Design II <b>OR</b> II43 Adobe Digital Design <b>OR</b> II45 Adobe Video Design I	WB092X0 CTE Advanced Studies AAVC <b>OR</b> WB112X0 CTE Internship AAVC
<b>APPAREL &amp; TEXTILE PRODUCTION PATHWAY</b>	FA31 Apparel and Textile Production I	FA32 Apparel and Textile Production II	WB092X0 CTE Advanced Studies AAVC <b>OR</b> WB112X0 CTE Internship AAVC
<b>DIGITAL DESIGN &amp; ANIMATION PATHWAY</b>	TS24 Digital Design and Animation I	TS25 Digital Design and Animation II	WB092X0 CTE Advanced Studies AAVC <b>OR</b> WB112X0 CTE Internship AAVC
<b>GAME ART DESIGN PATHWAY</b>	TS24 Digital Design and Animation I	TS31 Game Art Design	TS32 Advanced Game Design <b>OR</b> WB092X0 CTE Advanced Studies AAVC <b>OR</b> WB112X0 CTE Internship AAVC

## Business Management and Administration



**Business Management  
& Administration**

This Career Cluster® is focused on careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>ENTREPRENEURSHIP PATHWAY</b>	ME11 Entrepreneurship I	ME12 Entrepreneurship II	WB136X0 CTE Advanced Studies BMA <b>OR</b> WB152X0 CTE Internship BMA
<b>GENERAL MANAGEMENT PATHWAY</b> BF 10 Business Essentials	BB40 Business Management I	BB42 Business Management II	WB136X0 CTE Advanced Studies BMA <b>OR</b> WB152X0 CTE Internship BMA
<b>PROJECT MANAGEMENT PATHWAY</b>	CS11 Project Management I	CS12 Project Management II Global	WB136X0 CTE Advanced Studies BMA <b>OR</b> WB152X0 CTE Internship BMA

## Finance



This Career Cluster® is focused on planning, services for financial and investment planning, banking, insurance, and business financial management.

FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>ACCOUNTING PATHWAY</b>	BA10 Accounting I	BA20 Accounting II	WB212X0 CTE Advanced Studies FINA <b>OR</b> WB222X0 CTE Apprenticeship FINA
<b>FINANCIAL SECURITIES &amp; INVESTMENTS PATHWAY</b> BF 10 Business Essentials	BF21 Financial Planning I	BF22 Financial Planning II	WB212X0 CTE Advanced Studies FINA <b>OR</b> WB222X0 CTE Apprenticeship FINA

## Health Science



This Career Cluster® is focused on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>BIOMEDICAL TECHNOLOGY PATHWAY</b>	HU40 Health Science I	HB11 Biomedical Technology	WB292X0 CTE Advanced Studies HLTH <b>OR</b> WB312X0 CTE Internship HLTH
<b>HEALTHCARE PROFESSIONAL PATHWAY</b>	HU40 Health Science I	HU42 Health Science II	WB292X0 CTE Advanced Studies HLTH <b>OR</b> WB312X0 CTE Internship HLTH

## Hospitality & Tourism



This Career Cluster® is focused on hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>CULINARY ARTS INTERNSHIP PATHWAY</b> FH10 Culinary Arts & Hospitality I	FH12 Culinary Arts & Hospitality II Internship	FH13 Culinary Arts & Hospitality III	FH15 Culinary Arts & Hospitality IV Internship <b>OR</b> WB332X0 CTE Advanced Studies HOSP <b>OR</b> WB352X0 CTE Internship HOSP
<b>SPORTS &amp; ENTERTAINMENT MARKETING PATHWAY</b>	MH31 Sport & Event Marketing I	MH32 Sport & Event Marketing II	WB332X0 CTE Advanced Studies HOSP <b>OR</b> WB352X0 CTE Internship HOSP
<b>TRAVEL &amp; TOURISM PATHWAY</b>	BF10 Business Essentials <b>OR</b> MH31 Sports & Entertainment Marketing I <b>OR</b> MM51 Marketing	MH42 Hospitality and Tourism	WB332X0 CTE Advanced Studies HOSP <b>OR</b> WB352X0 CTE Internship HOSP

## Human Services



This Career Cluster® is focused on preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care and consumer services.

FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>EARLY CHILDHOOD DEVELOPMENT &amp; SERVICES PATHWAY</b>	FE60 Child Development	FE11 Early Childhood Education I	FE12 Early Childhood Education II
<b>TEACHING AND TRAINING PATHWAY</b>	FE21 Teaching as a Profession I	FE22 Teaching as a Profession II	FE23 Teaching as a Profession Field Exp
<b>FOOD AND NUTRITION PATHWAY</b>	FN41 Food and Nutrition I	FN42 Food and Nutrition II	FN43 Food Science and Technology <b>OR</b> WB372X0 CTE Advanced Studies HUMA <b>OR</b> WB392X0 CTE Internship HUMA



## Information Technology



This Career Cluster® is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>CISCO NETWORK ENGINEERING PATHWAY</b>	II11 Cisco Network Engineering Technology I	II12 Cisco Network Engineering Technology II	WB412X0 CTE Advanced Studies INFO <b>OR</b> WB432X0 CTE Internship INFO
<b>COMPUTER SCIENCE PRINCIPLES PATHWAY</b>	BP41 Computer Science I	BP42 Computer Science II	2A02 AP Computer Science <b>OR</b> WB412X0 CTE Advanced Studies INFO <b>OR</b> WB432X0 CTE Internship INFO
<b>AP COMPUTER SCIENCE PATHWAY</b>	0A02 AP Computer Science Principles	2A02 AP Computer Science	WB412X0 CTE Advanced Studies INFO <b>OR</b> WB432X0 CTE Internship INFO

## Law, Public Safety, Corrections & Security



This Career Cluster® is focused on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.

FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>EMERGENCY MEDICAL TECHNOLOGY PATHWAY</b>	IP21 Emergency Medical Technology I		WB452X0 CTE Advanced Studies LAW <b>OR</b> WB472X0 CTE Internship LAW
<b>FIREFIGHTER TECHNOLOGY PATHWAY</b>	IP31 Firefighter Technology I	IP32 Firefighter Technology II	WB452X0 CTE Advanced Studies LAW <b>OR</b> WB472X0 CTE Internship LAW <b>OR</b> IP51 Emergency Management I

## Marketing



This Career Cluster® is focused on planning, managing, and performing marketing activities to reach organizational objectives.

FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>MARKETING MANAGEMENT PATHWAY</b>	MM51 Marketing	MA52 Marketing Applications	WB532X0 CTE Advanced Studies MRKT <b>OR</b> WB552X0 CTE Internship MRKT

## Science, Technology, Engineering and Mathematics



This Career Cluster® is focused on planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>DRAFTING ENGINEERING PATHWAY</b>	IC61 Drafting I	IV22 Drafting II – Engineering	IV23 Drafting III – Engineering <b>OR</b> WB572X0 CTE Advanced Studies STEM <b>OR</b> WB592X0 CTE Internship STEM
<b>TECHNOLOGY, ENGINEERING AND DESIGN PATHWAY</b>	TE11 Technology Engineering & Design	TE12 Technological Design <b>OR</b> TE13 Engineering Design	WB572X0 CTE Advanced Studies STEM <b>OR</b> WB592X0 CTE Internship STEM
<b>PLTW ENGINEERING PATHWAY</b>	TP11 PLTW Introduction to Engineering Design <b>OR</b> TP12 PLTW Principles of Engineering	TP23 PLTW Civil Engineering & Architecture <b>OR</b> TP25 PLTW Aerospace Engineering	TP31 PLTW Engineering , Design & Development <b>OR</b> WB572X0 CTE Advanced Studies STEM <b>OR</b> WB592X0 CTE Internship STEM

## Transportation, Distribution & Logistics



This Career Cluster® is focused on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

FOUNDATIONAL PREREQUISITE	PREREQUISITE	CONCENTRATOR	CAREER PATHWAY MAJOR
<b>AUTOMOTIVE SERVICE PATHWAY</b> IT11 Automotive Service Fundamentals	IT16 Automotive Service I	IT17 Automotive Service II	IT18 Automotive Service III <b>OR</b> WB612X0 CTE Advanced Studies TRAN <b>OR</b> WB632X0 CTE Internship TRAN WB62 CTE Apprenticeship
<b>DRONE TECHNOLOGY PATHWAY</b>	ID11 Drone Technology I	ID12 Drone Technology II	WB612X0 CTE Advanced Studies TRAN <b>OR</b> WB632X0 CTE Internship TRAN

## CAREER AND TECHNICAL EDUCATION COURSES

AGRICULTURAL EDUCATION	
CERTIFICATIONS AND CREDENTIALING	CAREER AND TECHNICAL STUDENT ORGANIZATION
<p>Currently there are eleven credentials and certifications that are obtainable through agricultural education instruction</p>	<p>Future Farmers of America (FFA) is a national organization of Agricultural Education students. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. North Carolina FFA Web Site: <a href="http://www.ncffa.org">www.ncffa.org</a></p>

### **AP412X0A \* HORTICULTURE I (Hoggard - Cross-Enrollment Option)**

Credit            1 unit

Prerequisite    None

**Note:** *Currently offered at John T. Hoggard High School - (Course open for district enrollment /transportation provided)*

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced.

### **AP422X0A \* HORTICULTURE II (Hoggard - Cross-Enrollment Option)**

Credit            1 unit

Prerequisites   Horticulture I

**Note:** *Currently offered at John T. Hoggard High School - (Course open for district enrollment - transportation provided)*

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced.

### **AP425X0A \* HORTICULTURE II Honors (Hoggard - Cross-Enrollment Option)**

Credit            1 unit

Prerequisites   Horticulture I

**Note:** *Currently offered at John T. Hoggard High School - (Course open for district enrollment - transportation provided)*

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced.

### **AP442X0A \* HORTICULTURE II-LANDSCAPING (Hoggard - Cross-Enrollment Option)**

Credit            1 unit

Prerequisite    Horticulture I

**Note:** *Currently offered at John T. Hoggard High School - (Course open for district enrollment/transportation provided)*

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

**WB032X0\* CTE INTERNSHIP AGNR**

Credit 1 unit

Prerequisite None

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

**WB012X0A\* CTE ADVANCED STUDIES AGNR**

Credit 1 unit

Prerequisite Two technical credits in one Career Pathway

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

<b>BUSINESS, FINANCE AND MARKETING EDUCATION</b>	
<b>CERTIFICATIONS AND CREDENTIALING</b>	<b>CAREER AND TECHNICAL STUDENT ORGANIZATION</b>
<p>Business, Finance, and Information Technology Education courses provide multiple opportunities to obtain industry credentials, which is one measure of accountability for this goal. Students may earn a variety of industry credentials ranging from Financial Literacy certifications, CISCO Certified Entry Networking Technician, CompTIA A+, Microsoft Office Specialist to Microsoft Technology Associate.</p> <p>Marketing and Entrepreneurship Education courses provide students multiple opportunities to obtain industry certifications.</p>	<p>Future Business Leaders of America (FBLA) is an integral part of North Carolina's Business, Finance, and Information Technology Education program. The experiences that FBLA members receive are directly related to their classroom instruction. Participation in FBLA provides students with the critical soft-skill development that is essential for the 21st century employee. Members are provided with the opportunity to compete with other FBLA members across the nation. North Carolina FBLA Web Site: <a href="http://ncfbla.org">http://ncfbla.org</a></p> <p>DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management. It provides students with leadership opportunities at the local, state, and national levels. Members may seek elected office or serve in positions of committee leadership. Students gain valuable hands-on, authentic leadership skills by being active in the student-led student organization. For more information visit: State DECA website <a href="http://www.ncdeca.org">www.ncdeca.org</a></p>

**BA102X0A \* ACCOUNTING I**

Credit 1 unit

Prerequisites None

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced and entrepreneurial experiences encouraged.

**BA205X0A \* ACCOUNTING II** (*Inherently Honors*)

Credit 1 unit  
Prerequisite Accounting I

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced and entrepreneurial experiences are encouraged.

**BB402X0A \* BUSINESS MANAGEMENT I**

Credit 1 unit  
Prerequisite Business Essentials

This course expands student understanding of management, including management of information, knowledge, customer relationships, human resources, product-development, projects, quality and strategies. Economics, finance, and professional development are also stressed throughout the course. English language arts is reinforced.

**BB422X0A \* BUSINESS MANAGEMENT II**

Credit 1 unit  
Prerequisite Business Management I

This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding of how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. English language arts and mathematics are reinforced.

**BF212X0A \* FINANCIAL PLANNING I**

Credit 1 unit  
Prerequisite Business Essentials

This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

**BF215X0A \* HONORS FINANCIAL PLANNING I**

Credit 1 unit  
Prerequisite Business Essentials

This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

**BF222X0A \* FINANCIAL PLANNING II**

Credit 1 unit Grades 10,11, 12

Prerequisite Financial Planning I

Students will further develop the fundamental knowledge and skills acquired in Wealth Building to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills. Concepts will be reinforced through use of guest speakers, job shadow opportunities, and field trips.

**BF102X0A \* BUSINESS ESSENTIALS**

Credit 1 unit

Prerequisite None

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

**BF105X0A \* HONORS BUSINESS ESSENTIALS**

Credit 1 unit

Prerequisite None

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

**ME112X0A \* ENTREPRENEURSHIP I**

Credit 1 unit

Prerequisite Marketing or Business Essentials

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced.

**ME125X0A \* ENTREPRENEURSHIP II (*Inherently Honors*)**

Credit 1 unit

Prerequisite Entrepreneurship I

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business handbook. English language arts and social studies are reinforced.

**MH422X0A \* HOSPITALITY AND TOURISM**

Credit 1 unit

Prerequisite Marketing or Business Essentials or Sport and Event Marketing I

In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English, language arts, mathematics, social studies and technology are reinforced.

**MM512X0A \* MARKETING**

Credit 1 unit

Prerequisite None

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and Social Studies reinforced.

**MM515X0A \* HONORS MARKETING**

Credit 1 unit

Prerequisite None

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and Social Studies reinforced.

**MA522X0A \* MARKETING APPLICATIONS**

Credit 1 unit

Prerequisite MM51 Marketing OR MI21 Fashion Merchandising

Students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving & critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, & selling. Relative opportunities are available for students to use technology to acquire & use marketing information. English language arts & social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, & job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, & leadership activities provide the opportunity to apply essential standards & workplace readiness skills through authentic experiences.

**CS112X0 \* PROJECT MANAGEMENT I**

Credit 1 unit

Prerequisite None

This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. The core concepts of scope, time, cost, and integration will be examined during this course.

**CS112X0 \* PROJECT MANAGEMENT II**

Credit 1 unit

Prerequisite Project Management I

This project-based course focuses on the use of information technology to increase the effectiveness and efficiency of project management and integrated enterprise. Students will learn operational strategies for managing advanced technology and innovation as well as how to map the high technology operations environment to business settings. Art, English language arts, and mathematics are reinforced.

**MH312X0A \* SPORT AND EVENT MARKETING I**

Credit 1 unit

Prerequisite None

In this course, students are introduced to sport and event industries. Students will develop an understanding of marketing, branding, promotion, media, and marketing data as they relate to the sport and event industries.

**MH325X0A \* SPORT AND EVENT MARKETING II** (*Inherently Honors*)

Credit 1 unit

Prerequisite Sport and Event Marketing I

In this course, students will apply their knowledge of promotion and marketing for the sport and event industries. The topics to be covered are the marketing environment, promotional activities, communications, product-mix strategies and financial and economic impacts.

**WB152X0\* CTE INTERNSHIP BMA**

Credit 1 unit

Prerequisite None

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

**WB132X0A \* CTE ADVANCED STUDIES BMA**

Credit 1 unit

Prerequisite Two technical credits in one Career Pathway

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

**WB532X0A \* CTE ADVANCED STUDIES MRKT**

Credit 1 unit

Prerequisite Two technical credits in one Career Pathway

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

**COMPUTER SCIENCE AND INFORMATION TECHNOLOGY EDUCATION**

**CERTIFICATIONS AND CREDENTIALING**

Business, Finance, and Information Technology Education courses provide multiple opportunities to obtain industry credentials, which is one measure of accountability for this goal. Students may earn a variety of industry credentials ranging from Financial Literacy certifications, CISCO Certified Entry Networking Technician, CompTIA A+, Microsoft Office Specialist to Microsoft Technology Assoc.

**CAREER AND TECHNICAL STUDENT ORGANIZATION**

Future Business Leaders of America (FBLA) is an integral part of North Carolina's Business, Finance, and Information Technology Education program. The experiences that FBLA members receive are directly related to their classroom instruction. Participation in FBLA provides students with the critical soft-skill development that is essential for the 21st century employee. North Carolina FBLA Web Site: <http://ncfbla.org>



**BP412X0A \* COMPUTER SCIENCE I**

Credit 1 unit

Prerequisite None

Computer Science I is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced .

**II115X0A \* CISCO NETWORKING ENGINEERING TECHNOLOGY I (Inherently Honors)**

Credit 1 unit

Prerequisite None

This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. This course uses the Cisco Introduction to Networks curriculum & must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced.

**II125X0A \* CISCO NETWORK ENGINEERING TECHNOLOGY II (Inherently Honors)**

Credit 1 unit

Prerequisite CISCO Networking Engineering Technology I

District-Recognized Credential CISCO CCENT

This course describes the architecture, components, and operations for routers and switch for basic functionality. By the end of this course students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPV1, RIPV2, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. This course uses the Cisco Routing & Switching Essentials curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced.

**2A027X0A \* AP COMPUTER SCIENCE**

Credit 1 unit

Prerequisite None

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

**0A027X0A \* AP COMPUTER SCIENCE PRINCIPLES**

Credit 1 unit

Prerequisite None

In this course, students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

**II412X0A1 \* ADOBE VISUAL DESIGN I**

Credit 1 unit

Prerequisite None

District-Recognized Credential Adobe Photoshop, Adobe Illustrator

In this course, students develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin exploring the career areas that interest them in visual design. This course is aligned to the Adobe Certified Associate Photoshop and Adobe Certified Associate Illustrator certification. English language arts are reinforced.

**II422X0A1 \* ADOBE VISUAL DESIGN II**

Credit 1 unit

Prerequisite None

District-Recognized Credential Adobe InDesign

This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic-design and print-production skills that solve specific communication challenges to meet client and audience needs. This course is aligned to the Adobe Certified Associate InDesign certification, and also integrates Adobe Photoshop and Adobe Illustrator skills. English language arts are reinforced.

**II432X0A \* ADOBE DIGITAL DESIGN I**

Credit 1 Unit

Prerequisite None

District-Recognized Credential Adobe Dreamweaver

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.

**II452X0A \* ADOBE VIDEO DESIGN I**

Credit 1 Unit

Prerequisite None

District-Recognized Credential Adobe Premiere Pro

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.

**II455X0A \* HONORS ADOBE VIDEO DESIGN I**

Credit 1 Unit

Prerequisite None

District-Recognized Credential Adobe Premiere Pro

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.

**BP142X0A \* PYTHON PROGRAMMING I**

Credit 1 unit

Prerequisite None

This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematics is reinforced.

**BP162X0A \* PYTHON PROGRAMMING II**

Credit 1 unit

Prerequisite BP14 Python Programming I

This course will prepare students for jobs and careers connected with widely understood software development, which includes not only creating the code itself as a junior developer, but also computer systems design and software testing. Students will be guided to a level of Python programming knowledge which will allow them to design, write, debug, and run programs encoded in the Python language, and to understand the basic concepts of software development technology. In addition, students will learn IoT (Internet of Things) skills which can help transform any business in any industry, from manufacturing to saving endangered species. Students will apply basic programming (using Python) to support IoT devices. This course will prepare students for taking the PCAP: Certified Associate in Python Programming certification exam. Associate certification scaffolds to certification as a Certified Expert in Python Programming.

**WB432X0\* CTE INTERNSHIP INFO**

Credit 1 unit

Prerequisite None

A CTE Internship allows for additional development of career and technical competencies within a general career field.

**WB412X0A \* CTE ADVANCED STUDIES INFO**

Credit 1 unit

Prerequisite Two technical credits in one Career Pathway

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FAMILY AND CONSUMER SCIENCE	
CERTIFICATIONS AND CREDENTIALING	CAREER AND TECHNICAL STUDENT ORGANIZATION
Family and Consumer Sciences Education provides credentialing opportunities for students to demonstrate to employers, post-secondary institutions, and administrators the knowledge and skills they have gained in their Family and Consumer Sciences programs. Earning industry-recognized certifications, validates a students' skill set giving them an extra advantage for both college and careers.	Family, Career and Community Leaders of America (FCCLA) is a national Career and Technical Student Organization that provides personal growth, leadership development, and career preparation opportunities for students in Family and Consumer Sciences education. For more information visit: National: <a href="http://www.fcclainc.org/">http://www.fcclainc.org/</a>

**FA312X0A \* APPAREL AND TEXTILE PRODUCTION I (NHHS – Cross-Enrollment)**

Credit 1 unit

Prerequisite None

**Note:** For safety reasons, enrollment is not to exceed 20.

In this course students are introduced to clothing production in the area of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, literacy, mathematics, and science are reinforced.

**FA322X0A \* APPAREL AND TEXTILE PRODUCTION II (NHHS – Cross-Enrollment)**

Credit 1 unit

Prerequisite Apparel and Textile Productions I **Note:** *For safety reasons, enrollment is not to exceed 20.*

Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an every-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding, prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills, necessary for successful marketing and distribution of an apparel product.

**FA325X0A \* HONORS APPAREL AND TEXTILE PRODUCTION II (NHHS – Cross-Enrollment)**

Credit 1 unit

Prerequisite Apparel and Textile Productions I **Note:** *For safety reasons, enrollment is not to exceed 20.*

Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an every-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding, prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills, necessary for successful marketing and distribution of an apparel product. Art, literacy, mathematics, science, and social studies are reinforced throughout.

**FC132X0A \* COUNSELING AND MENTAL HEALTH I (Ashley – Cross-Enrollment)**

Credit 1 unit

Prerequisite None

This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the lifespan. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships. English/language arts, social studies, and technology are reinforced.

**FC142X0A \* COUNSELING AND MENTAL HEALTH II (Ashley – Cross-Enrollment)**

Credit 1 unit

Prerequisite Counseling and Mental Health I

District-Recognized Credential Pre-Professional Assessment and Certification in Family and Community Services

Students in this course will gain a deeper understanding for the counseling and mental health field and factors that affect mental health. Emphasis is placed on understanding the human brain and psyche, theories of development, mental disorders, treatment options, and teen violence issues. Activities engage students in exploring various counseling and mental health careers, while building essential life literacy skills they can apply in their own lives to achieve optimal well-being. English/language arts, social studies, science, technology, interpersonal relationships are reinforced.

