



S.Y. 2021-2022

High School Registration Handbook

BLADEN COUNTY SCHOOLS

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BLADEN COUNTY SCHOOLS
1489 US Highway 701 South
Elizabethtown, NC 28337

Dr. Jason Atkinson
Superintendent

March 15, 2021

Dear Parents and Students,

The time is now upon us to begin the high school course registration process for the 2021-2022 school year. This handbook outlines course offerings, graduation requirements, and other information for our high school students. There are many program changes that are pending as a result of recent legislative actions or state curriculum changes. Unfortunately, guidance from the NC Department of Public Instruction regarding these changes was not received in time to include in the printed version of this handbook. Please know that it is our intent to notify parents and students of all updates as soon as the information is received. In addition, the electronic version of this handbook will also be updated as additional information is received. The electronic version can be found on the Bladen County Schools website by selecting "Curriculum and Instruction" under departments. The handbook will be linked in the menu to the left of the screen.

Areas where additional updates are expected include:

Career and Technical Education (CTE) Course Changes
Career and College Ready Graduates (CCRG) Courses and Requirements
Graduation Requirements Checklists for Freshmen Entering in 2021-2022
Occupational Course of Study (OCS) Course Changes
Social Studies Course Changes and Progression
College and Career Promise (CCP) Program Changes and Requirements

We are here to assist you and your child. Guidance counselors and administrators will be meeting with students to begin the course selection and registration process. Please do not hesitate to reach out to your child's counselor or principal with any questions or concerns that you may have.

With warmest regards,

Dr. Jason B. Atkinson
Superintendent

For Ninth Graders Entering in 2014-15 through 2020-21 Two Courses of Study Leading to One Diploma

CONTENT AREA	FUTURE READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study Requirements
English	4 Credits I, II, III, IV	4 Credits I*, II*, III*, IV*
Mathematics	4 Credits NC Math 1, 2, 3 4 th math course to be aligned with the student's post high school plans	3 Credits Introduction to Mathematics NC Math 1* Financial Management
Science	3 Credits A physical science course, Biology, Earth/Environmental Science	2 Credits Applied Science, Biology*
Social Studies	4 Credits (Freshmen 2020-21 ONLY) American History: Founding Principles or Founding Principles of USA and NC: Civic Literacy; World History; Choice of two other SS courses, one of which must be Am History I or II or AP US History**	2 Credits (Freshmen 2020-21) American History: Founding Principles or Principles of USA and NC: Civic Literacy American History I or American History II
	4 Credits (Prior to 2020-21) American History: the Founding Principles, Civics and Economics, World History, American History I, American History II OR AP US History**	2 Credits (Freshmen 2017-18 and 2019-20) American History: Founding Principles American History I* or American History II*
		2 Credits (Freshmen prior to 2017-18) American History I and American History II
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not Required
Health and Physical Education	1 Credit Students are required to successfully complete CPR instruction. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided	1 Credit Students are required to successfully complete CPR instruction. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided
Electives or other requirements***	6 Credits required 2 elective credits of any combination from either: <ul style="list-style-type: none"> - Career and Technical Education (CTE) - Arts Education - World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: <ul style="list-style-type: none"> - Career and Technical Education (CTE)**** - JROTC - Arts Education (e.g. dance, music, theatre arts, visual arts) - Any other subject area (e.g. social studies, science, mathematics, English, & dual enrollment) 	6 Credits Occupational Preparation I, II, III, IV***** Elective credits Additional requirements: <ul style="list-style-type: none"> - Career Portfolio - Completion of IEP Objectives
Career/Technical		4 Credits Career/Technical Education electives
Local Requirements	6 Credits Elective credits in any course of study	6 Credits Elective credits in any course of study
Total	28	28

- * OCS Pathway courses aligned with North Carolina Standard Course of Study in English I, II, III, IV; Math I and American History I, II, and Biology
- ** A student who takes AP US History instead of taking American History I and II must also take an additional elective social studies course in order to meet the four credits requirements
- *** Examples of electives include Arts Education, JROTC, and other courses that are of interest to the student.
- **** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart
- ***** For students entering 9th grade in 2014-15 or later, completion of 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment or training.

For Ninth Graders Entering in 2021-22 and Later Two Courses of Study Leading to One Diploma

CONTENT AREA	FUTURE READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study Requirements
English	4 Credits I, II, III, IV	4 Credits I*, II*, III*, IV*
Mathematics	4 Credits NC Math 1, 2, 3 4 th math course to be aligned with the student's post high school plans	3 Credits Introduction to Mathematics NC Math 1* Financial Management
Science	3 Credits A physical science course, Biology, Earth/Environmental Science	2 Credits Applied Science, Biology*
Social Studies	4 Credits Founding Principles of the USA and North Carolina: Civic Literacy Economics and Personal Finance American History World History	To Be Determined early 2021 by the North Carolina Department of Public Instruction
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not Required
Health and Physical Education	1 Credit Students are required to successfully complete CPR instruction. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided	1 Credit Students are required to successfully complete CPR instruction. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided
Electives or other requirements***	6 Credits required 2 elective credits of any combination from either: <ul style="list-style-type: none"> - Career and Technical Education (CTE) - Arts Education - World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: <ul style="list-style-type: none"> - Career and Technical Education (CTE)**** - JROTC - Arts Education (e.g. dance, music, theatre arts, visual arts) - Any other subject area (e.g. social studies, science, mathematics, English, & dual enrollment) 	6 Credits Occupational Preparation I, II, III, IV***** Elective credits Additional requirements: <ul style="list-style-type: none"> - Career Portfolio - Completion of IEP Objectives
Career/Technical		4 Credits Career/Technical Education electives
Local Requirements	6 Credits Elective credits in any course of study	6 Credits Elective credits in any course of study
Total	28	28

* OCS Pathway courses aligned with North Carolina Standard Course of Study in English I, II, III, IV; Math I, American History, Civic Literacy, and Biology

** A student who takes AP US History instead of taking American History must also take an additional elective social studies course in order to meet the four credits requirements

*** Examples of electives include Arts Education, JROTC, and other courses that are of interest to the student.

**** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart

***** For students entering 9th grade in 2014-15 or later, completion of 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment or training.

General Information

Welcome to the spring registration process for the 2020-2021 school year!

Bladen County Schools' High School Registration Handbook contains information needed to register and is designed to help you and your parents or guardians make the best choices for your high school education. You'll find many exciting options for you as a high school student in this book. Read through it carefully.

It will be especially important for you to talk with your counselors, parents and teachers concerning your course selections. Choices that you make in high school affect your options for study and career after your time in high school has ended, so please give serious consideration to your course choices. In order to earn a high school diploma, you must meet all course, credit, and test requirements of at least one course of study. These courses of study are designed by the state to prepare students for a multitude of post-high school opportunities from entry-level careers to highly technical studies at community colleges, colleges and universities. You are encouraged to select the most challenging course of study in which you can be successful.

REGISTRATION IS A COMMITMENT to take the courses you have selected. Remember, when you complete your registration sheet you are requesting a specific course, NOT a specific teacher, time or place. You may choose the courses you would like to take in the next school year; however, your schedule may change pending final grades in the courses you are currently taking and your End-of-Grade (EOG) or End-of-Course (EOC) scores.

Steps for Completing the Registration Process

- Study the General Information section of this registration book. Identify the requirements for graduation by reviewing the chart on page 3.
- Read the course descriptions of both required courses and electives in which you are interested, and make sure you meet the prerequisite requirements.
- Use the high school plan developed by you, your parents and your counselor to select the courses you want to take.
- Talk with your school counselors and teachers for help in determining the courses you need. School staff members will make recommendations to you.
- Meet with your counselor to make your course selections on your registration form. Have your parent or guardian double check your selections to make sure you have registered for the courses you need.

The information provided in this book is current at the time of printing. It is recommended that you work closely with your school counselor during the registration period to be aware of any changes.

Planning for High School Registration

Your high school classes should be selected based on your career and educational aspirations. Careful four-year planning will give you a challenging class schedule that meets all requirements and allows opportunity to explore your interests.

Grade Level Placement

Grade Level	Minimum Units of Credit
Sophomores	Six (6) (Must include English I credit)
Juniors	Twelve (12) Must include English II and Math I credit (with EOC score); must be enrolled Biology
Seniors	Twenty (20) Must include Biology credit (with EOC score); English III credit
Graduates	Twenty-Eight (28); Must complete CTE WorkKeys Assessment if a CTE completer

1:1 Initiative

Bladen County Schools is pleased to provide a 1:1 program for students at both high schools. This program provides an opportunity for students to receive a computer from the school district to support them in their academic endeavors. A minimal user fee is required annually for the laptops. All students ARE REQUIRED to obtain a technology device through this program or through participation in the BYOD (Bring Your Own Device) program and bring it to school EVERY DAY. Specific information regarding these programs will be shared prior to students leaving for summer break with multiple opportunities for devices to be obtained prior to school resuming for the 2020-21 school year.

School Counseling Services

The school counselor:

- assists students in selecting appropriate courses
- consults with students, parents, and staff on topics related to academic success
- meets with students annually to review their diploma requirements, courses and Career Development Plan
- presents information to families and students to access post-secondary and career opportunities
- counsels with students, individually or in groups, on normal developmental issues
- serves as liaison and resource for students, school staff, and parents to community resources

High School Athletics

In order to participate in the Bladen County Schools' Athletic Program, a student must:

1. Be a resident of Bladen County and/or be attending the school to which he/she is assigned by the Bladen County Schools Board of Education. Except for special circumstances, a student's residence shall be deemed to be the residence of his/her parents.
2. Be in attendance at least 85% of the previous semester in an approved high school. 13.5 days absent per semester = 85%
3. Be scholastically eligible, which shall be defined as passing a minimum load of work during the preceding semester to be eligible at the beginning of the current semester while meeting local promotion standards. A minimum load is defined as three (3) courses on a block schedule.
4. Receive an initial medical examination by a duly licensed physician, nurse practitioner or physician's assistant. If selected as a player, the student must receive a medical examination once every 365 days thereafter.
5. No student may be eligible to participate at the high school level for a period lasting longer than eight (8) consecutive semesters, beginning with the student's first enrollment in the ninth grade.
6. No student may participate longer than four (4) seasons in a single sport.
7. No student may be approved for any athletic contest if his/her 19th birthday is on or before October 16th of the current year.
8. If a student transfers from one school in Bladen County to another school in Bladen County, but does not change his/her residence, he/she will be ineligible to participate in athletics for one full year (365 days).
9. Students and parents must have completed required concussion form to be eligible for tryouts in any team sport.

NOTE: These are general rules for participation. Each athlete must confer with his or her coach for specific eligibility requirements. For information on NCAA Eligibility requirements contact www.nchsa.org or call the NCAA Eligibility Center at 1-877-262-1492.

English as a Second Language Program

This program serves students identified as Limited English Proficiency. English skills are evaluated by an ESL teacher. Qualifying students will be provided services.

Driver Education

Driver Education is not taught during the school day. The class requires 30 hours of classroom instruction and 6 hours of driving time with a certified instructor. This program is a contracted service available to students at a minimum cost. In North Carolina, students under 18 can lose their driver's license if they:

- Drop out of school;
- Fail to make adequate academic progress; or
- Commit certain offenses resulting in out of school suspension.

DROPOUT PREVENTION/DRIVER'S LICENSE LEGISLATION

North Carolina House Bill 769 became effective December 1, 1997 and reflects a coordinated statewide effort to motivate and encourage students to complete high school. This legislation requires that a student's driving permit or license be revoked if a student is unable to maintain adequate progress or drops out of school. Adequate progress is defined as passing 70% of all courses and is determined by first semester grades and second semester grades for schools on block scheduling.

In rare cases, there may be circumstances beyond the control of the student or his/her parents that qualify as a hardship. If a hardship exists, the student may request a waiver. If the waiver is granted, the student would not be affected by the legislation. Hardship cases are rare and are reserved for extreme situations. Hardship Review forms are available at your school and must be submitted within the time-frames indicated. Documentation of the hardship is essential and must be submitted with the hardship request for consideration.

LOSE CONTROL, LOSE YOUR LICENSE LEGISLATION

North Carolina Senate Bill 57, which became effective July 1, 2000, requires that a student's driving permit or license be revoked for one year (365 days) if a student is given a suspension for more than 10 consecutive days or an assignment to an alternative educational setting for more than 10 consecutive days for one of the following reasons:

The possession or sale of an alcoholic beverage or an illegal controlled substance on school property;

- The possession or use on school property of a weapon or firearm that resulted in disciplinary action under G.S. 115C-391 (d1) or that could have resulted in that disciplinary action if the conduct had occurred in a public school; or
- The physical assault on a teacher or other school personnel on school property.

Students who are at least 14 years old or who were rising 8th graders on or after July 1, 2000, are subject to this law. Students who were issued a NC driver's permit or license before December 1, 1997, or students who are 18 years old or older cannot be charged under this law.

Unlike the "Dropout Prevention/Driver's License" law that only affects students under the age of 18, the "Lose Control" law does not stop at age 18. It is possible for a student to have his or her license suspended as a 17-and-a-half-year-old and not be eligible to drive for a full calendar year, reaching 18-and-a-half before again being eligible to drive.

See <http://www.ncpublicschools.org/safehealthyschools/driver-ed/faq> for more information on Frequently Asked Questions.

Standardized Transcript Grading and Weighting

Under legislative mandate, grade point average calculations are based upon standardization of academic course levels, weighting of course grades, and grading scales: Standard courses provide credit toward a high school diploma. Quality points for the GPA calculation are assigned according to the standard 4.0 scale and receive no additional quality points. Honors courses are more challenging than standard level courses and are distinguished by a difference in the depth, and scope of work required to address the NCSCOS. The state course weighting system awards the equivalent of .5 (one-half) quality point to the grade earned in Honors courses. Advanced Placement/International Baccalaureate (AP/IB) courses are considered college level as determined by the College Board of International Baccalaureate program and are designed to enable students to earn high scores on the AP and/or IB test, potentially leading to college credit. The state weighting system awards the equivalent of one (1) quality point to the grade earned in an AP/IB course. College courses (dual enrollment) are college courses which may be delivered by a community college, public university or private college or university. They provide credit toward a high school diploma and may satisfy a graduation requirement or provide an elective course credit. **The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List, and for courses taught at four-year universities and colleges.**

Academic Course Levels and Associated Weights

Standard (S)

Course content, pace, and academic rigor follow standards specified by the North Carolina Standard Course of Study (NCSCOS). Standard courses provide credit toward a high school diploma and require the end-of-course test for those courses identified as such in the NC accountability program. Quality points for the GPA calculation are assigned according to the standard 4.0 scale and receive no additional quality points.

Honors (H)

Course content, pace, and academic rigor place high expectations on the student, demanding greater independence and responsibility. Such courses are more challenging than standard level courses and are distinguished by a difference in the depth and scope of work required to address the NCSCOS. These courses provide credit toward a high school diploma and require the end-of-course test for those courses identified as such in the NC accountability program. An honors review process shall be followed, as outlined in the latest edition of the *North Carolina Honors Implementation Guide*. The state course weighting system awards the equivalent of one-half (.5) quality point to the grade earned in the Honors courses.

Advanced Placement (AP)

Course content, pace, and academic rigor are considered college-level as determined by the College Board and are designed to enable

students to earn high scores on the AP test potentially leading to college credit. These courses provide credit toward a high school diploma and require an EOC in cases where the AP course is the first course taken by a student in a subject where an EOC is required by the NC accountability program. The state weighting system awards the equivalent of one (1) quality point to the grade earned in an AP course. **Students enrolled in advanced placement courses must take the AP Exam. The cost of the exam is the RESPONSIBILITY of the student unless a state-granted waiver is available to the local education agency (LEA) to fund the costs of AP Exams.**

College Courses (Dual Enrollment)

Course content, pace, and academic rigor, are by definition, college level for these courses. College courses which may be delivered by a community college, public university, or private college or university, provide credit toward a high school diploma and may satisfy a graduation requirement or provide an elective course credit. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List, and for courses taught at four-year universities and colleges.

Graduating With Honors

The designation for graduates graduating with honors is as follows:

Honor Designation	Grade Point Average
Summa Cum Laude	4.0+
Magna Cum Laude	3.8-3.99
Cum Laude	3.6-3.799

NCDPI High School Endorsements

Students enrolled in North Carolina high schools shall have the opportunity to earn Endorsements to their High School diploma that identify a particular area of focused study, beginning with the graduating class of 2014-15. There are five endorsements available: Career Endorsement, College Endorsement, College/UNC Endorsement, North Carolina Academic Scholars Endorsement, and/or a Global Languages Endorsement. Each has specific criteria that must be met to receive the appropriate Endorsement seal, and these requirements are available for download at <http://www.ncpublicschools.org/docs/curriculum/scholars/endorsement-require.pdf>.

NORTH CAROLINA ACADEMIC SCHOLARS ENDORSEMENT

To receive the North Carolina Academic Scholars seal of recognition on your diploma, the following criteria must be met:

a) The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Course Requirements that include a mathematics course with either Math III, Algebra 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 prior to 2012-13, the student shall complete three units of social studies including U.S. History, World History, and Civics and Economics. For students entering ninth grade in 2012-13 or later, the student shall complete four units of social studies including World History, American History: Founding Principles, Civics and Economics, American History I and American History II.
- d) The student shall complete two units of a world language (other than English).
- e) The student shall complete four elective credits in any one subject area, such as Career and Technical Education (CTE), JROTC, Arts Education, World Languages, or in another content area.
- 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.

Students who qualify for this special recognition will be designated by the State Board of Education as a North Carolina Academic Scholar, will receive a seal of recognition attached to their diploma, may receive special recognition at graduation exercises, may be considered for scholarships from local and state business/industrial community, and may use this special recognition in applying to post-secondary institutions. For more information about this and all other NC High School Diploma Endorsements, please visit www.ncpublicschools.org/curriculum/scholars.

Grading Scales

In keeping with a North Carolina State Board of Education Policy, the following grade conversion scale is being used: Effective with the freshman class of 2015-2016, honors courses will receive one-half (0.5) additional quality points and advanced placement and college courses will receive one (1) additional quality point.

Percentage Grade	Standard
90-100	4.0
80-89	3.0
70-79	2.0
60-69	1.0
<60	0
FF, WF, WP, INC, or P	0

Please note that weighted quality points for Honors and Advanced Placement courses will be awarded in accordance with NC State Board of Education Policy. In the event that the State Board policy changes, Bladen County policy will change to reflect the policy.

Cancellation of Courses

Course options are included in the Bladen County High School Handbook. While courses may be advertised, certain courses may be cancelled as a result of low enrollment. While all effort is taken to provide educational opportunities to meet the needs of all students, on

occasion, courses must be cancelled. Generally, **a minimum of 15 students** must be enrolled in a course in order for the course to be offered.

Assessments

NORTH CAROLINA END OF COURSE TEST REQUIREMENTS

End-of-Course (EOC) tests will be administered for the following courses:

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

HIGH SCHOOL EXAMS AND NC FINAL EXAMS

All high school final exams count as 20% of a student's final mark for all courses. High School end-of-course tests are required by State Board policy for all students taking courses with end-of-course tests and who will be earning credit toward graduation. All Career and Technical Education (CTE) courses require state end-of-course post-assessments. All other courses must administer teacher-made final exams. The teacher-made and CTE post-assessments count as 20% of the final grade by Bladen County Board of Education policy.

