Bartlett Yancey Senior High School 2022-2023 Course Catalog

BARTLETT YANCEY SENIOR HIGH SCHOOL

TABLE OF CONTENTS

Overview	3
School Mission	3
School Vision	3
Nondiscrimination Notice	3
Block Schedule	4
Graduation Requirements	4
NC Graduation Endorsements	6
Post-Secondary Admissions Requirements	7
Minimum Admissions Requirements at the Sixteen Campuses of the UNC System	7
NCAA Eligibility Rules for College Athletes	8
North Carolina High School Athletic Association (NCHSAA) Requirements	8
General Information on Course Offerings	8
Latin Honors System	9
Grading System/Quality Points	9
Why is Grade Point Average (GPA) Important?	11
Facts About GPA	11
How Are GPAs Calculated?	11
Promotion Standards and Grade Classification	11
Course Prerequisites and Recommendations	12
Student Schedules	12
Programs for Exceptional Children	12
Accelerated Honors	13
BYSHS Career Academy Program	13
PCC Career & College Promise Terms & Courses	14
Associates Pathways	15
Course Disciplines	18
Career & Technical Educations	18
Agriculture	18
Business, Finance, and Information Technology	21
Family and Consumer Science	24
Health Sciences	27
Trade and Industrial Education (Automotive)	29
Trade and Industrial Education (Public Safety)	32
Trade and Industrial Education (Manufacturing)	34
Additional Course Options—CTE 1	36

TABLE OF CONTENTS

Course Disciplines, continued:	
English	38
Fine Arts (Visual Art)	42
Fine Arts (Music & Dance)	44
Health & Physical Education	48
Mathematics	51
Occupational Course of Study	56
Science	61
Social Studies	66
World Languages	71
PCC Career and College Promise Eligibility Requirements and Pathways	73
Caswell Online	79

Principal Mr. Lance Stokes

Counseling Department Ms. Morgan Mitchell

Guidance Secretary, DMV, and Records (336) 694-4212 ex. 208

Ms. JoAnn Bunting Counselor (336) 694-4212 ex. 212

Ms. Ren Wilson Counselor (336) 694-4212 ex. 210

Ms. Lisa Lassiter Career & Technical Education Coordinator (336) 694-4116 ex. 31

Ms. Leia Rollins Post-Secondary Transition Coach (336) 694-4591

Dr. Sandra Carter, Superintendent; Dr. Carla Murray, Assistant Superintendent; Ms. Medina Jones, Director

Note: This guide is as accurate as possible on the date of publication, but the administration reserves the right to make changes in course offerings that are necessary to meet student needs and interests and to comply with changing state requirements. High school counselors, working closely with middle school counselors, will have the most up-to-date information should changes be necessary.



April 27, 2022

Overview

The information in this publication is intended to be used as a guide in planning your high school courses. You should discuss this information with your parents, teachers, and school counselor. If there are any questions concerning any aspect of registration, you and your parent(s)/ guardian(s) are invited to discuss the situation with the high school counselors or administrators.

You may make an appointment by visiting the proper office or by calling:

- (336) 694-4212 Bartlett Yancey Senior High School
- (336) 694-4116 Caswell County Schools Student Services

School Mission

Our mission is to work with students, parents, and members of the community to make a difference in the lives of our students. Bartlett Yancey Senior High School is committed to providing learning opportunities and challenging educational programs enabling our students to achieve their maximum potential and be globally competitive.

School Vision

To provide the most effective education possible where all stakeholders are responsible for a safe environment for all students.

Nondiscrimination Notice

No student shall, on the basis of race, color, national origin, sex, or handicap, be excluded from participation in or denied admission to any academic course, career and technical course, or extracurricular activity provided by Caswell County Schools.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title XI of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the Boy Scouts of America Equal Access Act. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinators.

Inquiries or concerns should be directed to Medina Jones, Secondary Curriculum, CTE, and Accountability Director for Caswell County Schools:

Caswell County Schools 319 Main St. East P. O. Box 160 Yanceyville, NC 27379 Phone: (336) 694-4116 ex. 11 Email: medina.jones@caswell.k12.nc.us

Block Schedule

Known as the Block or Semester Schedule, the academic year at Bartlett Yancey Senior High School is organized into two 90-day semesters: Fall Semester and Spring Semester. The school day is built around four 90-minute instructional periods per semester. In most cases, a student completes four courses and earns one unit of credit per course at the end of the Fall Semester. The student then enrolls in four different courses (for one unit of credit each) for the Spring Semester. Most students have the opportunity to earn eight units of credit during one academic year upon successful completion of all course requirements.