**MI212X0A \* FASHION MERCHANDISING (NHHS – Cross-Enrollment)**

Credit 1 unit

Prerequisite Highly Recommended students complete Apparel and Textile Production I

This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for entry-level fashion retail work or post-secondary education. English, mathematics, social studies, and technology are reinforced.

**Note:** This course is offered in conjunction with the Apparel and Textile Production pathway offered at NHHS only.

**FH10 \* CULINARY ARTS AND HOSPITALITY I**

Credit 1 unit Grades 10, 11

Prerequisite None

**Note:** For Safety and equipment purposes, enrollment is not to exceed 20.

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service. Art, English language arts, mathematics, science, and social studies are reinforced.

**FH12 \* CULINARY ARTS AND HOSPITALITY II INTERNSHIP**

Credit 2 units Grades 11, 12

Prerequisite Culinary Arts and Hospitality I **Note:** For Safety and equipment purposes, enrollment is not to exceed 20.

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations through mentored work experiences in the food service industry. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. Arts, English and language arts, mathematics, science, and social studies are reinforced.

**Note:** Culinary Arts II & III are offered during two blocks consecutively (second and third blocks) to allow for off campus internships in lieu of commercial kitchens in the schools. The same students must be enrolled in both courses.

**FH13 \* CULINARY ARTS AND HOSPITALITY III**

Credit 2 units Grades 11, 12

Prerequisite Culinary Arts and Hospitality II Applications or Culinary Arts & Hospitality II

District-Recognized Credential Pre-Professional Assessment and Certification in Culinary Arts

**Note:** For Safety and equipment purposes, enrollment is not to exceed 20.

The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced.

**Note:** Culinary Arts II & III are offered during two blocks consecutively (second and third blocks) to allow for off campus internships in lieu of commercial kitchens in the schools. The same students must be enrolled in both courses.

**FE602X0A \* CHILD DEVELOPMENT**

Credit 1 unit

Prerequisite None

**Note:** For safety and equipment purposes, enrollment is not to exceed 25.

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

**FE115X0C \* EARLY CHILDHOOD EDUCATION I (Inherently honors)**

Credit 2 units

Prerequisite: Child Development (Students must be 16 prior to October 1)

District-Recognized Credential CPR, First Aid

**Note:** *Parenting and Child Development recommended as a prerequisite. For safety reasons and number of interns placed, enrollment should not exceed 20 in this course.*

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course. [http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_110/GS\\_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html)

**FE125X0C \* EARLY CHILDHOOD EDUCATION II (Inherently Honors)**

Credit 2 units

Prerequisite: Early Childhood Education I

**Note:** *Students must be 16 prior to October 1. For safety reasons and number of interns placed, enrollment should not exceed 20 in this course.*

District-Recognized Credential CPR, First Aid, North Carolina Early Childhood Credential Equivalency

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, career development and professionalism. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

[http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_110/GS\\_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html)

**FE21 \* TEACHING AS A PROFESSION I (Hoggard Cross-Enrollment)**

Credit 1 units Grades 10,11,12

Prerequisite None

This course is designed to encourage students to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation, and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

**FE22 \* TEACHING AS A PROFESSION II (Hoggard Cross-Enrollment)**

Credit 1 units Grades 10,11,12

Prerequisite FE21 Teaching as a Profession I

This course is designed to encourage students to further pursue teaching as a career. Students learn about the importance of positive learning environments, curriculum development, and utilization of a variety of instructional strategies. Students are required to complete both Teaching as a Profession II and Teaching as a Profession Field Experience in the same year. Students are eligible for articulated university credit upon successful completion of the Teaching as a Profession pathway. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

**FE23 \* TEACHING AS A PROFESSION FIELD EXPERIENCE (Hoggard Cross-Enrollment)**

Credit 1 units Grades 11,12

Prerequisite FE22 Teaching as a Profession II

In this course, students participate in guided and independent classroom leadership activities with mentoring from their cooperating teacher. The field experience provides students with the skills and tools that are an integral and complementary component of Teaching as a Profession I and II, which assist in developing pedagogical skills, knowledge, and characteristics necessary for effective teaching.

**FN412X0A \* FOODS AND NUTRITION I**

Credit 1 unit

Prerequisite FC11 Principles of Family and Human Services recommended

This course examines the nutritional needs of the individual. Students learn fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced.

**Note:** *For Safety and equipment purposes, enrollment is not to exceed 20.*

**FN415X0A \* HONORS FOODS AND NUTRITION I**

Credit 1 unit

Prerequisite FC11 Principles of Family and Human Services recommended

This course examines the nutritional needs of the individual. Students learn fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced.

**Note:** *For Safety and equipment purposes, enrollment is not to exceed 20.*

**FN425X0A \* FOODS AND NUTRITION II**

Credit: 1 unit

Prerequisite: FN41 Foods and Nutrition I OR FH21 Culinary Arts and Hospitality I  
District-Recognized Credential ANSI-Accredited Certified Food Protection Manager

**Note:** *For Safety and equipment purposes, enrollment is not to exceed 20*

In this course, students experience the cross-section of nutrition science and food preparation while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students come to understand food protection, nutrients, lifespan nutrition, sports nutrition, medical nutrition therapy, American and global foodways, and entrepreneurship. English language arts, social studies, mathematics, and science are reinforced.

**FN425X0A \* HONORS FOODS AND NUTRITION II**

Credit: 1 unit

Prerequisite: FN41 Foods and Nutrition I OR FH21 Culinary Arts and Hospitality I  
District-Recognized Credential ANSI-Accredited Certified Food Protection Manager

**Note:** *For Safety and equipment purposes, enrollment is not to exceed 20.*

In this course, students experience the cross-section of nutrition science and food preparation while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students come to understand food protection, nutrients, lifespan nutrition, sports nutrition, medical nutrition therapy, American and global foodways, and entrepreneurship. English language arts, social studies, mathematics, and science are reinforced.

**FI212X0A \* INTERIOR DESIGN FUNDAMENTALS (NHHS Cross-Enrollment)**

Credit 1 unit

Prerequisite None

**Note:** *For safety and equipment purposes, enrollment is not to exceed 25.*

This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on design thinking and utilization of the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English/language arts, mathematics, science, art, and technology are reinforced.

**FI222X0A \* INTERIOR DESIGN STUDIO (NHHS Cross-Enrollment)**

Credit 1 unit

Prerequisite Interior Design Fundamentals

**Note:** *For safety and equipment purposes, enrollment is not to exceed 25.*

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced.

**WB352X0 \* CTE INTERNSHIP HOSP or WB392X0 \* CTE Internship HUMA**

**Note:** *Students could take a CTE internship in hospitality or human services.*

Credit 1 unit

Prerequisite None

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks.

**WB332X0A \* CTE ADVANCED STUDIES HOSP**

Credit 1 unit

Prerequisite Two technical credits in one Career Pathway

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**WB572X0A \* CTE ADVANCED STUDIES HUMA**

Credit 1 unit

Prerequisite Two technical credits in one Career Pathway

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.



HEALTH SCIENCE	
CERTIFICATIONS AND CREDENTIALING	CAREER AND TECHNICAL STUDENT ORGANIZATION
Health Science Education courses provide students opportunities to obtain industry certifications. Students may prepare to earn certifications in Nurse Aide I and Pharmacy Technician.	HOSA is organized on local, state, and national levels. Health Science teachers, advisors, and advisory councils guide local chapters. State advisors and committee members coordinate chapter activities for the national organization. HOSA provides a unique program of leadership development, motivation, and recognition. For more information visit: State HOSA website <a href="http://www.nchosa.org">www.nchosa.org</a>

**HB112X0A \* BIOMEDICAL TECHNOLOGY (Laney – Cross-Enrollment)**

Credit 1 unit  
Prerequisite None

This course challenges students to investigate current trends in healthcare. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced.

**HB115X0A \* BIOMEDICAL TECHNOLOGY HONORS (Laney – Cross-Enrollment Option)**

Credit 1 unit  
Prerequisite Health Science I

This course challenges students to investigate current trends in healthcare. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced.

**HU402X0A \* HEALTH SCIENCE I**

Credit 1 unit Grades 9,10, 11  
Prerequisite None

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language Arts and Science are reinforced in this course.

**HU405X0A \* HONORS HEALTH SCIENCE I**

Credit 1 unit  
Prerequisite None

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language Arts and Science are reinforced in this course.

**HU422X0A \* HEALTH SCIENCE II**

Credit 1 unit Grades 10,11,12  
Prerequisite Health Science I

**Note:** *This course has a maximum enrollment of 20.*

This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training for healthcare professionals. English language arts and science are reinforced in this course.

**HU425X0A \* HONORS HEALTH SCIENCE II**

Credit 1 unit Grades 10,11,12

Prerequisite Health Science I

**Note:** *This course has a maximum enrollment of 20.*

The Honors Health Science II course is designed for students who are motivated, organized and independent learners, capable of moving through material at a more rapid pace and at a more in-depth cognitive level. This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training for healthcare professionals. English language arts and science are reinforced in this course.

**HN435X0C \* NURSING FUNDAMENTALS AND PRACTICUM (Inherently Honors)**

Credit 2 units Grade 11,12 (NC Board of Nursing Recommends students be at least 16.5 years of age)

Prerequisite Health Science II

District Recognized Credential North Carolina Nurse Aide \*

**Note:** *This course has a maximum enrollment of 10 students.*

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

\*Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.038(i), which requires the ratio of teacher to nurse aide students be 1:10 or less during lab instruction, demonstration, skills practice, and while in the clinical area.

**HN425X0C \* NURSING FUNDAMENTALS NON-PRACTICUM (Inherently Honors)**

Credit 2 units Grade 11,12 (NC Board of Nursing Recommends students be at least 16.5 years of age)

Prerequisite Health Science II

**Note:** *This course has a maximum enrollment of 10 students.*

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

\*Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.038(i), which requires the ratio of teacher to nurse aide students be 1:10 or less during lab instruction, demonstration, skills practice, and while in the clinical area.

**HH325X0A \* PHARMACY TECHNICIAN (Inherently Honors)**

Credit 1 unit

Prerequisite Health Science II OR HB11 Biomedical Technology

District Recognized Credential CPhT Certified Pharmacy Technician

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course.

**WB312X0\* CTE INTERNSHIP HLTH**

Credit 1 unit

Prerequisite None

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

**WB292X0A\* CTE ADVANCED STUDIES HLTH**

Credit 1 unit

Prerequisite Two technical credits in one Career Pathway

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**TRADE, TECHNOLOGY, ENGINEERING, AND INDUSTRIAL EDUCATION**

Numerous industries offer national credentialing, certification, documentation, and registry services to accredit high school Trade and Industrial Education programs. Each has rigid inspection, testing, and acceptance criteria and maintains a national registry that provides portable credentials. North Carolina also requires certain trades, crafts, and technicians to be licensed. Licensure usually requires meeting age, education, experience, and examination criteria. Most Trade and Industrial Education programs provide the skills and knowledge appropriate to acquire credentialing.

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

SkillsUSA is the premier student leadership organization in the country with over 300,000 members nationwide. North Carolina is proud to be a strong component of the national organization and is one of the original states chartered in 1965 when the organization was started as VICA. The activities include professional and leadership development conferences, competitions that measure both technical and employability skills, and opportunities for scholarships, employment, and networking. North Carolina site: <http://www.skillsusanc.org>

**IT112X0A \* AUTOMOTIVE SERVICES FUNDAMENTALS (NHHS Cross-Enrollment)**

Credit 1 unit

Prerequisite: None

**Note:** *This course is taught at NHHS but is available to other high school students. Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.*

This course introduces automotive safety, basic automotive terminology, system and components identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English/Language Arts are reinforced.

**IT116X0A \* AUTOMOTIVE SERVICE I (NHHS Cross-Enrollment)**

Credit 1 unit

Prerequisite Automotive Service Fundamentals

**Note:** *This course is taught at NHHS but is available for district-wide enrollment. Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.*

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

**IT172X0A \* AUTOMOTIVE SERVICE II (NHHS Cross- Enrollment)**

Credit 1 unit

Prerequisite Automotive Service I

**Note:** *This course is taught at NHHS but is available for district-wide enrollment. Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.*

This course builds on the knowledge and skills introduced in Automotive Service I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering and suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English/Language Arts are reinforced.

**IT182X0A \* AUTOMOTIVE SERVICE III (NHHS Cross-Enrollment)**

Credit 1 unit

Prerequisite Automotive Service II

**Note:** *This course is taught at NHHS but is available for district-wide enrollment. Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.*

This course builds on the knowledge and skills introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, and drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experiences. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR ) requirements. English/Language Arts and Mathematics are reinforced.

**IC002X0A \* CONSTRUCTION CORE**

Credit 1 Unit

Prerequisite None

District-Recognized Credential NC NCCER Credential - Core\* (Tethered)

**Note:** *Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.*

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems.

**YIC212X0A \* CARPENTRY I**

Credit 1 unit Grades 10, 11

Prerequisite Construction Core

District-Recognized Credential NC NCCER Credential - Carpentry I\* (Tethered)

**Note:** *Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.*

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills to include orientation to the trade, building materials, fasteners, and adhesives, hand and power Tools, reading plans and elevations, introduction to concrete, reinforcing materials, and forms, floor system construction procedures, wall and ceiling framing procedures, and basic stair layout.. English/Language Arts and Mathematics are reinforced.

**IC225X0A \* CARPENTRY II (Inherently Honors)**

Credit 1 unit

Prerequisite Carpentry I

District-Recognized Credential NC NCCER Credential - Carpentry II\* (Tethered)

**Note:** *Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.*

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

**IC235X0A \* CARPENTRY III (Inherently honors)**

Credit 1 units

Prerequisite Carpentry II

District-Recognized Credential NC NCCER Credential - Carpentry III\* (Tethered)

**Note:** *Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.*

This course builds on skills mastered in Carpentry II and develops advanced technical aspects of carpentry with the emphasis on commercial drawing, cold-formed steel framing construction methods, drywall installations, drywall finishing procedures, doors and door hardware installation, and windows, door, floor and ceiling trim procedures. English language arts and mathematics are reinforced.

**TS242X0A \* DIGITAL DESIGN AND ANIMATION I**

Credit 1 unit

Prerequisite None

**Note:** *For safety and equipment reasons, maximum enrollment is not to exceed 20.*

Digital Design and Animation I is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build needed skills for subsequent courses.

**TS252X0A \* DIGITAL DESIGN AND ANIMATION II**

Credit 1 unit

Prerequisite TS24 Digital Design and Animation I

District-Recognized Credential Autodesk Certified 3DS Max

Digital Design and Animation II emphasizes the use of industry-standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21st Century communications problems. Students engage in digital art activities using professional-grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace scenarios.

**IC612X0A \* DRAFTING I**

Credit 1 unit

Prerequisite None

District-Recognized Credential Autodesk Certified User AutoCAD\*

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching, and computer assisted design (CAD) skills and techniques. English language arts, mathematics, and science are reinforced.

**IC615X0A \* HONORS DRAFTING I**

Credit 1 unit

Prerequisite None

District-Recognized Credential Autodesk Certified User AutoCAD\*

The honors course is offered at an accelerated pace. This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching, and computer assisted design (CAD) skills and techniques. English language arts, mathematics, and science are reinforced.

**IC625X0A \* DRAFTING II - ARCHITECTURAL (*Inherently Honors*)**

Credit 1 unit

Prerequisite Drafting I

District-Recognized Credential Autodesk Certified User Revit

This course focuses on the principles, concepts of architectural design, and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans, foundations plans, wall sections, and elevation drawings. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as REVIT, are essential to this course, and the required method of producing finished drawings. English language arts, mathematics, and science are reinforced.

**IV225X0A \* DRAFTING II - ENGINEERING (*Inherently Honors*)**

Credit 1 unit

Prerequisite Drafting I

District-Recognized Credential Autodesk Certified User Revit

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course and the required method of producing finished drawings. Topics include cover advanced levels of Engineering Drafting and Design, Career Opportunities, Problem Solving, Manufacturing Processes, Parametric-Solid Modeling, Dimensioning and Tolerancing, Working Drawings, and 3D modeling. English language arts and mathematics are reinforced.

**IC635X0A \* DRAFTING III - ARCHITECTURAL (*Inherently Honors*)**

Credit 1 unit

Prerequisite Drafting II- Architectural

District-Recognized Credential Autodesk Certified Professional Revit

This course introduces students to advanced architectural design concepts, and Building Information Modeling (BIM). Emphasis is placed on the use of 3D CAD tools and software such as REVI, in the design and execution of site and foundation plans, electrical/lighting plans, stair/railing design, bath and kitchen details, multi-level floor systems, site development, renderings and walkthroughs, as well as small commercial building and design. English language arts, mathematics, and science are reinforced.

**IV235X0A \* DRAFTING III – Engineering (Inherently Honors)**

Credit 1 unit

Prerequisite Drafting II- Engineering

District-Recognized Credential Autodesk Certified Professional Revit

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include cover advanced levels of Engineering Drafting and Design, Employment Requirements, Engineering Design Concepts and Principles, Advanced Manufacturing Processes, Advanced Parametric-Solid Modeling, Geometric Dimensioning and Tolerancing, Work Drawings and Assemblies, 3D Modeling, Sheet Metal Parts, and Professional Portfolio. English language arts and mathematics are reinforced.

**ID102X0A \* DRONE TECHNOLOGY FUNDAMENTALS (Ashley - Cross Enrollment)**

Credit 1 Unit Grades 9, 10, 11, 12

Prerequisite None

This course will provide students knowledge in the field of aviation related to drone technology. Students will also learn the skills needed to fly basic drones for recreational purposes. English language arts are reinforced.

**ID112X0A \* DRONE TECHNOLOGY I (Ashley - Cross Enrollment)**

Credit 1 Unit

Prerequisite None

District-Recognized Credential: FAA 107 (required prior to enrollment in Drone Technology II)

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

**ID122X0A \* DRONE TECHNOLOGY II (Ashley - Cross Enrollment)**

Credit 1 Unit

Prerequisite Drone Technology II

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

**IP212X0A \* EMERGENCY MEDICAL TECHNOLOGY I (NHHS - Cross Enrollment)**

Credit 1 unit

Prerequisite English II

District-Recognized Credential: Emergency Medical Responder (EMR)

**Note:** This course is taught at NHHS but is available for district-wide enrollment/transportation provided.

This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part I of a two course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced.

**TS312X0A \* GAME ART AND DESIGN (Hoggard - Cross Enrollment)**

Credit 1 unit

Prerequisite TS24 Digital Design and Animation I

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

**TS322X0A \* ADVANCED GAME ART AND DESIGN**

Credit 1 unit

Prerequisite Game Art and Design

**Note:** For safety and equipment reasons, maximum enrollment is not to exceed 20.

This course is a continuation in the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting and networking protocols, and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3D game project. Art, English language Arts, mathematics and science are reinforced.

**TE112X0A \* TECHNOLOGY ENGINEERING AND DESIGN**

Credit 1 unit

Prerequisite: None

**Note:** Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

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

**TE122X0A \* TECHNOLOGICAL DESIGN**

Credit 1 unit

Prerequisite Technology Engineering and Design

**Note:** For safety and equipment reasons, maximum enrollment is not to exceed 20.

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

**TE132X0A \* ENGINEERING DESIGN**

Credit 1 unit

Prerequisite Technology Engineering and Design

**Note:** For safety and equipment reasons, maximum enrollment is not to exceed 20.

This course continues to apply the skills, concepts, and principles of engineering. Students explore various technological systems and engineering processes in related career fields. Topics include investigating technological system, design optimization, and problem solving. Students utilize CAD and physical and virtual modeling concepts to construct, test, collect, and report data. Art, English/Language Arts, Mathematics and Science are reinforced.



**TP132X0A \* PLTW ENGINEERING ESSENTIALS (Laney – Cross Enrollment)**

Credit 1 unit

Prerequisite None

Students explore the breadth of engineering career opportunities and experiences as they solve engaging and challenging real-world problems like creating a natural relief center system or creating a solution to improve the safety and well-being of local citizens.

**TP257X0A \* PLTW AEROSPACE ENGINEERING (Laney – Cross Enrollment)**

Credit 1 unit Grades 10, 11, 12

Prerequisite Pathway to Engineering (PTE) Foundation

**Note:** For safety and equipment reasons, maximum enrollment is not to exceed 20.

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Using 3-D design software, students work in teams utilizing hands-on activities, projects, and problems and are exposed to various situations encountered by aerospace engineers. Art, English language arts, mathematics, and science are reinforced.

**TP23X0A \* PLTW CIVIL ENGINEERING AND ARCHITECTURE (Laney – Cross Enrollment)**

Credit 1 unit

Prerequisite Pathway to Engineering (PTE) Foundation

In the specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software. Art, English language arts are also reinforced.

**TP117X0A \* PLTW INTRODUCTION TO ENGINEERING DESIGN (Laney – Cross Enrollment)**

Credit 1 unit

Prerequisite None

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced.

**TP127X0A \* PLTW PRINCIPLES OF ENGINEERING (Laney – Cross Enrollment)**

Credit 1 unit

Prerequisite None

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

**TP315X0A \* PLTW ENGINEERING DESIGN AND DEVELOPMENT (Laney – Cross Enrollment)**

Credit 1 unit  
Prerequisite PLTW Principles of Engineering

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.

**IP312X0A \* FIREFIGHTER TECHNOLOGY I (NHHS – Cross Enrollment)**

Credit 1 Unit  
Prerequisite None  
District Recognized Credential NCOSFM Credential - Firefighter Technology I

This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Orientation and Safety Health and Wellness; Fire Behavior; Personal Protective Equipment; Fire Hose, Streams, and Appliances, Portable Extinguishers; Foam Fire Streams; and Emergency Medical CARC. English language arts are reinforced.

**IP322X0A \* FIREFIGHTER TECHNOLOGY II (NHHS – Cross Enrollment)**

Credit 1 Unit  
Prerequisite Firefighter Technology I  
District Recognized Credential NCOSFM Credential - Firefighter Technology II

This course covers additional NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Building Construction; Ropes; Alarms and Communications; Forcible Entry; Ladders; Ventilation; Loss Control. English language arts are reinforced

**IP512X0A \* EMERGENCY MANAGEMENT I (NHHS – Cross Enrollment)**

Credit 1 Unit  
Prerequisite Firefighter Technology II

This course is the first in a series of courses aligned to the Emergency Management certifications from FEMA and are recommended by the North Carolina Emergency Management Office at the NC Department of Public Safety as appropriate for high school students. These certifications are those required by professional in this field. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English, language arts are reinforced.