University Preparatory Admission Requirements

Students who are planning to continue academic studies beyond high school (technical college, community college or four-year college) should select courses that will meet admissions requirements. Each college has its own admissions requirements. **Minimum** admissions requirements for the 16 constituent institutions of the University of North Carolina and for many other institutions are presented for your information.

MINIMUM COURSE REQUIREMENTS FOR UNDERGRADUATE ADMISSION TO UNC INSTITUTIONS EFFECTIVE FOR ENTERING COLLEGE FRESHMAN IN FALL 2006 AND AFTER:

To enroll in any of the 16 universities above, which make up the University of North Carolina, students must meet the minimum course requirements outlined here:

- **English: 4 Units**
 - o English I, English II, English III, English IV
- **Mathematics: 4 Units**
 - o Algebra I, Geometry, Algebra II and 1 additional unit beyond Algebra II OR NC Math 1, NC Math 2, NC Math 3 and one additional unit beyond NC Math 3 (Recommended a mathematics course unit be taken in 12th grade)
- **Science: 3 Units**
 - o A physical science course, a life or biological science course, at least one lab course
- **Social Studies: 2 Units**
 - o US History, one additional course
- **World Languages: 2 Units**
 - o Recommended at least two course units in one World Language
- **Electives**

- o Additional electives must be included to meet local graduation requirements

With the help of the teachers, counselors, and administration, each student should plan a strategy for meeting the entrance requirements of the college of his/her choice. "Course units" as defined in these requirements may include those high school-level courses taken and passed by an applicant after graduating from high school, as well as those taken while enrolled as a high school student.

Note: 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.

Other factors may include high school grades, rank in class, scores on college entrance examinations and recommendations.

MINIMUM ADMISSIONS REQUIREMENTS (FOR HIGH SCHOOL GPA AND SAT SCORES)

Year	Minimum GPA	Minimum SAT**	Minimum ACT Composite
Fall 2013 and beyond	2.5	800	17

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

**Combined Critical Reading and Math Scores

High School Attendance Policy

Total Absences*	Procedure
Up to 7 absences	Principal/School follows LEA Policy
8-15 absences	Waiver required for promotion/retention, committee review, and hearing
More than 15 absences	Superintendent Decision with review of waiver documentation

*excused and unexcused absences included in total

CCRG Legislation

The State Board of Community Colleges (SBCC) in consultation with the State Board of Education (SBOE) is required, by North Carolina law, to develop a program that introduces the college developmental math, reading, and English curriculum in the high school senior year. High school seniors that are not career and college ready by the end of their junior year, will have opportunities for college remediation prior to high school graduation through cooperation with community college partners.

High schools are required to use the curriculum approved by the SBCC, in consultation with the SBOE. The courses will be delivered by high school faculty after completing training requirements.

Students who record an unweighted cumulative GPA of 2.2-2.799 will be required to complete the courses offered to fulfill the requirements of this legislation. These courses are embedded into the English IV curriculum as well as the fourth level math course.

Career & College Promise: 9th & 10th Grade

CCP Program enrollment is available to freshman and sophomore students who meet certain enrollment conditions. Please see Appendix C in this book for specific conditions of enrollment. You may access this checklist electronically [HERE](#). To access the official application for advising and potential enrollment in the CCP program as a freshman or sophomore, please see Appendix D or click [HERE](#) for electronic access.

High School Course Offerings

Art and Music

54152X0A VISUAL ARTS (BEGINNING)

Credit: 1 Unit

Grades 9-12

Students will study art history, art criticism, and aesthetics through studio exploration of two- and three-dimensional fine art, craft media and techniques.

54162X0B VISUAL ARTS (INTERMEDIATE)

Credit – 1 Unit

Grades 9-12

Prerequisites: 54152X0A Visual Arts (Beginning)

Students will expand the study of art history, art criticism and aesthetics through studio exploration of fine art and craft media and techniques.

54175X0C (Honors) VISUAL ARTS (PROFICIENT)

Credit: 1 Unit

Prerequisites: 54162X0B Visual Arts (Intermediate)

Grades 10-12

This honors course is a specialized study of materials, techniques, historical and critical concept that requires in-depth research and portfolio assessment.

54185X04 (Honors) VISUAL ARTS (ADVANCED)

Credit: 1 Unit

Grades 10-12

Prerequisites: 54175X0C Visual Arts (Proficient)

An advanced study of materials, techniques, art history and criticism, this course requires in-depth research and a portfolio assessment.

5A047X0AP STUDIO ART DRAWING AP (EBHS Only)

Credit: 1 Unit of AP credit

Grades 11, 12

Prerequisites: 85 or above average in 54152X0A Visual Arts (Beginning) and 54162X0B Visual Arts (Intermediate). The College Board requires a slide portfolio for credit.

Studio Art: AP enables highly motivated students to develop skills in drawing, preparing them for college-level work in studio art. Candidates must submit a portfolio of work for evaluation at the end of the school year. Advanced placement work involves significantly more time and commitment to studying art.

52552X0A BAND (BEGINNING) MARCHING (Fall)

Credit: 1 Unit

Grades 9-12

Prerequisite: Eighth grade band participation recommended

Year-Long Course = Band Beginning-Marching (Fall) and Band Beginning-Concert (Spring) must be taken consecutively.

Band Fee is required.

In this first semester class, Band Beginning-Marching will consist only of 1st year students participating in the marching band. Class time will be used to prepare show music, stand selections, music for parades and ballgames. In addition, this symphonic level band will prepare for a winter concert at the conclusion of the marching band season. After school rehearsals and performances are required of this group. Many trips during weekends to competition are required. **A band fee is required. Summer marching band camp is mandatory.**

52552X0B BAND (BEGINNING) CONCERT (Spring)

Credit: 1 unit

Grades: 9-12

Prerequisite: Participation in Fall Marching Band. Eighth-grade band recommended

Year-Long Course = Band Beginning-Marching (Fall) and Band Beginning-Concert (Spring) must be taken consecutively.

Band Fee is required.

This course is for 1st year high school band students. The band will rehearse and perform music of various styles and difficulty levels. Grades are based on participation, attendance, instrumental sound and production, practice, and rehearsal technique. Students have opportunities to develop solo and ensemble technique for district and state festivals. The band will have performances during the semester. **A band fee is required.**

52562X0A BAND (INTERMEDIATE) MARCHING (Fall)

Credit: 1 unit
 Grades: 10-12
 Prerequisite: Band Beginning

Band Fee is required.

Year-Long Course = Band Intermediate-Marching (Fall) and Band Intermediate-Concert (Spring) must be taken consecutively.

In this first semester class, Band Intermediate-Marching will consist of only 2nd year students participating in the marching band. Class time will be used to prepare show music, stand selections, music for parades and ballgames. In addition, this symphonic level band will prepare for a winter concert at the conclusion of the marching band season. After school rehearsals and performances are required of this group. Many trips during weekends to competition are required. **A band fee is required. Summer marching band camp is mandatory.**

52562X0B BAND (INTERMEDIATE) CONCERT (Spring)

Credit: 1 unit
 Grades: 10-12

Prerequisite: Band Beginning. **Band Fee is required.**

Year-Long Course = Band Intermediate-Marching (Fall) and Band Intermediate-Concert (Spring) must be taken consecutively.

This course is for 2nd year high school band students. The band will rehearse and perform music of various styles and difficulty levels. Grades are based on participation, attendance, instrumental sound and production, practice, and rehearsal technique. Students have opportunities to develop solo and ensemble technique for district and state festivals. The band will have performances and concerts throughout the semester.

52575X0A (Honors) BAND (PROFICIENT) MARCHING (Fall)

Credit: 1 unit
 Grades: 11-12

Prerequisite: Band Intermediate

Year-Long Course = Band Proficient-Marching (Fall) and Band Proficient-Concert (Spring) must be taken consecutively.

Band Fee is required.

In this first semester class, Band Proficient -Marching will consist of only 3rd year students participating in the marching band. Class time will be used to prepare show music, stand selections, music for parades and ballgames. In addition, this symphonic level band will prepare for a winter concert at the conclusion of the marching band season. After school rehearsals and performances are required of this group. Many trips during weekends to competition are required. **Summer marching band camp is mandatory.**

52575X0B (Honors) BAND (PROFICIENT) CONCERT (Spring)

Credit: 1 unit
 Grades: 11-12

Prerequisite: Band Proficient Fall. A band fee is required. Summer marching band camp is mandatory.

Honors level students must audition for class enrollment.

Year Long Course = Band Proficient-Marching (Fall) and Band Proficient-Concert (Spring) must be taken consecutively.

Band Fee is required.

This course is for 3rd year high school band students. The band will rehearse and perform music of various styles and difficulty levels. Grades are based on participation, attendance, instrumental sound and production, practice, and rehearsal technique. Students have opportunities to develop solo and ensemble technique for district and state festivals.

*Must audition for *All District Band* in order to receive honors credit for the course.

52585X0A (Honors) BAND (ADVANCED) MARCHING (Fall)

Credit: 1 unit of Honors credit
 Grades: 11-12

Prerequisite: Band Proficient. A band fee is required. Summer marching band camp is mandatory.

An audition is required to enroll in this class.

Year Long Course=Band Advanced-Marching Honors (Fall) and Band Advanced-Concert Honors (Spring) must be taken consecutively.

Band Fee is required.

In this first semester class, Band Advanced -Marching Honors will consist of only 4th year students participating in the marching band. Class time will be used to prepare show music, stand selections, music for parades and ballgames. In addition, this symphonic level band will prepare for a winter concert at the conclusion of the marching band season. After school rehearsals and performances are required of this group. Many trips during weekends to competition are required. All students must audition for All District Band to receive Honors Credit. **Summer marching band camp is mandatory.**

52585X0B (Honors) BAND (ADVANCED) CONCERT (Spring)

Credit: 1 unit
 Grades: 12

Prerequisite: Band Advanced Fall. A band fee is required. An audition is required to enroll in this class.

Year Long Course = Band Advanced-Marching (Fall) and Band Advanced-Concert (Spring) must be taken consecutively.

Band Fee is required.

This course is for 4th year high school band students. The band will rehearse and perform music of various styles and difficulty levels. Grades are based on participation, attendance, instrumental sound and production, practice, and rehearsal technique. Students have opportunities to develop solo and ensemble technique for district and state festivals. The band will have performances and concerts throughout the semester. All students must audition for *All District Band* to receive Honors Credit.

52302X0A VOCAL MUSIC (BEGINNING) (Spring) (EBHS ONLY)

Credit: 1 unit

Grades: 9-12

Prerequisite: Audition required prior to enrolling in this class.

This course will emphasize proper vocal technique, choral technique, music reading skills, and proper rehearsal and concert etiquette. Students will also develop aural skills in a performance focused curriculum. Choral literature of various forms and genres will be performed.

53152X0A THEATRE ARTS (Beginning) (WBHS ONLY)

Credit: 1 elective unit of credit

Grades: 9-12

Prerequisite: None

Theatre Arts is designed to develop drama skills in the area of acting, costuming, lighting, makeup, setting, and staging. The student gains practical application of these skills through play production and performance. Skills in speaking are developed through training techniques

52162X0A MUSIC SPECIALIZATION (Beginning)

Credit: 1 Unit

Grades 9-12

Prerequisite: None

Music Specialization is a music business course that prepares students for careers in the music industry. The course establishes a basic knowledge of copyrights, music publishing, distribution, merchandising, contracts, licenses, concert promotion, and recording studio business. Particular emphasis includes performing rights, marketing, assembling advising teams, and revenue flow from consumer to creator. Music specialization is a course designed to explore contemporary music. This will include analyzing, discussing, and documenting things you hear and feel. We will compare and contrast musical ideas from today's music to music in the past. This course will also cover introductory music theory, music history, and world music.

English

10252X0C FOUNDATIONS OF READING

Credit: 1 unit

Grade: 9-12

Prerequisite: none

This course will be offered to students to improve their English language skills through reading, writing, and oral communications. Through the examination of various primary and secondary source texts and multiple genres, students will develop skills in reading, writing, and speaking. They will improve their ability to offer evidence of persuasion and argumentation in written and oral formats, presentation techniques, cause and effect writing, and research. This course will be aligned to the ELA NCOS for grades 9-10.

10212X0A (Standard), 10215X0A (Honors) ENGLISH I

Credit: 1 Unit

Grade: 9

Prerequisite: Recommendation for Honors is an 85 average or above in 8th grade English Language Arts.

Students will explore ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes.

10222X0B (Standard), 10225X0B (Honors) ENGLISH II

Credit: 1 Unit

Grade: 10

Prerequisites: English I. Recommendation for Honors is 85 or above in English I.

Students will explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. The prescribed curriculum prepares students for the English II end-of-course test. **This course has a state adopted end-of-course (EOC) test that counts as 20% of the final grade for the course.**

10232X0C (Standard), 10235X0C (Honors) ENGLISH III

Credit: 1 Unit

Grade: 11

Prerequisite: English II. Recommendation for Honors is 85 or above in English II.

Students will analyze American literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative and literary purposes. This course emphasizes critical analysis of texts through reading, writing, and research, speaking, listening, and using media.

10242X04 (Standard), 10245X04 (Honors) ENGLISH IV

Credit: 1 Unit

Grade 12

Prerequisite: English III. Recommendation for Honors is 85 or above in English III.

Students will integrate language arts skills acquired throughout education, equipping them to become life-long learners. This final required English course explores expressive, expository, argumentative, and literary contexts with a focus on British literature. Emphasis is on argumentation by developing a position of advocacy through reading, writing, speaking and use of media. As a requirement of Career and College Readiness goals, this course will incorporate an assessment and needs-based skill building program that will help to ensure all students exit their highest level math and English courses with the necessary base knowledge to succeed in either the workplace or future educational opportunities.

CCRG ENGLISH 4 *Does not have a separate course code

Credit: 1 unit

Grade: 11

Prerequisite: English III, GPA in 2.2-2.799 range

Students will integrate language arts skills acquired throughout education, equipping them to become life-long learners. A component of this course has been designed and implemented by the Community College system in order to better prepare qualifying students for the rigor and expectations of coursework beyond high school. This final required English course explores expressive, expository, argumentative, and literary contexts with a focus on British literature. Emphasis is on argumentation by developing a position of advocacy through reading, writing, speaking and use of media.. As a requirement of Career and College Readiness goals, this course will incorporate an assessment and needs-based skill building program that will help to ensure all students exit their highest level math and English courses with the necessary base knowledge to succeed in either the workplace or future educational opportunities.

1A007X0AP AP ENGLISH LANGUAGE AND COMPOSITION

Credit: 1 unit of AP credit

Grade: 11

Prerequisite: English II. Recommendation for Honors is 85 average in English II or Honors English II

This course is a college level course offering the opportunity for students to earn college credit. From selected works of nonfiction and fiction, students are challenged to develop a complex analytical understanding of various authors' works through close reading and rhetorical examination of non-fiction prose style selections and American literature. Required writing will focus on developing analytical, critical thinking, and literacy skills. Students enrolled in this course must take the AP exam. This course fulfills the 11th grade English requirement for graduation.

1A017X0AP AP LITERATURE AND COMPOSITION

Credit: 1 Unit of AP Credit

Grade: 12

Prerequisite: English III. Recommendation for Honors is 85 or above average in English III, English III Honors or English III and AP Language

Students will learn to read and critically analyze literature by considering structure, style and themes; intensive study of renowned works from various periods of British literature, and concentration on works of literary merit with a reflection on their social and historical value. Summer reading is necessary. Students in this course must take the AP exam. This course fulfills the final English requirement for graduation. Required writing will focus on developing analytical, critical thinking, and literacy skills.

10252X0A CREATIVE WRITING I

Credit: 1 unit

Grades: 10-12

Prerequisite: English I

This course is open to all students in grades 10-12 who have passed English I. The purpose of this course is to provide students with instruction and practice in creative writing. The specific creative writing assignments, although partially determined by the instructor and his/her students, should include minimally a variety of advertisements, a variety of poetry, a short story, and a short play. In the area of non-fiction, samples of personal essays, memoirs, autobiographies, and biographies will be required as well.

10252X0B CREATIVE WRITING II

Credit: 1 unit

Grades: 10-12

Prerequisite: Creative Writing I

This course is open to all students in grades 10-12 who have passed English I and Creative Writing I. The purpose of this course is to provide students with advanced instruction in creative writing and to supply ample time for guided-practice assignments. Writing prompts in this course will be student-

teacher produced, and significant independent writing time will be provided. Minimally, students should produce at least two publishable works from the following list: a variety of poetry (type and style), a short story, a short play, a long play (at least 2 acts), an advertisement campaign, personal essays, memoirs, an autobiography, a biography, and a novella.

10312X0A JOURNALISM I–Fall (EBHS only)
10312X0B JOURNALISM I–Spring (EBHS only)

Two-Semester Course

Credit: 1 unit each course

Grades: 11-12

Prerequisite: 85 or above average in English II + teacher recommendation

This course offers students experience in writing and producing print and non-print school documents while emphasizing the fundamentals of both yearbook and newspaper journalism. Writing is a central focus of this course, and students will be expected to write for a variety of purposes and audiences. These may include: yearbook, school newspaper, and live broadcast of school news

10322X0A JOURNALISM II Yearbook (Fall) (EBHS only)
10322X0B JOURNALISM II Yearbook (Spring) (EBHS only)

Two-Semester Course

Credit: 1 unit each course

Grades: 12

Prerequisite: Journalism I and/or Journalism teacher recommendation

This course offers students experience in writing and producing print and non-print school documents while emphasizing the fundamentals of both yearbook and newspaper journalism. Writing is a central focus of this course, and students will be expected to write for a variety of purposes and audiences. These may include: yearbook, school newspaper, and live broadcast of school news

10312X0A JOURNALISM I (Fall) (WBHS only)
10312X0B JOURNALISM I (Spring) (WBHS only)

Two-Semester Course

Credit: 1 unit

Grades: 9-12

Prerequisite: 85 or above average in English + teacher recommendation

Students who wish to work on the school publications should register for this course. It emphasizes the fundamentals of both yearbook and newspaper journalism. Writing is a central focus of this course and students will be expected to write for a variety of purposes and audiences. Students are assigned jobs as follows: editors, reporters, artists, photographers, and business.

10322X0A JOURNALISM II Yearbook (Fall) (WBHS only)
10322X0B JOURNALISM II Yearbook (Spring) (WBHS only)

Two-Semester Course

Credit: 1 unit each course

Grades: 10-12

Prerequisite: Journalism I and Journalism teacher recommendation; 85 or above in previous English courses

This class is responsible for the production of the school's publications. Students are assigned jobs in the editorial, layout, copy, pictures, and business staffs.

10335X0A JOURNALISM III HONORS (Fall) (WBHS only)
10335X0B JOURNALISM III HONORS (Spring) (WBHS only)

Two-semester course

Credit: 1 unit each course

Grades: 11-12

Prerequisite: Journalism I and II; Journalism teacher recommendation; 85 or above in previous English courses

Honors Journalism is designed to challenge the advanced student who will serve as an editor for various publications. Students will have multiple opportunities to develop leadership and business skills as well as learn advanced techniques in photography, page design, writing, and editing. This course will actively involve students in a higher-level scholastic journalism experience that involves problem solving, critical analysis, and reflective thinking. Emphasis is placed on working as a team, meeting publisher's deadlines, and adhering to ethical standards.