Graduation Requirements

Units for graduation from Bartlett Yancey Senior High School are counted from the ninth grade forward. Students typically take eight subjects each year in grades 9-12 for a total of 32 units of credit in four years. Twenty-seven credits are required for graduation from Bartlett Yancey Senior High School.

NCDPI Graduation Requirements

Caswell County Schools' Graduation Requirements

	Future-Ready Course of Study for Students en- tering Grade 9 between 2014-15 and 2019-20	Future-Ready Course of Study for Students entering Grade 9 in 2020-2021	Occupational Course of Study Students entering Grade 9 between 2014-	Occupational Course of Study Students entering Grade 9 in 2020-21
English	4 Credits	4 Credits	4 Credits	4 Credits
	English 1 English 2 English 3 English 4	English 1 English 2 English 3 English 4	English 1 English 2 English 3 English 4	English 1 English 2 English 3 English 4
Math	4 Credits	4 Credits	3 Credits	3 Credits
	NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans In the rare instance a principal exempts a stu- dent from the Future- Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional cours- es identified on the NC DPI Math options chart. Note: Credit shall be award- ed for Math I, II, III if taken prior to the 2016-17 school year.	NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans In the rare instance a principal exempts a student from the Future- Ready Core mathemat- ics sequence, except as limited by N.C.G.S. §115C-81(b), the stu- dent will be required to pass: NC Math 1 and Math 2 plus two addi- tional courses identified on the NC DPI Math options chart. Note: Credit shall be award- ed for Math I, II, III if taken prior to the 2016-17 school year.	Introduction to Mathe- matics NC Math I Financial Management	Introduction to Mathe- matics NC Math I Financial Management

Science	3 Credits	3 Credits	2 Credits	2 Credits
	A physical science course (Physical Science, Phys- ics, or Chemistry) Biology Earth/Environmental Science	A physical science course (Physical Sci- ence, Physics, or Chem- istry) Biology Earth/Environmental Sci- ence	Applied Science Biology	Applied Science Biology
Social Studies	4 Credits	4 Credits	2 Credits	2 Credits
	American History: Found- ing Principles, Civics and Economics This Course must follow the NCSCOS in its en- tirety and may not be satisfied by an Advanced Placement (AP), Interna- tional Baccalaureate (IB) Or Cambridge Interna- tional Examination (CIE) courses, dual enrollment or any other course that does not fully address the NCSCOS.	Founding Principles of the United States of America and North Car- olina: Civic Literacy Economics and Person- al Finance American History World History	American History: Founding Principles, Civics and Economics American History 1 or Amer- ican History 2	Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance
	American History I American History 2			
	World History			
Health/PE	1 credit	1 credit	1 credit	1 credit
	Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a require- ment for high school graduation. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.	Students are required to successfully complete CPR instruction to meet Healthful Living Essen- tial Standards as a re- quirement for high school graduation. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.	Students are required to successfully complete CPR instruction to meet Healthful Living Essen- tial Standards as a re- quirement for high school graduation. Accommodations/ alternative assessments for students identified by ADA or IDEA will be provided. 6 Occupational Prepara- tion Education credits: Which shall be Occupational Preparation I, II, III, and IV (i.e, completion of 150 hours of school-based training with work activities and experi- ences that align with stu- dent's post-school goals, 225 hours of community- based training, and 225 hours of paid employment or 225 hours of unpaid voca- tional training, unpaid intern- ship, paid employment at community rehabilitation facilities, and volunteer and/ or community services hours	Students are required to successfully complete CPR instruction to meet Healthful Living Essen- tial Standards as a re- quirement for high school graduation. Accommodations/ alternative assessments for students identified by ADA or IDEA will be provided. 6 Occupational Prepa- ration Education credits: Which shall be Occupation- al Preparation I, II, III, and IV (i.e, completion of 150 hours of school-based train- ing with work activities and experiences that align with student's post-school goals, 225 hours of community- based training, and 225 hours of paid employment or 225 hours of unpaid vo- cational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/ or community services hours