**WB052X0A \* CTE Advanced Studies ARCH**

Credit 1 unit  
Prerequisite Carpentry II OR Drafting II Architecture

**Note:** *Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.*

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**WB055X0A \* CTE Advanced Studies ARCH Honors**

Credit 1 unit

Prerequisite Carpentry II OR Drafting II Architecture

**Note:** Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**WB572X0A \* CTE Advanced Studies STEM**

Credit 1 unit

Prerequisite Drafting II Engineering

**Note:** Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**WB0575X0A \* CTE Advanced Studies STEM Honors**

Credit 1 unit

Prerequisite Drafting II Engineering

**Note:** Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**WB072X0\* CTE INTERNSHIP ARCH / WB592X0\* CTE INTERNSHIPSTEM / WB632X0\* CTE INTERNSHIP  
TRAN / \* WB472X0\*CTE INTERNSHIP LAW**

**Note:** *Students could take a CTE internship in Architecture, STEM, Transportation, or Law.*

Credit            1 unit  
Prerequisite    None

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities.

**IL382X0A \* ADVANCED MANUFACTURING I**

Credit            1 unit  
Prerequisite    None

This course is the first part of a two-part sequence on the basic functional knowledge and skills needed in the advance manufacturing environment. This course covers introduction to manufacturing, safety, and equipment maintenance and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers in NC and the USA as a fundamental certification needed by advanced manufacturing production workers. Topics included in this course include Introduction to Advanced Manufacturing, Communications, Production Teams, Training and Leadership, Safety Organization, Personal Protective Equipment, Fire and Electrical Safety, Work Area Safety, Hazardous Material Safety, Tool and Machine Safety, Material Handling Safety, Welding, Basic Electrical Circuits, Electrical Measurement, Electrical Power, Pneumatic, Power Systems, Hydraulic Power Systems, Lubrication Concepts, Bearings and Couplings, Belt Drives, Chain Drives, Machine Control Concepts, and Machine Automation. English language arts are reinforced.

**IL392X0A \* ADVANCED MANUFACTURING II**

Credit            1 unit  
Prerequisite    Advanced Manufacturing I

This course is the second part of a two-part sequence on the basic functional knowledge and skills needed in the advance manufacturing environment. This course covers quality and processes and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers in NC and the USA as a fundamental certification needed by advanced manufacturing production workers. Topics included in this course include periodic or statistically based internal quality audit activities, calibration of gages and other data collection equipment, continuous improvements, inspection materials and product/process, documentation of quality tests, communication of quality problems, corrective actions used to restore or maintain quality, record process outcomes and trends, fundamentals of blueprint reading, the use of common measurement systems and precision measurement tools, identifying customer needs, determining resources available for the production process, setting up and verifying equipment for the production process, team production goals, making job assignments, coordinating work flow with team members and other work groups, production and material requirements and product specifications, perform, monitor and document the process to make the product, document product and process compliance with customer requirements, and prepare final product for shipping or distribution.

## SUPPLEMENTAL EMPLOYABILITY SKILLS COURSES

*The following courses are not included in the pathways referenced above. Course offerings are limited at each school.*

### **CC452X0A \* CAREER MANAGEMENT**

Credit 1 unit

Prerequisite None

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced.

**Note:** *Course addition must be approved by the CTE Director on a case-by-case basis.*

### **BM102X0A \* MICROSOFT WORD and POWERPOINT**

Credit 1 unit

Prerequisite None

**Note:** *Enrollment is not to exceed 25*

Students in Microsoft Imagine Academy benefit from the world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced.

### **BM105X0A \* HONORS MICROSOFT WORD and POWERPOINT**

Credit 1 unit

Prerequisite None

**Note:** *Enrollment is not to exceed 25.*

Students in Microsoft Imagine Academy benefit from the world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Students will choose among honors recommended projects in addition to the activities in the standard curriculum. English language arts skills are reinforced.

### **BM205X0A \* MICROSOFT EXCEL (Inherently Honors)**

Credit 1 unit

Prerequisite None

**Note:** *Enrollment is not to exceed 25.*

Students in Microsoft IT Academies benefit from the world-class Microsoft curriculum and cutting edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completions of the Microsoft Office Specialist Excel Core and Excel Expert exams.

**HU102X0A \* FOUNDATIONS OF HEALTH SCIENCE**

Credit 1 unit

Prerequisite: None

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.

## ENGLISH

The North Carolina State Standards for English Language Arts are aligned with college and career ready (CCR) expectations. They include rigorous content and application of knowledge through higher order thinking skills, are internationally benchmarked, and are evidence and/or research-based. ELA North Carolina standards reflect a strong belief that fewer core standards allow a deeper focus on essential knowledge and skills, that clearer standards can be implemented with rigor and instructional creativity, and that higher standards help all students to learn deeper content knowledge and acquire meaningful authentic skills needed to achieve in a 21<sup>st</sup> century global society.

At the secondary level, the standards also define end-of-year expectations and a cumulative progression through grade bands 9-10 and 11-12/CCR to enable students to meet college and career readiness expectations no later than the end of high school. The expectations are organized into the strands of Reading, Writing, Speaking/Listening, and Language.

The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels/bands by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence.

The Speaking/Listening standards require that students be able to gain, evaluate, and present increasingly complex information, ideas, and evidence. The Language standards include vocabulary and convention standards that should not be taught, learned, and implemented in isolation but should be used and developed through reading, writing, and speaking/listening.

### **10212X0A \* ENGLISH I**

Credit 1 unit

The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction).

### **10215X0A \* HONORS ENGLISH I**

Credit 1 unit

Honors English I provides opportunities for students to go beyond the English I requirements, exploring more widely and deeply texts that are more complex. Honors English I requires students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators.

### **10222X0A \* ENGLISH II**

Credit 1 unit

Prerequisite 1 unit of English

**Note:** *A North Carolina End-of-Course test is administered for this course.*

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East.

### **10225X0A \* HONORS ENGLISH II**

Credit 1 unit

Prerequisite 1 unit of English

**Note:** *A North Carolina End-of-Course test is administered for this course.*

Honors English II provides opportunities for students to go beyond the English II requirements, exploring more widely and deeply texts that are more complex. Honors English II requires students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators.

**10232X0A \* ENGLISH III**

Credit 1 unit  
Prerequisites 2 units of English

English III focuses on American literature and nonfiction, especially foundational works and documents from the 17th century through the early 20th century.

**10235X0A \* HONORS ENGLISH III**

Credit 1 unit  
Prerequisites 2 units of English

Honors English III provides opportunities for students to go beyond the English III requirements, exploring more widely and deeply texts that are more complex. Honors English III requires students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators.

**1A007X0A \* AP LANGUAGE AND COMPOSITION**

Credit 1 unit  
Prerequisites 3 units of English – Honors English I, II, and III is recommended

The AP English III: Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become 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 generic conventions and the resources of language contribute to effectiveness in writing.

This course is intended to provide the equivalent in content and difficulty of a college-level introductory English course. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP English examination is designed, administered, and graded by the College Board.

**Note:** *AP Language and Composition can be substituted in the place of English III or Honors English III. Students choosing to skip English III to directly enroll into AP Language may be required to complete a summer reading assignment due at the beginning of the school year.*

**10242X0A \* ENGLISH IV**

Credit 1 unit  
Prerequisites 3 units of English

English IV completes the global perspective initiated in English II. Though its focus is mostly on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action).

**10242X0A \* ENGLISH IV**

Credit 1 unit  
Prerequisites 3 units of English

**Note:** *In addition to the face-to-face teacher instruction, this course also embeds Career and College Ready Graduate (CCRG) computer modules that help prepare students for post-secondary education.*

English IV completes the global perspective initiated in English II. Though its focus is mostly on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). The online components of this course will reinforce reading, writing, and grammar skills necessary for success in post-secondary education.



**10245X0A \* HONORS ENGLISH IV**

Credit 1 unit  
Prerequisites 3 units of English

Honors English IV provides opportunities for students to go beyond the English IV requirements, exploring more widely and deeply texts that are more complex. Honors English IV requires students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators.

**1A017X0A \* AP LITERATURE AND COMPOSITION**

Credit 1 unit  
Prerequisites 4 units of English - Honors English I, II, III, and IV is recommended

The AP English IV: Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should 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.

This course is intended to provide the equivalent in content and difficulty of a college-level introductory English course. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP English examination is designed, administered, and graded by the College Board.

**Note:** *AP Literature and Composition can be substituted in the place of English IV or Honors English IV. Students choosing to skip English IV to directly enroll into AP Literature may be required to complete a summer reading assignment due at the beginning of the school year.*

**10252X0A \* CREATIVE WRITING**

Credit 1 unit  
Prerequisite English I

This course develops skills required in analyzing and creating imaginative prose, poetry, drama, and short stories utilizing observation, past experience, and sensory perception. Through the completion of varied writings, the student perfects the writing process from pre-writing to presentation.

**10255X0A \* HONORS CREATIVE WRITING I (AHS, NHHS, CRA)**

Credit 1 unit  
Prerequisite English I

Honors Creative Writing extends the instruction of on-level Creative Writing by demanding more challenging and varied reading assignments, as well as a film studies component and research of career opportunities (both writing and publication). However, the true distinction between the two courses lies in the level of complexity of the additional supplemental texts and of the sophistication (in structure, theme(s), figurative language, character development, and overall creativity/ingenuity) of the student produced work. Honors students should also exhibit a mastery of grammar and mechanics by the final draft.

**10255X0A2 \* HONORS CREATIVE WRITING II (AHS)**

Credit 1 unit  
Prerequisite Honors Creative Writing I

Honors Creative Writing II is an intermediate to advanced-level writing course for students who wish to have additional instructional opportunities and mentoring in a self-selected genre (i.e. fiction, songwriting, screenwriting, etc.). All coursework, including increasingly sophisticated reading and writing assignments, is intended to support successful completion of an extensive, student-proposed final project in the student's genre of choice. Students will also research specific writing and publishing career opportunities, with particular focus on networking, self-promotion, and marketing.

**10252X0E \* SPECIAL INTEREST ENGLISH (Focus 9: Reading Comprehension and Grammar)**

Credit 1 unit

Students in Focus 9 will learn the parts of speech and how they are used in sentences. Students will improve their writing at the sentence level, phrase level, and word level. Through reading and responding to high interest and relevant non-fiction, students will strengthen their reading skills by learning and applying reading strategies. This course is taken prior to English I.

**10252X0F \* SPECIAL INTEREST ENGLISH (Focus 10: Reading Comprehension and Grammar)**

Credit 1 unit

Prerequisite English I

Students in Focus 10 learn skills to improve their writing at the sentence level, phrase level, and word level. Students will learn how to write a literary analysis essay, personal essay, and report. Having successfully learned sentence and paragraph construction through fundamental sentence diagramming, students will apply this knowledge to writing. This course is taken prior to English II.

**10312X0A \* JOURNALISM I A (Fall Semester Yearbook)**

Credit 1 unit

**Note:** *Journalism I A (fall) and Journalism I B (spring) may be taken for one unit of credit or both courses may be taken for two units of credit.*

Students compose and publish the yearbook. Dummy designs, layouts, picture schedules, proofreading, selling ads, and all other details involved in publishing the complete volume are the basis of study. This course may be repeated for credit.

**10312X0B \* JOURNALISM I B (Spring Semester Yearbook)**

Credit 1 unit

**Note:** *Journalism I A (fall) and Journalism I B (spring) may be taken for one unit of credit or both courses may be taken for two units of credit.*

Students compose and publish the yearbook. Dummy designs, layouts, picture schedules, proofreading, selling ads, and all other details involved in publishing the complete volume are the basis of study.

**10325X0A \* HONORS JOURNALISM II A (Fall Semester Yearbook)**

Credit 1 unit

**Note:** *Honors Journalism II A (fall) and Honors Journalism II B (spring) may be taken for one unit of credit or both courses may be taken for two units of credit.*

This advanced level course requires students to work independently and complete advanced assignments. This course requires students to assume leadership roles and exhibit managerial skills.

**10325X0B \* HONORS JOURNALISM II B (Spring Semester Yearbook)**

Credit 1 unit

**Note:** *Honors Journalism II A (fall) and Honors Journalism II B (spring) may be taken for one unit of credit or both courses may be taken for two units of credit.*

This advanced level course requires students to work independently and complete advanced assignments. This course requires students to assume leadership roles and exhibit managerial skills.

**10335X0A \* HONORS JOURNALISM III A (Fall Semester Yearbook)**

Credit 1 unit

**Note:** *Honors Journalism III A (fall) and Honors Journalism III B (spring) may be taken for one unit of credit or both courses may be taken for two units of credit.*

This advanced level course requires students to work independently and complete advanced assignments. This course requires students to assume leadership roles and exhibit managerial skills.

**10335X0B \* HONORS JOURNALISM III B (Spring Semester Yearbook)**

Credit 1 unit

**Note:** *Honors Journalism III A (fall) and Honors Journalism III B (spring) may be taken for one unit of credit or both courses may be taken for two units of credit.*

This advanced level course requires students to work independently and complete advanced assignments. This course requires students to assume leadership roles and exhibit managerial skills.

**10345X0A \* HONORS JOURNALISM IV A (Fall Semester Yearbook)**

Credit 1 unit

**Note:** *Honors Journalism IV A (fall) and Honors Journalism IV B (spring) may be taken for one unit of credit or both courses may be taken for two units of credit.*

This advanced level course requires students to work independently and complete advanced assignments. This course requires students to assume leadership roles and exhibit managerial skills.

**10345X0B \* HONORS JOURNALISM IV B (Spring Semester Yearbook)**

Credit 1 unit

**Note:** *Honors Journalism IV A (fall) and Honors Journalism IV B (spring) may be taken for one unit of credit or both courses may be taken for two units of credit.*

This advanced level course requires students to work independently and complete advanced assignments. This course requires students to assume leadership roles and exhibit managerial skills.

**96102X0MA \* LIBRARY/MEDIA ASSISTANT I A (Library Skills I A)**

Credit 1 unit

Prerequisite Media Specialist's approval

This is a semester elective course designed for students with library/media interests. Emphasis is given to the acquisition of organizational skills, problem solving, and utilization of all forms of media. Special emphasis is placed on the use of computers for media tasks, instructional software, and the use of the internet as a resource. Instruction will be both formal and informal. Students will demonstrate a working knowledge of all library/media skills taught.

**96102X0MB \* LIBRARY/MEDIA ASSISTANT I B (Library Skills I B)**

Credit 1 unit

Prerequisite Media Coordinator's approval

Students with previous library/media experience will build on skills learned in course 1A. Emphasis is given to the acquisition of organizational skills, problem solving, and utilization of all forms of media. Special emphasis is placed on the use of computers for media tasks, instructional software, and the use of the internet as a resource. Instruction will be both formal and informal. Students will demonstrate a working knowledge of all library/media skills taught.

**10252X0A2 \* THEATRE, CINEMA, AND FILM PRODUCTION (Career Readiness Academy only)**

Credit 1 unit

Prerequisite Media Coordinator's approval

In Theater, Cinema, and Film Production, you'll learn the basics of lighting, sound, wardrobe, and camerawork while examining the magic that happens behind all the drama. Delve into the glamorous history of film and theater, and examine the tremendous influence these industries have had on society and culture over the years.

## ENGLISH AS A SECOND LANGUAGE

### **10382XOA \* ESL I**

Credit            1 unit    *Grades 9, 10, 11, 12*

This course is for *intensive level* students whose first language is a language other than English and who are in need of beginning English language skills in speaking, listening, reading, and writing. Areas of study include academic, content-integrated vocabulary development and language patterns used in context. Time is designated daily for cross-curricular resource support. This course may be repeated for credit.

### **10382XOB \* ESL II**

Credit            1 unit    *Grades 9, 10, 11, 12*

This course is for *supportive level* students whose first language is a language other than English and who need to improve English language skills in speaking, listening, reading, and writing at an intermediate level. Areas of study include academic, content-integrated vocabulary development and language structures used in context. Time is designated daily for cross-curricular resource support. This course may be repeated for credit.

### **10382XOC \* ESL III**

Credit            1 unit    *Grades 9, 10, 11, 12*

This course is for *transitional level* students whose first language is a language other than English and who need to refine their English language skills at an advanced level. Areas of study include developing academic oral communication, and building academic writing skills in contextual applications. Time is designated daily for cross-curricular resource support. This course may be repeated for credit.

## HEALTHFUL LIVING EDUCATION

The purpose of New Hanover County Schools' Healthful Living Education Program is to educate and involve students in a program promoting healthy lifestyles by being physically active, eating nutritiously, accessing health information and services, communicating effectively, and setting health goals that last a lifetime.

**Note:** Completion of one unit that includes two content areas: health education and physical education. This is required for all NC high school students to graduate. Students must also meet the CPR graduation requirements by completing a CPR skills test.

### **60492XOA \* HEALTH AND PHYSICAL EDUCATION**

Credit            1 unit

This course is made up of nine weeks of health and nine-weeks of physical education. The health segment consists of building self-esteem, making responsible decisions, and relating these skills to key issues of a healthy lifestyle. The physical education segment emphasizes muscular strength, muscular endurance, cardiovascular endurance, and flexibility, within a variety of activities. Students will be able to understand and demonstrate the relationship of health and physical activity to their quality of life. Both segments are aligned with North Carolina's High School Healthful Living Essential Standards and clarifying objectives.

### **60392X0PFA \* PHYSICAL EDUCATION ELECTIVE (Personal Fitness I)**

Credit            1 unit

Personal fitness addresses a variety of topics related to health and physical fitness that educates students on the benefits of pursuing a healthy, wellness-oriented lifestyle. Students learn how to assess their own health and fitness level. Based on that knowledge students will be able to design their own personal fitness program using a wide range of fitness and wellness activities to improve components of health-related fitness: cardiovascular endurance, muscular strength, muscular endurance, and flexibility.

### **60392X0PFB\* PHYSICAL EDUCATION ELECTIVE (Personal Fitness II)**

Credit            1 unit            (*prerequisite Personal Fitness I*)

This course continues addressing personal fitness within a variety of topics related to health and physical fitness that educates students on the benefits of pursuing a healthy, wellness-oriented lifestyle. Students will continue to assess their own health and fitness level and make adjustments to their personal fitness program when needed. Students will use a wide range of fitness and wellness activities to improve components of health-related fitness: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. This course will develop a greater understanding of up-to-date health topics that may include (but not limited to) nutrition, eating disorders, personal health issues, and alcohol/drug addictions.

### **60392X0TSA \* PHYSICAL EDUCATION ELECTIVE (Team Sports I)**

Students learn the history, basic skills, and rules associated with many traditional and non-traditional sports such as (but not limited to) basketball, soccer, flag football, softball, volleyball, team handball, floor hockey, lacrosse, and ultimate frisbee. This course emphasizes cooperation, sportsmanship, active participation and development of personal fitness.

### **60392X0TSB \* PHYSICAL EDUCATION ELECTIVE (Team Sports II)**

Credit            1 unit            (*prerequisite Team Sports I*)

This course not only emphasizes cooperation, sportsmanship, and active team participation in many traditional and non-traditional team sports but furthers students' development in depth of game knowledge, skill development, game strategies, leadership, and officiating.

**60392X0LSA \* PHYSICAL EDUCATION ELECTIVE (Lifetime Sports I)**

Credit            1 unit

Students will work together to be more confident and competent in a variety of physical activities that can be performed throughout one's lifetime. This course empowers inclusivity and success for all students while enjoying physical activity. Students will experience, learn skills, and rules of different lifetime sports throughout the semester. Activities may include (but are not limited to) yoga, golf, tennis, bocce ball, badminton, pickleball, table tennis, bowling, and archery.

**60392X0LSB \* PHYSICAL EDUCATION ELECTIVE (Lifetime Sports II)**

Credit            1 unit            (*prerequisite Lifetime Sports I*)

Through ongoing leadership opportunities, students will work together to be more confident and competent in a variety of physical activities that can be performed throughout one's lifetime. This course empowers inclusivity and success for all students while enjoying physical activity. Students will experience, learn skills, and rules of different sports throughout the semester. Activities may include (but are not limited to) yoga, golf, tennis, bocce ball, badminton, pickleball, table tennis, bowling, and archery. This course emphasizes skill development, game strategy, and safety.

**60392X0STA \* PHYSICAL EDUCATION ELECTIVE (Strength Training- BEGINNING)**

Credit            1 unit

This course is designed for the novice strength/weight training student. Beginning strength/weight training introduces proper form and techniques, while educating students on safety precautions and injury prevention. Students will develop a personal strength program to enhance their overall muscle tone and endurance.

**60392X0STB \* PHYSICAL EDUCATION ELECTIVE (Strength Training- INTERMEDIATE)**

Credit            1 unit            (*prerequisite Strength/Weight Training - BEGINNING*)

This course is designed to improve muscular strength, power, and endurance through progressive strength/weight training techniques. Students will refine their personal strength program with more in depth knowledge of the principles of muscular strength and conditioning, while maintaining proper form and safety precautions.

**60392X0STC \* PHYSICAL EDUCATION ELECTIVE (Strength Training- ADVANCED)**

Credit            1 unit            (*prerequisite Strength Training - INTERMEDIATE*)

This course is designed to improve muscular strength, power, and endurance through progressive strength/weight training techniques. The emphasis is to build the total athlete/person. Students will excel in their personal strength program with in-depth knowledge of the principles of muscular strength, training techniques, upper and lower body plyometrics, medicine ball training, flexibility training and speed and cardiovascular development.

**60392X0STD\* PHYSICAL EDUCATION ELECTIVE (Strength Training- ELITE)**

Credit            1 unit            (*prerequisite Strength Training - ADVANCED*)

This course is designed to improve muscular strength, power, and endurance through progressive strength/weight training techniques. The emphasis is to build the total athlete/person. Students will excel in their personal strength program with in-depth knowledge of the principles of muscular strength, training techniques, upper and lower body plyometrics, medicine ball training, flexibility training and speed and cardiovascular development. Develop personal fitness goals to create a healthy level of fitness to lead a productive life. Monitor growth and improvement into portfolios. Create effective workouts towards fitness goals. Analyze nutrition along with weight training. Understand the health risks of steroids.

**60392X0CCA \* PHYSICAL EDUCATION ELECTIVE (Cardio & Core Conditioning- BEGINNING)**

Credit            1 unit

Students will assess their cardiovascular endurance at the beginning of the semester. Students will then set reasonable goals to obtain improvement in their cardiovascular fitness level through walking/jogging and a variety of other cardiovascular activities. This class will also focus on strengthening core muscle groups (abdominals/glutes/lower back/hips) to improve posture, flexibility, increased stability of center of gravity, and greater range of motion. Class is designed for all fitness levels.

**60392X0CCB \* PHYSICAL EDUCATION ELECTIVE (Cardio & Core Conditioning- INTERMEDIATE)**

Credit            1 unit            (*prerequisite Cardio and Core Conditioning - BEGINNING*)

This course will emphasize cardiovascular endurance, flexibility, power, speed, strength, coordination, agility, and balance. Students will assess their cardiovascular endurance at the beginning of the semester. Students will then set reasonable goals to obtain improvement in their cardiovascular fitness level through walking/jogging and a variety of other cardiovascular activities. This class will also focus on strengthening core muscle groups (abdominals/glutes/lower back/hips) to improve posture, flexibility, increased stability of center of gravity, and greater range of motion. Class is designed for all fitness levels.