10345X0A JOURNALISM IV HONORS (Fall) (WBHS only)
10345X0B JOURNALISM IV HONORS (Spring) (WBHS only)

Two-semester course

Credit: 1 unit each course

Grade: 12

Prerequisite: Journalism I and II; Journalism teacher recommendation; 85 or above in previous English courses

This advanced journalism course is designed to focus more on the business aspects of WBHS' publication. Honors Journalism is designed to challenge the advanced journalism student who will serve as an editor for various publications. Students will have multiple opportunities to develop leadership and business skills as well as learn advanced techniques in copy writing, layout design, photography, and theme development. This course will actively involve students in a higher-level scholastic journalism experience that involves problem solving, critical analysis, and reflective thinking. Advanced Journalism requires students to assume leadership, supervisory, and editorial roles.

World Languages

11412X0A SPANISH I (Standard) 11412X0CDM SPANISH I (CDM)

Credit: 1 Unit

Grades: 9-12

Students enrolled in this course will begin to understand, speak, read and write Spanish for use in daily living situations. Discover the peoples, nations and customs of the Spanish-speaking world.

11422X0B SPANISH II (Standard) 11422X0CDM SPANISH II (CDM)

Credit: 1 Unit

Grades: 9-12

Prerequisite: Spanish I.

Students enrolled in this course will expand their skills in understanding, speaking, reading and writing begun in Spanish I and continue to explore the culture and customs of the Spanish speaking world.

11435X0VPS SPANISH III HONORS (NCVPS only)

Credit: 1 Unit

Grades: 10-12

Prerequisite: 85 in Spanish II

This honors course requires the learner to develop language skills that emphasize reading and writing, study more complex structures, vocabulary and idioms, along with cultural and literary readings.

11445X0VPS SPANISH IV HONORS (NCVPS only)

Credit: 1 Unit

Grades 10-12

Prerequisite: 85 in Spanish III

This honors course requires the learner to refine communication skills, engage in extensive study of Spanish grammar and practice Spanish through verbal and written techniques.

NOTE: See your Counselor for information on additional World Language course options that may be offered through NC Virtual Public Schools and Bladen Community College.

Math

20902X0A FOUNDATIONS OF NC MATH 1

Credit: 1 ELECTIVE unit

Grades:9

Foundations of NC Math 1 will provide students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

21092X0B NC MATH 1 (following Foundations of NC Math 1)

Credit: 1 Unit

Grades: 9

Prerequisite: Foundations of NC MATH 1

NC Math 1 deepens and extends understanding of linear relationships - contrasting them with exponential and quadratic phenomena and applying linear models to data that exhibit a linear trend. Students will study data and be able to summarize, represent and interpret data on a single count or measurement variable. Embedded Geometry standards formalize and extend students' geometric experiences, moving towards formal mathematical arguments. Technology, including manipulatives, graphing calculators and application software will be used for instruction and assessment. **This required course has a state adopted end-of-course (EOC) test that counts as 20% of the final course grade.**

21092X0A (Standard), 21095X0A (Honors) NC MATH 1 (Semester)

Credit: 1 Unit

Grades: 9

NC Math 1 deepens and extends understanding of linear relationships - contrasting them with exponential and quadratic phenomena and applying linear models to data that exhibit a linear trend. Students will study data and be able to summarize, represent and interpret data on a single count or measurement variable. Embedded Geometry standards formalize and extend students' geometric experiences, moving towards formal mathematical arguments. Technology, including manipulatives, graphing calculators and application software will be used for instruction and assessment. **This required course has a state adopted end-of-course (EOC) test that counts as 20% of the final course grade.**

22092X0B (Standard), 22095X0B (Honors) NC MATH 2

Credit: 1 Unit

Grades: 9-11

Prerequisite: NC Math 1 and 85 or above average in NC Math 1 for honors section.

Students enrolled in this course will formalize and extend geometric relationships through the study of congruence, proof and constructions; similarity, proof and trigonometry; coordinate geometry; circles and applications of probability. Learners extend previous study to three dimensions and apply geometric concepts to modeling situations. Technology, including manipulatives, graphing calculators and application software will be used for instruction and assessment. *Fulfills a required math credit for Future-Ready Core Course of Study

23092X0C (Standard), 23095X0C (Honors) NC MATH 3

Credit: 1 Unit

Grades 9-12

Prerequisite: NC MATH 2, 85 or above average recommended for NC MATH 1 and NC MATH 2 for honors sections.

Students will study the structure of algebra on an advanced level with emphasis on problem solving. The honors course focuses on higher-order thinking skills that impact practical and increasingly complex applications, modeling and algebraic proofs. *Fulfills a required for Future-Ready Core Course of Study. **This course has a state adopted End of Course Test (EOC) that counts as 20% of the final grade for the course.**

24092X0D (Standard), 24095X0D (Honors) NC MATH 4

Credit: 1 unit

Grades: 11-12

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.

CCRG NC MATH 4 *Does not have a separate course code

Credit: 1 unit

Grades: 11-12

Prerequisite: NC Math 3, GPA in 2.2-2.799 range

This embedded 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. This course is embedded in the fourth level math course for all student in the GPA range of 2.2 – 2.799.

24035X0A (Honors) PRE-CALCULUS

Credit: 1 Unit of Honors Credit

Grades: 11, 12

Prerequisite: NC MATH 3 - 85 or above average recommended in NC MATH 3

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

Pre-Calculus is an honors/advanced level of mathematics that will prepare the student for college-level courses in calculus and abstract algebra.

28002X0A FIFTH YEAR CALCULUS (Local Math Elective)

Credit: 1 unit of standard elective credit

Grades: 11-12

Prerequisite: 85 or above average recommended in Pre-Calculus. Should be taken prior to AP Calculus as a preparatory class for AP Calculus

This course is designed to reinforce the study of analytic geometry and functions. It will also introduce fundamental concepts of calculus which will include limits through numerical, graphical, and algebraic approaches, continuity, and derivatives and their applications. The use of a graphing calculator is required.

2A007X0AP CALCULUS AB AP

Credit: 1 Unit of AP Credit

Grades: 11, 12

Prerequisite: Successful completion Pre-Calculus and/or Calculus Honors with a recommended average of 85 or above. Graphing calculator required. This course will cover topics in analytic geometry and integral functions and applications, limits, continuity, derivations, and their application, and anti-derivatives. Students who complete this course must take the AP exam.

24012X0A (Standard), 24015X0A (Honors) DISCRETE MATHEMATICS FOR COMPUTER SCIENCE

Credit: 1 unit

Grades: 11-12

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.

Health and Physical Education

Health and Physical Education at the high school level emphasizes developing sportsmanship, leadership skills, and achieving personal satisfaction through physical fitness activities and team sports. Students will complete a physical fitness test at the beginning and at the end of the course. All students will be required to "dress out". STUDENTS MAY ONLY TAKE ONE (1) P.E. CLASS PER SEMESTER.

60492X0A HEALTH AND PHYSICAL EDUCATION: GRADES 9-12

Credit: 1 unit

Grades: 9-12

Prerequisite: None

This course is required for graduation under the Future-Ready Core Course of Study. It develops the basic health components in conjunction with the state curriculum for high school health education (preparatory health, stress management, self-protection, relationships substance abuse, and nutrition/weight management). The basic skills and knowledge of numerous physical activities, including team sports and individual lifetime activities which promote health and wellness through physical education, are taught in conjunction with a healthful living curriculum.

60292X0A PHYSICAL EDUCATION: GRADES 9-12 (TEAM SPORTS)

Credit: 1 unit

Grades: 9 -12

Prerequisite: Health/PE

This course develops basic skills and knowledge in numerous team sport activities. Activities will promote sportsmanship, teamwork, and lifetime physical fitness and wellness. Team sports may include basketball, volleyball, flag football, soccer, softball, and other variations of team sports.

60292X0B PHYSICAL EDUCATION: GRADES 9-12 (LIFETIME ACTIVITIES AND INDIVIDUAL SPORTS)

Credit: 1 unit

Grades: 9 -12

Prerequisite: Health/PE

This course will provide students with basic skills and knowledge to participate in lifetime activities and individual sports that promote physical fitness and wellness throughout adulthood. Activities may include tennis, golf, archery, fitness and conditioning and other recreational and leisure activities.

60602X0B (Boys) 60602X0G (Girls) PHYSICAL FITNESS I (FITNESS AND WEIGHT TRAINING)

Credit: 1 unit

Grades: 9 -12

Prerequisite: Health/PE

This course develops basic skills and knowledge of purposes, methods, and applications of various modes of physical conditioning. The course will involve methods of fitness and conditioning that promote the five basic health and fitness components (body composition, flexibility, activities).

Preparatory Classes

96072X0A ACT PREPARATION

Credit: 1 elective unit

Grade: 10, 11

Recommended: Completion of NC Math 2 or concurrently enrolled. This course is designed to better prepare students to improve/increase scores on college entrance exams through emphasis on mathematical and verbal skills.

This course places an emphasis on preparation for the ACT exam required for all Juniors. ACT tests verbal skills, reading comprehension, math, science, and writing skills. This course will focus on strategies and content to strengthen areas of individual weakness.

96022X0A SAT PREPARATION

Credit: 1 elective unit

Grades: 10-12

Recommended: Completion of NC Math 1, NC Math 2 or concurrently enrolled. This course is designed to better prepare students to improve/increase scores on college entrance tests through emphasis on mathematical skills and verbal skills.

This course focuses on developing verbal and mathematical skills required for success on the SAT. Students who plan to take the SAT for college admission should take this course to help them prepare for the rigor of the SAT.

95202A Peer Group Connection High School

Credit: 1 elective unit

Grade: 9

This course will be a year-long class and is designed to prepare students for success in high school and beyond. Topics will include: study skills, career planning, decision making skills, conflict resolutions, safe Internet usage, higher level thinking skills, drug awareness, working together to enhance our school community, examining our core values, roles and relationships to impact our decisions and develop the confidence to be successful personally and academically, and supporting and appreciating others while respecting differences. This course will require weekly check-ins and assignments to develop both intrapersonal and interpersonal skills.

96105X0PL Peer Leadership (PGC) Hr

Credit: 1 Unit per semester

Grades 11-12

Prerequisite: Application, recommendation, interview and GPA of 2.5 or above.

PGC-HS includes a year-long, credit-bearing, leadership course for high school juniors and seniors that meets daily and is taught by school faculty. Through their leadership course, these juniors and seniors become trained peer leaders who meet once per week with freshmen in outreach sessions designed to strengthen relationships among students across grades. These peer leaders work in pairs to co-lead groups of 10-14 freshmen in outreach sessions once each week in which the freshmen participate in engaging, hands-on activities and simulations in supportive environments that enable them to practice essential academic, social, and emotional skills, such as critical thinking, goal setting, decision-making, time management, teamwork, and communication.

Science

35012X0A (Regular), 35015X0B (Honors) EARTH AND ENVIRONMENTAL SCIENCE

Credit: 1 Unit

Grades 9-12

Prerequisite: Recommended 85 or above average in Grade 8 Science for honors and recommendation of 8th Grade Science teacher. Individual research projects and advanced rigor apply to honors.

This course studies the function of the earth's systems including the lithosphere, hydrosphere, atmosphere, and biosphere. Laboratory-based experiences and investigations extend foundational understanding of human influence on the earth's systems to include sustainability practices, technology, and alternative energies. This course fulfills one of the required credits for the Future-Ready Core Course of Study

34102X0A PHYSICAL SCIENCE

Credit: 1 Unit

Grades: 9-12

Prerequisite: Completion of NC Math 1

Students will study the physical nature of the world through qualitative and quantitative methodologies. Laboratory based experiences will make use of mathematical reasoning in exploring aspects of both chemistry and physics. Topics of study include forces and motion, properties and changes of matter conservation and transfer of energy to extend foundational knowledge. This course fulfills one of the required credits for the Future-Ready Core Course of Study

33102X0A LIFE SCIENCE (Intro to Biology)

Credit: 1 Unit

Grades: 10-12

Prerequisite: None

This course is designed to introduce the foundations of Biology to students in order to enhance their understanding of advanced Biology concepts and improve their scientific literacy skills through a variety of methods including: manipulatives, labs, case studies, and video learning. This course is offered

as a semester long elective. Students who do not maintain a class average of 80% or above will be offered the opportunity for additional help/tutoring after school.

33202X0B BIOLOGY (following Life Science)

Credit: 1 Unit

Grades: 10-12

Prerequisite: Life Science

Biology involves the study of living organisms including structure and functions of living organisms, ecosystems, evolution, genetics and molecular biology. Laboratory-based experiences and exploration of current biological advances extend foundational knowledge of life sciences. **This course has a state adopted end-of-course (EOC) test that counts as 20% of the final course grade.** This course fulfills a Science requirement for the Future-Ready Core Course of Study.

33202X0A (Standard), 33205X0A (Honors) BIOLOGY

Credit: 1 Unit

Grades: 9-12

Prerequisite: 85 or above average recommended in previous science course for Honors section. Individual research projects are also required for honors section.

Biology involves the study of living organisms including structure and functions of living organisms, ecosystems, evolution, genetics and molecular biology. Laboratory-based experiences and exploration of current biological advances extend foundational knowledge of life sciences. **This course has a state adopted end-of-course (EOC) test that counts as 20% of the final course grade.** This course fulfills a Science requirement for the Future-Ready Core Course of Study.

33215X0B (Honors) BIOLOGY II

Credit: 1 unit of Honors credit

Grades: 11-12

Prerequisite: Biology Honors and Chemistry I Honors, 85 or above average recommended

This course provides a more in-depth study of principles and concepts studied in Biology. Topics for study include cell biology, genetics, unity, and diversity of life, ecology, and biotechnology. Additionally, students will conduct and present research projects to enhance understanding of topics studied.

3A007X0AP BIOLOGY AP

Credits: 1 Unit of AP credit

Grades: 11-12

Prerequisite: 85 average or above in Biology Honors and Chemistry

Students will study the conceptual framework and acquire knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. Course delivery will be laboratory-based and will provide extensive exploration of molecules, cells, heredity, evolution, organisms, and populations. Students in this course are required to take the AP exam.

34202X0A (Standard) 34205X0A (Honors) CHEMISTRY

Credit: 1 Unit

Grades 10-12

Suggested Prerequisite: Physical Science

Required Prerequisite: Biology

Corequisite: Students should have completed Math III or be concurrently enrolled in Math III along with Chemistry.

Study the structure of matter along with chemical reactions and the conservation of energy in these reactions. Laboratory-based experiences and investigations explore energy conservation and transfer in addition to the interactions of matter and energy while using the language of mathematics to describe observations. This course fulfills one of the required credits for the Future-Ready Core Course of Study. Note: An enrollment of fewer than 15 students will require the course to be taken through distance learning. See counselor for information.

34215X0A (Honors) CHEMISTRY II

Credit: 1 unit of Honors credit

Grades: 11-12

Prerequisite: Chemistry

Honors Chemistry is an accelerated comprehensive laboratory course designed to give the students a more conceptual and in-depth understanding of concepts in the North Carolina Essential Standards in Chemistry. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course will include additional Honors objectives and an in-depth study of at least two enrichment topics. Students will design and complete at least one in-depth independent study of chemistry directed questions. Note: An enrollment of fewer than 15 students will require the course to be taken through distance learning.

3A017X0AP CHEMISTRY AP

Credit: 1 unit of AP credit

Grades: 11-12

Prerequisite: Chemistry II Honors

AP Chemistry is a rigorous challenging course designed to provide a solid, first-year college chemistry experience, both conceptually and in the laboratory. Strong emphasis will be placed on problem solving and critical thinking skills. Labs are conducted weekly and serve to supplement the learning in the lecture session of the course. Some after school labs may be required. Students in this course must take the AP exam. Course may be available through distance learning as a year-long class with certain requirements. See school counselor for information.

3A027X0AP ENVIRONMENTAL SCIENCE AP

Credit: 1 Unit of AP Credit

Grades 11-12

Prerequisite: 85 or above average in Biology and Chemistry or Physics

Students will study principles, concepts, methodologies and interrelationships of the natural world and how humans alter natural systems. Laboratory-based course delivery provides extensive exploration of Earth systems, land and water use, energy resources, global change and associated biotic elements. This course satisfies Earth/Environmental graduation requirement for Future-Ready Core Course of Study. Students in this course must take the AP exam.

34305X0A PHYSICS HONORS

Credit: 1 Unit of Honors credit

Grades: 11-12

Prerequisites: Recommended 85 or above average in NC Math 3 and Pre-Calculus

Students will explore the natural phenomena of matter and its motion through space and time. Laboratory-based experiences and investigations survey forces and motion, energy conservation and transfer to the interactions of energy and matter while using the language of mathematics to describe observations. This honors course requires individual research projects. Students should have demonstrated a high proficiency for science and mathematics. This course satisfies a graduation requirement for a physical science requirement for the Future-Ready Core Course of Study.

3A057X0AP AP PHYSICS I: ALGEBRA-BASED (Recommended year-long)

Credit: 1 Unit of AP Credit

Grades: 11, 12

Prerequisites: 85 or above average in Physics, NC Math 3, and Pre-Calculus

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. Physics AP – B provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science. Students in this class must take the AP exam. Course may be available through distance learning as a year-long class with certain requirements. Check with school counselor for information.

Social Studies

43032X0A (Standard) 43035X0B (Honors) WORLD HISTORY

Credit: 1 Unit

Grades: 9-12

Prerequisite: 85 or above average in 8th grade Reading and Social Studies recommended for the Honors section of this course

In this course, students will examine key events in the history of the world. Emphasis will be placed on major turning points that shaped the ancient and modern world. The learner will develop relevant understandings of current world issues and relate them through historical, political, economic, geographical and cultural contexts. Additional research, reading and writing assignments are required for selection of the honors level. This ninth grade recommended course fulfills a Social Studies graduation requirement for the Future-Ready Core Course of Study.

42092X0A (Standard), 42095X0B (Honors) AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS

Credit: 1 unit

Grade: 9-12

Prerequisite: World History is the recommended first course of the Social Studies sequence, followed by Civics and Economics. An 85 average or higher is recommended for the Honors section of this course. The honors level requires in-depth reading and research with more rigorous content than standard level.

American History: Founding Principles, Civics and Economics provides students with the basic understanding of how our government is structured, the tenets of democracy and the rights and responsibilities of effective citizens in a democracy. Students will gain understanding of the structure and function of national, state, and local government and concepts in micro and macro-economics and personal finance. This course fulfills a Social Studies graduation requirement for the Future-Ready Core Course of Study

Students entering grade 9 in the 2020-21 school year ONLY may choose between this course and the Founding Principles of the USA and NC: Civic Literacy Course

43182X0 (Standard), 43185X0 (Honors) FOUNDING PRINCIPLES OF THE USA AND NORTH CAROLINA: CIVIC LITERACY

Credit: 1 unit

Grade: 9-12

Prerequisite: For freshmen entering high school in 2021, the course requirements are: Founding Principles: Civic Literacy; Economics & Personal Finance; American History; and World History.

This is a course that provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the US constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance.

Students entering grade 9 in the 2020-21 school year ONLY may choose between this course and the American History: Founding Principles, Civics, & Economics. Students entering grade 9 in the 2021-22 school year and beyond MUST take this course in sequence as a graduation requirement.

43192X0 (Standard), 43195X0 (Honors) ECONOMICS AND PERSONAL FINANCE

Credit: 1 unit

Grade: 9-12

Prerequisite: For freshmen entering high school in 2021, the course requirements are: Founding Principles: Civic Literacy; Economics & Personal Finance; American History; and World History. It is strongly recommended by the state of NC to offer this Economics course later in the student's high school career.

The standards and objectives in the Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. NCDPI and the State Board of Ed support the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students will be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. This course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning.