Electives	2 Elective credits of any combination from either: Career and Technical Education (CTE) or	2 Elective credits of any combination from ei- ther: Career and Technical	4 Career/Technical Education Elective Credits	4 Career/Technical Education Elective Credits
	Arts Education or World Language	Education (CTE) or Arts Education or World Language	Plus 5 additional electives from any area	Plus 5 additional electives from any area
	Note: For clarification, possible elective combi- nations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from a, b and c.	Note: For clarification, possible elective combi- nations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from a, b and c.		
	 4 Elective credits from the following (four-course concentration recommended): Career and Technical Education (CTE) Arts Education (e.g., dance, music, theater arts, visual arts) Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English and dual enrollment courses Plus 5 additional electives from any area 	 4 Elective credits from the following (four- course concentration recommended): Career and Technical Education (CTE) Arts Education (e.g., dance, music, theater arts, visual arts) Any other subject area or cross-disciplinary courses (e.g., mathe- matics, science, social studies, English and dual enrollment courses Plus 5 additional electives from any area 		
			Career Portfolio and Completion of the student's IEP objectives	Career Portfolio and Completion of the student's IEP objectives
Total Units (Local)	27	27	27	27

NC Graduation Endorsements

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

- **Career Endorsement-** indicates completion of a rigorous courses that include a Career and Technical Education concentration
- **College Endorsement-** indicates readiness for entry into community colleges
- **College/UNC Endorsement** indicates readiness for entry into a four-year university in the University of North Carolina System
- **NC Academic Scholars Endorsement** indicates that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education

• **Global Languages Endorsement**- indicates proficiency in one or more languages in addition to English

NCDPI Graduation Endorsements

Post-Secondary Admissions Requirements

Students who plan to continue their education beyond high school in a technical school, community college, or four-year college or university should select courses which meet the admissions requirements of that institution. The admissions requirements of colleges and universities differ greatly, so it is important that the student determine admissions requirements for the school in which he/she is interested. Information for this purpose is available in the school guidance office, in the high school media center, the BYHS Career and College Center located in the Main Office area, and from the admissions office of specific post-secondary schools.

Minimum Admissions Requirements at the Sixteen Campuses of the UNC System

To enroll in any one of the sixteen public universities which make up the University of North Carolina system, undergraduate students must meet the following requirements:

• In English, four course units emphasizing grammar, composition, and literature;

• In Mathematics, four course units including Math 1, Math 2, Math 3, and a higher level mathematics course for which Math III is a prerequisite;

• In Science, three course units including: a) at least one unit in a Life or Biological Science (for example, Biology); (b) at least one unit in a Physical Science (for example, Physical Science, Chemistry, Physics); and at least one laboratory course;

• In Social Studies, two course units including one unit in US History and one unit in Civics and Economics;

• Two units of a World Language are required; in addition, it is recommended that prospective students take one World Language course unit and one mathematics course unit in grade 12.

Students should be aware that these are minimum admissions requirements for most colleges and all public universities in the UNC system. Most data available appear to indicate that colleges are increasingly seeking the most qualified applicants, and that serious students who wish to maximize their chances for admission to the colleges of their choice should pursue a more rigorous program. Specifically, the course of study in grades 9-12 should include the English, Social Studies and a Physical Science as noted above, and should be expanded to include four units of math, four units of science, and three or more units of a World Language. See your counselor to inquire about admissions for specific schools. Elective courses are taken to complete the units necessary for graduation. Discuss your plans with your parents and school counselors.

In reviewing applications, admissions counselors consider applicants' high school courses taken and grades received, class rank or grade point average, SAT or ACT scores, extracurricular activities, and recommendations.

UNC System Schools

Appalachian State University	East Carolina University	Elizabeth City State University
Fayetteville State University	North Carolina A&T State University	North Carolina Central University
North Carolina School of the Arts	North Carolina State University	University of North Carolina-Pembroke
University of North Carolina-Asheville	University of North Carolina– Chapel Hill	University of North Carolina – Charlotte
University of North Carolina—Greensboro	University of North Carolina– Wilmington	Western Carolina University
Winston– Salem State University		

NCAA Eligibility Rules for College Athletes

NCAA schools require college-bound student-athletes to build a foundation of high school courses to prepare them for the academic expectations in college. Visit <u>http://www.ncaa.org/</u> for full information.

Learn more about Division I academic requirements

Learn more about Division II academic requirements

North Carolina High School Athletic Association (NCHSAA) Requirements

To be eligible for athletic participation, students must have:

- Passed a minimum of three courses during the preceding semester;
- Been in attendance for at least 85% of the preceding semester;
- Met promotion standards set forth by the Caswell County Schools Board of Education.

Visit <u>https://www.nchsaa.org/</u> or contact the BYSHS Athletic Director for additional information.