**60392X0CCC \* PHYSICAL EDUCATION ELECTIVE (Cardio & Core Conditioning- ADVANCED)**

Credit            1 unit            (*prerequisite Cardio & Core Conditioning - INTERMEDIATE*)

Students will assess their cardiovascular endurance at the beginning of the semester. Students will then set challenging goals to obtain improvement in their cardiovascular fitness level through walking/jogging and a variety of other cardiovascular activities. This class will also focus on strengthening core muscle groups (abdominals/glutes/lower back/hips) to improve posture, flexibility, increased stability of center of gravity, and greater range of motion. Class is designed for advanced levels. Create effective workouts towards fitness goals. Record and monitor growth and improvement into a portfolio.

**60392X0CCD \* PHYSICAL EDUCATION ELECTIVE (Cardio & Core Conditioning- ELITE)**

Credit            1 unit            (*prerequisite Cardio & Core Conditioning - ADVANCED*)

Students will assess their cardiovascular endurance at the beginning of the semester. Students will then set challenging goals to obtain improvement in their cardiovascular fitness level through walking/jogging and a variety of other cardiovascular activities. This class will also focus on strengthening core muscle groups (abdominals/glutes/lower back/hips) to improve posture, flexibility, increased stability of center of gravity, and greater range of motion. Class is designed for advanced levels. Create effective workouts towards fitness goals. Record and monitor growth and improvement into a portfolio. Students will develop training programs for 5k, 10k, half and full marathon along with a nutrition plan.

**96102X0BT \* PHYSICAL EDUCATION ELECTIVE (Beginning Tennis – Fall Only) (NHHS)**

Credit            1 unit

Tennis covers fundamental skills, rules, scoring, etiquette, strategy, court positioning, equipment selection, and game play. Special emphasis is placed on flexibility and cardiovascular training.

**96102X0IT \* PHYSICAL EDUCATION ELECTIVE (Intermediate Tennis – Spring Only) (NHHS)**

Credit            1 unit            (*prerequisite Beginning Tennis*)

This course is designed for students wanting to improve their fundamental skills, learn more about singles and doubles game play, and practice tournament sportsmanship in actual game situations. Special emphasis is placed on lifetime fitness.

## INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

### **01018X0D \* Theory of Knowledge**

Credit 1 unit

Prerequisite IB Diploma Candidate

This course is about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. This course is required for all full Diploma Programme students in year one and two.

### **11018X0D \* Language and Literature High Level (HL)**

Credit 2 units (*this is a two-year course*)

Prerequisite Honors English I and II

This course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

### **11058X0D \* French Standard Level (SL)**

Credit 1 unit

Prerequisite Honors French III and IV

This course allows students to develop the ability to communicate in French through the study of language, themes, and texts while developing conceptual understandings of how the language works. Students build the necessary skills to reach the assessment objectives of this course through receptive, productive, and interactive skills. Students expand these skills by understanding and producing a wide variety of oral and written texts. A key element of this course is to develop international-mindedness through the study of the language, culture, and ideas and issues of global significance. The prescribed themes of identities, experiences, human ingenuity, social organization, and sharing the planet provide relevant contexts for study and opportunities to communicate about matters of personal, local or national, and global interest.

### **11158X0D \* Spanish Standard Level (SL)**

Credit 1 unit

Prerequisite Honors Spanish III

This course allows students to develop the ability to communicate in Spanish through the study of language, themes, and texts while developing conceptual understandings of how the language works. Students build the necessary skills to reach the assessment objectives of this course through receptive, productive, and interactive skills. Students expand these skills by understanding and producing a wide variety of oral and written texts. A key element of this course is to develop international-mindedness through the study of the language, culture, and ideas and issues of global significance. The prescribed themes of identities, experiences, human ingenuity, social organization, and sharing the planet provide relevant contexts for study and opportunities to communicate about matters of personal, local or national, and global interest.



**11168X0D \* Spanish High Level (HL)**

Credit 2 units (*this is a two-year course*)

Prerequisite Honors Spanish IV or teacher recommendation

**Note:** *The HL curriculum takes Standard Level topics to greater depth and includes two works of literature beyond that of the SL course.*

This course allows students to develop the ability to communicate in Spanish through the study of language, themes, and texts while developing conceptual understandings of how the language works. Students build the necessary skills to reach the assessment objectives of this course through receptive, productive, and interactive skills. Students expand these skills by understanding and producing a wide variety of oral and written texts. A key element of this course is to develop international-mindedness through the study of the language, culture, and ideas and issues of global significance. The prescribed themes of identities, experiences, human ingenuity, social organization, and sharing the planet provide relevant contexts for study and opportunities to communicate about matters of personal, local or national, and global interest.

**11118X0D \* Classical Language (Latin) Standard Level (SL)**

Credit 1 unit

Prerequisite Honors Latin III

**Note:** *This course will only be offered through the Spring of 2025. Pre-DP students projected to graduate in the 2026 cohort and beyond will not be offered IB Latin.*

The classical language courses provide an opportunity for students to explore the languages, literatures and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language.

**41008X0D \* History High Level (HL): History of the Americas and World History Topics**

Credit 2 units (*this is a two-year course*)

Prerequisite Honors Civics and Honors or AP World History

This course is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past—especially in the geographical areas of North America, South America, Central America, and Canada. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. It is an exploratory subject that fosters a sense of inquiry. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It is designed to explicitly reinforce the emphasis on the development of international-mindedness. In addition, all students are required to study case studies and examples from different regions of the world, with comparison of such examples helping to ensure that the course adopts a transnational perspective.

**31088X0 \* Sports Exercise and Health Science (SL)**

Credit 1 unit

Prerequisite Honors Biology, Honors Chemistry

This course involves the study of science underpinning physical performance. In addition to studying the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition, students in SEHS cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. When relevant, students will explore the issues of international dimensions in ethics and regulatory practices, by considering sport, exercise, and health as they relate to individuals or groups in the global context.

**3I018X0D \* Biology High Level (HL)**

Credit 2 units (*this is a two-year course*)

Prerequisite Honors Biology, Honors Chemistry

In this course, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Topics include cell biology, molecular biology, genetics, ecology and conservation, evolution and biodiversity, human physiology, neurobiology, and biotechnology. HL course options include nucleic acids, metabolism, plant biology, genetics and evolution, and animal physiology.

**3I028X0A \* Chemistry Standard Level (SL)**

Credit 1 unit

Prerequisite Honors Biology, Honors Chemistry

In this course, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Topics include stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement and data processing.

**3I038X0D \* Chemistry High Level (HL)**

Credit 2 units (*this is a two-year course*)

Prerequisite Honors Biology, Honors Chemistry

**Note:** *The HL curriculum takes Standard Level topics to greater depth and includes an additional year of topics and units beyond that of the SL course.*

In this course, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. Topics include stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement and data processing.

**2I088X0D – Mathematics: Analysis and Approaches Standard Level (SL)**

Credit 2 units (*this is a two-year course*)

Prerequisite Pre-Calculus, or Honors Advanced Functions and Modeling, or AP Statistics

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students who choose this course should be comfortable in the manipulation of algebraic expressions, enjoy the recognition of patterns, and understand the mathematical generalization of these patterns.

**21078X0D – Mathematics: Analysis and Approaches High Level (HL)**

Credit 2 units (*this is a two-year course*)  
Prerequisite Pre-Calculus and AP Calculus AB/BC

**Note:** *The High Level curriculum takes Standard Level topics to greater depth. Students will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.*

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students who choose this course should be comfortable in the manipulation of algebraic expressions, enjoy the recognition of patterns, and understand the mathematical generalization of these patterns.

**21068X0D – Mathematics: Applications and Interpretations Standard Level (SL)**

Credit 2 units (*this is a two-year course*)  
Prerequisite Honors NC Math 3

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. This course will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

**51088X0D \* Visual Arts Standard Level (SL)**

Credit 2 unit  
Prerequisite Proficient Visual Arts

**Note:** *This course is worth 2 credits because it is a two-year course.*

This course is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Visual Arts SL follows art in three major areas (context, methods, and communication).

**51008X0D \* Dance Standard Level (SL)**

Credit 1 unit  
Prerequisite Proficient Dance or by audition

This course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. This course facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. SL Dance comprises the elements of composition and analysis, world dance studies, and performance.

**51068X0A \* THEATRE STANDARD LEVEL (SL)**

Credit 1 unit  
Prerequisite Beginner Theater or by audition

This course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating.

## NON-SUBJECT-SPECIFIC COURSES

### 96102X0P1 \* STAE I

**Note:** \*Students must apply and be accepted to the STAE program as well as meet certain standards to continue to upper STAE levels. \*

The STAE (Striving to Achieve Excellence) elective course will prepare students for the rigor of post-secondary education while increasing student achievement and developing overall success through empowerment. The STAE class provides students with academic, social, career, and college support as well as leadership development. Students will be taught a non-traditional curriculum, learning academic skills such as organization, time management, note taking, academic etiquette, and goal setting, as well as inquiry skills such as problem-solving, communication, and critical thinking. Students will also participate in collaborative support groups and field experiences, such as college campus visits, as well as have access to tutor support.

### 96105X0P2 \* Honors STAE II

**Note:** \*Students must meet certain standards to continue to upper STAE levels\*

Students will continue to build their expertise with the skills introduced in STAE I. As students progress through the levels of STAE, the demand for greater student independence and responsibility, higher levels of cognition, and quality of work increases.

### 96105X0P3 \* Honors STAE III

**Note:** \*Students must meet certain standards to continue to upper STAE levels\*

Students will continue to build their expertise with the skills introduced in STAE I. As students progress through the levels of STAE, the demand for greater student independence and responsibility, higher levels of cognition, and quality of work increases. In STAE III, more time becomes dedicated to college entrance exam preparation as well as the college application and financial aid processes.

### 96105X0P4 \* Honors STAE IV

**Note:** \*Students must meet certain standards to continue to upper STAE levels\*

Students will continue to build their expertise with the skills introduced in STAE I. As students progress through the levels of STAE, the demand for greater student independence and responsibility, higher levels of cognition, and quality of work increases. In STAE IV, more time becomes dedicated to college entrance exam preparation as well as the college application and financial aid processes.

### 47022X0A \* SERVICE LEARNING

Credit 1 unit Grades 9 and 10

Prerequisite Instructor Approval

The Service Learning course is a dual purpose course that integrates academic and college and career readiness curriculum with a civic or service component. Within the service learning course, class time will be spent in research and discussion of what civic responsibility and service mean, analysis of people and organizations that are service oriented, establish standards of professionalism, present reflections and research, and produce a professional e-portfolio. During both the ethics and college/career readiness units, students will complete training and maintain professionalism by participating in service, job shadowing and college tours as a class.

**47025X0A \* HONORS SERVICE LEARNING I**

Credit 1 unit Grades 11 and 12

Prerequisite Instructor Approval

The Service Learning course is a dual purpose course that integrates academic and career readiness curriculum with a civic or service component. Students will divide their week between 2 days of classroom instruction and collaborative learning with 3 days of service time on site at their partner organization. Class time will be spent in research and discussion of what civic responsibility and service mean, analysis of people and organizations that are service oriented, establish standards of professionalism, present reflections and research, and produce a professional e-portfolio. The remainder of course time will be spent actively involved at their service location completing training and maintaining professionalism. At the end of the course students will present their research and suggestions to their service mentors in the form of a professional presentation.

**47025X0B \* HONORS SERVICE LEARNING II**

Credit 1 unit Grades 11 and 12

Prerequisite Instructor Approval

Students with previous Service Learning experience will build on skills learned in part 1. The Service Learning course is a dual purpose course that integrates academic and career readiness curriculum with a civic or service component. Students will divide their week between 2 days of classroom instruction and collaborative learning with 3 days of service time on site at their partner organization. Class time will be spent in research and discussion of what civic responsibility and service mean, analysis of people and organizations that are service oriented, establish standards of professionalism, present reflections and research, and produce a professional e-portfolio.

**96042X0A \* TEACHER CADET I**

Credit 1 unit Grades 11 and 12

Prerequisite 3.0 or higher GPA, three teacher recommendations, and a written essay

The Teacher Cadet I Class is designed for high school juniors/seniors who are interested in the field of education and have followed the college preparatory curriculum. The curriculum is divided into four units: The Learner, The School, The Teacher and Teaching, Culminating Activities. The course teaches students about different personality styles, learning styles, and human development (physical, social, and moral).

**96062X0A \* TEACHER CADET II**

Credit 1 unit Grades 11 and 12

Prerequisite Teacher Cadet I

The Teacher Cadet II Class is designed for high school juniors/seniors who are interested in the field of education and have followed the college preparatory curriculum. The curriculum is divided into four units: The Learner, The School, The Teacher and Teaching, Culminating Activities. The course teaches students about different personality styles, learning styles, and human development (physical, social, and moral).

**96102X0B \* LEADERSHIP**

Credit 1 unit

Prerequisite Participation in student government

This course will provide students with the opportunity to learn, research and put into action student government and student equity committee concepts and procedures. Students will practice self-advocacy, perspective taking and public speaking/presentation skills; empowering student voice and presence in schoolwide decision making.

**96102X0QT \* Quest**

Credit: 1 unit, Pass/Fail

Prerequisite: Approval of Administrator and MTSS Team

This course provides targeted instruction for basic skill fluency; emphasizes the development of organization, time-management, and academic progress self-monitoring skills; explores test preparation methods and effective study techniques; encourages goal setting, applying decision-making skills, developing good work habits, self management and communications skills.

**0A017X0A \* AP CAPSTONE SEMINAR (ASH)**

Credit 1 unit Grades 10 and 11

Recommended Prerequisites

The AP Capstone Seminar course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. This course is designed around six essential skills and their development—critical thinking and reasoning, critical reading, inquiry and research, argumentation, communicating publicly, and collaboration. Students in this course will be working collaboratively toward the completion of a team research project and presentation, an individual research project and presentation, and an end-of-course examination administered by the AP College Board. It is essential that students come to this class self-motivated, willing to step outside the bounds of their comfort zone, and ready to work hard as they will be making several presentations in front of classes, peers, and potentially professional colleagues. This course places great emphasis on reading, writing, and presentation both in and out of class.

**0A007X0A \* AP CAPSTONE RESEARCH (ASH)**

Credit 1 unit Grades 11 and 12

Recommended Prerequisites

The AP Capstone Research course is an inquiry-based course that aims to engage students in scholarly research with the end goal of making a unique contribution to that conversation. Students are encouraged to investigate real-world topics of interest. This course is designed around six essential skills and their development—critical thinking and reasoning, critical reading, inquiry and research, argumentation, communicating publicly, and collaboration. Students will be working toward the completion of a scholarly research paper of 4,000-5,000 words and a 15-20 minute presentation with oral defense. There is no end-of-course examination administered by the AP College Board; rather, a score is assigned from the culmination of both paper and presentation. This course places great emphasis on academic reading, writing, and presenting. Students are encouraged to seek a consultant in her/his field of interest; however, this is not mandatory and will depend upon the student's research question.



## JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

**Note:** *JROTC cannot be used as a substitute for the health and physical education requirement for graduation.*

### ARMY (NHHS)

The high school Army Junior Reserve Officers' Training Corps (AJROTC) program is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. AJROTC helps motivate high school students to become better citizens and to prepare students for leadership roles in the school and community. The program promotes graduation and the desire for higher education or military service.

AJROTC includes academic work, drills, ceremonies, and physical fitness. Enrollment is open to all students that are physically able to participate in the school's physical education program. Students enrolled in AJROTC incur no military obligation and all uniforms are provided free of charge. Upon graduation, students may also be considered for advanced rank and additional benefits if enlisting in the U.S. Armed Forces. ROTC scholarships from all uniformed services are available for qualified graduates of the program.

The Army JROTC program also includes the Washington, DC field trip, the annual military ball, participation in local parades, the junior varsity and varsity pellet rifle and drill teams, JROTC Field Day, award ceremonies, and participation in numerous color guard and honor guard ceremonies. The program is designed to allow freshmen and first year students the opportunity to participate in all JROTC activities. Participation does not interfere with other academic programs (such as AVID or Lyceum), sports, band, and or other extracurricular activities.

All students are encouraged to enroll in JROTC I (AR 1) for the fall semester and JROTC I (AR 2) for the spring semester so they may take advantage of all the opportunities provided by this program.

#### **95012X0AR1 \* JROTC I**

Credit 1 unit *Grade 9 or students not previously enrolled in JROTC*  
Prerequisite Meet the enrollment requirements above.

The course is designed to introduce students to Army JROTC. It provides a basic knowledge of leadership, wellness, fitness, first aid, geography, earth science, citizenship, foundations of success and basic individual military skills (drill and ceremony and map reading). Students are required to create personal portfolios, which will be updated throughout their enrollment in JROTC. Students will be taught how to care for and wear the uniform and will have the opportunity to participate in individual drill. Students may elect to become members of the junior varsity drill and pellet rifle teams and letter in these sports.

#### **95012X0AR2 \* JROTC I**

Credit 1 unit *Grades 9, 10, 11, 12*  
Prerequisite Completion of JROTC I (AR 1)

This course provides practical application of basic individual skills developed during the JROTC (AR 1) course. It reinforces instruction received in leadership, wellness, fitness, first aid, geography, earth science, citizenship, and basic military skills (drill and map reading). This course also introduces history of the U.S. Army and the chain of command. Students have the opportunity to compete as members of squad level drill and rifle teams and first year color guards. Students may elect to become members of the varsity drill and pellet rifle teams.

#### **95022X0AR3 \* JROTC II**

Credit 1 unit *Grades 10, 11, and 12*  
Prerequisite Completion of JROTC I (AR 2)

This course is designed to train cadets to be effective squad leaders. Subjects taught include duties and responsibilities of a squad leader and the proper procedures to lead an armed and unarmed squad and intermediate level color guard. The course also provides intermediate leadership theory and application, foundations of success, wellness, fitness, first aid, geography, earth science, citizenship, American history, and military skills.

**95022X0AR4 \* JROTC II**

Credit 1 unit *Grades 10, 11, and 12*

Prerequisite Completion of JROTC II (AR 3)

This course provides practical application of squad leader skills developed during AJROTC II (AR 2). Cadets will be the primary trainers for their squads and will be required to lead their squads during armed and unarmed drill and intermediate color guard competitions. This course also provides practical application at the squad level through case studies of intermediate leadership theory and application, foundations of success, wellness, fitness, first aid, geography, earth science, citizenship, and American history.

**95032X0AR5 \* JROTC III**

Credit 1 unit *Grades 10, 11, and 12*

Prerequisite Completion of JROTC II (AR 4)

This course is designed to train cadets to be effective platoon sergeants and platoon leaders. Subjects taught include duties and responsibilities of a platoon sergeant and a platoon leader and the proper procedures to lead an armed and unarmed platoon and a primary color guard. This course provides working knowledge of ethical reasoning and instruction in leadership and problem solving skills at the platoon level, advanced oral and written communication skills, training methods used to teach basic military subjects, technology advancements, and how leaders, acting as role models, promote wellness and fitness.

**95032X0AR6 \* JROTC III**

Credit 1 unit *Grades 10, 11, and 12*

Prerequisite Completion of AJROTC III (AR 5)

This course provides practical application of platoon sergeant and platoon leader skills developed during AJROTC III (AR 4). Cadets will be the primary trainers for their platoons and be required to lead during armed and unarmed drill and primary color guard competitions. This course also provides practical application at the platoon level of previous ethical reasoning and problem solving, communication, training methods, technology, wellness, and fitness instruction.

**95042X0AR7 \* JROTC IV**

Credit 1 unit *Grades 10, 11, and 12*

Prerequisite Completion of JROTC III (AR 6)

This course is designed to train cadets to be effective company and battalion level leaders. This includes duties and responsibilities of company/battalion leaders and the proper procedures to lead a primary color guard and to conduct company/battalion level formations and ceremonies. This course is also designed to provide working knowledge of ethical reasoning and application of leadership and problem solving skills at the company/battalion level. The course also includes instruction in advanced oral and written communication skills, training methods used to teach basic military subjects, technology, and how leaders, acting as role models, promote wellness and fitness.

**95042X0AR8 \* JROTC IV**

Credit 1 unit *Grades 10, 11, and 12*

Prerequisite Completion of JROTC IV (AR 7)

This course provides practical application of company/battalion level leaders' skills developed during AJROTC 4A. Cadets will be the primary trainers for their companies/battalion and will be required to command their companies and battalions during armed and unarmed drill, primary color guard competitions and company/battalion formations and ceremonies. This course also provides practical application at the company/battalion level of previous ethical reasoning and decision-making, communication skills, training methods, military history, and wellness and fitness instruction.



**95045X0AR1 \* HONORS JROTC LEADERSHIP LAB I**

Credit 1 unit *Grades 10, 11, 12*

Prerequisite *Permission of Senior Army Instructor*

The AJROTC Honors Leadership lab provides selected cadets the opportunity to enhance their instructor skills by participating as peer instructors, drill leaders, and battalion staff officers. Cadets will be taught proper methods of instruction and then serve as cadet instructors both in the classroom and in drill field environments. Assigned battalion staff officers will receive instruction in battalion staff duties and responsibilities and be given the opportunity to apply these skills on a daily basis in preparation for the annual formal inspection. Cadets will create and brief the battalion command during the formal inspection. Cadets are expected to participate and be leaders in extracurricular activities (drill, rifle, and color guard teams) and receive grades for this participation. Cadets will receive weighted credit for each unit completed. This course will enable cadets to be more competitive for colleges, military academies, appointments, and JROTC scholarships.

**95045X0AR2 \* HONORS JROTC LEADERSHIP LAB II**

Credit 1 unit *Grades 11, 12*

Prerequisite Leadership Lab I and *Permission of Senior Army Instructor*

Building on Honors Leadership Lab, level two provides selected cadets the opportunity to enhance their instructor skills by participating as peer instructors, drill leaders, and battalion staff officers. Cadets will be taught proper methods of instruction and then serve as cadet instructors both in the classroom and in drill field environments. Assigned battalion staff officers will receive instruction in battalion staff duties and responsibilities and be given the opportunity to apply these skills on a daily basis in preparation for the annual formal inspection. Cadets will create and brief the battalion command during the formal inspection. Cadets are expected to participate and be leaders in extracurricular activities (drill, rifle, and color guard teams) and receive grades for this participation. Cadets will receive weighted credit for each unit completed. This course will enable cadets to be more competitive for colleges, military academies, appointments, and JROTC scholarships.

**NAVY (AHS, JTH)**

The Naval Junior Reserve Officer Training Corps (NJROTC) has the following six basic objectives: develop informed and responsible citizens; strengthen positive character traits; help form good habits of self-discipline; promote an understanding of the basic elements and requirements for national security; develop respect for an understanding of the need for constituted authority in a democratic society; and develop skills needed to lead others in a positive and team focused manner toward common goals.

The NJROTC courses include academic work, drill and ceremonies, physical fitness, marksmanship, and leadership training. Enrollment is open to all students that are physically able to participate in the school's physical education program. NJROTC cadet uniforms, insignia, and awards are furnished at no cost to the student.