4A067X0AP GOVERNMENT AND POLITICS: US AP

Credit: 1 unit of AP credit

Grades: 11, 12

Prerequisite: Civics and Economics, US History, American History I, American History II, and World History. 85 or above average in Civics and Economics, US History and World History and a level III or IV on the English II end-of-course-test (EOC)

The Government & Politics: US AP provides an analytical perspective on government and politics in the United States (U.S.). This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This course may require summer reading and all students enrolled in this course must take the AP exam. Course may be available through distance learning with certain requirements. See school counselor for information.

4A077X0AP US HISTORY AP NCVPS

Credit: 1 unit of AP credit

Grades: 11-12

Prerequisite: Civics and Economics, World History, 85 or above average in Civics and Economics and World History and a Level III or IV on the English II EOC test

Advanced Placement United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will analyze historical material, synthesize their own ideas, and evaluate those of others. The AP United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This course will fulfill a Social Studies requirement for the Future-Read Core Course of Study. Note: Entering ninth graders in 2012-2013 who receive credit for US History AP will not be required to take American History Parts I and II. However, such students must take a Social Studies elective to fulfill requirements of four (4) Social Studies courses. Students must take the AP exam for this course and summer reading may be required.

43042X0A (Standard) 43045X0A (Honors) AMERICAN HISTORY I

Credit: 1 unit

Grades: 11-12

Prerequisite: Civics and Economics and World History. Recommended 85 or above average in Civics and Economics and World History for honors

The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

43052X0B (Standard) 43055X0B (Honors) AMERICAN HISTORY II

Credit: 1 unit

Grades: 11-12

Prerequisite: Civics and Economics and World History. Recommended 85 or above average in Civics and Economics and World History for honors. The Founding Principles will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

Students entering high school after the 2012 school year are required to earn 4 credits of Social Studies and US History requirement changes to American History I and American History II.

43115X0 (Standard) 43115X0 (Honors) AMERICAN HISTORY (Students entering grade 9 in 2021 & beyond)

Credit: 1 unit

Grades: 9-12

Prerequisite: For freshmen entering high school in 2021, the course requirements are: Founding Principles: Civic Literacy; Economics & Personal Finance; American History; and World History.

This course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election. While the scope begins with the French and Indian War, teachers can and should use concepts and topics prior to this to establish context. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American System of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

Students entering high school in the 21-22 school year are required to take American History & Personal Finance/Economics in place of American History I and II.

43092X0A TURNING POINTS IN AMERICAN HISTORY (WBHS ONLY)

Credit: 1 elective unit

Grades: 10-12

Prerequisite: None

This course is structured to emphasize, in-depth, 10-15 key turning points in American History. These turning points would be considered "watershed" events in our nation's history; causes and effects that subsequently culminated in major social, cultural, political, and/or economic change. When considered chronologically, the events should ultimately provide a narrative of the history of the United States. Historical methods and the use of research-based historical inquiry should be key elements of the course. Students should essentially become "quasi historians," able to understand the status quo through the monumental changes of our past. This course is recommended for students who have a strong interest in American History and as an elective preparatory or review class for students who plan to take AP U.S. History.

48002X0A BIBLE HISTORY (WBHS only)

Credit: 1 elective unit

Grades: 11-12

Prerequisite: None (West Bladen only)

The purpose of this course is to guide the student through an academic study of Old Testament literature and the Biblical account of the life of Christ through a survey of the New Testament books in their literary and historical settings. The course includes the history of the Hebrews from the time of Abraham through the time of Jesus with an overview from the birth of Christ to the missionary work of the apostle Paul. The writings contained in the Old Testament will be analyzed within the context of Ancient Israel and as a source of influence on modern society; the writings contained in the New Testament will be explored and analyzed according to their literary, religious, and historical impact as conveyed in the Bible.

48002X0B CURRENT AFFAIRS AND ISSUES (WBHS only)

Credit: 1 elective unit of credit

Grades: 9-12

Prerequisite: World History

The Current Affairs and Issues curriculum introduces students to issues that influence our life in this global, multicultural society. Students will research current economic, political, social, and cultural problems, and explore how ongoing conflicts affect groups as well as individuals. Emphasis is upon America as a dynamic society in the 21st century, witnessing changes involving community, state, nation, and world. Some of the pressing problems facing our rapidly changing society will be examined in detail using a variety of media. Critical thinking skills and technology related research is emphasized. Speaking and listening skills are reinforced through class discussions and oral presentations. The study of interdisciplinary connections relates current events to history thereby enabling students to grasp the interrelationship between and among them. The use of a variety of technologies is integrated throughout the curriculum.

44032X0A PSYCHOLOGY

Credit: 1 unit

Grades: 11-12

Prerequisite: Civics and Economics and/or World History

This course is taught from a personal adjustment approach rather than a discipline-oriented one. This course stresses such topics as personality, motivation, emotions, growth and development, mental health, and mental illness. The following areas of psychology are taught: statistics, sensation and perception, and physiology.

4A057X0AP PSYCHOLOGY AP

Credit: 1 unit of AP credit

Grades: 11-12

Prerequisite: 85 or above average in Civics and Economics and World History and a level III or IV on the English II end-of-grade test (EOC).

Advanced Placement Psychology is designed to introduce students to the systematic and scientific study of human development, behavior, learning, motivation, and personality of human beings and other animals. 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 enables students to recognize and cope with uncertainty in human behavior. Students must take the AP exam for this course and summer reading may be required.

Junior Reserve Officers' Training Corps (JROTC)



The Army High School JROTC 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. At any level, students are encouraged to participate as members of competitive teams: either Drill Team, Raider Team, or Color Guard. STUDENTS ENROLLED IN JROTC INCUR NO MILITARY OBLIGATION. Upon graduation, students may be considered for advanced rank and benefits if enlisting in the US Armed Forces. Army ROTC scholarships for college are available on a competitive basis for qualified graduates of the program.

95012X01 ROTC I

Credit: 1 unit

Grades: 9-12

Prerequisite: None

ROTC I is an introduction to leadership, education, and training (LET). It provides the basic foundation for the building block progression from the first semester through the eighth semester. It introduces the student to ROTC and the United States Army, to the requirements for basic drill and ceremonies, and to basic leadership theory. Emphasis is stressed on developing leadership potential; working together as a team; responding to instruction by the United States Army and ROTC; introduction to leadership theory, drill and ceremonies, health and first aid; introduction to geography; introduction to techniques of oral communication; introduction to financial planning; drug awareness/substance abuse; citizenship, and judicial systems.

95022X02 ROTC II

Credit: 1 unit

Grades: 9-12

Prerequisite: ROTC I

ROTC II continues the instruction and skill development initiated in ROTC I. The goals and objectives are the same with additional emphasis on self-awareness; conflict resolution; speaking and teaching skills; goal setting; and map reading.

95032X03 ROTC III

Credit: 1 unit

Grades: 10-12

Prerequisite: ROTC II

The third semester of ROTC is designed to demonstrate knowledge of the ethical values and principles that underlie good citizenship, to display leadership potential which shows the ability to live and work cooperatively with others, and to demonstrate the ability to think logically and to communicate effectively. This course describes the importance of physical fitness in maintaining good health and appearance. A student will display knowledge of the history, purpose, and structure of the nation's defense forces with emphasis on the role and accomplishments of the Army, and will demonstrate knowledge of basic military skills in drill and ceremonies, and first aid and map reading, that are necessary for working effectively as a member of a team. This course explains the importance of American military history and citizenship and how it relates to America's view of the future. Students are introduced to the concept of service learning, college preparation, career planning, and financial planning. Additionally, instruction on geography and earth science are included.

95042X04 ROTC IV

Credit: 1 unit

Grades: 10-12

Prerequisites: ROTC III and approval of ROTC instructor.

ROTC IV continues the instruction and skill development initiated in ROTC III. The goals and objectives are the same. Additional emphasis is placed on developing leadership situations and project management. Emphasis is placed on physical training, communications skills, and a service learning project. Selected students can elect to take an air rifle marksmanship and safety class.

95052X05A ROTC VA

Credit: 1 unit

Grades: 11-12

Prerequisite: ROTC IV and approval of ROTC instructor

This course proposes to teach students to appreciate the ethical values that underlie good citizenship; develop leadership potential; think logically and communicate effectively, both orally and in writing; appreciate the importance of physical fitness and good health; prepare for high school graduation and either above education or career opportunities; develop management abilities; understand the history, purpose, and structure of the military services; and develop those skills necessary to work together as an organizational staff.

95052X05B ROTC VB

Credit: 1 unit

Grades: 11-12

Prerequisite: ROTC VA, approval of ROTC instructor

This course continues the instruction and skill development of ROTC VA. The goals and objectives remain the same

95062X06A ROTC VIA

Credit: 1 unit

Grade: 12

Prerequisite: ROTC VB, approval of ROTC instructor. Primary emphasis is on the practical application of cadet leadership duties and responsibilities within the cadet battalion. The year is structured to allow cadets to perform assigned command and staff duties, act as class instructors for selected subjects, as well as receive instruction through suggested reading, vignettes, case studies, and special assignments. Under supervision of the instructor staff, students are held absolutely accountable for administration of the program.

95062X06B ROTC VIB

Credit: 1 unit

Grade: 12

Prerequisite: ROTC VIA, approval of ROTC instructor.

This course continues the instruction and skill development of ROTC VIA. The goals and objectives remain the same.

Career and Technical Education

The economy and workforce of North Carolina is changing. The North Carolina Department of Public Instruction and the North Carolina Community College System and Bladen County Schools are committed to supporting the workforce needs of our community and state. These courses will assist students in identifying the available career options and help them make career decisions that are led by their interests, clearly defined pathways, and timely employment projections that meet the needs of North Carolina's economy.

Bladen County School Career Clusters/Pathways 2020-21

NC Career Pathway	Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major	Supplemental Technical Courses
Agriculture, Food & Natural Resources					
Animal Science (ANSC)		AA21 Animal Science I	AA22 Animal Science II* OR AA23 Animal Science II - Small Animal* (and Honors)	CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship	AU10 Agriscience Applications (and Honors)
Natural Resources Systems (NARE) Credential Opportunities: NC Hunter Safety		AN51 Natural Resources I	AN52 Natural Resource II* (and Honors)	CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship	AU10 Agriscience Applications (and Honors)
Plant Systems (PLSV)		AP41 Horticulture I	AP42 Horticulture II* (and Honors)	CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship	AU10 Agriscience Applications (and Honors)
Power, Structural & Technical Systems (PSTE) Credential Opportunities: OSHA 10 hr-Agriculture		AS31 Agriculture Mechanics I	AS32 Agricultural Mechanics II* (and Honors)	CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship	AU10 Agriscience Applications (and Honors)
Architecture & Construction					
Masonry (MASO) Credential Opportunities: NCCER Credential	IC00 Construction Core	IC11 Masonry I	IC12 Masonry II*	CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship	
Plumbing (PLUM) Credential Opportunities: NCCER Credential	IC00 Construction Core	IL58 Plumbing I	IL59 Plumbing II*	IL60 Plumbing III CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship	
Arts, A/V Technology, & Communications					
Apparel and Textile Production (ATPR) Credential Opportunities: Pre-Pac in Fashion Textiles and Apparel		FA31 Apparel and Textile Production I	FA32 Apparel and Textile Production II*	CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship	ME11 Entrepreneurship I
Business Management & Administration					
Entrepreneurship (ENTRE) Credential Opportunities: Venture Entrepreneurial Expedition, MS Excel Core and Expert		ME11 Entrepreneurship I	ME12 Entrepreneurship II*	CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship	BF10 Principles of Business and Finance BM20 MS Excel
Health Science					
Healthcare Professional (HPCP) Credential Opportunities: CPR/AED, First Aid, Stop the Bleed, OSHA 10hr-Healthcare, NC Nurse Aide I		HU40 Health Science I	HU42 Health Science II* (and Honors)	HN43 Nursing Fundamentals and Practicum (2 cr) (and Honors) CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship	HU10 Foundations of Health Science

Human Services					
Food & Nutrition (FONU) Credential Opportunities: ANSI-Accredited Food Handler Certificate and Food Protection Manager		FN41 Food and Nutrition I	FN42 Food and Nutrition II* (and Honors)	CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship	FC11 Principles of Family & Human Services
Law, Public Safety, Corrections & Security					
Firefighter Technology (FIFI) Credential Opportunities: OSFM Certifications, NIMS Certifications		IP31 Firefighter Technology I	IP32 Firefighter Technology II*	IP33 Firefighter Technology III CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship	IP11 Public Safety I
Transportation, Distribution & Logistics					
Automotive Services (AUTO) Credential Opportunities: SP/2 Mechanical Safety and Pollution Prevention	IT11 Automotive Service Fundamentals	IT16 Automotive Service I	IT17 Automotive Service II*	IT18 Automotive Service III CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship	

BM10 Microsoft Word and Powerpoint and BM10 Career Management are Supplemental Career Employability Skills Courses.

Credential Opportunities include: MS Word Specialist, MS Powerpoint Specialist, Conover Workplace Readiness, Microburst Learning Employers' Choice Certificate

Course Offerings

AU102X0A AGRISCIENCE APPLICATIONS

Credit: 1 unit

Prerequisite: None

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AU105X0A AGRISCIENCE APPLICATIONS HONORS

Credit: 1 unit

Prerequisite: 85 or above average in 8th grade science

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This honors level course extends the Standard Course of Study to a higher, more challenging, and rigorous level. Students will complete a Supervised Agricultural Experience, and will successfully complete other demonstrations in addition to the projects and work already present in this course.

AS312X0A AGRICULTURAL MECHANICS I (West Bladen Only)

Credit: 1 unit

Prerequisite: None

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AS322X0B AGRICULTURAL MECHANICS II (Inherently honors) (WBHS Only) BCC articulated – WLD 112 Basic Welding Processes and MNT 150 Basic Building Maintenance

Credit: 1 unit

Prerequisite: AS312X0A Agricultural Mechanics I

In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AA212X0A ANIMAL SCIENCE I

Credit: 1 unit

Prerequisite: None

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

AA222X0B ANIMAL SCIENCE II (inherently honors)

BCC articulated ANS 110 Animal Science. Must take AA21 Animal Science I and AA22 Animal Science II

Credit: 1 unit

Prerequisite: AA212X0A Animal Science I

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AA232X0B ANIMAL SCIENCE II – SMALL ANIMAL (EBHS ONLY)

Credit: 1 Unit

Prerequisite: AA21 Animal Science I

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

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 is reinforced. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AP412X0A HORTICULTURE I

Credit: 1 unit

Prerequisite: None

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. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AP422X0B HORTICULTURE II

Credit: 1 unit

Prerequisite: AP41 Horticulture I

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. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AP425X0B HORTICULTURE II HONORS

Credit: 1 unit

Prerequisite: Horticulture I with recommended 85 or above average

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. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This honors level course extends the Standard Course of Study to a higher, more challenging, and rigorous level. Students will complete a Supervised Agricultural Experience, and will successfully complete other demonstrations in addition to the projects and work already present in this course.

AN512X0A NATURAL RESOURCES I (East Bladen Only)

Credit: 1 unit

Prerequisites: None

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AN522X0B NATURAL RESOURCES II (East Bladen Only)

Credit: 1 unit

Prerequisites: AN512X0A Natural Resources I

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AN525X0B NATURAL RESOURCES II HONORS (East Bladen Only)

Credit: 1 unit

Prerequisites: AN512X0A Natural Resources I with recommended 85 or above average

Honors Natural Resources II is designed for students in grades 10-12 in North Carolina schools who wish to develop detailed knowledge of the environment, including agricultural career development, leadership, and environmental stewardship. As an enhanced version of the second level environmental and natural resources course, its purpose is to prepare students for careers and educational opportunities in the environmental and natural resources field. The course examines the technical aspects of environmental and natural resources as well as the study of soils, water, forestry, and wildlife. Students will explore management practices that afford mutual benefits of both humans and the environment. Intensive "hands on" activities are required throughout the course. Students will learn of responsibilities associated with careers in the environmental and natural resources industry. Further, Environmental and Natural Resources II introduces students to the fundamentals of leadership and management. Students learn skills necessary for successful living and working in the natural resources industry and society. Successful completion of Environmental and Natural Resources I is required and A level proficiency in the aforementioned is recommended.

CS952X0A CTE ADVANCED STUDIES

Credit: 1 unit

Recommended Grades: 12

Prerequisites: 2 technical credits within a program area

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with

community members, business representatives, and other school-based personnel. The following are required: information on orientation, schedules and deadlines, project application approval form, mentor confirmation form, and a panel for the presentation. 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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

BF102X0A PRINCIPLES OF BUSINESS AND FINANCE (BCC articulated BUS110 Introduction to Business)

Credit: 1 unit

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ME112X0A ENTREPRENEURSHIP I (BCC articulated BUS230 Small Business Management)

Credit: 1 unit

Prerequisite: None

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. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A*S*K), <http://www.askinstitute.org/>, credential.

ME125X0B ENTREPRENEURSHIP II (INHERENTLY HONORS)

Credit: 1 unit

Prerequisite: ME112X0A Entrepreneurship I OR 6235 Small Business Entrepreneurship

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A*S*K), <http://www.askinstitute.org/>, credential.

BM102X0A MICROSOFT WORD AND POWERPOINT

Credit: 1 unit

Recommended: None

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint, <http://www.microsoft.com/learning/en/us/certification/mos.aspx>.

BM202X0A MICROSOFT EXCEL (INHERENTLY HONORS)

Formerly Microsoft Excel & Access

Credit: 1 unit

Prerequisite: None

Students in Microsoft Imagine Academy benefit from 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 success completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel 2016 certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel 2016. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs.

Expert-level candidates for the Excel 2016 exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program's features.

They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial charts, amortization tables, and inventory schedules. This course can help prepare students for the Microsoft Office Specialist (MOS) in Excel. <http://www.microsoft.com/learning/en/us/certification/mos.aspx>.

CS952X0A CTE ADVANCED STUDIES

Credit: 1 unit

Recommended Grades: 12

Prerequisites: 2 technical credits within a program area

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The following are required: information on orientation, schedules and deadlines, project application approval form, mentor confirmation form, and a panel for the presentation. 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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FC112X0A PRINCIPLES OF FAMILY & HUMAN SERVICES

Credit: 1 unit

Prerequisite: None

Students learn core functions of the human services field; individual, family and community systems; and life literacy skills for human development. Emphasis is placed on professional skills, human ecology, diversity, analyzing community issues, and life management skills. Activities engage student in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FE602X0A CHILD DEVELOPMENT

Credit: 1 unit

Prerequisite: None

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. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FA312X0A APPAREL AND TEXTILE PRODUCTION I

Credit: 1 unit

Prerequisite: None

In this course students are introduced to the apparel and textile industry 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. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FA322X0B APPAREL AND TEXTILE PRODUCTION II

Credit: 1 unit

Prerequisite: FA312X0A Apparel and Textile Production I

Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-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. Mathematics and science are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FN412X0A FOOD AND NUTRITION I

Formerly Foods 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. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FN422X0B FOOD AND NUTRITION II

Formerly Foods II

Credit: 1 unit

Prerequisite: FN412X0A Foods and Nutrition I OR FH21 Culinary Arts and Hospitality I

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. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Go to <http://www.servsafe.com/> for information on the student credentialing program and testing information.