The NJROTC program includes trips to military facilities and ships, the military ball, annual honors ceremony, and opportunities to compete on several varsity lettering teams, which include armed and unarmed drill, Color Guard, marksmanship, sailing, orienteering, track and field, and sword team.

Students enrolled in the NJROTC program are under no obligation to any military service; however, NJROTC cadets do have an added advantage when competing for college ROTC scholarships or appointments to military service academies. Upon high school graduation, cadets who obtain at least two course credits may also be considered for advanced rank and benefits if enlisting in the U.S. Navy or one of the other uniformed services.

**95012X0NA1 \* JROTC I**

Credit 1 unit *Grades 9, 10, 11, 12*

Prerequisite Meet the basic enrollment requirements above

Naval Science I (NA1) is the basic introductory course that includes studies in naval customs and courtesies, naval ranks and insignia, leadership and followership, basic navigation, knots, and deck equipment.

**95012X0NA2 \* JROTC I**

Credit 1 unit *Grades 9, 10, 11, 12*  
Prerequisite Completion of NAJROTC I (NA 1)

Naval Science I (NA2) is an in-depth study of the foundations of our government including the Declaration of Independence, the Constitution, and the development of our national defense. The mission of Navy Ships and Naval Aviation are also studied.

**95022X0NA3 \* JROTC II**

Credit 1 unit *Grades 10, 11, 12*  
Prerequisite Completion of NAJROTC I (NA2)

Naval Science II (NA3) is a study in Naval History from early Western Civilization to the present.

**95022X0NA4 \* JROTC II**

Credit 1 unit *Grades 10, 11, 12*  
Prerequisite Completion of NAJROTC II (NA3)

Naval Science II (NA4) is a study of Nautical Science, including oceanography, meteorology, astronomy, and physical science.

**95032X0NA5 \* JROTC III**

Credit 1 unit *Grades 10, 11, 12*  
Prerequisite Completion of NAJROTC II (NA 4)

Naval Science III (NA5) is a study of Naval knowledge and includes studies in national security, naval operations, military law, and international law and the sea.

**95032X0NA6 \* JROTC III**

Credit 1 unit *Grades 10, 11, 12*  
Prerequisite Completion of NAJROTC III (NA 5)

Naval Science III (NA6) is a class in Naval skills and includes studies in ship construction, damage control, shipboard organization, basic seamanship, marine navigation, and naval weapons and aircraft.

**95042X0NA7 \* JROTC IV**

Credit 1 unit *Grades 10, 11, 12*  
Prerequisite Completion of NAJROTC III (NA 6)

Naval Science IV (NA7) includes studies in the fundamentals of leadership, group dynamics, theory of motivation and positive leadership techniques.

**95042X0NA8 \* JROTC IV**

Credit 1 unit *Grades 10, 11, 12*  
Prerequisite Completion of NAJROTC IV (NA 7)

Naval Science IV (NA8) is a study of the responsibilities and qualities of leadership and of achieving effective communication.

**95045X0NA \* HONORS JROTC LEADERSHIP I**

Credit 1 unit *Grades 11, 12*  
Prerequisite *Permission of Senior Naval Instructor*

Cadets enrolled in the Honors Naval Science course will be assigned to key leadership positions in the unit. Management and leadership styles will be researched, studied, and applied to the daily administration of the NJROTC program. Cadets in this class will serve as mentors for underclassmen. Students will plan, organize, staff, and lead the activities of junior cadets. They will train, screen, and recommend for additional responsibility those members assigned to them. The class will develop a Plan of Action and Milestones for various projects, including drill and field meets, community service projects, annual orientation tour, military ball, etc.

**95045X0NB \* HONORS JROTC LEADERSHIP II**

Credit 1 unit Grade 12

Prerequisite Honors JROTC Leadership I, Permission of Senior Naval Instructor

Cadets enrolled in the Honors JROTC II course will be assigned to primary leadership positions in the unit and will serve as primary mentors for underclassmen and newly appointed cadet leaders. Management and leadership lessons will be applied to the daily administration of the NJROTC program. Honors II Cadets will train, screen, and recommend for additional responsibility those members assigned to them. The class will take the lead role in planning, resourcing and managing the execution of parades, drill and field meets, community service projects, field trips, and other activities.

**95042X0NL \* NJROTC DRILL AND CEREMONIES LABORATORY**

Credit 1 unit Grades 10, 11, 12

Prerequisite Completion of JROTC I and *Permission of Senior Naval Instructor*

Co-requisite Enrollment in JROTC II, III, or IV

This lab course will cover all basic drill procedures. Procedures for honors and ceremonies that would apply to both military and civilian protocol are included. In addition to standard military drill under arms, exhibition drill will be taught to enhance the cadet drill team's skills and capabilities.

**AIR FORCE (EAL)**

The Air Force Junior Reserve Officers' Training Corps (AFJROTC) program provides students an appreciation of the requirements for national security, respect for a democratic society, and a high degree of honor, self-respect, and self-reliance. It promotes the importance of completing high school graduation and continuing higher formal education.

AFJROTC courses are open to all students who are physically able to participate in the school's physical education program. The majority of academic work is performed during classroom time. AFJROTC is a citizenship program, and cadets incur no military commitment. Uniforms and insignia are loaned to students at no cost on a hand receipt. Clubs are offered including Color Guard, Elite Guard Drill Team, and Model, Drone, and Rocket Club. Cadets raise and lower school flags daily, maintain the school marquee, and oversee maintenance of the AFJROTC Memorial Park.

Military installation visits are planned with the cadets, sometimes including an airshow or even a flight on a military aircraft. Field trips are planned each semester. Recurring program features include the annual military ball and an end-of-year awards ceremony. Some after-school activities may require cadet attendance. The opportunity to earn a varsity letter is available. Members completing the AFJROTC program may be eligible for a college scholarship or appointment to a military service academy. Cadets have the opportunity to compete for a summer program that may lead to earning a private pilot's certificate. Cadets may be considered for advanced rank and benefits to enlist in a branch of the U.S. Armed Services.

Students are encouraged to enroll in JROTC A courses in the fall and JROTC B courses in the spring so they may take advantage of all of the opportunities provided. All AFJROTC academic courseware has received AdvancEd accreditation by the Southern Association of Colleges and Schools (SACS).

**95012X0AFA \* JROTC I A (Fall Semester)**

Credit 1 unit Grades 9, 10, 11, 12

Prerequisite Meet the enrollment requirements above.

Aerospace Science and Leadership Education courses change content each semester including aviation history, science of flight, basic aerodynamics, exploring space, survival preparedness, and global cultural studies. Additionally, foundations of citizenship, military customs and courtesies, life skills and career opportunities, communications, awareness, and leadership, and fundamentals of management. Cadets practice drill and marching, perform physical training, and wear the Air Force uniform one day a week. Elective offerings add variety to the courses, including topics such as financial readiness education. Students gain different perspectives from two instructors, a retired senior NCO, and a retired senior officer. As students gain experience, they assume leadership roles with the goal of a cadet-led unit.

**95012X0AFB \* JROTC I B (Spring Semester)**

Credit 1 unit *Grades 9, 10, 11, 12*

Prerequisite Meet the enrollment requirements above.

Aerospace Science and Leadership Education courses change content each semester including aviation history, science of flight, basic aerodynamics, exploring space, survival preparedness, and global cultural studies. Additionally, foundations of citizenship, military customs and courtesies, life skills and career opportunities, communications, awareness, and leadership, and fundamentals of management. Cadets practice drill and marching, perform physical training, and wear the Air Force uniform one day a week. Elective offerings add variety to the courses, including topics such as financial readiness education. Students gain different perspectives from two instructors, a retired senior NCO, and a retired senior officer. As students gain experience, they assume leadership roles with the goal of a cadet-led unit.

**95022X0AFA \* JROTC II A (Fall Semester)**

Credit 1 unit *Grades 10, 11, 12*

Prerequisite Completion of JROTC I A or B and meet the enrollment requirements above.

Journey into Aviation History course includes an overview of aerospace activities, familiarization with aircraft from Greek mythology, and preparations for the first flight in a powered aircraft, World War I, and World War II. The course provides a familiarization of aircraft and their functions from conflicts in Korea, Vietnam, Cuba, and the Persian Gulf. Current events impacting aviation history are reviewed including how drones and remotely piloted vehicles (RPA) have provided the military with unique capabilities. Military customs and courtesies are instructed. Drill and marching, physical training (PT), and community service are accomplished with each course.

**95022X0AFB \* JROTC II B (Spring Semester)**

Credit 1 unit *Grades 10, 11, 12*

Prerequisite Completion of JROTC I A or B or II A and meet the enrollment requirements above.

Journey into Aviation History course includes an overview of aerospace activities, familiarization with aircraft from Greek mythology, and preparations for the first flight in a powered aircraft, World War I, and World War II. The course provides a familiarization of aircraft and their functions from conflicts in Korea, Vietnam, Cuba, and the Persian Gulf. Current events impacting aviation history are reviewed including how drones and remotely piloted vehicles (RPA) have provided the military with unique capabilities. Military customs and courtesies are instructed. Drill and marching, physical training (PT), and community service are accomplished with each course.

**95032X0AFA \* JROTC III A (Fall Semester)**

Credit 1 unit *Grades 11, 12*

Prerequisite Completion of JROTC II A or II B and meet the enrollment requirements above.

Science of Flight course acquaints students with the aerospace environment, human requirements of flight, and principles of aircraft flight and navigation. Discussions include forces of lift, drag, thrust, and weight. Students learn basic navigation, map reading, course plotting, and the effects of wind. They also study human requirements of flight, with a focus on physiology, effects of acceleration and deceleration, and use of personal protective equipment. Life skills lessons comprise the Leadership Education portion. Drill and marching, PT, and community service are accomplished.

**95032X0AFB \* JROTC III B (Spring Semester)**

Credit 1 unit *Grades 11, 12*

Prerequisite Completion of JROTC II A or B or III A and meet the enrollment requirements above.

Science of Flight course acquaints students with the aerospace environment, human requirements of flight, and principles of aircraft flight and navigation. Discussions include forces of lift, drag, thrust, and weight. Students learn basic navigation, map reading, course plotting, and the effects of wind. They also study human requirements of flight, with a focus on physiology, effects of acceleration and deceleration, and use of personal protective equipment. Life skills lessons comprise the Leadership Education portion. Drill and marching, PT, and community service are accomplished.

**95042X0AFA \* JROTC IV A (Fall Semester)**

Credit 1 unit *Grade 12*

Prerequisites Completion of JROTC III A or III B and meet the enrollment requirements above.

Introduction to Astronomy explores the history from prehistoric times to present. The sun, earth, and moon system is examined, as is the solar system, and the moon and its effect on tides. Classical astronomy models from ancient Greek astronomers, Aristotle and Ptolemy, and models discovered during the Renaissance Period are examined. Newton's laws of motion and gravity are covered as are Einstein's theories. Space Exploration course studies the benefits of space exploration, and NASA's and private industry's plans for the same. Cyber threats to U.S. space assets and cyber security are examined. Drill and marching, PT, and community service are accomplished.

**95042X0AFB \* JROTC IV B (Spring Semester)**

Credit 1 unit *Grade 12*

Prerequisites Completion of JROTC III A or III B or IV A and meet the enrollment requirements above.

Introduction to Astronomy explores the history from prehistoric times to present. The sun, earth, and moon system is examined, as is the solar system, and the moon and its effect on tides. Classical astronomy models from ancient Greek astronomers, Aristotle and Ptolemy, and models discovered during the Renaissance Period are examined. Newton's laws of motion and gravity are covered as are Einstein's theories. Space Exploration course studies the benefits of space exploration, and NASA's and private industry's plans for the same. Cyber threats to U.S. space assets and cyber security are examined. Drill and marching, PT, and community service are accomplished.

**95035X0AFA \* HONORS JROTC III A (Fall Semester)**

Credit 1 unit *Grades 11 or 12*

Prerequisites Permission of Senior Aerospace Science Instructor.

Management of the Cadet Corps includes a study of various principles of management. Cadets are assigned a leadership position within the Corps of Cadets, and apply leadership techniques to the administration of the program. Students instruct drill, implement military leadership, and conduct school and community ceremonies using finely tuned communication skills. Course includes competition with other JROTC units from throughout North and South Carolina in precision and exhibition drill, with and without weapons, and color guard details. Cultural Studies examines all areas of the globe including the Middle East, Asia, Africa, Russia and the former Soviet Union, Latin America, and Europe. The instructor has extensive world travel experience to 55 countries. Drill and marching, PT, and community service are accomplished.

**95035X0AFB \* HONORS JROTC III B (Spring Semester)**

Credit 1 unit *Grades 11 or 12*

Prerequisites Permission of Senior Aerospace Science Instructor.

Management of the Cadet Corps includes a study of various principles of management. Cadets are assigned a leadership position within the Corps of Cadets, and apply leadership techniques to the administration of the program. Students instruct drill, implement military leadership, and conduct school and community ceremonies using finely tuned communication skills. Course includes competition with other JROTC units from throughout North and South Carolina in precision and exhibition drill, with and without weapons, and color guard details. Cultural Studies examines all areas of the globe including the Middle East, Asia, Africa, Russia and the former Soviet Union, Latin America, and Europe. The instructor has extensive world travel experience to 55 countries. Drill and marching, PT, and community service are accomplished.

**95045X0AFA \* HONORS JROTC IV A (Fall Semester)**

Credit 1 unit *Grade 12*

Prerequisites Permission of Senior Aerospace Science Instructor.

Management of the Cadet Corps includes a study of various principles of management. Cadets are assigned a leadership position within the Corps of Cadets, and apply leadership techniques to the administration of the program. Students instruct drill, implement military leadership, and conduct school and community ceremonies using finely tuned communication skills. Course includes competition with other JROTC units from throughout North and South Carolina in precision and exhibition drill, with and without weapons, and color guard details. Cultural Studies examines all areas of the globe including the Middle East, Asia, Africa, Russia and the former Soviet Union, Latin America, and Europe. The instructor has extensive world travel experience to 55 countries. Drill and marching, PT, and community service are accomplished.

**95045X0AFB \* HONORS JROTC IV B (Spring Semester)**

Credit 1 unit *Grade 12*

Prerequisites Permission of Senior Aerospace Science Instructor.

Management of the Cadet Corps includes a study of various principles of management. Cadets are assigned a leadership position within the Corps of Cadets, and apply leadership techniques to the administration of the program. Students instruct drill, implement military leadership, and conduct school and community ceremonies using finely tuned communication skills. Course includes competition with other JROTC units from throughout North and South Carolina in precision and exhibition drill, with and without weapons, and color guard details. Cultural Studies examines all areas of the globe including the Middle East, Asia, Africa, Russia and the former Soviet Union, Latin America, and Europe. The instructor has extensive world travel experience to 55 countries. Drill and marching, PT, and community service are accomplished.

## MATHEMATICS

The Common Core State Standards for Mathematics provide students with the following:

- strong mathematical problem-solving and reasoning abilities.
- a firm grounding in essential mathematical concepts and skills, including computation and estimation.
- connections within mathematics and with other disciplines.
- the ability to use appropriate tools including technology to solve mathematical problems.
- the ability to communicate understanding of mathematics effectively.

The Common Core State Standards for Mathematics specify the mathematics that all students should study in order to be college and career ready. The standards are organized into the following conceptual categories: number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

**Note:** New State Policy for 2018 -2019 and beyond: *When advanced courses are offered in mathematics, any student scoring a level five on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled. No student who qualifies under this subsection shall be removed from the advanced or high school mathematics course in which the student is enrolled unless a parent guardian of the student provides written consent for the student to be excluded or removed from that course.*

### **20902X0A \* FOUNDATIONS OF NC MATH 1**

Credit 1 unit

**Note:** *This course provides elective credit only and does not fulfill a graduation requirement for mathematics.*

The Foundations of NC Math 1 curriculum continues a student's study of algebraic concepts, building upon those learned in middle school. The curriculum includes integer operations, number theory, graphs, the concept of variable, the concept of equation and inequality, pattern recognition, proportional reasoning, rate of change, and linear relationships.

### **21092X0A \* NC MATH 1**

Credit 1 unit

**Note:** *A North Carolina End-of-Course test is administered for this course.*

NC Math 1 formalizes and extends the mathematics students learned in middle school. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.

### **21095X0A \* HONORS NC MATH 1**

Credit 1 unit

**Note:** *A North Carolina End-of-Course test is administered for this course.*

The Honors NC Math 1 provides a more in-depth extension of the mathematics students learned in middle school. This course deepens the understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Finally, students will be encouraged to think, write, communicate, and solve real world scenarios at a more rigorous level, while making connections to other subjects

**20912X0A \* FOUNDATIONS OF NC MATH 2**

Credit 1 unit  
Prerequisite NC Math 1

**Note:** *This course provides elective credit only and does not fulfill a graduation requirement for mathematics.*

The Foundations of NC Math 2 curriculum continues a student's study of algebraic and geometric concepts, building upon those learned in middle school and NC Math 1. Students are developing knowledge in new and previously learned topics which include quadratics, exponentials, and systems of equations. New concepts within geometry are introduced including transformations, triangle properties and proofs. The student is encouraged to model topics with teacher assistance to think, write, communicate, and solve real world scenarios. This course is taken prior to NC Math 2.

**22092X0A \* NC MATH 2**

Credit 1 unit  
Prerequisite NC Math 1

NC Math 2 continues a student's study of algebraic and geometric concepts building upon middle school topics and NC Math 1. Students are developing knowledge to reach a higher level of understanding in new and previously learned topics, which include quadratics, exponentials, and systems of equations. New concepts within geometry are introduced including transformations, triangle properties and proofs, and trigonometry. Additionally, students are engaging in topics where they are encouraged to think, write, communicate, and solve real world scenarios, which includes making connections to other subjects.

**22095X0A \* HONORS NC MATH 2**

Credit 1 unit  
Prerequisite NC Math 1

Honors NC Math 2 demands a more challenging approach to the student's study of mathematical concepts. Students are expected to use their prior knowledge from NC Math 2 to reach a high level of knowledge in new and previously engaged topics, which include quadratics, exponentials, and systems of equations. New concepts within geometry are introduced including transformations, triangle properties and proofs, and trigonometry. In addition, students are expected to model topics where they are encouraged to think, write, communicate, and solve real world scenarios, which includes making connections to multiple other subject areas.

**20922X0A \* FOUNDATIONS OF NC MATH 3**

Credit 1 unit  
Prerequisites NC Math 1 and NC Math 2

**Note:** *This course provides elective credit only and does not fulfill a graduation requirement for mathematics.*

The Foundations of NC Math 3 course continues a student's study of advanced algebraic and geometric concepts including the use of geometric and algebraic properties of figures to solve problems, systems of functions, and inequalities. Reasoning skills and modeling are emphasized.

**23092X0A \* NC MATH 3**

Credit 1 unit  
Prerequisites NC Math 1 and NC Math 2

**Note:** *A North Carolina End-of-Course test is administered for this course.*

NC Math 3 continues a student's study of advanced algebraic concepts including functions, polynomials, and geometric concepts including functions, geometric constructions, systems of functions, inequalities, trigonometry, and inferential statistics. Students describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis is placed on practical applications and modeling.



**23095X0A \* HONORS NC MATH 3**

Credit 1 unit

Prerequisites NC Math 1 and NC Math 2

**Note:** A North Carolina End-of-Course test is administered for this course.

Honors NC Math 3 continues a student's study of advanced algebraic concepts including functions, polynomials, and geometric concepts including functions, geometric constructions, systems of functions, inequalities, trigonometry, and inferential statistics. Students describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis is placed on practical applications, modeling, and a more in-depth analysis of functions and relations.

**24092X0A \* NC MATH 4**

Credit 1 unit

Prerequisite NC Math 3

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. 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 Precalculus or other advanced math courses

**Note:** In addition to the face-to-face teacher instruction, this course also embeds Career and College Ready Graduate (CCRG) computer modules that help prepare students for post-secondary education.

**24095X0A \* HONORS NC MATH 4**

Credit 1 unit

Prerequisite NC Math 3

This course provides a more challenging approach to functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. 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 while investigating real world applications. 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 Precalculus or other advanced math courses.

**24012X0A \* DISCRETE MATHEMATICS FOR COMPUTER SCIENCE**

Credit 1 unit

Prerequisite NC Math 3

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

**Note:** In addition to the face-to-face teacher instruction, this course also embeds Career and College Ready Graduate (CCRG) computer modules that help prepare students for post-secondary education.

**24015X0A \* HONORS DISCRETE MATHEMATICS FOR COMPUTER SCIENCE**

Credit 1 unit  
Prerequisite NC Math 3

The purpose of this course is for students to get an in-depth dive into the discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared to engage in rigorous college level algebra, statistics, and discrete mathematics courses.

**20132X0A \* COLLEGE READY MATH**

Credit 1 Unit

**Note:** *This course will count as a fourth math graduation credit for entry into a Community College but does **NOT** count as a 4th-level math course that meets UNC System requirements for admission. Placement in this course requires approval from a school counselor.*

This course is a survey of the fundamental skills required for freshman level/gateway college math courses. Demonstration of mastery of these skills in the course permits the student to have higher placement in community college courses and better preparation for university courses. The course topics include number sense, graphing, functions, geometry, statistics, and trigonometry.

**24035X0A \* HONORS PRE-CALCULUS**

Credit 1 Unit  
Prerequisite NC Math 3, NC Math 4 or Discrete Math for Computer Science

Pre-calculus provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling are included throughout the course.

**2A047X0A \* ADVANCED PLACEMENT PRECALCULUS**

Credit 1 unit  
Prerequisite NC Math 3, NC Math 4 or Discrete Math for Computer Science

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an everchanging world. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

**28005X0D2 \* HONORS CALCULUS**

Credit 1 Unit  
Prerequisite NC Math 3, NC Math 4, Discrete Math for Computer Science, or Advanced Functions & Modeling

**Note:** *This course provides elective credit only and does not fulfill a graduation requirement for mathematics.*

Honors calculus is designed to give students a rigorous overview of calculus topics such as limits, derivatives, anti-derivatives, integrals and differentials.

**2A007X0A \* ADVANCED PLACEMENT CALCULUS AB**

Credit 1 unit  
Prerequisite Pre-calculus

Advanced Placement calculus AB covers topics in analytic geometry and functions, limits, continuity, derivatives and their applications, and anti-derivatives and integrals and their applications. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP Calculus AB examination is designed, administered, and graded by the College Board.

**2A017X0A \* ADVANCED PLACEMENT CALCULUS BC**

Credit 1 unit

Prerequisite AP Calculus AB

Advanced Placement Calculus BC covers all of the topics in Advanced Placement Calculus AB plus parametric, vector, and polar functions, Euler's Method, L'Hopital's Rule, integration by parts and by partial fractions, improper integrals, logistic differential equations, polynomial approximations, and series. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP Calculus BC examination is designed, administered, and graded by the College Board.