FN425X0B FOOD AND NUTRITION II HONORS

Credit: 1 unit

Prerequisite: FN412X0A Food and Nutrition I OR FH21 Culinary Arts and Hospitality I with a recommended 85 or above average in either course

North Carolina CTE Honors Courses require 25% of the course objectives to be studied as advanced curriculum. Completion of Food I with A level work is highly recommended as a pre-requisite for this course. Students are challenged to meet the standards of the Honors curriculum with the development of a portfolio of special projects completed during the semester. In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *For safety and sanitation reasons, enrollment should not exceed 20 in this course. Students have an opportunity to earn a Food Manager Credential.

CS952X0A CTE ADVANCED STUDIES

Credit: 1 unit

Recommended Grades: 12

Prerequisites: 2 technical credits within a program area

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The following are required: information on orientation, schedules and deadlines, project application approval form, mentor confirmation form, and a panel for the presentation. 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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Cooperative Education (On-the-job training)

Cooperative Education is one period per day early release for students who work in related jobs fifteen (15) to twenty (20) hours per week. Co-op students receive a salary from their employer and have an identified training program. The student's job must relate to his/her career choice as identified on the Career Development Plan and must be relevant to his/her career pathway. Students must be enrolled in the designated Career and Technical Education course at least one semester of the academic year unless the course is a two-unit course and then the student must be enrolled in the course both semesters. This course can only be taken one time; it cannot be repeated for credit. Students must have a job prior to enrollment.

AGRICULTURE CO-OP I

AA226XOB ANIMAL SCIENCE II CO-OP (WBHS)
 AS326XOB AGRICULTURAL MECHANICS II CO-OP (WBHS)
 AP426XOB HORTICULTURE II CO-OP (WBHS)
 AN526XOB NATURAL RESOURCES II CO-OP (EBHS)

BUSINESS CO-OP I

ME126XOB ENTREPRENEURSHIP II CO-OP

FAMILY & CONSUMER SCIENCE CO-OP I

FN426XOB FOOD AND NUTRITION II CO-OP
 FA326XOB APPAREL & TEXTILE PRODUCTION II CO-OP

TRADE & INDUSTRIAL CO-OP I

IT176XOB AUTOMOTIVE SERVICE II CO-OP (EBHS)
 IL596XOB PLUMBING II CO-OP (WBHS)

Credit: 1 unit for each course

Grades: 11-12

Prerequisites:

- Enrollment in the level two Career and Technical Education course related to the Co-op course.
(Ex: In order to take Foods II Co-op, one must be enrolled in or have completed Foods II.)
- The student's job must relate to his/her career choice as identified on the Career Development Plan and be exemplified by the Career Development Plan and his/her course of study. +

IT112XOA AUTOMOTIVE SERVICES FUNDAMENTALS (EBHS Only)

Credit: 1

Prerequisite: None

This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Aligned Industry Credential: S/P2- Safety and Pollution Prevention SP2- Mechanical and Pollution Prevention.

IT162X0A AUTOMOTIVE SERVICE I (EBHS Only)

Credit: 1 unit

Prerequisite: IT112X0A (Introduction to Automotive Service formerly Automotive Service)

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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

IT172X0A AUTOMOTIVE SERVICE II (Inherently honors) (EBHS Only)

***Completer Course**

Credit: 1

Prerequisite: IT16 Automotive Service I

This course builds on the knowledge and skills introduced in automotive servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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

IT182X0A AUTOMOTIVE SERVICE III (Inherently honors) (EBHS Only)

Credit: 1

Prerequisite: IT17 Automotive Service II

This course builds on the skills and knowledge introduced in Automotive Service I and II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experiences. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR-G1). Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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

IC002X0A CONSTRUCTION CORE

Credit: 1 unit

Prerequisite: None

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. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CARPENTRY I: Two Periods Per Day Year Long BCC CAMPUS

CW002X0C1	CAR 110	Introduction to Carpentry	FALL	0 CREDIT
WC032X0C2	CAR 111 AB	Carpentry I (PART A)	FALL	1 CREDIT
WC042X0C3	CAR 111 BB	Carpentry I (PART B)	SPRING	2 CREDIT
WC032X0C4	BPR 130	Print Reading Construction	SPRING	1 CREDIT
WC032X0C9	WOL 110	Basic Construction Skills	FALL	1 CREDIT
CW002X0C10	PLU 111	Intro to Basic Plumbing	SPRING	1 CREDIT

Recommended Grade: 11-12

Prerequisite: None

This Pathway is designed to prepare individuals to apply technical knowledge and skills to the fields of architecture, construction, construction management, and other associated professions.

Course work includes instruction in sustainable building and design, print reading, building codes, estimation, construction materials and methods, and other topics related to design and construction occupations. This pathway helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CARPENTRY II: Two Periods Per Day Year Long BCC CAMPUS

WC032X0C5	CAR 112 AB	Carpentry II (PART A)	FALL	2 CREDIT
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WC042X0C6	CAR 112 BB	Carpentry II (PART B)	SPRING	1 CREDIT
CW002X0C7	ISC 112*	Industrial Safety	SPRING	0 CREDIT
WC032X0C7	CAR 114	Residential Building Codes	FALL	1 CREDIT
WC032X0C8	SST 140	Green Bldg. Design Concepts	FALL	1 CREDIT
WC032X0C11	CAR 115	Res. Planning/Estimating	SPRING	1 CREDIT
OC002X0BCC	ACA 115	Success & Study Skills	FALL	0 CREDIT

*OSHA certification available upon successful completion of ISC 112

Recommended Grade: 12

Prerequisite: Carpentry I

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

IL582X0A PLUMBING I (WBHS Only) (BCC articulated PLU111 Introduction to Plumbing)

Credit: 1 Unit

Prerequisite: **IC002X0A** Core and Sustainable Construction

This course introduces students to the use of simple and complex tools used in the plumbing trade to install and repair systems found in the area of commercial and residential plumbing. Topics include leadership, safety, identification, and use of tools, blueprint reading, troubleshooting, and materials of the plumbing trade. Skills in communications, mathematics, science, leadership, and problem solving are reinforced in experience and SkillsUSA membership and involvement as well as leadership activities provide many opportunities to enhance classroom instruction and career development. **National Center for Construction Education Research Certificate issued upon successful completion of NCCER Modules.**

IL592X0B PLUMBING II (Inherently honors) (WBHS Only)

Credit: 1

Prerequisite: IL582X0A Plumbing I

This course is a continuation of the skills learned in Plumbing I with an emphasis on the complex tools used in the plumbing trade to install and repair systems found in commercial and residential plumbing. Topics include leadership, safety, blueprint reading, troubleshooting, basic electricity, piping, hangers, structural penetrations and fire-stopping, valves, drains, water heaters, and design of plumbing systems. Skills in communication, mathematics, science, leadership and problem solving are reinforced. The work-based learning strategies appropriate to this course are cooperative education and apprenticeship training. Leadership activities in SkillsUSA provide opportunities to enhance classroom instruction and career development. **National Center for Construction Education Research Certificate issued upon successful completion of NCCER Modules.**

IL602X0A Plumbing III (Inherently honors) (WBHS Only)

Credit: 1

Prerequisite: IL592X0B Plumbing II

This course is a continuation of skills and competencies learned in Plumbing I and II with an emphasis on the complex tools used in the plumbing trade to install and repair systems found in commercial and residential plumbing. Topics include fuel gas systems, servicing of fixtures, valves and faucets, applied math, piping, potable water supply treatment, backflow, venting, troubleshooting, and storm systems. Skills in communication, mathematics, science, leadership and problem solving are reinforced. The work-based learning strategies appropriate to this course are cooperative education, internships and apprenticeship training. Leadership activities in SkillsUSA provide opportunities to enhance classroom instruction and career development. **National Center for Construction Education Research Certificate issued upon successful completion of NCCER Modules.**

COSMETOLOGY LEVEL I: Two Periods Per Day Year Long BCC

WC192X0S1	COS 111AB	COSMETOLOGY CONCEPTS I Fall	FALL	1 CREDIT
	COS 111BB	COSMETOLOGY CONCEPTS I Spring	SPRING	
WC192X0S2	COS 112AB	SALON PART A	FALL	1 CREDIT
WC202X0S3	COS 112BB	SALON PART B	SPRING	1 CREDIT

Credit: Cosmetology Concepts 1 earns 1 high school credit for the year long course. Salon I (Year-long) earns 2 credits.

Recommended Grades: 11-12

Prerequisite: None

This course introduces developmental skills, employment opportunities, and career information required for the cosmetology industry. Topics include facials, manicures, hair cutting, chemical relaxing and restructuring, wet hair styling, and hair coloring and lighting. Skills in mathematics, science, biology, leadership, and problem solving are reinforced in this course. The work-based learning strategy appropriate for this course is a school-based enterprise. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Students will earn three (3) high school units and (12) twelve semester hours of college credit (COS 111 and 112) toward a Diploma and an Associate Degree in Cosmetology.

For the NC State Board of Cosmetic Arts student enrollment: all students must have a government issued SSN card (or a government issued Tax ID number) and an NC Issued Identification Card with photo. All cosmetology students are required by the NC State Board of Cosmetic Arts to always dress in uniform during class to receive State Board Hours. Students will have to provide their own uniforms. The uniform consists of: solid white uniform scrub top, solid white uniform scrub pants, solid white uniform lab jacket, solid white uniform work shoes, and appropriate (skin tone or white) undergarments.

COSMETOLOGY LEVEL II: Two Periods Per Day Year Long BCC

WC192X0S5	COS 113AB	COSMETOLOGY CONCEPTS II Fall	FALL	1 CREDIT
	COS 113BB	COSMETOLOGY CONCEPTS II Spring	SPRING	
WC192X0S6	COS 114AB	SALON II PART A	FALL	1 CREDIT
WC202X0S3	COS 114BB	SALON II PART B	SPRING	1 CREDIT

Credit: Cosmetology Concepts II earns 1 credit for the year. Salon II (Year-long) earns 2 credits.

Recommended Grade: 12

Prerequisite: COS 111AB, COS 111BB, COS 112AB, COS 112BB

This course provides for the development of processes, techniques, and skills introduced in Cosmetology I. Topics include hair coloring techniques, chemical serving, identification and treatment of disorders of the skin, scalp and hair, manicuring, pedicuring, artificial nails, hair removal, and permanent waving techniques. Skills in chemistry, mathematics, business, thinking, and communication are reinforced in this course. The work-based learning strategy appropriate for this course is a school-based enterprise. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Students will earn (3) three high school units and (12) twelve semester hours of college credit (COS 113 and 114) toward a Diploma and an Associate Degree in Cosmetology.

For the NC State Board of Cosmetic Arts student enrollment: all students must have a government issued SSN card (or a government issued Tax ID number) and an NC Issued Identification Card with photo. All cosmetology students are required by the NC State Board of Cosmetic Arts to always dress in uniform during class to receive State Board Hours. Students will have to provide their own uniforms. The uniform consists of: solid white uniform scrub top, solid white uniform scrub pants, solid white uniform lab jacket, solid white uniform work shoes, and appropriate (skin tone or white) undergarments.

ELECTRICAL SYSTEMS TECHNOLOGY I: Two Periods Per Day Year Long BCC

WC032X0P1	ELC 112	DC/AC ELECTRICITY	FALL	2 CREDIT
WC042X0P4	ELN 133	DIGITAL ELECTRONICS	SPRING	1 CREDIT
WC032X0P3	ELC 117	MOTORS & CONTROLS	SPRING	1 CREDIT
WC032X0P4	ELC 113	RESIDENTIAL WIRING	FALL	1 CREDIT

Credit: All courses earn one credit EXCEPT DC/AC Electricity which earns 2 credits.

Recommended Grades: 11-12

Prerequisite: None

This course introduces residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. Skills in safety, mathematics, leadership, and problem solving are reinforced in this course. Students will earn five (5) high school units of credit and seventeen (17) semester hours of college credit (ELC 112, ELC 113, ELC 117, ELN 133), completing a certificate and gaining credit towards an Associate Degree in Electrical/Electronics Technology. This pathway helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ELECTRICAL SYSTEMS TECHNOLOGY II: Two Periods Per Day Year Long BCC

WC032X0P5	ELC 114	COMMERCIAL WIRING	FALL	1 CREDIT
WC042X0P6	ELN 229	INDUSTRIAL ELECTRONICS	FALL	1 CREDIT
WC032X0P7	ELC 128	INTRO TO PLCs	SPRING	1 CREDIT
WC042X0P8	ELC 228	PLC APPLICATIONS	SPRING	1 CREDIT
CW002X0P9	ISC 112*	INDUSTRIAL SAFETY	SPRING	0 CREDIT

*OSHA certification available upon successful completion of ISC 112

Credit: All courses earn one credit EXCEPT ISC 112 Industrial Safety.

Recommended Grades: 12

Prerequisite: electrical systems Technology I

This is a continuation of Electrical systems Technology I. This pathway leads students into commercial Wiring, Industrial Electronics, Programmable Logic Controllers (PLCs), Programmable Logic Control Application, and Industrial Safety. Electrical Systems Technology II offers a certificate through Bladen Community College as does Electrical Systems Technology I. All courses in the two pathways apply to the Bladen Community College Electrical Systems Associate of Applied Science Degree. This Pathway helps prepare students for National Center for Construction Education and Research certification. Skills USA events, community service, and leadership activities provide the opportunity to apply essential standards and workplace

readiness skills through authentic experiences. Additionally, the ISC 112 Industrial Safety course allows students the potential to receive the OSHA 30 credential.

IC112X0A MASONRY I (INHERENTLY HONORS) (EBHS Only)

Credit: 1 unit

Prerequisite: IC002X0A Core and Sustainable Construction

This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

IC122X0B MASONRY II (EBHS Only)

Credit: 1 unit

Prerequisite: **IC112X0A** Masonry I

This course builds on skills mastered in Masonry I and provides advanced masonry skills including measurements, drawing and specifications, mortar, masonry units, and installation techniques. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. **Math II is recommended as preparation for this course.** This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

IP112X0A PUBLIC SAFETY I

Credit: 1

Prerequisite: None

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

IP312X0A FIREFIGHTER TECHNOLOGY I

Credit: 1

Prerequisite: IP11 Public Safety I

This course covers part of the NC Firefighter I/II combination certification modules required for all firefighters in North Carolina. The modules include: Fire Department Orientation and Safety; Fire Prevention, Education, and Cause; Fire Alarms and Communications; Fire Behavior; Personal Protective Equipment; Portable Fire Extinguishers; and Fire Hose, Streams, and Appliances. English language arts are reinforced. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Firefighter I/II certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

IP322X0A FIREFIGHTER TECHNOLOGY II

Credit: 1

Prerequisite: IP31 Firefighter Technology I

This course covers additional NC Firefighter I/II combination certification modules required for all firefighters in North Carolina. The modules include: Ropes; Ladders; Forcible Entry; Ventilation; Water Supply; Sprinklers; and Foam Fire Stream. English language arts are reinforced. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Firefighter I/II certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

IP332X0A FIREFIGHTER TECHNOLOGY III (INHERENTLY HONORS)

Credit: 1

Prerequisite: IP32 Firefighter Technology II

In this course, students select one specific occupation in the Career Cluster and conduct research to include the nature of the work, work environment, training, education, and advancement, and job prospects. Work-based learning strategies appropriate for this course including job shadowing and internship. Apprenticeship and cooperative training are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experience

EMERGENCY MEDICAL SCIENCE: Two Periods Per Day

Year Long

BCC

WC152X0P6	OST 141	MEDICAL OFFICE TERMS I	SPRING	1 CREDIT
WC152X0P7	EMS 110	EMERGENCY MEDICAL SCIENCE	FALL	3 CREDIT
WC162X0P8	OST 142	MEDICAL OFFICE TERMS II	SPRING	1 CREDIT
WC032X0P4	EMS 160	CARDIOLOGY I	SPRING	1 CREDIT

Recommended Grades: 11-12

Prerequisite: OST 141 is a prerequisite for OST 142; Students must be 17 years old by January 1st

Completer courses (*)

The Emergency Medical Science (EMS) pathway introduces basic emergency medical care, employment opportunities, and career information required of health care professionals. This pathway will also introduce students to terminology and vocabulary that will be encountered in health care related professions. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification. Students will earn four (4) high school units and (18) eighteen semester hours of college credit toward an Associate Degree in Emergency Medical Science

***Students must turn 17 by December 1 of the academic year.**

WELDING PROCESSES I: Two Periods Per Day		Year Long	EBHS only at BCC	
CW002X0G1	WLD 110	CUTTING PROCESSES	FALL	0 CREDIT
WC252X0G2	WLD 115	SMAW (STICK) PLATE	FALL	2 CREDIT
WC252X0G3	WLD 121	GMAW (MIG) FCAW/PLATE	SPRING	1 CREDIT
WC262X0G4	WLD 131	GTAW (TIG) PLATE	SPRING	1 CREDIT

Recommended Grade: 11-12

Prerequisite: None

Welding is an in-depth study covering topics on skill development with emphasis on trade terminology, shop mathematics, codes, and specifications. This is an advanced course in industrial and constructional welding with more emphasis on MIG and TIG welding and Plasma Arc cutting. At least 75% of the time is spent on hands-on activities. Students will earn four (4) high school units and fifteen (15) semester hours of college credit (WLD 110, 115, 121 and 131), completing a certificate and gaining credit towards an Associate Degree in Welding Technology. This pathway helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

WELDING PROCESSES II: Two Periods Per Day		Year Long	EBHS only at BCC	
WC252X0G5	WLD 116	SMAW (STICK) PLATE/PIPE	FALL	1 CREDIT
WC252X0G6	WLD 261	CERTIFICATION PRACTICES (CO-REQ)	FALL	1 CREDIT
SAME	WLD 143	WELDING METALLURGY (CO-REQ)	SPRING	
WC262X0G7	WLD 262	INSPECTION & TESTING	SPRING	1 CREDIT
WC252X0G9	WLD 141	SYMBOLS & SPECIFICATIONS	SPRING	1 CREDIT
CW002X0G10	ISC 112	INDUSTRIAL SAFETY	SPRING	0 CREDIT

**OSHA certification available upon successful completion of ISC 112*

Recommended Grade: 12

Prerequisite: WLD 110 CUTTING PROCESSES; WLD 115 SMAW (STICK) PLATE; WLD 121 GMAW (MIG) FCAW/PLATE; WLD 131 GTAW (TIG) PLATE

This course covers shielded metal welding, metal fabrication, and welding certificate practices. Students will earn three (3) high school units and sixteen (16) semester hours of college credit (WLD 116, 141, 143, 261, 262, and ISC 112), completing a certificate and gaining credit towards an Associate Degree in Welding Technology. This pathway helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

WELDING PROCESSES I		Year Long	WBHS	
WC252X0G2	WLD 115	SMAW (STICK) PLATE	FALL	2 CREDIT
WC262X0G4	WLD 131	GTAW (TIG) PLATE	SPRING	1 CREDIT

Recommended Grade: 11-12

Prerequisite: None

Welding is an in-depth study covering topics on skill development with emphasis on trade terminology, shop mathematics, codes, and specifications. This is an advanced course in industrial and constructional welding with more emphasis on MIG and TIG welding and Plasma Arc cutting. At least 75% of the time is spent on hands-on activities. Students will earn three (3) high school units and nine (9) semester hours of college credit, gaining credit towards an Associate Degree in Welding Technology. This pathway helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

WELDING PROCESSES II Year Long

WBHS

WC252X0G5	WLD 116	SMAW (STICK) PLATE/PIPE	FALL	1 CREDIT
WC262X0G7	WLD 262	INSPECTION & TESTING	SPRING	1 CREDIT
WC252X0G9	WLD 143	WELDING METALLURGY	SPRING	0 CREDIT
CW002X0G10	ISC 112	INDUSTRIAL SAFETY	SPRING	0 CREDIT

*OSHA certification available at successful completion of ISC 112

Recommended Grade: 12

Prerequisite: WLD 115 SMAW (STICK) PLATE; WLD 131 GTAW (TIG) PLATE

This pathway covers shielded metal welding, metal fabrication, and welding certificate practices. Students will earn two (2) high school units and eleven (11) semester hours of college credit (WLD 116, 143, 262, and ISC 112), gaining credit towards an Associate Degree in Welding Technology. This pathway helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CS952X0A CTE ADVANCED STUDIES

Credit: 1 unit

Recommended Grades: 12

Prerequisites: 2 technical credits within a program area

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The following are required: information on orientation, schedules and deadlines, project application approval form, mentor confirmation form, and a panel for the presentation. 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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HU102X0A FOUNDATIONS OF HEALTH SCIENCE

Credit: 1 unit

Recommended grades: 9 – 10

Prerequisite: None

This course is designed to assist potential health care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare 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.