**2A037X0A \* ADVANCED PLACEMENT STATISTICS**

Credit 1 unit

Prerequisite NC Math 3, NC Math 4, Discrete Math for Computer Science, or Advanced Functions & Modeling

The topics for Advanced Placement Statistics are divided into four major themes: explorative analysis, planning a study, probability, and statistical inference. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP statistics examination is designed, administered, and graded by the College Board.

## SCIENCE

The North Carolina Science Essential Standards serve as a curricular framework for effective science education. Engaging students in inquiry-based instruction is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design should not be taught nor tested in isolation of the core concepts drawn from physical science, earth science and life science. A seamless integration of science content, scientific inquiry, experimentation and technological design will reinforce in students the notion that "what" is known is inextricably tied to "how" it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Teachers should provide opportunities for students to engage in "hands-on/minds-on" activities that are exemplars of scientific inquiry, experimentation, scientific literacy and technological design.

### Science as Inquiry

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies.

### 35012X0A \* EARTH/ENVIRONMENTAL SCIENCE

Credit 1 unit

Earth/environmental science introduces the student to the function and the impact of human interactions on the earth's geological and environmental systems. Through lab experiences, students analyze and examine scientific evidence about issues relevant to the earth. Emphasis is placed on problem solving and reliance on evidence to promote learning in an investigative-based, issue-oriented science course. Topics covered include matter, energy, plate tectonics, origin and evolution of the earth and solar system, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system.

### 35015X0A \* HONORS EARTH/ENVIRONMENTAL SCIENCE

Credit 1 Unit

Honors Earth and environmental science is a rigorous curriculum designed to allow motivated students to conduct an in-depth study of the Earth/Environmental Science course. Students are expected to work independently and at a faster pace on a variety of assignments and accept greater responsibility for their learning. Additional topics will be added for enrichment. Students will be required to perform out-of-class projects as well as increased lab work.

### 30202X04 \* FOUNDATIONS OF BIOLOGY (NHHS)

Credit 1 unit

Recommended Prerequisite Earth/Environmental Science

Foundations of Biology is an elective science course that will prepare students for High School Biology and future high school level science classes. Students will learn about the structure and function of living organisms, ecosystems, evolution, genetics, and molecular biology. Students will learn skills to complete traditional laboratory experiments and take part in scientific inquiry. Students will work to become scientifically literate by reading lab reports and journal articles to prepare them for real world situations involving science knowledge. This class will build on students' previous science knowledge to ensure successful completion of high school science courses.

### 33202X0A \* BIOLOGY

Credit 1 unit

Recommended Prerequisite Earth/Environmental Science

**Note:** A North Carolina End-of-Course test is administered for this course.

This course provides opportunities for students to gain an understanding of the fundamental principles related to living things. The major objective is to introduce students to the living world as well as its interactions with the non-living world. Important topics include the physical, chemical, and cellular basis of life; continuity of life (genetics); the changes in organisms over time (biological evolution); unity and diversity of life (the five kingdoms); ecological relationships among organisms (ecology); and organism behavior.

**33205X0A \* HONORS BIOLOGY**

Credit 1 unit

Recommended Prerequisite Earth/Environmental Science

**Note:** A North Carolina End-of-Course test is administered for this course.

Honors biology is designed to give the student a more challenging and in-depth experience of the North Carolina Standard Course of Study in biology. In honors biology, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In addition to the Standard Course of Study goals and objectives, students are expected to design and carry out several independent investigations of biological questions, read and report on recent research in biology, and demonstrate a more in-depth conceptual understanding of all biology objectives.

**34102X0A \* PHYSICAL SCIENCE**

Credit 1 unit

Recommended Prerequisite Earth/Environmental Science

Physical science introduces chemistry and physics and provides an understanding of the interactions of matter and energy. Through lab experiences, students collect and mathematically analyze data involving the classes of matter, chemical equations, Newton's Laws, thermodynamics, light, electricity, nuclear energy, and scientific technology.

**34202X0A \* CHEMISTRY**

Credit 1 unit

Recommended Prerequisite Biology

Recommended Corequisite NC Math 3

Chemistry encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce the concepts. Topics covered include a detailed study of matter and its changes, atomic theory, bonding, formula writing, general and acid/base reactions, gas behavior, solutions, heat, and nuclear chemistry.

**34205X0A \* HONORS CHEMISTRY**

Credit 1 unit

Recommended Prerequisite Honors Biology

Recommended Corequisite Honors NC Math 3

Honors chemistry is an accelerated comprehensive laboratory course designed to give students a more conceptual and in-depth understanding of the concepts in the North Carolina Standard Course of Study in chemistry. In honors chemistry students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course includes the additional honors objectives and an in-depth study of enrichment topics. Students design and complete at least one in-depth independent study of chemistry-directed questions. Strong mathematical connections are integrated and include operating with algebraic expressions to solve problems using direct, inverse, combined, and joint variation; using logarithms and exponents to solve problems; and describing graphically, algebraically, and verbally real-world phenomena as functions.

**34302X0A \* PHYSICS**

Credit 1 unit

Recommended Prerequisite NC Math 3

Physics uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy. The following topics are explored: motion, forces, heat, waves, optics, electricity, and magnetism.

**34305X0A \* HONORS PHYSICS**

Credit 1 unit

Recommended Prerequisite NC Math 3

Honors physics uses the North Carolina Standard Course of Study for physics as a foundation for more challenging and rigorous study that broadens the student's view of the larger physics community including current research. Substantial class time is devoted to student-directed exploration and experimentation. In honors physics, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course includes an in-depth study of enrichment topics. Strong mathematical connections are integrated and include operating with algebraic expressions to solve trigonometric functions; using exponents to solve problems; and describing graphically, algebraically, and verbally real-world phenomena as functions.

**34315X0A \* HONORS PHYSICS II (AP Physics Prep)**

Credit 1 unit

Recommended Prerequisite Honors Physics or Honors Chemistry

This course prepares students for advanced placement physics and covers both classical and modern physics. The basic mathematical concepts are introduced in connection with physical concepts such as acceleration and work. Other topics include mechanics, motion, waves, and optics.

**3A057X0A \* ADVANCED PLACEMENT PHYSICS 1: Algebra-based**

Credit 1 unit

Corequisite NC Math 3 or equivalent

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. No prior coursework in physics is necessary.

In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP Physics 1 examination is designed, administered, and graded by the College Board.

**3A067X0A \* ADVANCED PLACEMENT PHYSICS 2: Algebra-based**

Credit 1 unit

Prerequisite Advanced Placement Physics 1

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices, while developing critical thinking and reasoning skills.

In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP Physics 2 examination is designed, administered, and graded by the College Board.

**3A047X0A \* ADVANCED PLACEMENT PHYSICS C: MECHANICS**

Credit 1 unit

Corequisite AP Calculus and AP Physics 1

Advanced Placement Physics C: Mechanics forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The course provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP examination is designed, administered, and graded by the College Board.

**3A037X0A \* ADVANCED PLACEMENT PHYSICS C: ELECTRICITY AND MAGNETISM**

Credit 1 unit  
Corequisite AP Calculus

Advanced Placement Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP Physics examination is designed, administered, and graded by the College Board.

**33215X0A \* HONORS BIOLOGY II (AP Biology Prep)**

Credit 1 unit  
Prerequisites Biology, Chemistry  
Recommended Prerequisites Honors Biology, Honors Chemistry

This course prepares the student for advanced placement biology and covers biochemistry, cell structure and function, metabolism, cellular respiration, photosynthesis, cell division, genetics, and evolution.

**3A007X0A \* ADVANCED PLACEMENT BIOLOGY**

Credit 1 unit  
Prerequisite Honors Biology II (AP Biology Prep) and Chemistry

Advanced placement biology is designed to be equivalent to an introductory college-level biology course. It covers the diversity of organisms, structures and functions of plants and animals, and ecology. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP biology examination is designed, administered, and graded by the College Board.

**30205X0A \* SPECIAL INTEREST SCIENCE (HONORS BIOTECHNOLOGY) (JTH)**

Credit 1 unit  
Prerequisite Biology

This course includes an in depth investigation of the scientific method, biochemistry, and biotechnology as it relates to our natural world in the 21<sup>st</sup> century. Numerous laboratory exercises are included. Techniques of biochemistry and ethical issues related to current DNA technology provide the main focus of the curriculum.

**34215X0A \* HONORS CHEMISTRY II (AP Chemistry Prep)**

Credit 1 unit  
Recommended Prerequisites Honors Chemistry and Honors NC Math 3  
Prerequisites Chemistry and NC Math 3

This course prepares the student for Advanced Placement Chemistry and covers atomic theory, stoichiometry, reaction types, gases, thermochemistry, periodicity, bonding, and solutions. There will be a strong emphasis on the mathematical treatment of matter and its reactions.

**3A017X0A \* ADVANCED PLACEMENT CHEMISTRY**

Credit 1 unit  
Prerequisite Honors Chemistry II (AP Chemistry Prep)

Advanced placement chemistry is designed to be equivalent to an introductory college-level chemistry course that has a strong emphasis on laboratory work. It follows the same format as honors chemistry II and covers kinetics, equilibrium and its applications, acid-base theory, reaction spontaneity, and electrochemistry. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP chemistry examination is designed, administered, and graded by the College Board.

### **3A027X0A \* ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Credit 1 unit

Recommended Prerequisites Earth/Environmental Science, Biology and a physical science

Advanced placement environmental science is designed to be equivalent to an introductory college-level environmental science course. This integrated course includes the study of biology, geology, geography, physics, and chemistry. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP examination is designed, administered, and graded by the College Board.

### **35362X0A \* OCEANOGRAPHY**

Credit 1 unit

Prerequisites Earth/Environmental Science, Biology and a physical science

Oceanography examines all physical aspects of the marine environment including winds, waves, currents, chemical oceanography, and geologic features under the sea. Fieldwork, dissections and laboratory analyses are integral parts of this course.

### **35365X0A \* HONORS OCEAN SCIENCE**

Credit 1 unit

Prerequisites Earth/Environmental Science, Biology and a physical science

Honors Ocean Science examines all aspects of the marine environment, including life in the sea, winds, waves, tides, and currents, chemical oceanography, aquarium care and maintenance, and geological features under the sea. Fieldwork, laboratory analysis, and student projects are required to fulfill course expectations.

### **35355X0A \* HONORS MARINE BIOLOGY**

Credit 1 unit

Prerequisites Earth/Environmental Science, Biology and a physical science

Honors Marine Biology focuses on the life in our oceans. Topics include oceanographic careers, aquarium care and maintenance, anatomy and physiology of marine organisms, behavior relationships, marine fisheries, habitat analysis, and explorations in marine technology. Dissections and field work are an integral part of the course. An importance is placed on writing skills in all laboratory and field reports.

### **33302X0A \* ANATOMY AND PHYSIOLOGY**

Credit 1 unit

Prerequisites Earth/Environmental Science, Biology and a physical science

Anatomy and physiology is designed to explore the structure and function of human organ systems. Topics covered include the identification of body parts, the function of the organs and systems, and the diseases and malfunctions of organs and organ systems. Laboratory exercises are an integral part of this course. This course is highly recommended for students wanting to pursue a career in a medical field.

### **33305X0A \* HONORS ANATOMY AND PHYSIOLOGY**

Credit 1 unit

Prerequisites Earth/Environmental Science, Biology and Chemistry

Honors anatomy and physiology is designed to explore the structure and function of human organ systems. Topics covered include the identification of body parts, the function of the organs and systems, and the diseases and malfunctions of organs and organ systems. Laboratory exercises are an integral part of this course. In honors anatomy and physiology students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. This course is highly recommended for students wanting to pursue a career in a medical field.



**35402X0A \* ASTRONOMY**

Credit 1 unit

Prerequisites Earth/Environmental Science, Biology and a physical science

Students study topics relating to stars, planets, galaxies, and other natural phenomena that make up the vast universe in which we live. The course covers the pure science of astronomy and expands on exploration and technologies of space science as well.

**33495X0A \* HONORS NC WILDLIFE**

Credit 1 unit

Prerequisites Earth/Environmental Science, Biology and a physical science

This course is designed to acquaint students with NC animals. Topics covered include feeding methods, survival techniques, social behavior, mating habits, population distribution, and laws governing hunting and fishing.

**95755X0295 \* OCN 150 - INTRO TO OCEANOGRAPHY (Ashley Marine Science Academy Only)**

Credit 1 Unit

Prerequisites Acceptance into Marine Science Academy

**Note:** In addition, students must complete 10 internship hours and 2 UNCW labs each semester.

An introduction to the geology, physics, chemistry, and biology of the ocean; instruments and techniques of oceanography; resources of the ocean.

**95755X0210 \* BIO 170 - BIOLOGY OF THE SEA - (Ashley Marine Science Academy Only)**

Credit 1 Unit

Prerequisites Honors Intro Oceanography – Marine Science Academy

**Note:** In addition, students must complete 10 internship hours and 2 UNCW labs each semester.

Introduction to marine environments, the diversity of marine life, and the role of humans in the utilization of marine resources. Study of local marine habitats, including salt marshes, sandy beaches, tidal flats and rocky shores.

**30205XOA2 \* HONORS FORENSICS**

Credit 1 Unit

Prerequisites Chemistry or Honors Chemistry / Earth/Environmental Science, Biology and a physical science

Forensic Science is the application of science to criminal and civil laws that are enforced by police agencies in a criminal justice system. It is a comprehensive subject incorporating Biology, Chemistry, Physics, Entomology, Earth Science, Anatomy and Physiology as well as other aspects of Science. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms, and document analysis. Students will be exposed to a strong inquiry lab component and should be ready to analyze and report data.

## SOCIAL STUDIES

<p>Social Studies requirements for students first entering high school between <b>2015-2016 through 2019-2020:</b></p> <ul style="list-style-type: none"> <li>• World History</li> <li>• Civics and Economics or Civic Literacy or AP Gov</li> <li>• American I and/or American II, American History, or AP U.S. History</li> <li>• Social Studies Elective (this can be another American History or any other SS elective)</li> </ul>	<p>Social Studies requirements for students first entering high school between <b>2020-2021:</b></p> <ul style="list-style-type: none"> <li>• World History</li> <li>• Civics and Economics or Civic Literacy or AP Gov</li> <li>• American History I, or American History II, or American History or AP U.S. History</li> <li>• Economics &amp; Personal Finance (EPF)</li> </ul>	<p>Social Studies requirements for students first entering high school between <b>2021-2022 and beyond:</b></p> <ul style="list-style-type: none"> <li>• World History</li> <li>• Civic Literacy or AP Gov</li> <li>• American History or AP U.S. History</li> <li>• Economics and Personal Finance (EPF)</li> </ul>
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The social studies curriculum provides students with learning experiences that enable them to gain the knowledge and skills necessary for becoming effective participants in a democratic society. Courses at the high school level include the disciplines of history, political science, economics, geography, and psychology. Through social studies courses, students gain an understanding of democratic ideals and the benefits of the free enterprise system; an appreciation of the contributions of different races, religions, and cultures to the American way of life; and a respect for the rights and values of others.

**Note:**

*With the implementation of the new social studies Essential Standards, the sequencing for the social studies courses has been left up to each individual high school. Check with your school counselor for your school's specific social studies sequencing.*

**43032X0A \* WORLD HISTORY**

Credit            1 unit

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.

**43035X0A \* HONORS WORLD HISTORY**

Credit            1 unit

In addition to the content described in world history, this course requires students to take a greater responsibility for their learning by participating in problem-seeking and problem-solving, critical analysis and application, and reflective thinking. This course emphasizes argumentative writing and presentations to reflect higher-order thinking skills required to defend ideas generated through the study of content.

**4A087X0A \* ADVANCED PLACEMENT WORLD HISTORY - MODERN**

Credit 1 unit *Grades 9, 10, 11, 12*

Recommended Prerequisites World History or Honors World History

**Note:** *AP World history can be substituted in the place of World history or Honors World history.*

The Advanced Placement world history course focuses on information from the Renaissance to present day and stresses critical thinking and development of an informed written argument. Students analyze primary and secondary sources to acquire a greater understanding of the development of global processes –change, continuity, and impact on world structures. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP world history examination is designed, administered, and graded by the College Board.

**42092X0A \* THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS**

Credit 1 unit

Through the study of The Founding Documents and civics & economics, students examine political, governmental, and legal topics that engage them in examining the legal and political systems of our society and its basic economic institutions. This course begins with the historical foundations of civil, political, and economic activism that created our nation, state, and local government. Knowledge gained from civics and economics empowers students to become politically and economically active and responsible citizens of the global society. At least 50% of the course content in American History: The Founding Principles, Civics, and Economics” will pertain to The Founding Principles.

**42095X0A \* HONORS THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS**

Credit 1 unit

Honors Founding Principles, civics & economics covers the material delivered in a standard Founding Principles, civics & economics course with greater complexity, novelty, and acceleration. Honors students learn to express and defend their ideas while attaining the distance necessary to accept constructive criticism. Opportunities are provided for students to facilitate their own learning as they become reflective thinkers and writers. At least 50% of the course content in American History: The Founding Principles, Civics, and Economics” will pertain to The Founding Principles.

**43182X0A \* FOUNDING PRINCIPLES OF AMERICA AND NC: CIVIC LITERACY**

Credit 1 unit

**Note:** The NC State Board of Education has offered some scheduling flexibility with this course – please see a school counselor if you have any questions.

Through the study of The Founding Documents of both national and state governments, students examine political, governmental, and legal topics that engage them in examining the legal and political systems of our society and its basic institutions. This course begins with the historical foundations of civil, political, and economic activism that created our nation, state, and local government. Knowledge gained from civics empowers students to become politically active and responsible citizens of the global society.

**43185X0A \* HONORS FOUNDING PRINCIPLES OF AMERICA AND NC: CIVIC LITERACY**

Credit 1 unit

**Note:** The NC State Board of Education has offered some scheduling flexibility with this course – please see a school counselor if you have any questions.

Through the study of The Founding Documents of both national and state governments, students examine political, governmental, and legal topics that engage them in examining the legal and political systems of our society and its basic institutions. This course begins with the historical foundations of civil, political, and economic activism that created our nation, state, and local government. Knowledge gained from civics empowers students to become politically active and responsible citizens of the global society.

**43192X0A \* ECONOMICS AND PERSONAL FINANCE (EPF)**

Credit 1 unit (This course is mandatory for students entering high school in the 2020 – 2021 and beyond)

The Economic and Personal Financial Literacy standards are intended to provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. The economics standards will focus on basic economic concepts and terminology and the roles of business, labor, the government, and the consumer upon the economy. The Personal Finance standards will focus on understanding and managing personal banking, credit cards, loans, home mortgages, accessing & understanding credit reports, and paying for postsecondary education.

**43195X0A \* HONORS ECONOMICS AND PERSONAL FINANCE (EPF)**

Credit 1 unit (This course is mandatory for students entering high school in the 2020 – 2021 and beyond)

The Economic and Personal Financial Literacy standards are intended to provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. The economics standards will focus on basic economic concepts and terminology and the roles of business, labor, the government, and the consumer upon the economy. The Personal Finance standards will focus on understanding and managing personal banking, credit cards, loans, home mortgages, accessing & understanding credit reports, and paying for postsecondary education. Honors EPF covers the material delivered in a standard American History course with greater complexity, novelty, and acceleration.

**43042X0A \* AMERICAN HISTORY I**

Credit 1 unit (please see table on page 116 for clarification as to which American History you should take)

American History I: The Founding Principles is a historical, cultural, political, geographic, and economic study of the United States from the late 1400s to the end of the Reconstruction Period in 1877.

**43045X0A \* HONORS AMERICAN HISTORY I**

Credit 1 unit (please see table on page 116 for clarification as to which American History you should take)

Honors American History I covers the material delivered in a standard American History course with greater complexity, novelty, and acceleration. This course provides the opportunity for advanced work, rigorous academic study, and the practical application of major ideas and concepts found throughout the standard course of study.

**43052X0A \* AMERICAN HISTORY II**

Credit 1 unit (please see table on page 116 for clarification as to which American History you should take)

Recommended Prerequisite American History I

American History II is a historical, cultural, political, geographic, and economic study of the United States from 1877 to present day.

**43055X0A \* HONORS AMERICAN HISTORY II**

Credit 1 unit (please see table on page 116 for clarification as to which American History you should take)

Recommended Prerequisite American History I

Honors American History II covers the material delivered in the standard American History II course with greater complexity, novelty, and acceleration. This course provides the opportunity for advanced work, rigorous academic study, and the practical application of major ideas and concepts found throughout the standard course of study.

**43112X0A \* AMERICAN HISTORY**

Credit 1 unit (please see table on page 116 for clarification on which American History to take)

The study of American history is designed as a survey course that begins in 1763, with the start of the French and Indian War and goes to present-day. The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have on American society.

#### **43115X0A \* HONORS AMERICAN HISTORY**

Credit 1 unit (please see table on page 116 for clarification on which American History to take)

The study of American history is designed as a survey course that begins in 1763, with the start of the French and Indian War and goes to present-day. The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have on American society. Honors American History covers the material delivered in the standard American History course with greater complexity, novelty, and acceleration. This course provides the opportunity for advanced work, rigorous academic study, and the practical application of major ideas and concepts found throughout the standard course of study.

#### **4A077X0A \* ADVANCED PLACEMENT UNITED STATES HISTORY**

Credit 1 unit Grades 10, 11, 12

Recommended Prerequisites American History I and II and World History and Civics & Economics

**Note:** For students beginning high school in the 2012-2013 school year, Advanced Placement United States History may be substituted in the place of American History I and American History II. However, students will receive only one academic credit for AP US History. Students electing to take AP US History instead of American History I and II will need to take one additional social studies elective in order to fulfill the state requirement of four social studies credits to graduate. An additional social studies AP course can be taken to fulfill this requirement.

Advanced Placement United States history covers the entire spectrum of US history from the arrival of Native Americans to the present. It is designed to provide students with the analytical skills necessary to deal critically with the topics and issues in United States history. Students analyze historical materials, generate their own ideas, and evaluate those of others. The AP United States history course develops the skills necessary to arrive at conclusions, make informed judgments, and clearly present evidence in a persuasive essay format. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP United States history examination is designed, administered, and graded by the College Board.

#### **4A017X0A \* ADVANCED PLACEMENT EUROPEAN HISTORY**

Credit 1 unit

Recommended Prerequisites Honors World History

The AP European history course consists of an in-depth analysis of European civilization from the late Middle Ages to the present. The course covers economic, social, cultural, intellectual, political, and diplomatic themes in European history. Coursework consists of class discussions, research reports, independent studies, and seminars. Students are expected to develop analytical thinking and persuasive writing skills in dealing with historical evidence and interpretation. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP European history examination is designed, administered, and graded by the College Board.

#### **4A067X0A \* ADVANCED PLACEMENT GOVERNMENT AND POLITICS: UNITED STATES (Advanced Placement United States Government and Politics)**

Credit 1 unit Grades 10, 11, 12

Recommended Prerequisites An Honors Civics Course

**Note:** This course can take the place of the North Carolina state created course Civic Literacy.

Advanced Placement American Government provides students with an intellectual foundation for observing, analyzing, and understanding national politics in the United States. Using primary and secondary source documents, students examine and evaluate the institutions of American government, political parties and elections, mass media, political behavior, public policies, and the development of individual rights and liberties and their impact on citizens. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP American Government examination is designed, administered, and graded by the College Board.

**4A007X0A \* ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS (AHS)**

Credit 1 unit *Grades 11, 12*  
Recommended Prerequisites An Honors Civics Course

The Advanced Placement course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP examination is designed, administered, and graded by the College Board.

**4A027X0A \* ADVANCED PLACEMENT HUMAN GEOGRAPHY (NHHS, LHS)**

Credit 1 unit *Grades 10, 11, 12*  
Prerequisites World History

The AP Human Geography course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP examination is designed, administered, and graded by the College Board.

**44032X0A \* PSYCHOLOGY**

Credit 1 unit *Grades 10, 11, 12*

Psychology engages students in the understanding, articulation, and dissemination of psychology as a science. This course focuses on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes; and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

**44035X0A \* HONORS PSYCHOLOGY (AHS)**

Credit 1 unit *Grades 10, 11, 12*  
Recommended Prerequisites Psychology

Honors Psychology covers the material delivered in a standard Psychology course with greater complexity, novelty, and acceleration. This course provides the opportunity for advanced work, rigorous academic study, and the practical application of major ideas and concepts found throughout the standard course of study.

**4A057X0A \* ADVANCED PLACEMENT PSYCHOLOGY (EAL, AHS, NHHS)**

Credit 1 unit *Grades 10, 11, 12*  
Recommended Prerequisites Psychology

Advanced Placement psychology is designed to introduce students to the systematic and scientific study of human and animal development, behavior, learning, motivation, and personality. Students are exposed to the psychological facts, principles, and phenomena associated with psychology. They also learn about the ethics and methods psychologists use in their science and practice. The study of psychology also enables students to recognize and cope with uncertainty and ambiguity in human behavior. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP psychology examination is designed, administered, and graded by the College Board.

**4A037X0 \* ADVANCED PLACEMENT MACROECONOMICS (Laney)**

Credit            1 unit            *Grades 11, 12*  
Recommended Prerequisites    Economics and Personal Finance

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

**48002X0A & 48005X0A1 \* CURRENT AFFAIRS AND ISSUES**

Credit            1 unit

Current affairs and issues focuses on controversial and challenging topics facing the leaders and citizens of the world. Students utilize various social studies methodologies from geography, sociology, anthropology, psychology, political science, and economics to practice critical thinking and facilitate the use of many perspectives needed to address complex problems or questions.

**46012X0A \* AFRICAN AMERICAN STUDIES**

Credit            1 unit    *Grades 10, 11, 12*

This course is designed to emphasize the significant contributions made by African Americans to the economic, political, social, and cultural development of the United States. Through this course, students discover how African Americans have always been an integral part of the American experience. African-American history is taught within the broader context of United States history.

**43092X0A \* TURNING POINTS IN AMERICAN HISTORY**

Credit            1 unit    *Grades 10, 11, 12*

This course emphasizes, in greater depth, 10-15 key turning points in American History. These turning points would be “hinge” events in our nation’s history, caused by, and subsequently contributing to, major social, cultural, political, and/or economic events. The intention is to cover important events in American History that do not usually get in-depth coverage in survey courses.

**46072X0A \* AMERICAN HUMANITIES**

Credit            1 unit    *Grades 9, 10, 11, 12*

The humanities can be described as the study of the various ways in which people, from every period of history, process and document the human experience. Since humans have been able, we have used history, literature, religion, philosophy, art, music, and language to understand and record our world. Thus, the humanities are the integrated study of the ideas and values inherent in human existence. Humanities demonstrate the way that human beings historically create and share meaning as individuals, as communities, cultures, and across cultures through what they document and produce. The integrated study of the humanities offers content and skills necessary for an engaged citizenship and humanity.

## WORLD LANGUAGES

The ability to communicate with others is central to human nature. Throughout the ages, humans have been able to share information, interests, needs, and values over time and space and, thus, have influenced others by their actions and their words. In recent years, existing and emerging technologies have brought the world closer and have erased many of the existing borders. As boundaries between countries are being dissolved, the need for foreign language instruction has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today's ever-shrinking world.

In addition to the need for communication within a global world, the study of a world language is needed to ensure economic competitiveness, to maintain national security, and to teach tolerance and respect for others inside and outside of the United States.

Finally, research has shown that learning a world language can lead to higher scores on standardized tests (reading, math, SAT), greater cognitive development in the areas of mental flexibility, creativity, divergent thinking and higher-order thinking skills, a broader English vocabulary, a better understanding of one's own language and culture, and enhanced career opportunities.

**Note:** *All world language courses are now proficiency-based. This means a student, based on their command of the target language, could enroll in a higher-level language course without going through the beginning levels. Please see your school counselor and world language department chair for more information.*

### Spanish for Native English Speakers

**Spanish I**  
**Spanish II**  
**Honors Spanish III**  
**Honors Spanish IV**  
**AP Spanish Language and Culture**

### Spanish for Native Speakers

**Heritage Spanish I**  
**Honors Heritage Spanish II**  
**Honors Spanish IV**  
**AP Spanish Language and Culture**

#### **11412X0A \* SPANISH I**

Credit 1 unit

Spanish I provides an introduction to the study of the Spanish language and culture. Emphasis is placed on the development of listening, speaking, reading, and writing skills and the application of the language to real-life situations.

#### **11422X0A \* SPANISH II**

Credit 1 unit

Prerequisite Spanish I and/or demonstrated proficiency

Spanish II provides students with opportunities to continue the development of listening, speaking, reading, and writing skills. Students participate in simple oral conversational situations using past and present tense. They create compositions which narrate, describe, compare, and summarize familiar topics from the Spanish culture. Focus is placed on understanding main ideas.

#### **11435X0A \* HONORS SPANISH III**

Credit 1 unit

Prerequisite Spanish II and/or demonstrated proficiency

Honors Spanish III provides students with additional opportunities to expand their listening, speaking, reading, and writing skills using short literary texts, authentic materials, and media on relevant topics. Students identify main ideas and significant details in discussions, presentations, and written texts within a cultural context. In addition, they are introduced to Spanish literature through the study of some of the best-known authors of Spain and Latin America.



**11445X0A \* HONORS SPANISH IV**

Credit 1 unit

Prerequisite Spanish III and/or demonstrated proficiency

Honors Spanish IV is intended for students who have chosen to further develop their proficiency in Spanish listening, speaking, reading, and writing skills with some emphasis on literature, cultural topics, and current events. Students who enroll should have reasonable proficiency in all skills of the Spanish language.

**11455X0A \* HONORS SPANISH V**

Credit 1 unit

Prerequisite Spanish IV and/or demonstrated proficiency

Emphasis is placed on Spanish literature, art, history, culture, and current events with oral and written discussion. Students continue the study of advanced grammar and advanced vocabulary. Oral conversation is stressed with the aid of native speakers, when possible.

**1A087X0A \* ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE (NHHS)**

Credit 1 unit

Prerequisite Spanish IV and/or demonstrated proficiency

Students will develop their speaking, listening, reading, and writing proficiency in Spanish. The AP Spanish Language curriculum requires that the student be able to write a well developed essay in Spanish and discuss a variety of topics in Spanish. The course will incorporate a rich and varied selection of literary texts, historical and cultural readings, periodical readings, and films. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP examination is designed, administered, and graded by the College Board.

**11492X0A \* SPANISH I FOR HERITAGE SPEAKERS**

Credit 1 unit

**Note:** *Placement in this course requires approval from a school administrator, a world language teacher, and a counselor.*

This course is designed specifically for students that have are native/heritage speakers of Spanish that already have oral language proficiency. The purpose of this course is to enable students to develop, maintain, and enhance proficiency in the Spanish language and culture by providing them the opportunity to listen, speak, read, and write in a variety of contexts.

**11505X0A \* HONORS SPANISH II FOR HERITAGE SPEAKERS**

Credit 1 unit

Prerequisite Honors Spanish I for Heritage Speakers or placement

**Note:** *Placement in this course requires approval from a school administrator, a world language teacher, and a counselor.*

This course is designed specifically for students that are native/heritage speakers of Spanish that already have oral language proficiency. Spanish for Native Speakers II is designed to prepare students with the 21st Century skills in literacy, cultural connections and comparisons, and technology. Students will continue to develop language skills, as they focus on cultural and grammatical applications that are necessary for advancing their mastery of the Spanish language.

**9605X0AS \* HONORS SERVICE LEARNING IN SPANISH (NHHS)**

Credit 1 unit

Prerequisite Honors Spanish II for Heritage Speakers or placement

**Note:** *Placement in this course requires approval from a school administrator, a world language teacher, and a counselor.*

This course is designed specifically for students that have been in the Spanish immersion program or are native/heritage speakers of Spanish that already have oral language proficiency. The Service Learning course is a dual-purpose course that integrates academic and college and career readiness curriculum with a civic or service component. The entire course will be taught in Spanish and the service piece will target Spanish-speaking agencies or organizations. Class time will be spent in research and discussion of what civic responsibility and service mean, analysis of people and organizations that are service oriented, establish standards of professionalism, present reflections and research, researching potential academic and career paths and produce a professional e-portfolio.

**11012X0A \* FRENCH I**

Credit 1 unit

French I provides an introduction to the study of the French language and culture. Emphasis is placed on the development of listening, speaking, reading, and writing skills and the application of the language to real-life situations.

**11022X0A \* FRENCH II**

Credit 1 unit

Prerequisite French I and/or demonstrated proficiency

French II provides students with opportunities to continue the development of listening, speaking, reading, and writing skills. Students participate in simple oral conversational situations using past and present tense. They create compositions which narrate, describe, compare, and summarize familiar topics from the French culture. Focus is placed on understanding main ideas.

**11035X0A \* HONORS FRENCH III**

Credit 1 unit

Prerequisite French II and/or demonstrated proficiency

Honors French III provides students with additional opportunities to expand their listening, speaking, reading, and writing skills using short literary texts, authentic materials, and media on relevant topics. Students identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context. In addition, they are introduced to French literature through the study of some of the country's best known authors.

**11045X0A \* HONORS FRENCH IV**

Credit 1 unit

Prerequisite French III and/or demonstrated proficiency

Honors French IV is intended for students who have chosen to further develop their proficiency in French listening, speaking, reading, and writing skills with some emphasis on literature, cultural topics, and current events. Students who enroll should have reasonable proficiency in all skills of the French language.

**11055X0A \* HONORS FRENCH V**

Credit 1 unit

Prerequisite French IV and/or demonstrated proficiency

Emphasis is placed on reading, oral, and written discussion in French of topics related to Francophone life, culture, history, art, and music. Grammar topics are taught as needed.

**11612X0A \* GERMAN I (JTH)**

Credit 1 unit

German I provides an introduction to the study of the German language and culture. Emphasis is placed on the development of listening, speaking, reading, and writing skills and the application of the language to real-life situations.

**11622X0A \* GERMAN II (JTH)**

Credit 1 unit

Prerequisite German I and/or demonstrated proficiency

German II provides students with opportunities to continue the development of listening, speaking, reading, and writing skills. Students participate in simple oral conversational situations using past and present tense. They create compositions which narrate, describe, compare, and summarize familiar topics from the German culture. Focus is placed on understanding main ideas.

**11635X0A \* HONORS GERMAN III (JTH)**

Credit 1 unit

Prerequisite German II and/or demonstrated proficiency

Honors German III provides students with additional opportunities to expand their listening, speaking, reading, and writing skills using short literary texts, authentic materials, and media on relevant topics. Students identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context. In addition, they are introduced to German literature through the study of some of the country's best known authors.

**11645X0A \* HONORS GERMAN IV (JTH)**

Credit 1 unit

Prerequisite German III and/or demonstrated proficiency

Honors Germany IV is intended for students who have chosen to further develop their proficiency in German listening, speaking, reading, and writing skills with some emphasis on literature, cultural topics, and current events. Students who enroll should have reasonable proficiency in all skills of the German language.

**11655X0A \* HONORS GERMAN V (JTH)**

Credit 1 unit

Prerequisite German IV and/or demonstrated proficiency

Emphasis is placed on German literature, art, history, culture, and current events with oral and written discussion. Students continue the study of advanced grammar and advanced vocabulary. Oral conversation is stressed with the aid of native speakers, when possible.

**11212X0A \* CHINESE I**

Credit 1 unit

This course is an introduction to the study of the target language and its culture and may be taken in 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 development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

**11222X0A \* CHINESE II**

Credit 1 unit

Prerequisite Chinese I and/or demonstrated proficiency

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple texts.

**11235X0A \* HONORS CHINESE III**

Credit 1 unit

Prerequisite Chinese II and/or demonstrated proficiency

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials (short literary texts, authentic materials, technical manuals and other media) on generally familiar topics. Students satisfy limited communication and social interaction demands, as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements.

**11245X0A \* HONORS CHINESE IV**

Credit 1 unit

Prerequisite Chinese III and/or demonstrated proficiency

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

**13612X0A \* ITALIAN I**

Credit 1 unit

This course provides an introduction to the study of the Italian language and culture. Emphasis is placed on the development of listening, speaking, reading, and writing skills and the application of the language to real-life situations.

**13622X0A \* ITALIAN II**

Credit 1 unit

Prerequisite Italian I and/or demonstrated proficiency

Italian II provides students with opportunities to continue the development of listening, speaking, reading, and writing skills. Students participate in simple oral conversational situations using past and present tense. They create compositions which narrate, describe, compare, and summarize familiar topics from the Italian culture. Focus is placed on understanding main ideas.

**13635X0A \* ITALIAN III**

Credit 1 unit

Prerequisite Italian II and/or demonstrated proficiency

Honors Italian III provides students with additional opportunities to expand their listening, speaking, reading, and writing skills using short literary texts, authentic materials, and media on relevant topics. Students identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context. In addition, they are introduced to Italian literature through the study of some of the country's best known authors.

**12412X0A \* LATIN I**

Credit 1 unit

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. It encourages students to learn basic functions of the language, become familiar with some elements of its culture including ancient history and classical mythology, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts.

**12422X0A \* LATIN II**

Credit 1 unit

Prerequisite Latin I and/or demonstrated proficiency

This course continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, continue cultural studies including history and mythology, and increase their understanding of English via derivatives and grammar analysis. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts.

**12435X0A \* HONORS LATIN III**

Credit 1 unit

Prerequisite Latin II and/or demonstrated proficiency

This course focuses on the completion of Latin grammar introduction and the transition from adapted text to authentic Latin literature, prose, and/or poetry. Students continue to refine their knowledge and understanding of the Greco-Roman world and their own culture by examining the interrelationship of these societies.

**12445X0A \* HONORS LATIN IV**

Credit 1 unit

Prerequisite Latin III and/or demonstrated proficiency

A major focus of Latin IV is on the reading of authentic Latin texts with grammar, history, and mythology discussed in context of the readings. Emphasis is placed on figures of speech, analysis, and essay writing. There is more in-depth study of the Greco-Roman culture and its influence throughout the world, as well as the student's own culture. Students are able to connect the Latin language to other disciplines and compare it to their own language.

**12455X0A \* HONORS LATIN V**

Credit 1 unit

Prerequisite Latin IV and/or demonstrated proficiency

A major focus of Latin V is on the reading of authentic Latin texts with grammar, history, and mythology discussed in context of the readings. Emphasis is placed on figures of speech, analysis, and essay writing.

**12457X0A \* ADVANCED PLACEMENT LATIN VI**

Credit 1 unit

Prerequisite Latin III or above and/or demonstrated proficiency

This course emphasizes the skills required for the students to successfully read, translate, analyze, and interpret authentic Latin within the context of the cultural, historical, and political aspects of the literature. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP Latin examination is designed, administered, and graded by the College Board.

**12512X0A \* OTHER FOREIGN LANGUAGE I – (Ancient Greek I)**

Credit 1 unit

Students are introduced to the ancient Greek alphabet and pronunciation. Emphasis is on acquisition of vocabulary and grammar skills in order to facilitate reading of Greek passages. Students also study Greek culture and history.

**12522X0A \* OTHER FOREIGN LANGUAGE II – (Ancient Greek II)**

Credit 1 unit

Prerequisite Ancient Greek I and/or demonstrated proficiency

Students will continue to read passages in Greek as they build their vocabularies and increase their knowledge of advanced grammar. Students will continue to study Greek culture and history.

## SPECIAL EDUCATION AND RELATED SERVICES

These courses are offered as specially-designed instruction to meet the individual needs of students receiving Special Education and Related Services through an Individualized Education Program (IEP). Enrollment in each course requires department chairperson approval. In order to receive course credits for graduation with a diploma, students must take courses that follow the Standard Course of Study and take the appropriate End of Course tests. Successful completion of NC Math I is a graduation requirement unless the student's "Individualized Education Program identifies the student as learning disabled in the area of mathematics and states that this learning disability will prevent the student from mastering NC Math I (G.S. 115c-12(9d)). Graduation with a diploma or with a certificate of completion is addressed through each student's Individualized Education Program (IEP).

All students with special needs are educated to the maximum extent possible in age-appropriate settings with their peers. This includes curricular as well as non-academic and co-curricular activities available at each high school. The extent of participation is determined through the IEP process. Students and parents can obtain more information about all Special Education and Related Services from the department chairperson.

Transition services are defined as a coordinated set of activities designed with a results-oriented process that promotes smooth movement from school to adult services. Transition planning begins prior to entering high school and outlines how a student with special needs should prepare for work, post-secondary education, residential independence, and community living. Opportunities are provided for career planning, vocational training, life skills, and contact with adult service programs before leaving high school. Transition services are defined for each student through the IEP process.

**Note:** *The North Carolina State Board of Education policy TEST-003 that mandates End-of-Course tests count 20% of a student's final grade has been waived for (OCS) English II, (OCS) NC Math I and (OCS) Biology. Students enrolled in the Occupational Course of Study are required to take the EOC exams in English II, NC Math I and Biology for school accountability purposes. In accordance with NHC School Board Policy 3460 and North Carolina Board of Education Policy ID GRAD-004, students completing the rigorous OCS exit standards as described beginning on page 30 of this Curriculum Course Guide may be awarded a diploma.*

### Special Interest Topics

#### **96102X0AU \* Individualized Curriculum Social Communication Module I-A (Locally Developed)**

Credit: 1 unit

Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in advocating for personal needs and demonstrating proactive behavior in applying transition planning strategies, setting goals and identifying problem-solving strategies needed to successfully access educational opportunities while using appropriate social and communication strategies.

#### **96102X0AU2 \* Individualized Curriculum Social Communication Module-I B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Communication Module I A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in advocating for personal needs and demonstrating proactive behavior in applying transition planning strategies, setting goals and identifying problem-solving strategies needed to successfully access educational opportunities while using appropriate social and communication strategies. This course is a continuation of Individualized Curriculum Social Communication Module I A.

#### **96102X0AU3 \* Individualized Curriculum Social Communication Module-II A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Communication Module I A OR Module I A and I B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in advocating for personal needs and demonstrating proactive behavior in applying transition planning strategies, setting goals and identifying problem-solving strategies needed to successfully access educational opportunities while using appropriate social and communication strategies. This course is a continuation of Individualized Curriculum Social Communication Module I.

**96102X0AU4 \* Individualized Curriculum Social Communication Module-II B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Communication Module II A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in advocating for personal needs and demonstrating proactive behavior in applying transition planning strategies, setting goals and identifying problem-solving strategies needed to successfully access educational opportunities while using appropriate social and communication strategies. This course is a continuation of Individualized Curriculum Social Communication Module I A.

**96102X0AU5 \* Individualized Curriculum Social Communication Module-III A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Communication Module II A OR Module II A and II B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in advocating for personal needs and demonstrating proactive behavior in applying transition planning strategies, setting goals and identifying problem-solving strategies needed to successfully access educational opportunities while using appropriate social and communication strategies. This course is a continuation of Individualized Curriculum Social Communication Module II.

**96102X0AU6 \* Individualized Curriculum Social Communication Module-III B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Communication Module III A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in advocating for personal needs and demonstrating proactive behavior in applying transition planning strategies, setting goals and identifying problem-solving strategies needed to successfully access educational opportunities while using appropriate social and communication strategies. This course is a continuation of Individualized Curriculum Social Communication Module III A.

**96102X0AU7 \* Individualized Curriculum Social Communication Module-IV A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Communication Module III A OR Module III A and III B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in advocating for personal needs and demonstrating proactive behavior in applying transition planning strategies, setting goals and identifying problem-solving strategies needed to successfully access educational opportunities while using appropriate social and communication strategies. This course is a continuation of Individualized Curriculum Social Communication Module III.

**96102X0AU8 \* Individualized Curriculum Social Communication Module-IV B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Communication Module IV A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in advocating for personal needs and demonstrating proactive behavior in applying transition planning strategies, setting goals and identifying problem-solving strategies needed to successfully access educational opportunities while using appropriate social and communication strategies. This course is a continuation of Individualized Curriculum Social Communication Module IV A.

**96102X0LA \* Individualized Curriculum Language Arts Module-I A (Locally Developed)**

Credit: 1 unit

Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in reading and comprehending a variety of print and non-print materials; applying conventions of grammar and language usage in spoken and written English; and creating and using print and non-print text to communicate ideas.

**96102X0LA2 \* Individualized Curriculum Language Arts Module-I B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Language Arts Module I A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in reading and comprehending a variety of print and non-print materials; applying conventions of grammar and language usage in spoken and written English; and creating and using print and non-print text to communicate ideas. This course is a continuation of Individualized Curriculum Language Arts Module I A.

**96102X0LA3 \* Individualized Curriculum Language Arts Module-II A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Language Arts Module I A OR Module I A and I B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in reading and comprehending a variety of print and non-print materials; applying conventions of grammar and language usage in spoken and written English; and creating and using print and non-print text to communicate ideas. This course is a continuation of Individualized Curriculum Language Arts Module I.

**96102X0LA4 \* Individualized Curriculum Language Arts Module-II B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Language Arts Module II A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in reading and comprehending a variety of print and non-print materials; applying conventions of grammar and language usage in spoken and written English; and creating and using print and non-print text to communicate ideas. This course is a continuation of Individualized Curriculum Language Arts Module II A.

**96102X0LA5 \* Individualized Curriculum Language Arts Module-III A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Language Arts Module II A OR Module II A and II B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in reading and comprehending a variety of print and non-print materials; applying conventions of grammar and language usage in spoken and written English; and creating and using print and non-print text to communicate ideas. This course is a continuation of Individualized Curriculum Language Arts Module II.