HU402X0A HEALTH SCIENCE I (BCC articulated OST141 Medical Terminology I)

Credit: 1 unit

Recommended Grades: 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. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Biology is recommended as preparation for this course.**

HU422X0B HEALTH SCIENCE II

Credit: 1 unit

Recommended Grades: 11-12

Prerequisite: **HU402X0A** Health Science I OR HP71 PLTW Human Body Systems

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HU425X0B HEALTH SCIENCE II HONORS

Credit: 1 unit

Recommended Grades: 11-12

Prerequisite: **HU402X0A** Health Science I OR HP71 PLTW Human Body Systems/85 or above average recommended for Health Science I or PLTW Human Body Systems for honors section

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This honors course extends the Standard course of Study to a higher more challenging level and rigorous level. Students will choose among honors projects allowing for more critical thinking and higher application of learned concepts in addition to the projects already in the course.

HN435X0CC NURSING FUNDAMENTALS AND PRACTICUM (INHERENTLY HONORS)

Credit: 2 units

Maximum Enrollment: 10*

Recommended Grades: 12

Prerequisite: 72422B Health Science II

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. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. Cooperative education is not available for this course. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area. DHSR applies BON Rule to the classroom training area.*

CS952X0A CTE ADVANCED STUDIES

Credit: 1 unit

Recommended Grades: 12

Prerequisites: 2 technical credits within a program area

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The following are required: information on orientation, schedules and deadlines, project application approval form, mentor confirmation form, and a panel for the presentation. 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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Distance Learning Opportunities

Online Course opportunities not available in Bladen County Schools course registry to earn high school credit are available through the following pathways:

- North Carolina School of Science and Math (NCSSM-Online)
- North Carolina Virtual Public School

Online courses can also be provided through dual enrollment opportunities for high school and college credit through the College and Career Promise Program at Bladen Community College.

North Carolina School of Science and Math (NCSSM-Online)

The North Carolina School of Science and Math (NCSSM) Online is a two-year, sequenced online program that provides:

- ❖ Exploration of specialized STEM (science, technology, engineering, math) courses available to high school students who qualify.
- ❖ A learning community of highly talented students in North Carolina that enriches their experience while attending their local high school.

Program Elements:

- ❖ All accepted students visit the NCSSM campus to learn about the program expectations and technology, meet faculty and staff, and get to know other students.
- ❖ Students can take 1-2 classes per semester of advanced NCSSM courses; each class is taught by a NCSSM faculty member. Many courses are aligned with STEM (science, technology, engineering, math) topics.
- ❖ Each class has a required weekly evening web-videoconference for the teacher and class to meet together for a live discussion.

- ❖ Many courses have a required weekend once or twice each semester where students visit the NCSSM campus to work with their classmates and teacher and socialize with other program students.
- ❖ All admitted students can apply to participate in our special and summer courses, modeled after NCSSM's residential mini-term and independent study opportunities to study in-depth a specialized topic over several weeks.

North Carolina Virtual Public School (NCVPS-Online)

North Carolina Virtual Public School (NCVPS) is an online school community that will serve K-12 public school students throughout the state of North Carolina.

- ❖ NCVPS provides courses for students who want access to learning opportunities in addition to the courses currently offered at their school.
- ❖ All courses are taught online. Courses may be completed at school, at home or other settings where a computer and Internet connection are located.
- ❖ All NCVPS courses will meet the curriculum standards for the North Carolina Department of Public Instruction. In addition, all courses meet recognized quality assurance standards for e-learning courses. NCVPS courses are offered free of charge to public school students. The courses utilize Blackboard course management software to maximize student interaction in each class.

Bladen Community College

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ARTICULATED CURRICULUM AGREEMENT BLADEN COUNTY SCHOOLS AND BLADEN COMMUNITY COLLEGE

Prospective college students may receive college credit for the high school courses listed below by meeting the following criteria:

1. grade of **B** or higher in the high school course and
2. a score of **93** or higher on the proof of learning or earning the credential in lieu of for the course.

To receive articulated credit, students must enroll at the community college within two years of their high school graduation date.
<http://ctpnc.org/articulation>

COMMUNITY COLLEGE COURSES		
Course Title	Course Number	Course Title
BF10-6200/8721 Principles of Business and Finance	BUS 110	Introduction to Business
ME11-Entrepreneurship I/6235 Small Business Entrepreneurship	BUS 230	Small Business Management
IL58/7761 Plumbing I	PLU 111	Introduction to Plumbing
AS32/6832 Agricultural Mechanics II	WLD 112 and MNT 150	Basic Welding Processes and Basic Building Maintenance
BM10 Microsoft Word, Power Point, and Publisher OR pass the Microsoft Office Specialist certification for the current version taught in the course offered at the college	OST 136	Word Processing
BD10/6412/6414 Multimedia and Webpage Design	OST 233 or WEB 111	Office Publication Design/Intro to Web Graphics
HU40 Health Science I	OST 141	Medical Terminology I
AA21/6821 Animal Science I and AA22/6822 Animal Science II (H)	ANS 110	Animal Science
IC00 Core and Sustainability, Construction	SST 140	Green Buildings and Design Concepts
IC21 Carpentry I and IC22 Carpentry II	CAR 111	Carpentry I
BM20 Microsoft Excel and Access	CTS 130	Spreadsheet
HN43 Nursing Fundamentals	NAS 101	Nursing Assistant I

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Career and College Promise Program College Transfer - Arts Pathway

The Bladen Community College Career and College Promise Program provides seamless dual enrollment educational opportunities to qualifying high school juniors and seniors. The Career and College Promise Program allows high school students the opportunity to pursue a high school diploma while concurrently progressing towards earning a postsecondary academic credential including a certificate, diploma, or degree. Such credentials will grant students the essential academic training to pursue college transfer interests and entry-level employment opportunities. The Career and College Promise (CCP) Arts Pathway is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a Baccalaureate degree in a non-STEM major.

Students interested in participating in one of the College Transfer Pathways must meet the following criteria:

- (1) Be a high school junior or senior,
- (2) Have an **unweighted** high school grade point average of 2.8 or higher, **OR**
- (3) Demonstrate college readiness in English, reading and mathematics (**See Attachment A for test scores**):
 - a. PSAT
 - b. SAT
 - c. Pre-ACT
 - d. ACT
 - e. NC DAP
 - f. RISE Placement Test
 - g. Advanced Placement (AP)
 - h. International Baccalaureate (IB)
 - i. Cambridge International Exams

Career and College Promise participants will earn both high school and college credit. The North Carolina Department of Public Instruction will determine the number of high school units to be awarded to students for successful completion of college courses. Awarded high school credits will be counted as elective credits and cannot be used to fulfill a required high school course requirement.

All courses listed in the various College Transfer Pathways are listed in the Comprehensive Articulation Agreement; therefore, such courses will transfer to any of the 16 colleges in the University of North Carolina College System and many private colleges. Transferability of courses is contingent upon the student earning a grade of "C" or better in each course.

Career and College Promise Program participants are not required to pay tuition for courses identified in their approved College Transfer Pathway. High school students in the CCP Arts Pathway must complete the entire pathway before taking additional courses in the Associate in Arts (A10100) program. Career and College Promise participants are required to maintain at least a 2.0 grade point average on college course work after the completion of two college level courses.

ACCREDITATION: Bladen Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, diplomas, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Bladen Community College.

MISSION STATEMENT: Bladen Community College is dedicated to the educational and cultural enrichment of the local and global communities it serves.

Arts Pathway

The Career and College Promise (CCP) Arts Pathway is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a Baccalaureate degree in a non-STEM major. Qualified high school juniors and seniors are given an opportunity to earn valuable credits toward a college degree and take advantage of tremendous savings. **Tuition is waived. Each student will be responsible for the purchase of textbooks.**

Associate in Arts Pathway (P1012C)

The following two English composition courses are required: (6 SHC)

- ENG 111 Writing & Inquiry (3 SHC)
ENG 112 Writing/Research in the Disciplines (3)

Select three courses from the following from at least two different disciplines: (9 SHC)

- COM 120 Intro Interpersonal Com (3) or
COM 231 Public Speaking (3)
ART 111 Art Appreciation (3)
ART 114 Art History Survey I (3)
ART 115 Art History Survey II (3)
DRA 111 Theatre Appreciation (3)
ENG 231 American Literature I (3)
ENG 232 American Literature II (3)
ENG 241 British Literature I (3)
ENG 242 British Literature II (3)
MUS 110 Music Appreciation (3)
MUS 112 Introduction to Jazz (3)
PHI 215 Philosophical Issues (3)
PHI 240 Introduction to Ethics (3)

Select three courses from the following from at least two different disciplines: (9 SHC)

- ECO 251 Principles of Microeconomics (3)
ECO 252 Principles of Macroeconomics (3)
HIS 111 World Civilizations I (3)
HIS 112 World Civilizations II (3)
HIS 131 American History I (3)
HIS 132 American History II (3)
POL 120 American Government (3)
PSY 150 General Psychology (3)
SOC 210 Introduction to Sociology (3)

Select one course from the following: (3-4 SHC)

- MAT 143 Quantitative Literacy (3)
MAT 152 Statistical Methods I (4)
MAT 171 Precalculus Algebra (4)

Select one course from the following: (4 SHC)

- AST 111/111A Descriptive Astronomy & Lab (4)
AST 151/151A General Astronomy I & Lab (4)
BIO 110 Principles of Biology (4)
BIO 111 General Biology I (4)
CHM 151 General Chemistry I (4)
GEL 111 Introductory Geology (4)
PHY 110/110A Conceptual Physics I & Lab (4)

The following course is required:

- ACA 122 College Transfer Success (1)

***OPTIONAL GENERAL EDUCATION HOURS**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as part of the P1012C and P1042C pathways. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Total Semester Hours Credit (SHC) in Program: 32-41*

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Career and College Promise Program College Transfer – Arts Pathway in Teacher Preparation

The Bladen Community College Career and College Promise Program provides seamless dual enrollment educational opportunities to qualifying high school students. The Career and College Promise Program allows high school students the opportunity to pursue a high school diploma while concurrently progressing towards earning a postsecondary academic credential including a certificate, diploma, or degree. Such credentials will grant students the essential academic training to pursue college transfer interests and entry-level employment opportunities. The CCP College Transfer Pathway Leading to the Associate in Arts in Teacher Preparation is designed for high school students who wish to begin study toward the Associate in Arts in Teacher Preparation degree and a baccalaureate degree in teaching in a non-STEM major.

Students interested in participating in one of the College Transfer Pathways must meet the following criteria:

- (1) Be a high school junior or senior,
- (2) Have an **unweighted** high school grade point average of 2.8 or higher, **OR**
- (3) Demonstrate college readiness in English, reading and mathematics (**See Attachment A for test scores**):
 - a. PSAT
 - b. SAT
 - c. Pre-ACT
 - d. ACT
 - e. NC DAP
 - f. RISE Placement Test
 - g. Advanced Placement (AP)
 - h. International Baccalaureate (IB)
 - i. Cambridge International Exams

Career and College Promise participants will earn both high school and college credit. The North Carolina Department of Public Instruction will determine the number of high school units to be awarded to students for successful completion of college courses. Awarded high school credits will be counted as elective credits and cannot be used to fulfill a required high school course requirement.

All courses listed in the various College Transfer Pathways are listed in the Comprehensive Articulation Agreement; therefore, such courses will transfer to any of the 16 colleges in the University of North Carolina College System and many private colleges. Transferability of courses is contingent upon the student earning a grade of "C" or better in each course.

Career and College Promise Program participants are not required to pay tuition for courses identified in their approved College Transfer Pathway. High school students in the CCP Arts Pathway in Teacher Preparation must complete the entire pathway before taking additional courses in the Associate in Arts in Teacher Preparation (A1010T) program. Career and College Promise participants are required to maintain at least a 2.0 grade point average on college course work after the completion of two college level courses.

ACCREDITATION: Bladen Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, diplomas, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Bladen Community College.

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Arts Pathway in Teacher Preparation

The Career and College Promise (CCP) Arts Pathway in Teacher Preparation is designed for high school students who wish to begin study toward the Associate in Arts in Teacher Preparation degree and a Baccalaureate degree in a non-STEM major. Qualified high school students are given an opportunity to earn valuable credits toward a college degree and take advantage of tremendous savings. **Tuition is waived. Each student will be responsible for the purchase of textbooks.**

Arts Pathway in Teacher Preparation (P1012T)

The following two English composition courses are required: (6 SHC)

ENG 111	Writing & Inquiry (3 SHC)
ENG 112	Writing/Research in the Disciplines (3)

Select three courses from the following from at least two different disciplines: (9 SHC)

COM 120	Intro Interpersonal Com (3)	ENG 232	American Literature II (3)
COM 231	Public Speaking (3)	ENG 241	British Literature I (3)
ART 111	Art Appreciation (3)	ENG 242	British Literature II (3)
ART 114	Art History Survey I (3)	MUS 110	Music Appreciation (3)
ART 115	Art History Survey II (3)	MUS 112	Introduction to Jazz (3)
DRA 111	Theatre Appreciation (3)	PHI 215	Philosophical Issues (3)
ENG 231	American Literature I (3)	PHI 240	Introduction to Ethics (3)

Select two courses from the following from at least two different disciplines: (6 SHC)

ECO 251	Principles of Microeconomics (3)
ECO 252	Principles of Macroeconomics (3)
HIS 111	World Civilizations I (3)
HIS 112	World Civilizations II (3)
HIS 131	American History I (3)
HIS 132	American History II (3)
POL 120	American Government (3)
PSY 150	General Psychology (3)
SOC 210	Introduction to Sociology (3)

Select one course from the following: (3-4 SHC)

MAT 143	Quantitative Literacy (3)
MAT 152	Statistical Methods I (4)
MAT 171	Precalculus Algebra (4)

Select one course from the following: (4 SHC)

AST 111/111A	Descriptive Astronomy & Lab (4)
AST 151/151A	General Astronomy I & Lab (4)
BIO 110	Principles of Biology (4)
BIO 111	General Biology I (4)
CHM 151	General Chemistry I (4)
GEL 111	Introductory Geology (4)
PHY 110/110A	Conceptual Physics I & Lab (4)

The following courses are required:

ACA 122	College Transfer Success (1)
EDU 187	Teaching and Learning for All* (4)
EDU 216	Foundations of Education (3)
SOC 225	Social Diversity (3)

**Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All.*

****OPTIONAL GENERAL EDUCATION HOURS**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Total Semester Hours Credit (SHC) in Program: 39-48**

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Career and College Promise Program College Transfer - Science Pathway

The Bladen Community College Career and College Promise Program provides seamless dual enrollment educational opportunities to qualifying high school juniors and seniors. The Career and College Promise Program allows high school students the opportunity to pursue a high school diploma while concurrently progressing towards earning a postsecondary academic credential including a certificate, diploma, or degree. Such credentials will grant students the essential academic training to pursue college transfer interests and entry-level employment opportunities. The Career and College Promise (CCP) Science Pathway is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a Baccalaureate degree in a STEM or technical major.

Students interested in participating in one of the College Transfer Pathways must meet the following criteria:

- (1) Be a high school junior or senior,
- (2) Have an **unweighted** high school grade point average of 2.8 or higher, **OR**
- (3) Demonstrate college readiness in English, reading and mathematics (**See Attachment A for test scores**):

a. PSAT	f. RISE Placement Test
b. SAT	g. Advanced Placement (AP)
c. Pre-ACT	h. International Baccalaureate (IB)
d. ACT	i. Cambridge International Exams
e. NC DAP	

Career and College Promise participants will earn both high school and college credit. The North Carolina Department of Public Instruction will determine the number of high school units to be awarded to students for successful completion of college courses. Awarded high school credits will be counted as elective credits and cannot be used to fulfill a required high school course requirement.

All courses listed in the various College Transfer Pathways are listed in the Comprehensive Articulation Agreement; therefore, such courses will transfer to any of the 16 colleges in the University of North Carolina College System and many private colleges. Transferability of courses is contingent upon the student earning a grade of "C" or better in each course.

Career and College Promise Program participants are not required to pay tuition for courses identified in their approved College Transfer Pathway. High school students in the CCP Science Pathway must complete the entire pathway before taking additional courses in the Associate in Science (A10400) program. Career and College Promise participants are required to maintain at least a 2.0 grade point average on college course work after the completion of two college level courses.

ACCREDITATION: Bladen Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, diplomas, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Bladen Community College.

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Science Pathway

The Career and College Promise (CCP) Science Pathway is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a Baccalaureate degree in a STEM or technical major. Qualified high school juniors and seniors are given an opportunity to earn valuable credits toward a college degree and take advantage of tremendous savings. **Tuition is waived. Each student will be responsible for the purchase of textbooks.**

Associate in Science Pathway (P1042C)

The following two English composition courses are required: (6 SHC)

ENG 111	Writing & Inquiry (3 SHC)
ENG 112	Writing/Research in the Disciplines (3)

Select two courses from the following from at least two different disciplines: (6 SHC)

COM 120	Intro Interpersonal Com (3) or
COM 231	Public Speaking (3)
ART 111	Art Appreciation (3)
ART 114	Art History Survey I (3)
ART 115	Art History Survey II (3)
DRA 111	Theatre Appreciation (3)
ENG 231	American Literature I (3)
ENG 232	American Literature II (3)
ENG 241	British Literature I (3)
ENG 242	British Literature II (3)
MUS 110	Music Appreciation (3)
MUS 112	Introduction to Jazz (3)
PHI 215	Philosophical Issues (3)
PHI 240	Introduction to Ethics (3)

Select two courses from the following from at least two different disciplines: (6 SHC)

ECO 251	Principles of Microeconomics (3)
ECO 252	Principles of Macroeconomics (3)
HIS 111	World Civilizations I (3)
HIS 112	World Civilizations II (3)
HIS 131	American History I (3)
HIS 132	American History II (3)
POL 120	American Government (3)
PSY 150	General Psychology (3)
SOC 210	Introduction to Sociology (3)

Select two courses from the following: (8 SHC)

MAT 171	Precalculus Algebra (4)
MAT 172	Precalculus Trigonometry (4)
MAT 263	Brief Calculus (4)
MAT 271	Calculus I (4)
MAT 272	Calculus II (4)

Select two courses; the courses must be taken as a set as follows: (8 SHC)

AST 151/151A	General Astronomy I & Lab (4)
BIO 110	Principles of Biology (4)
BIO 111	General Biology I (4) and BIO 112 General Biology II (4)
CHM 151	General Chemistry I (4) and CHM 152 General Chemistry II (4)
GEL 111	Introductory Geology (4)
PHY 110/110A	Conceptual Physics I & Lab (4)
PHY 151	College Physics I (4) and PHY 152 College Physics II (4)
PHY 251	General Physics I (4) and PHY 252 General Physics II (4)

The following course is required:

ACA 122	College Transfer Success (1)
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Total Semester Hours Credit (SHC) in Program: 35-43*

***OPTIONAL GENERAL EDUCATION HOURS**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as part of the P1012C and P1042C pathways. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

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Career and College Promise Program College Transfer – Science Pathway in Teacher Preparation

The Bladen Community College Career and College Promise Program provides seamless dual enrollment educational opportunities to qualifying high school juniors and seniors. The Career and College Promise Program allows high school students the opportunity to pursue a high school diploma while concurrently progressing towards earning a postsecondary academic credential including a certificate, diploma, or degree. Such credentials will grant students the essential academic training to pursue college transfer interests and entry-level employment opportunities. The CCP College Transfer Pathway Leading to the Associate in Science in Teacher Preparation is designed for high school students who wish to begin study toward the Associate in Science in Teacher Preparation degree and a baccalaureate degree in teaching in a STEM or technical major.

Students interested in participating in one of the College Transfer Pathways must meet the following criteria:

- (1) Be a high school junior or senior,
- (2) Have an **unweighted** high school grade point average of 2.8 or higher, **OR**
- (3) Demonstrate college readiness in English, reading and mathematics (**See Attachment A for test scores**):
 - a. PSAT
 - b. SAT
 - c. Pre-ACT
 - d. ACT
 - e. NC DAP
 - f. RISE Placement Test
 - g. Advanced Placement (AP)
 - h. International Baccalaureate (IB)
 - i. Cambridge International Exams

Career and College Promise participants will earn both high school and college credit. The North Carolina Department of Public Instruction will determine the number of high school units to be awarded to students for successful completion of college courses. Awarded high school credits will be counted as elective credits and cannot be used to fulfill a required high school course requirement.

All courses listed in the various College Transfer Pathways are listed in the Comprehensive Articulation Agreement; therefore, such courses will transfer to any of the 16 colleges in the University of North Carolina College System and many private colleges. Transferability of courses is contingent upon the student earning a grade of "C" or better in each course.

Career and College Promise Program participants are not required to pay tuition for courses identified in their approved College Transfer Pathway. High school students in the CCP Science in Teacher Preparation Pathway must complete the entire pathway before taking additional courses in the Associate in Science in Teacher Preparation (A1040T) program. Career and College Promise participants are required to maintain at least a 2.0 grade point average on college course work after the completion of two college level courses.

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Science Pathway in Teacher Preparation (P1042T)

The Career and College Promise (CCP) Science Pathway in Teacher Preparation is designed for high school students who wish to begin study toward the Associate in Science in Teacher Preparation degree and a Baccalaureate degree in a STEM or technical major. Qualified high school students are given an opportunity to earn valuable credits toward a college degree and take advantage of tremendous savings. **Tuition is waived. Each student will be responsible for the purchase of textbooks.**

The following two English composition courses are required: (6 SHC)

- ENG 111 Writing & Inquiry (3 SHC)
ENG 112 Writing/Research in the Disciplines (3)

Select two courses from the following list from at least two different disciplines: (6 SHC)

- COM 120 Intro Interpersonal Communication (3) or
COM 231 Public Speaking (3)
ART 111 Art Appreciation (3)
ART 114 Art History Survey I (3)
ART 115 Art History Survey II (3)
DRA 111 Theatre Appreciation (3)
ENG 231 American Literature I (3)
ENG 232 American Literature II (3)
ENG 241 British Literature I (3)
ENG 242 British Literature II (3)
MUS 110 Music Appreciation (3)
MUS 112 Introduction to Jazz (3)
PHI 215 Philosophical Issues (3)
PHI 240 Introduction to Ethics (3)

Select one course from the following list: (3 SHC)

- ECO 251 Principles of Microeconomics (3)
ECO 252 Principles of Macroeconomics (3)
HIS 111 World Civilizations I (3)
HIS 112 World Civilizations II (3)
HIS 131 American History I (3)
HIS 132 American History II (3)
POL 120 American Government (3)
PSY 150 General Psychology (3)
SOC 210 Introduction to Sociology (3)

Select two courses from the following: (8 SHC)

- MAT 171 Precalculus Algebra (4) & MAT 172 Precalculus Trigonometry (4)
MAT 263 Brief Calculus (4)
MAT 271 Calculus I (4) & MAT 272 Calculus II (4)

Select two courses; the courses must be taken as a set as follows: (8 SHC)

- | | |
|--------------|---|
| AST 151/151A | General Astronomy I & Lab (4) |
| BIO 110 | Principles of Biology (4) |
| BIO 111 | General Biology I (4) and BIO 112 General Biology II (4) |
| CHM 151 | General Chemistry I (4) and CHM 152 General Chemistry II (4) |
| GEL 111 | Introductory Geology (4) |
| PHY 110/110A | Conceptual Physics I & Lab (4) |
| PHY 151 | College Physics I (4) and PHY 152 College Physics II (4) |
| PHY 251 | General Physics I (4) and PHY 252 General Physics II (4) |

The following courses are required:

- ACA 122 College Transfer Success (1)
EDU 187 Teaching and Learning for All* (4)
EDU 216 Foundations of Education (3)
SOC 225 Social Diversity (3)

*Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All.

OPTIONAL GENERAL EDUCATION HOURS

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as part of this pathway. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Total Semester Hours Credit (SHC) in Program: 42-50**

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Career and College Promise Program Associate Degree Nursing (ADN) Pathway

The Bladen Community College Career and College Promise Program provides seamless dual enrollment educational opportunities to qualifying high school juniors and seniors. The Career and College Promise Program allows high school students the opportunity to pursue a high school diploma while concurrently progressing towards earning a postsecondary academic credential including a certificate, diploma, or degree. Such credentials will grant students the essential academic training to pursue college transfer interests and entry-level employment opportunities. The Career and College Promise (CCP) ADN Pathway is designed for high school juniors and seniors who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing.

Students interested in participating in one of the College Transfer Pathways must meet the following criteria:

- (1) Be a high school junior or senior,
- (2) Have an **unweighted** high school grade point average of 2.8 or higher, **OR**
- (3) Demonstrate college readiness in English, reading and mathematics (**See Attachment A for test scores**):
 - a. PSAT
 - b. SAT
 - c. Pre-ACT
 - d. ACT
 - e. NC DAP
 - f. RISE Placement Test
 - g. Advanced Placement (AP)
 - h. International Baccalaureate (IB)
 - i. Cambridge International Exams

Career and College Promise participants will earn both high school and college credit. The North Carolina Department of Public Instruction will determine the number of high school units to be awarded to students for successful completion of college courses. Awarded high school credits will be counted as elective credits and cannot be used to fulfill a required high school course requirement.

All courses listed in the various College Transfer Pathways are listed in the Comprehensive Articulation Agreement; therefore, such courses will transfer to any of the 16 colleges in the University of North Carolina College System and many private colleges. Transferability of courses is contingent upon the student earning a grade of "C" or better in each course.

Career and College Promise Program participants are not required to pay tuition or fees for courses identified in their approved College Transfer Pathway. High school students in the CCP Associate Degree Nursing Pathway must complete the entire pathway before taking additional courses in the Associate in General Education Nursing (A1030N) program. Career and College Promise participants are required to maintain at least a 2.0 grade point average on college course work after the completion of two college level courses.

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Associate Degree Nursing (ADN) Pathway

The Career and College Promise (CCP) ADN Pathway is designed for high school juniors and seniors who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. Qualified high school juniors and seniors are given an opportunity to earn valuable credits toward a college degree and take advantage of tremendous savings. **Tuition is waived. Each student will be responsible for the purchase of textbooks.**

Associate Degree Nursing (ADN) Pathway (P1032C)

The following two English composition courses are required: (6 SHC)

ENG 111 Writing & Inquiry (3)

AND

ENG 112 Writing/Research in the Disciplines (3)

OR

ENG 114 Prof Research & Reporting (3)

Select one Humanities/Fine Arts course from the following: (3 SHC)

ART 111 Art Appreciation (3)

ART 114 Art History Survey I (3)

ART 115 Art History Survey II (3)

HUM 115 Critical Thinking (3)

MUS 110 Music Appreciation (3)

MUS 112 Introduction to Jazz (3)

PHI 215 Philosophical Issues (3)

PHI 240 Introduction to Ethics (3)

The following Social/Behavioral Science courses are required: (6 SHC)

PSY 150 General Psychology (3)

PSY 241 Developmental Psychology (3)

The following Natural Science courses are required: (8 SHC)

BIO 168 Anatomy and Physiology I (4)

BIO 169 Anatomy and Physiology II (4)

The following course is required:

ACA 122 College Transfer Success (1)

Total Semester Hours Credit (SHC) in Program: 24



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CAREER AND COLLEGE PROMISE PROGRAM CAREER & TECHNICAL EDUCATION PATHWAYS

The Bladen Community College Career and College Promise Program provides seamless dual enrollment educational opportunities to qualifying high school juniors and seniors. The Career and College Promise Program allows high school students the opportunity to pursue a high school diploma while concurrently progressing towards earning a postsecondary academic credential including a certificate, diploma, or degree. Such credentials will grant students the essential academic training to pursue entry-level employment opportunities. **Students may select one of the following Career Technical Education Pathways per academic year to pursue while enrolled in the Career and College Promise Program: (1) Carpentry, (2) Cosmetology, (3) Electrical Systems Technology (4) Emergency Medical Science and (5) Welding Technology.** A student may concurrently enroll in two CTE programs of study provided the exception has been approved by the college's Chief Academic Officer or his/her designee.

Students interested in participating in one of the Career and Technical Education Pathways must meet the following criteria:

- (1) Be a high school junior or senior;
- (2) Meet the prerequisites for the career pathway.
- (3) Have an unweighted high school grade point average of 2.8 or higher OR
- (4) The recommendation of the high school principal or his/her designee OR
- (5) Demonstrate college readiness in English, reading and mathematics using one or more of the following assessments (**See Attachment A for test scores**):
 - a. PSAT
 - b. SAT
 - c. Pre-ACT
 - d. ACT
 - e. NC DAP
 - f. RISE Placement Test
 - g. Advanced Placement (AP)
 - h. International Baccalaureate (IB)
 - i. Cambridge International Exams

Career and College Promise Program students **are not required to pay tuition/fees** for courses identified in their approved Career Technical Education Pathway. Students are not permitted to enroll in any courses not listed as a core requirement of their program of study. To maintain eligibility for continued enrollment a student must continue to make progress toward high school graduation and maintain at least a 2.0 grade point average (GPA) in college course work after the completion of two college courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.

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CAREER & TECHNICAL EDUCATION PATHWAYS

Carpentry Level I (C35180H1)

<u>Course #</u>	<u>Course Title</u>	<u>SHC</u>
BPR 130	Print-Reading Const.	3
CAR 110	Intro to Carpentry	2
CAR 111AB	Carpentry I (Part A)	3
CAR 111BB	Carpentry I (Part B)	5
WOL 110	Basic Const. Skills	3
PLU 111	Intro to Basic Plumbing	2

Total Semester Hours Credit (SHC): 18

Carpentry Level II (D35180HS)

<u>Course #</u>	<u>Course Title</u>	<u>SHC</u>
CAR 112AB	Carpentry II (Part A)	5
CAR 112BB	Carpentry II (Part B)	3
CAR 114	Residential Building Codes	3
ISC 112	Industrial Safety	2
SST 140	Green Bldg. & Design Concepts	3
CAR 115	Res Planning/Estimating	3
ACA 115	Success & Study Skills	1

Total Semester Hours Credit (SHC): 20

Cosmetology Level I (C55140HS)

<u>Course #</u>	<u>Course Title</u>	<u>SHC</u>
COS 111AB	Cosmetology Concepts I (Part A)	2
COS 111BB	Cosmetology Concepts I (Part B)	2
COS 112AB	Salon I (Part A)	4
COS 112BB	Salon I (Part B)	4

Total Semester Hours Credit (SHC): 12

Cosmetology Level II (C55140HS)

<u>Course #</u>	<u>Course Title</u>	<u>SHC</u>
COS 113AB	Cosmetology Concepts II (Part A)	2
COS 113BB	Cosmetology Concepts II (Part B)	2
COS 114AB	Salon II (Part A)	4
COS 114BB	Salon II (Part B)	4

Total Semester Hours Credit (SHC): 12

Electrical Systems Tech. I (C35130HS)

<u>Course #</u>	<u>Course Title</u>	<u>SHC</u>
ELC 112	DC/AC Electricity	5
ELC 113	Residential Wiring I	4
ELC 117	Motors & Controls	4
ELN 133	Digital Electronics	4

Total Semester Hours Credit (SHC): 17

Electrical Systems Tech. II (C35130H2)

<u>Course #</u>	<u>Course Title</u>	<u>SHC</u>
ELC 114	Commercial Wiring	4
ELC 128	Intro to PLC	3
ELC 228	PLC Applications	4
ELN 229	Industrial Electronics	4
ISC 112	Industrial Safety	2

Total Semester Hours Credit (SHC): 17

Emergency Medical Science (C45340HS)

<u>Course #</u>	<u>Course Title</u>	<u>SHC</u>
EMS 110	EMT	9
EMS 160	Cardiology I	3
OST 141	Med Office Terms I	3
OST 142	Med Office Terms II	3

Total Semester Hours Credit (SHC): 18

Welding Processes I (C50420HS)

<u>Course #</u>	<u>Course Title</u>	<u>SHC</u>
WLD 110	Cutting Processes	2
WLD 115	SMAW (Stick) Plate	5
WLD 121	GMAW (MIG) FCAW/Plate	4
WLD 131	GTAW (TIG) Plate	4

Total Semester Hours Credit (SHC): 15

Welding II (D50420HS)

<u>Course #</u>	<u>Course Title</u>	<u>SHC</u>
ISC 112	Industrial Safety	2
WLD 116	SMAW (Stick) Plate/Pipe	4
WLD 141	Symbols & Specifications	3
WLD 143	Welding Metallurgy	2
WLD 261	Certification Practices	2
WLD 262	Inspection & Testing	3

Total Semester Hours Credit (SHC): 16

Bladen County Schools: Credit by Demonstrated Mastery (CDM)

Every student deserves a high-quality education, and the Credit by Demonstrated Mastery policy ensures that every student has the opportunity for the most rigorous and appropriate course of study based on academic progress and need.

Access to the Credit by Demonstrated Mastery process is open to all NC public school students high school courses in grades 9-12 and those high school courses offered in middle school. Districts and schools should neither limit CDM to certain students nor exclude any student who wants to pursue this pathway.

For non-EOC high school courses, students must take a local examination developed or selected by the district or school. Examinations shall be based upon the North Carolina Standard Course of Study for these courses and should be cumulative in nature where a qualifying score demonstrates mastery of the entire course. The number of questions included on the exam for each standard should be representative of the standard's relative weight within the course.

While the Phase I assessment process establishes a student's strong foundational understanding of the course standards, the Phase II artifact development process establishes a student's ability to apply knowledge in a meaningful context to establish clearly that s/he should be awarded course credit. For all EOC and non-EOC courses, students are expected to create an artifact that demonstrates their deep understanding of the content standards, and their ability to apply the skills and knowledge expected for the course. Artifacts may be of any type, ranging from three-dimensional to paper-based to electronic to oral interviews.

Student Credit will be earned if both phases of the project are completed successfully. Students will earn a Pass/Fail for this course that will not affect their GPA. Each course will earn them one unit of credit.

Students should contact guidance counselors if they are interested in completing the Credit by Demonstrated Mastery (CDM) process. This process will be completed in addition to their regular course load of 4 classes.

Refer to Appendix A for Parent/Student Agreement.

Apex: Credit Recovery

APEX is the program used by Bladen County Schools for credit recovery. This is an after school, online credit recovery program that students can sign up for to recover courses. Upon successful completion of an Apex Course, students will be awarded a pass or fail grade. Numeric grades are not given for credit recovery courses and do not affect a student's GPA. Apex may not offer all courses available through Bladen County Schools, so please check with your guidance counselor for available options.

Occupational Course of Study

Subject	Requirements	
English	4 credits English I, II, III, IV	
Mathematics	3 credits Intro to Mathematics I, NC Math 1, Financial Management	
Science	2 credits Applied Science, Biology	
Social Studies	2 credits (Freshmen 2020-21) American History: Founding Principles or Founding Principles of USA and NC: Civic Literacy American History I or American History II	
	2 credits (Prior to 2020-21) American History: Founding Principles, Civics, & Economics American History I or American History II	
Foreign Language	Not Required	
Computer Skills	Computer proficiency as specified in IEP	
Occupational Preparation	6 credits Occupational Preparation I*, II, III, IV* <i>*Co-Requisite Career Training Required</i>	
	Entered 9th Grade BEFORE 14-15 Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment	Entered 9th Grade 14-15 and Beyond Completion of 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment
Health & PE	1 credit Health/Physical Education	
Career/Technical	4 credits Career Technical Education Electives	
Arts Education	1 credit recommended (not required-local board decision)	
Electives or Other Requirements	2 credits Career Training Elective Credits, Completion of IEP Objectives, No Exit Exam, Career Portfolio required	

OCS Course Descriptions and Course Codes

9240BX0XE PREPARATION I

Credit: 1 unit

Prerequisite: None required

Co-requisite: Career Training

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

9241BX0XE PREPARATION II

Credit: 2 units

Prerequisite: PREP I

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.

9242BX0XE PREPARATION III

Credit: 2 units

Prerequisite: PREP II

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 embedded.

9243BX0XE PREPARATION IV

Credit: 1 unit

Prerequisite: PREP III

Co-requisite: Career Training

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 required hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study (360 or 225, depending on enrollment date). Students will also develop a job placement portfolio that provides an educational and vocational record of their high school experience.

9210BX0XE ENGLISH I (9210BX0VPS)

Credit: 1 unit

Prerequisite: None required

Students in Occupational English I explore and examine a variety of communication modes and the importance each plays in daily living and employment settings. They apply reading and writing skills to interpret and express factual, functional information. They use oral language skills to communicate effectively in both formal and informal situations. In English 1 students will:

- expand basic telephone skills for work and home.
- write complete simple and compound sentences.
- take and support positions of self-advocacy.
- read a variety of materials to gain information and perform tasks.
- read basic functional vocabulary terms.
- employ accurate manuscript and cursive letter formation.
- exhibit ethical behavior in the use of computer technology.
- develop effective interviewing skills.

9211BX0XE ENGLISH II (9211BX0VPS)

Credit: 1 unit

Prerequisite: ENG I

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

- give and request verbal directions.
- demonstrate appropriate communication skills when addressing peers.
- write sentences to form paragraphs.
- read and comprehend information found in a variety of printed materials.
- use basic word processing skills for written communication.
- expand self-advocacy skills.

9212BX0XE ENGLISH III (9212BX0VPS)

Credit: 1 unit

Prerequisite: ENG II

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

- expand proficiency in basic sentence and paragraph writing as applied to a variety of functional, independent living and employment tasks.
- visually gain information from a variety of graphic materials
- expand reading and writing of functional vocabulary terms.
- expand comprehension of a variety of printed materials.
- demonstrate oral communication skills needed for a work environment.
- write formal and informal letters.