**96102X0LA6 \* Individualized Curriculum Language Arts Module-III B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Language Arts Module III A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in reading and comprehending a variety of print and non-print materials; applying conventions of grammar and language usage in spoken and written English; and creating and using print and non-print text to communicate ideas. This course is a continuation of Individualized Curriculum Language Arts Module III A.

**96102X0LA7 \* Individualized Curriculum Language Arts Module-IV A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Language Arts Module III A OR Module III A and III B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in reading and comprehending a variety of print and non-print materials; applying conventions of grammar and language usage in spoken and written English; and creating and using print and non-print text to communicate ideas. This course is a continuation of Individualized Curriculum Language Arts Module III.



**96102X0LA8 \* Individualized Curriculum Language Arts Module-IV B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Language Arts Module IV A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in reading and comprehending a variety of print and non-print materials; applying conventions of grammar and language usage in spoken and written English; and creating and using print and non-print text to communicate ideas. This course is a continuation of Individualized Language Arts Module IV A.

**96102X0MT \* Individualized Curriculum Math Module-I B (Locally Developed)**

Credit: 1 unit

Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in math related to numbers and operations; algebraic concepts; geometric concepts; and data analysis.

**96102X0MT2 \* Individualized Curriculum Math Module-I B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Math Module I A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in math related to numbers and operations; algebraic concepts; geometric concepts; and data analysis. This course is a continuation of Individualized Curriculum Math Module I A.

**96102X0MT3 \* Individualized Curriculum Math Module-II A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Math Module I A OR Module I A and I B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in math related to numbers and operations; algebraic concepts; geometric concepts; and data analysis. This course is a continuation of Individualized Curriculum Math Module I.

**96102X0MT4 \* Individualized Curriculum Math Module-II B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Math Module II A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in math related to numbers and operations; algebraic concepts; geometric concepts; and data analysis. This course is a continuation of Individualized Curriculum Math Module II A.

**96102X0MT5 \* Individualized Curriculum Math Module-III A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Math Module II A OR Module II A and II B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in math related to numbers and operations; algebraic concepts; geometric concepts; and data analysis. This course is a continuation of Individualized Curriculum Math Module II.

**96102X0MT6 \* Individualized Curriculum Math Module-III B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Math Module III A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in math related to numbers and operations; algebraic concepts; geometric concepts; and data analysis. This course is a continuation of Individualized Curriculum Math Module III A.

**96102X0MT7 \* Individualized Curriculum Math Module-IV A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Math Module III A OR Module III A and III B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in math related to numbers and operations; algebraic concepts; geometric concepts; and data analysis. This course is a continuation of Individualized Curriculum Math Module III.

**96102X0MT8 \* Individualized Curriculum Math Module-IV B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Math Module IV A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in math related to numbers and operations; algebraic concepts; geometric concepts; and data analysis. This course is a continuation of Individualized Math Module IV A.

**96102X0CL \* Individualized Curriculum Occupational Career Lab Module-I A (Locally Developed)**

Credit: 1 unit

Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in promoting success in the workplace; exploring career opportunities through job simulations; applying decision-making skills; and developing good work habits, self-management and communications skills.

**96102X0CL2 \* Individualized Curriculum Occupational Career Lab Module-I B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Occupational Career Lab Module I A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in promoting success in the workplace; exploring career opportunities through job simulations; applying decision-making skills; and developing good work habits, self-management and communications skills. This course is a continuation of Individualized Curriculum Occupational Career Lab Module I A.

**96102X0CL3 \* Individualized Curriculum Occupational Career Lab Module-II A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Occupational Career Lab Module I A OR Module I A and I B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in promoting success in the workplace; exploring career opportunities through job simulations; applying decision-making skills; and developing good work habits, self-management and communications skills. This course is a continuation of Individualized Curriculum Occupational Career Lab Module I.

**96102X0CL4 \* Individualized Curriculum Occupational Career Lab Module-II B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Occupational Career Lab Module II A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in promoting success in the workplace; exploring career opportunities through job simulations; applying decision-making skills; and developing good work habits, self-management and communications skills. This course is a continuation of Individualized Curriculum Occupational Career Lab Module II A.

**96102X0CL5 \* Individualized Curriculum Occupational Career Lab Module-III A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Occupational Career Lab Module II A OR Module II A and II B, , IEP and Approval of Department Chairperson

This course emphasizes the development of skills in promoting success in the workplace; exploring career opportunities through job simulations; applying decision-making skills; and developing good work habits, self-management and communications skills. This course is a continuation of Individualized Curriculum Occupational Career Lab Module II.

**96102X0CL6 \* Individualized Curriculum Occupational Career Lab Module-III B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Occupational Career Lab Module III A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in promoting success in the workplace; exploring career opportunities through job simulations; applying decision-making skills; and developing good work habits, self-management and communications skills. This course is a continuation of Individualized Curriculum Occupational Career Lab Module III A.

**96102X0CL7 \* Individualized Curriculum Occupational Career Lab Module-IV A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Occupational Career Lab Module III A OR Module III A and III B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in promoting success in the workplace; exploring career opportunities through job simulations; applying decision-making skills; and developing good work habits, self-management and communications skills. This course is a continuation of Individualized Curriculum Occupational Career Lab Module III.

**96102X0CL8 \* Individualized Curriculum Occupational Career Lab Module-IV B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Occupational Career Lab Module IV A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in promoting success in the workplace; exploring career opportunities through job simulations; applying decision-making skills; and developing good work habits, self-management and communications skills. This course is a continuation of Individualized Curriculum Occupational Career Lab Module IV A.

**96102X0SA \* Individualized Curriculum Self-Advocacy Module-I A (Locally Developed)**

Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in understanding of the student's disability and understanding personal and legal rights and responsibilities while developing appropriate self-advocacy strategies.

**96102X0SA2 \* Individualized Curriculum Self-Advocacy Module-I B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Self-Advocacy Module I A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in understanding of the student's disability and understanding personal and legal rights and responsibilities while developing appropriate self-advocacy strategies. This course is a continuation of Individualized Curriculum Self-Advocacy Module I A.

**96102X0SA3 \* Individualized Curriculum Self-Advocacy Module-II A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Self-Advocacy Module I A OR Module I A and I B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in understanding of the student's disability and understanding personal and legal rights and responsibilities while developing appropriate self-advocacy strategies. This course is a continuation of Individualized Curriculum Self-Advocacy Module I.

**96102X0SA4 \* Individualized Curriculum Self-Advocacy Module-II B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Self-Advocacy Module II A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in understanding of the student's disability and understanding personal and legal rights and responsibilities while developing appropriate self-advocacy strategies. This course is a continuation of Individualized Curriculum Self-Advocacy Module II A.

**96102X0SA5 \* Individualized Curriculum Self-Advocacy Module-III A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Self-Advocacy Module II A OR Module II A and II B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in understanding of the student's disability and understanding personal and legal rights and responsibilities while developing appropriate self-advocacy strategies. This course is a continuation of Individualized Curriculum Self-Advocacy Module II.

**96102X0SA6 \* Individualized Curriculum Self-Advocacy Module-III B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Self-Advocacy Module III A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in understanding of the student's disability and understanding personal and legal rights and responsibilities while developing appropriate self-advocacy strategies. This course is a continuation of Individualized Curriculum Self-Advocacy Module III A.

**96102X0SA7 \* Individualized Curriculum Self-Advocacy Module-IV A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Self-Advocacy Module III A OR Module III A and III B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in understanding of the student's disability and understanding personal and legal rights and responsibilities while developing appropriate self-advocacy strategies. This course is a continuation of Individualized Curriculum Self-Advocacy Module III.

**96102X0SA8 \* Individualized Curriculum Self-Advocacy Module-IV B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Self-Advocacy Module IV A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in understanding of the student's disability and understanding personal and legal rights and responsibilities while developing appropriate self-advocacy strategies. This course is a continuation of Individualized Self-Advocacy Module IV A.

**96102X0SS \* Individualized Curriculum Social Skills Module-I A (Locally Developed)**

Credit: 1 unit

Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in demonstrating appropriate communication and effective conflict resolution skills; utilizing a variety of impulse control and anger management strategies in order to interact successfully in the school environment; and demonstrating making appropriate choices.

**96102X0SS2 \* Individualized Curriculum Social Skills Module-I B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Skills Module I A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in demonstrating appropriate communication and effective conflict resolution skills; utilizing a variety of impulse control and anger management strategies in order to interact successfully in the school environment; and demonstrating making appropriate choices. This course is a continuation of Individualized Curriculum Social Skills Module I A.

**96102X0SS3 \* Individualized Curriculum Social Skills Module-II A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Skills Module I A OR Module I A and I B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in demonstrating appropriate communication and effective conflict resolution skills; utilizing a variety of impulse control and anger management strategies in order to interact successfully in the school environment; and demonstrating making appropriate choices. This course is a continuation of Individualized Curriculum Social Skills Module I.

**96102X0SS4 \* Individualized Curriculum Social Skills Module-II B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Skills Module II A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in demonstrating appropriate communication and effective conflict resolution skills; utilizing a variety of impulse control and anger management strategies in order to interact successfully in the school environment; and demonstrating making appropriate choices. This course is a continuation of Individualized Curriculum Social Skills Module II A.

**96102X0SS5 \* Individualized Curriculum Social Skills Module-III A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Skills Module II A OR Module II A and II B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in demonstrating appropriate communication and effective conflict resolution skills; utilizing a variety of impulse control and anger management strategies in order to interact successfully in the school environment; and demonstrating making appropriate choices. This course is a continuation of Individualized Curriculum Social Skills Module II.

**96102X0SS6 \* Individualized Curriculum Social Skills Module-III B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Skills Module III A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in demonstrating appropriate communication and effective conflict resolution skills; utilizing a variety of impulse control and anger management strategies in order to interact successfully in the school environment; and demonstrating making appropriate choices. This course is a continuation of Individualized Curriculum Social Skills Module III A.

**96102X0SS7 \* Individualized Curriculum Social Skills Module-IV A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Skills Module III A OR Module III A and III B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in demonstrating appropriate communication and effective conflict resolution skills; utilizing a variety of impulse control and anger management strategies in order to interact successfully in the school environment; and demonstrating making appropriate choices. This course is a continuation of Individualized Curriculum Social Skills Module III.

**96102X0SS8 \* Individualized Curriculum Social Skills Module-IV B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Social Skills Module IV A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in demonstrating appropriate communication and effective conflict resolution skills; utilizing a variety of impulse control and anger management strategies in order to interact successfully in the school environment; and demonstrating making appropriate choices. This course is a continuation of Individualized Social Skills Module IV A.

**96102X0ST \* Individualized Curriculum Study Skills Module-I A (Locally Developed)**

Credit: 1 unit

Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in using note-taking in order to record important information from text and class presentations; demonstrating appropriate time management and organizational skills; demonstrating use of reference and research information; and demonstrating use of test preparation and test taking skills.

**96102X0ST2 \* Individualized Curriculum Study Skills Module-I B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Study Skills Module I A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in using note-taking in order to record important information from text and class presentations; demonstrating appropriate time management and organizational skills; demonstrating use of reference and research information; and demonstrating use of test preparation and test taking skills. This course is a continuation of Individualized Curriculum Study Skills Module I A.

**96102X0ST3 \* Individualized Curriculum Study Skills Module-II A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Study Skills Module I A OR Module I A and I B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in using note-taking in order to record important information from text and class presentations; demonstrating appropriate time management and organizational skills; demonstrating use of reference and research information; and demonstrating use of test preparation and test taking skills. This course is a continuation of Individualized Curriculum Study Skills Module I.

**96102X0ST4 \* Individualized Curriculum Study Skills Module-II B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Study Skills Module II A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in using note-taking in order to record important information from text and class presentations; demonstrating appropriate time management and organizational skills; demonstrating use of reference and research information; and demonstrating use of test preparation and test taking skills. This course is a continuation of Individualized Curriculum Study Skills Module II A.

**96102X0ST5 \* Individualized Curriculum Study Skills Module-III A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Study Skills Module II A OR Module II A and II B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in using note-taking in order to record important information from text and class presentations; demonstrating appropriate time management and organizational skills; demonstrating use of reference and research information; and demonstrating use of test preparation and test taking skills. This course is a continuation of Individualized Curriculum Study Skills Module II.

**96102X0ST6 \* Individualized Curriculum Study Skills Module-III B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Study Skills Module III A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in using note-taking in order to record important information from text and class presentations; demonstrating appropriate time management and organizational skills; demonstrating use of reference and research information; and demonstrating use of test preparation and test taking skills. This course is a continuation of Individualized Curriculum Study Skills Module III A.

**96102X0ST7 \* Individualized Curriculum Study Skills Module-IV A (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Study Skills Module III A OR Module III A and III B, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in using note-taking in order to record important information from text and class presentations; demonstrating appropriate time management and organizational skills; demonstrating use of reference and research information; and demonstrating use of test preparation and test taking skills. This course is a continuation of Individualized Curriculum Study Skills Module III.

**96102X0ST8 \* Individualized Curriculum Study Skills Module-IV B (Locally Developed)**

Credit: 1 unit

Prerequisite: Individualized Curriculum Study Skills Module IV A, IEP and Approval of Department Chairperson

This course emphasizes the development of skills in using note-taking in order to record important information from text and class presentations; demonstrating appropriate time management and organizational skills; demonstrating use of reference and research information; and demonstrating use of test preparation and test taking skills. This course is a continuation of Individualized Study Skills Module IV A.

**Future Ready - Occupational Course of Study Course (FR-OCS) Requirements**

**Note:** All Future Ready – Occupational Course of Study Courses (FR-OCS) have a “B” in the 5<sup>th</sup> place of the course codes.

**9240BXO \* PREPARATION I (for students entering high school between the years 2017 - 2020)**

Credit 1 unit

Prerequisites IEP and Occupational Course of Study (Selection by IEP Team)

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

**9241BXO \* PREPARATION II (for students entering high school between the years 2017 - 2020)**

Credit 2 units

Prerequisite Preparation I; IEP and Occupational Course of Study (Selection by IEP Team)

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

**9242BXO \* PREPARATION III (for students entering high school between the years 2017 - 2020)**

Credit 2 units

Prerequisites Preparation I & II; IEP and Occupational Course of Study (Selection by IEP Team)

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

**9243BXO \* PREPARATION IV (for students entering high school between the years 2017 - 2020)**

Credit 1 unit

Prerequisites Preparation I, II & III; IEP and Occupational Course of Study (Selection by IEP Team)

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

**9242BXO \* EMPLOYMENT PREPARATION I SCIENCE** *(For Students entering high school in 2021-2022)*

**Credit** 1 unit

**Prerequisites** IEP and Occupational Course of Study (Selection by IEP Team)

This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. Credit: 1 Unit Prerequisites: IEP and Occupational Course of Study (Selection by IEP Team)

**9242BXO \* EMPLOYMENT PREPARATION II CITIZENSHIP 1A & 1B** *(For Students entering high school in 2021-2022)*

**Credit** 2 units

**Prerequisite** Employment Preparation I; IEP and Occupational Course of Study (Selection by IEP Team)

This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. Credit: 2 Units Prerequisites: Employment Preparation I Science and IEP and Occupational Course of Study (Selection by IEP Team)

**9242BXO \* EMPLOYMENT PREPARATION III CITIZENSHIP 2A & 2B** *(For Students entering high school in 2021-2022)*

**Credit** 2 units

**Prerequisite** Employment Preparation I, II; IEP and Occupational Course of Study (Selection by IEP Team)

This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. Credit: 2 Units Prerequisites: Employment Preparation I Science, Employment Preparation II Citizenship 1A & 1B and IEP and Occupational Course of Study (Selection by IEP Team)

**9242BXO \* Employment Preparation IV Math** *(For Students entering high school in 2021-2022)*

**Credit** 1 units

**Prerequisite** Employment Preparation I, II, III; IEP and Occupational Course of Study (Selection by IEP Team)

This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. Credit: 1 Unit Prerequisites: Employment Preparation I Science, Employment Preparation II Citizenship 1A & 1B, Employment Prep III Citizenship 2A & 2 B, and IEP and Occupational Course of Study (Selection by IEP Team).

**9210BXO \* ENGLISH I**

**Credit** 1 unit

**Prerequisites** IEP and Occupational Course of Study (Selection by IEP Team)

Students in English I will examine the ways that audience and purpose shape oral communication, written communication, media and technology. Using guided written and oral language that include grammatical conventions, they will engage in communication for personal expression by completing written products that demonstrate expository, argumentative and literary communication competencies.



**9211BXO \* ENGLISH II**

Credit 1 unit

Prerequisite English I; IEP and Occupational Course of Study (Selection by IEP Team)

Students in English II will read and write about world literature, will be able to identify the cultural significance of various texts and will demonstrate the ability to connect global ideas to their personal experiences. With an emphasis on the explanatory context, they will develop the language competencies necessary for personal information gathering, critical analysis, and literary development as it applies to real life situations.

**Note:** *A North Carolina End-of-Course test is administered for this course. All OCS students must have an English II test score or valid reason code by the end of grade 10. Occupational Course of Study student scores on the end of course exams are not mandated to count as 20% of their final grade and will not impact the students' eligibility for graduation.*

**9212BXO \* ENGLISH III**

Credit 1 unit

Prerequisites English I, II; IEP and Occupational Course of Study (Selection by IEP Team)

Students in English III will analyze US literary and informational texts for social and historical significance and will gain the information and skills necessary to competently navigate the work force, post-secondary educational opportunities and adult living situations. They will apply reading and comprehension strategies and strengthen the use of the problem solving process to aid in personal decision making. Written products reflecting the outcome of their choices will be guided and developed through the use of technology.

**9213BXO \* ENGLISH IV**

Credit 1 unit

Prerequisites English I, II, III; IEP and Occupational Course of Study (Selection by IEP Team)

Students in English IV will integrate all the language arts skills gained throughout their education. They will continue to analyze current events, written texts or personal life situations, and develop and construct written products from their own viewpoint. These completed products will emphasize the ability to evaluate cause and effect and the ability to apply their skills in the adult domains of employment, post secondary education and independent living. They will evaluate their personal communication skills, in a variety of settings, with multiple audiences.

**9220BXO \* INTRODUCTION TO NC MATHEMATICS I**

Credit 1 unit

Prerequisites IEP and Occupational Course of Study Selection by (Selection by IEP Team)

Students in Introduction to Mathematics I will understand rational numbers, patterns and relationships, and data in terms of graphical displays. They will solve problems by using mathematical operations, applying ratios and proportions, and using time and measurement skills. Additionally, they will use the properties of two and three dimensional figures as well as algebraic properties to solve problems in real world contexts.

**9225BXO \* NC MATH I**

Credit 1 unit

Prerequisite Intro to Mathematics I or NCVPS Locally Developed Math Elective

**Note:** *“Intro to Mathematics I” is a Math credit while “NCVPS Locally Developed Math Elective” is an elective credit)*

The students in NC Math I will use ratios, rates, and properties of exponents to simplify and solve problems. They will select strategies and execute a variety of operations to solve algebraic problems. They will summarize, represent, and interpret data utilizing a variety of models. Through analysis of patterns and data, they will learn to solve real-world challenges useful in everyday life.

**Note:** *A North Carolina End-of-Course test is administered for this course. All OCS students must have a NC Math I test score or valid reason code by the end of grade 10. Occupational Course of Study student scores on the end of course exams are not mandated to count as 20% of their final grade, and will not impact the students' eligibility for graduation.*

**9222BXO \* FINANCIAL MANAGEMENT**

Credit 1 unit

Prerequisites IEP and Occupational Course of Study (Selection by IEP Team)

The students in Financial Management will understand and apply personal financial management skills through the analysis of wages, taxes, use of credit, and insurance. They will apply their math skills to consumer spending and develop manageable personal budgets and financial capability.

**9231BXO \* APPLIED SCIENCE**

Credit 1 unit

Prerequisites IEP and Occupational Course of Study (Selection by IEP Team)

The students in Applied Science will be provided opportunities to engage in hands-on activities enabling them to understand force and motion, energy, electricity, properties of matter and how we as humans impact our environment. They will demonstrate an understanding of the major systems of the human body, how to maintain health, and what to do when medical intervention is necessary.

**9232BXO \* BIOLOGY**

Credit 1 unit

Prerequisites IEP and Occupational Course of Study (Selection by IEP Team)

Students in Biology will use basic hands-on scientific inquiry, experimentation and technology to develop real world problem solving skills. They will understand cells and their structure, molecules, and the interdependence of organisms within our environment. They will also study how humans impact their environment and how they can improve it. Additionally, students will develop a basic understanding of DNA, factors that can influence it, and its role in a variety of theories and classification systems.

**Note:** A North Carolina End-of-Course test is administered for this course. All OCS students must have a Biology EOC test score or valid reason code by the end of grade 11. Occupational Course of Study student scores on the end of course exams are not mandated to count as 20% of their final grade and will not impact the students' eligibility for graduation.

**9249BXO \* THE FOUNDING PRINCIPLES, CIVICS & ECONOMICS** (Required for Eligible Students Entering Grade 9 for the first time in 2017-2020 / students can also take NC Civic Literacy)

Credit 1 unit

Prerequisites IEP and Occupational Course of Study (Selection by IEP Team)

This course provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics.

**9247BXO \* AMERICAN HISTORY I**

Credit 1 unit

Prerequisites IEP and Occupational Course of Study (Selection by IEP Team)

This course is designed to provide students with a basic knowledge of historical, cultural, political, geographic, and economic study of the United States from the late 1400s to the end of the Reconstruction Period in 1877.

**9248BXO \* AMERICAN HISTORY II**

Credit 1 unit

Prerequisites American History I, IEP, and Occupational Course of Study (Selection by IEP Team)

This course is designed to provide students with historical, cultural, political, geographic, and economic study of the United States from 1877 to present day.

**9251BXO \* FOUNDING PRINCIPLES OF AMERICA AND NC: CIVIC LITERACY** (Required for Eligible Students Entering Grade 9 for the first time in 2021-2022 and beyond)

Credit 1 unit

Prerequisites IEP and Occupational Course of Study (Selection by IEP Team)

This course is designed to provide students with a basic knowledge of historical, cultural, political, geographic, and economic study of the United States from the late 1400s to the end of the Reconstruction Period in 1877.

**9344AX0A \* ECONOMICS AND PERSONAL FINANCE (EPF)** (Required for Eligible Students Entering Grade 9 for the first time in 2020-2021 and beyond)

Credit 1 unit

Prerequisites IEP and Occupational Course of Study (Selection by IEP Team)

This course is designed to provide students with historical, cultural, political, geographic, and economic study of the United States from 1877 to present day.

**9246BXO \* Self-Advocacy Development**

Credit 1 unit

Prerequisites IEP and Occupational Course of Study (Selection by IEP Team)

Students in this Self-Advocacy course will use self-determination skills that are essential for achieving independence and successful adult outcomes. The organization of the course will provide for opportunities to integrate previously learned skills with new concepts. Instructional emphasis will be placed on the application and generalization of self-determination skills to post school environments.