9213BX0XE ENGLISH IV (9213BX0VPS)

Credit: 1 unit

Prerequisite: ENG III

Students in Occupational English IV integrate oral, written, and visual skills to communicate effectively in a variety of daily living and employment situations. They use written communication for explanatory, argumentative, self-advocacy, and social purposes. They employ visual communication skills to locate and research information. Occupational English IV students will:

- expand verbal communication skills.
- write logical and sequential reports.
- expand comprehension of functional vocabulary to include legal, medical, tax, and insurance terms.
- read and comprehend directions and other printed material for daily living and employment tasks.
- complete personal forms and applications.
- use computer technology to enter and edit information on spreadsheets and to communicate on line.
- produce complete personal portfolios.

9220BX0XE INTRO TO MATH I (9220BX0VPS)

Credit: 1 unit

Prerequisite: None

Introduction to Math 1 continues the study of: a) Computation: reading, writing, counting, and the mathematical skills using whole numbers, decimals, fractions, and percents; b) Financial Management: recognizing and identifying basic financial information; c) Time and Measurement; d) Independent Living; and e) Technology. Students will acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

28002X0XE NC MATH 1 PREP (Semester prior to NC Math 1) (28002X0VPS)

Credit: 1 elective unit

Prerequisite: Intro to Math I

This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher. The OCS Math I Lab course will provide foundational instruction connected with NC Math 1 Common Core Standards. Students will take the NC Math 1 Lab prior to the semester of NC Math 1 with the End of Course state assessment.

9225BX0XE NC MATH 1 (SPRING) (9225BX0VPS)

Credit: 1 unit

Prerequisite: Intro To Math I and NC Math 1 Prep

This course is intended for Occupational Course of Study (OCS) students who will be working with their face-to-face classroom teacher. The OCS NC Math 1 course teaches Common Core Standards for NC Math 1 and prepares students for the state End of Course assessment.

9222BX0XE FINANCIAL MANAGEMENT (9222BX0VPS)

Credit: 1 unit

Prerequisite: NC Math 1

Financial Management emphasizes the application of skills previously learned. In this course students demonstrate application of the skills in the community and places of employment.

9231BX0XE APPLIED SCIENCE (9231BX0VPS)

Credit: 1 unit

Prerequisite: None required

This course is designed to provide students with the knowledge necessary to practice safety in all areas of life and maintain a healthy lifestyle. Students will also develop an understanding of basic human anatomy and reproduction. In addition, basic science concepts in the area of Life Science, Environmental Science, Physical Science, and Biology related to work and daily living situations will be presented.

9232BX0XE BIOLOGY (9232BX0VPS)

Credit: 1 unit

Prerequisite: Applied Science

This course provides students with the opportunity to acquire above-level skills in the area of safety procedures, health/medical issues, relationships, and human anatomy. Students will also continue to develop basic, functional knowledge of science concepts in the areas of Earth Science, Environmental Science, and Physical Science. Students will have the opportunity to apply the science-based concepts to daily living situations at home and in the workplace.

9249BX0XE AMERICAN HISTORY: FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS

Credit: 1 unit

Grade: 9-12

Prerequisite: None required

American History: Founding Principles, Civics and Economics provides students with the basic understanding of how our government is structured, the tenets of democracy and the rights and responsibilities of effective citizens in a democracy. Students will gain understanding of the structure and function of national, state, and local government and concepts in micro and macro-economics and personal finance. This course fulfills a Social Studies graduation requirement for the Future-Ready Core Course of Study.

9250BX0 FOUNDING PRINCIPLES OF THE USA AND NORTH CAROLINA: CIVIC LITERACY

Credit: 1 unit

Grade: 9-12

Prerequisite: World History is the recommended first course of the Social Studies sequence, followed by Civics and Economics. An 85 average or higher is recommended for the Honors section of this course. The honors level requires in-depth reading and research with more rigorous content than standard level.

Description to be determined

9247BX0XE AMERICAN HISTORY I (9247BX0VPS)

Credit: 1 unit

Prerequisite: None

The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

9248BX0XE AMERICAN HISTORY II (9248BX0VPS)

Credit: 1 unit

Prerequisite: None

The Founding Principles will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

96102X0CT

CAREER TRAINING

Credit: 1 unit

Prerequisite: None

Co-requisite: Preparation course as appropriate

Career Training (9561) – Elective course credit for students who are participating in work-based learning.

Schedule Changes

Students are encouraged to choose courses carefully during the registration period. It is the individual student's responsibility to ensure his/her coursework meets requirements for graduation and college admission.

- Schedule changes will not be made after the first 10 days of each semester.
- Schedule changes are limited because of conflicts in the master schedule, enrollment numbers and graduation/pathway requirements.
- Some course offerings may not be scheduled because of low enrollment. In this case, alternate selections made by the student during registration will be used.
- First priority for schedule changes will be given to seniors who need a required course for graduation.
- Written approval from the administration is required to drop college level courses.
- Students must adhere to individual college and university policies regarding enrollment.

Notes:

APPENDIX A***SCHEDULE CHANGE REQUEST FORM******PLEASE READ ENTIRE FORM BEFORE REQUESTING A CHANGE:***

Schedule changes and course adjustments are often necessary when students begin a new semester. Request forms will be handled by your assigned guidance counselor or with your assigned staff advisor. Please express your scheduling concerns below and we will address these as soon as possible to ensure students are assigned appropriately in semester courses.

Please check all of the following that apply:

- ☐ **The student lacks a full schedule of four classes for the semester.**
☐ **The student has already received prior credit in the course.**
☐ **The student has not completed the prerequisite for the course.**
☐ **The student is a senior and needs the course for graduation.**

Schedule changes cannot be approved for the following reasons:

- The student did not get the teacher they wanted.
- The student did not get a certain period for a class.
- The student did not get in the same class with their friends.
- The student was administratively assigned a course due to availability.

Printed Student Name: _____ Date: _____

Grade: _____ PowerSchool #: _____ Homeroom Teacher: _____

Requested Course(s) to Drop: Title & Course #	Requested Course(s) to Add: Title & Course #

Reason for change:

Student Signature: _____

Parent Signature: _____

Printed Parent Name: _____

Contact Phone: _____

Counselor Action (to be filled in by Guidance Counselor): OFFICE ONLY

_____ ***SCHEDULE CHANGE DENIED***

_____ ***SCHEDULE CHANGE APPROVED***

APPROVED REASON FOR CHANGE: _____

Counselor Signature: _____ Date: _____

Name: _____

Grade Nine Entry Date: SY 20 ____ - 20 ____

Student ID: _____

High School Credit Check Form
Future Ready Core (Grade 9 Entry 2012-13 and after)

APPENDIX B

Math Rigor: Yes ____ No ____ CTE Completer: Yes ____ No ____ CPR: ____ ACT Composite Score: ____

Credits: 9th ____ / ____ 10th ____ / ____ 11th ____ / ____ 12th ____ / ____

CTE Cluster

CTE Completer: Yes ____ No ____

- Agriculture
- Architecture
- Arts/Technology

- Business, Mgmt
- Health Science
- Hospitality

- Human Services
- Law & Public Safety
- Info Tech

- Manufacturing
- Marketing
- Transportation

	Courses	Additional Electives
ENGLISH 4 Credits	<input type="checkbox"/> ENGLISH 1 <input type="checkbox"/> ENGLISH 2 <input type="checkbox"/> ENGLISH 3 <input type="checkbox"/> ENGLISH IV OR ____ ENG 241 or 242	<input type="checkbox"/> CREATIVE WRITING I <input type="checkbox"/> CREATIVE WRITING II <input type="checkbox"/> JOURNALISM I FALL <input type="checkbox"/> JOURNALISM I SPRING <input type="checkbox"/> JOURNALISM 2 FALL <input type="checkbox"/> JOURNALISM 2 SPRING <input type="checkbox"/> JOURNALISM 3 FALL <input type="checkbox"/> JOURNALISM 3 SPRING <input type="checkbox"/> JOURNALISM 4 FALL <input type="checkbox"/> JOURNALISM 4 SPRING <input type="checkbox"/> GOVERNMENT & POLITICS: US AP <input type="checkbox"/> US HISTORY AP (NCVPS) <input type="checkbox"/> TURNING POINTS IN AMERICAN HIS. <input type="checkbox"/> BIBLE HISTORY <input type="checkbox"/> CURRENT AFFAIRS & ISSUES <input type="checkbox"/> PSYCHOLOGY <input type="checkbox"/> PSYCHOLOGY AP
MATH 4 Credits	<input type="checkbox"/> MATH I <input type="checkbox"/> MATH II <input type="checkbox"/> MATH III <input type="checkbox"/> AFM OR SREB OR PRE-CAL OR ____ MAT ____	<input type="checkbox"/> PHYSICAL EDUCATION <input type="checkbox"/> TEAM SPORTS <input type="checkbox"/> WEIGHT TRAINING-BOYS <input type="checkbox"/> WEIGHT TRAINING-GIRL <input type="checkbox"/> LIFETIME ACTIVITIES & SPORTS <input type="checkbox"/> DREAM TEAM
SCIENCE 3 Credits	<input type="checkbox"/> EARTH SCIENCE <input type="checkbox"/> BIOLOGY I OR ____ BIO 111 & ____ 112 <input type="checkbox"/> PHYSICAL SCIENCE/CHEMISTRY ____ CHM 151 & ____ 152	
HISTORY 4 Credits	<input type="checkbox"/> WORLD HISTORY OR ____ HIS 111 & ____ 112 <input type="checkbox"/> CIVICS & ECONOMICS <input type="checkbox"/> AMERICAN HISTORY I OR ____ HIS 131 <input type="checkbox"/> AMERICAN HISTORY II OR ____ HIS 132	
HEALTH/PE 1 Credit	<input type="checkbox"/> HEALTH & PE	
ELECTIVES 2 Credits	CTE , World Language, Arts or combination 1. _____ 2. _____	
4 Elective credits (four course concentration)	Career and Technical Education (CTE) – JROTC – Arts Education or Any other subject area (e.g. mathematics, science, social studies, English)	
<u>WORLD LANGUAGE</u> <input type="checkbox"/> SPANISH I OR SPA 11 <input type="checkbox"/> SPANISH 2OR SPA 112 <input type="checkbox"/> SPANISH 3 HONORS <input type="checkbox"/> SPANISH 4 HONORS _____ _____ _____ _____	<u>Arts Education</u> <input type="checkbox"/> BEGINNING ART <input type="checkbox"/> INTERMEDIATE ART <input type="checkbox"/> PROFICIENT ART <input type="checkbox"/> ADVANCED ART <input type="checkbox"/> THEATRE ARTS <input type="checkbox"/> BEGINNING MARCHING <input type="checkbox"/> BEGINNING CONCERT <input type="checkbox"/> INTERMEDIAT MARCHING <input type="checkbox"/> INTERMEDIATE CONCERT <input type="checkbox"/> PROFICIENT MARCHING <input type="checkbox"/> PROFICIENT CONCERT <input type="checkbox"/> ADVANCED MARCHING <input type="checkbox"/> ADVANCED CONCERT	<u>JROTC</u> <input type="checkbox"/> ROTC I <input type="checkbox"/> ROTC II <input type="checkbox"/> ROTC III <input type="checkbox"/> ROTC IV <input type="checkbox"/> ROTC VA <input type="checkbox"/> ROTC VB <input type="checkbox"/> ROTC VIA <input type="checkbox"/> ROTC VIB

Name: _____

Grade Nine Entry Date: SY 20____ - ____

Student Id: _____

APPENDIX B

**High School Credit Check Form
Occupational Course of Study**

CPR Certification: _____

ACT Composite Score: _____

	Courses	Additional Electives
ENGLISH 4 Credits	English I _____ English II _____ English III _____ English IV _____	_____ _____ _____ _____
MATH 3 Credits	Intro to Math _____ Math I _____ Fin. Management _____	_____ _____ _____ _____
SCIENCE 2 Credits	Applied Science _____ Biology _____	_____ _____ _____ _____
SOCIAL STUDIES 2 Credits	Founding Principles, Civics & Economics _____ American History I or II _____	_____ _____ _____ _____
HEALTH/PE 1 Credit	Health/PE _____	_____ _____ _____ _____
6 Elective credits OCS Preparation	1. Preparation I _____ 2. Car Training _____ 3. Preparation II _____ 4. Preparation III _____ 5. Preparation IV _____ 6. Car Training _____	_____ _____ _____ _____ _____ _____ _____ _____
4 Elective credits Career and Technical Education (CTE) –	1. _____ 2. _____ 3. _____ 4. _____	_____ _____ _____ _____ _____ _____ _____ _____

Credits: 9th ____ / ____

10th ____ / ____

11th ____ / ____

12th ____ / ____

Career & College Promise Program: 9th & 10th Grade Checklist*

APPENDIX C



CCP Program for 9th and 10th Grade Checklist

Directions: The following steps are required to be completed in order to be considered for admission to the CCP Program for 9th and 10th graders. This checklist should be completed in the order listed and should be attached to the application. The application and all supporting documentation from the AIG Department and school should be submitted to Ms. Cierra Griffin. A copy of the application should be kept on file at the school. Once the checklist has been completed by BCC staff, a copy of the checklist should be sent back to the high school.

Item	Person(s) Responsible	Date Completed	Signature
Verification of AIG Status / Letter of Recommendation / Completion of Program Application	AIG Specialist		
Verification of College Readiness – Benchmark Assessment Review	Cierra Griffin		
Verification of Advisement with School Counselor	School Counselor		
Review of Application and Verification of Maturity / Letter of Recommendation to Participate in Program	Principal		
Final Review of Application for Admission to BCC	BCC Admissions		
Approval of BCS Superintendent to Enroll	Dr. Jason Atkinson		
Approval of BCC Vice-President to Enroll	Barry Priest		
College Advisement for Registration	Cierra Griffin		
Course Approvals for Registration – HS	Principal		
Student Registered for Classes	BCC Staff		

AIG Scores:

AIG Reading Score: _____

Date Tested: _____

AIG Math Score: _____

Date Tested: _____

College Placement Scores:

Name of Assessment: _____

Date Tested: _____

Score: _____

Name of Assessment: _____

Date Tested: _____

Score: _____

Deadlines for Applications to Be Completed and Supporting Documentation for Submission to BCC:

Freshman (2nd semester only) – January 31
 Summer Term Admission – April 30
 Fall Term Admission – June 30
 Spring Term Admission – November 15

*To access an electronic version of this form, please click [HERE](#).

Career & College Promise Program AIG Application

APPENDIX DPUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction**CAREER AND COLLEGE PROMISE**
STUDENT ENROLLMENT VERIFICATION FOR NC PUBLIC SCHOOLS

9th and 10th Grader College Transfer Pathway Participation

Student Information

Last Name: First Name: MI:

Address:

DOB: Current Grade: Phone #:

Email:

School District:

High School:

PowerSchool #:

Student/Family Agreements

I am interested in enrolling in dual enrollment with the NC Community College System. My participation aligns with my post-secondary plans. I will participate in advising so I understand the potential benefits and also some of the potential challenges with enrolling in dual enrollment courses.

Student Signature: Date:

I understand that my child will receive academic advising from the high school and the community college. I give permission for my child to participate in the dual enrollment program. I permit the college to communicate my student's progress to the high school/district to support my child's success.

Parent/Guardian Signature: Date:

Parent Name:

Best Email:

Best Phone:

Based on: NCGS 115D-20(4.a.3.II), Session Law 2019-185, Senate Bill 366 NCDPI April 2020

*This is ONLY page 1, which is the student information verification. For the **FULL Application**, which includes information to be completed by counselors and other school staff, please access the electronic version by clicking [HERE](#).

CDM Family/Student Agreement

Credit by Demonstrated Mastery (CDM) Student and Family Application

STUDENT INFORMATION		
Name:	Birthdate:	
School:	Grade Level:	Student ID:
Parent/Guardian Name:	Email:	Phone
Date of CDM Request: Circle: Fall Spring Summer		

CREDIT BY DEMONSTRATED MASTERY APPLICATION
<p>Instead of traditional course enrollment and seat-time, I am requesting the opportunity to earn Credit for Demonstrated Mastery (CDM) for the following:</p> <p>_____ (course name or subject).</p>

STUDENT/FAMILY AGREEMENT
Please review the following regarding the CDM process:
<ul style="list-style-type: none"> • I understand this assessment will include a multi-phase assessment with Phase 1 and Phase 2. • Phase 1 will include an examination to establish my mastery of the foundational skills and content this course/subject requires. <ul style="list-style-type: none"> ○ I must earn a minimum of 94% accuracy on the local exam to continue with the CDM process or a Level IV “superior” scale score on the appropriate state assessment, EOC. ○ I have one attempt at the exam. ○ Prior to the exam, I may review the content standards for the course or subject area that I seeking to demonstrate mastery at www.ncdpi.edu ○ If I earn the appropriate score, I will move onto Phase 2. If not, I will not have the opportunity to earn CDM for this course. • In Phase 2, I will create an artifact that reflects deep understanding of the content standards, including the ability to apply the skills and knowledge expected at the end of the course. <ul style="list-style-type: none"> ○ The school may require a presentation, project, or interview as evidence of my abilities.

- The CDM Review Panel will make a recommendation if I can earn CDM. If I am successful, I will earn a “Pass” on my transcript toward graduation. No grade or quality points will be granted and the “Pass” will not be included in my GPA.
- I understand that I will meet with a CDM Panel member (s) to discuss the process and long-term implications.
- My parents and I will be allowed to file for grievance if we do not agree with the decision of the team.

I understand all of the above and agree to abide by the process defined above.

Student Signature:

Parent/Guardian Signature:

Date:

For Office Use Only:

Date Received:

Conference Date:

Other:

In Attendance:

Middle/High School Counselors Contact Information

Counselor	School	Phone	Email
Leslie Pate	Bladenboro Middle	910-863-3232	lcpate@bladen.k12.nc.us
Beth Schultz	Clarkton School of Discovery	910-647-6531	bwschultz@bladen.k12.nc.us
Jessica Eason	Elizabethtown Middle	910-862-4071	jleason@bladen.k12.nc.us
Marie Boomhower	Tar Heel Middle School	910-862-2475	mrboomhower@bladen.k12.nc.us
Elizabeth Ruffin-Cox	East Bladen High School	910-247-4601	earuffincox@bladen.k12.nc.us
Donnell Goins	East Bladen High School	910-247-4601	dgoins@bladen.k12.nc.us
Patricia Beasley	West Bladen High School	910-862-2130	pjbeasley@bladen.k12.nc.us
Irene Shipman	West Bladen High School	910-862-2130	icshipman@bladen.k12.nc.us

High School Administration Contact Information

Administrator	School	Phone	Email
Dr. Peggy Hester, Principal	West Bladen High School	910-862-2130	pjhester@bladen.k12.nc.us
David Wimert, AP	West Bladen High School	910-862-2130	dawimert@bladen.k12.nc.us
Dr. Jason Wray, Principal	East Bladen High School	910-247-4601	jmwrap@bladen.k12.nc.us
Heather Thompson, AP	East Bladen High School	910-247-4601	hkguyton@bladen.k12.nc.us

Bladen County Schools

1489 US Hwy 701 South

PO Box 37

Elizabethtown, NC 28337

Phone: 910-862-4136

Fax: 855-860-6170

www.bladen.k12.nc.us

Dr. Jason Atkinson, Superintendent



East Bladen High School

5600 NC Hwy 87 East

Elizabethtown, NC 28337

West Bladen High School

1600 NC Hwy 410

Bladenboro, NC 28320

Dr. Jason Wray – Principal

Dr. Peggy Hester -- Principal