General Information on Course Offerings

Course offerings at Bartlett Yancey Senior High School are comprehensive and are designed to help all students develop their maximum potential. Courses differ in instructional aims in order to provide for varying students' vocational and academic aspirations. In keeping with a commitment to excellence, all students are encouraged to select challenging courses that allow them to pursue their individual interests. BYSHS uses a system of open enrollment through informed choices. The following criteria are used to inform and counsel students and parents regarding the selection of the appropriate level of course difficulty:

- Performance of standardized tests (for example, End-of-Course tests);
- Grades;
- Teacher recommendations.

Honors level courses allow students to explore topics in more depth than in regular preparatory courses. The emphasis in an honors course is on discovery and inquiry learning, the utilization of research skills, and higher level thinking skills as related to the specific course content. Students who register for honors courses are making a commitment to academic rigor.

Latin Honors System

In 2015, the State Board of Education mandated a statewide ten-point grading system for students enrolled in all high school courses (see the charts below for quality point values). The Latin Honors system will maintain academic competition and recognize students deserving academic honors for achieving academic excellence. The top academic students will be recognized as Latin Honor Graduates according to the criteria below:

Student Grade Point Average	Recognition
3.50-3.99	Cum Laude (with praise)
4.0-4.49	Magna Cum Laude (with great praise
4.50 or Greater	Summa Cum Laude (with highest praise)

Grading System/Quality Points

All courses are assigned the same quality point value except those courses designated as honors courses. Each honors course will receive one additional quality point value. Students and parents/guardians should review and carefully select honors courses when choosing a program of study.

Ten-Point Grading Scale

Letter Grade	Numerical Value	Denotation
A	90-100	Excellent
В	80-89	Above Average
С	70-79	Average
D	60-69	Below Average (but Passing)
F	Below 60	Failure

For students who entered the 9th grade in 2015-2016 and after, grades are weighted as follows:

Letter Grade	Quality Points
A	4
В	3
С	2
D	1
F	0

Because of the especially challenging demand of honors courses, grades for certain honors classes are weighted with an additional 0.5 quality point.

Honors Course Letter Grade	Quality Points
A	4.5
В	3.5
C	2.5
D	1.5
F	0

Career and College Promise (CCP) Courses are dual-enrollment opportunities for students through Piedmont Community College (PCC) and other community college es while attending high school.

CCP Course Letter Grade	*Quality Points
Α	4.5
В	3.5
C	2.5
D	1.5
F	0

* Note: Some CCP CTE courses have a weight of 0.5 : NAS 101, CJC131, CJC 112, CJC 113

Advanced Placement (AP) and PCC College Transfer courses are designed to prepare highly motivated students for the advanced placement exam to earn college

AP Course Letter Grade	Quality Points
Α	5
В	4
C	3
D	2
F	1

Why is Grade Point Average (GPA) Important?

GPA is a number that summarizes students' overall performance in high school courses. For each final course grade students earn (end-of-semester grade), they earn a certain number of quality points. Students' GPA is the average of those quality points. Programs, opportunities, colleges, and employers may use students' GPA to infer things about their abilities and work habits, so attaining a GPA that accurately reflects students is important. Knowing how to calculate students' high school GPA is important. Use the tools below to help you learn how to calculate your GPA, and then set appropriate goals for continually improving your GPA.

Facts About GPA

- It is cumulative and reflects all of the classes you take in high school.
- Honors & AP level classes help students earn extra quality points, which can enhance their GPA.
- GPA can play an important role in opportunities offered to students in and after high school.
- Typically, the higher the GPA, the more choices students will have for college, scholarships, etc.
- The GPA students have in the ninth and tenth grades are critical as they set the foundation for what follows.
- It can be quite difficult for students to bring up their GPA in eleventh and twelfth grades if they did not start out strong in ninth and tenth grades.

How Are GPAs Calculated?

Totally Quality Points / Number of Courses = GPA

Promotion Standards and Grade Classification

_____ / _____ = _____

Students will be promoted from middle school to high school upon completion of all middle school requirements, and upon recommendation of the school principal. In accordance with graduation requirements, grade level classification is based on a student's ***maximum poten-tial** to earn credit along with the following criteria:

- **To be classified as sophomores**, students must have passed the number of units equal to his/her maximum potential less two units.
- **To be classified as juniors**, students must have passed the number of units equal to his/ her maximum potential less four units.
- **To be classified as seniors**, students must have passed the number of units equal to his/her maximum potential less five units.

Please Note: Only retained juniors who have enough credits at the end of 1st Semester to become seniors and graduate at the end of that school year are mid-year promoted.

***Maximum potential** is defined as an individual student's opportunity to have earned high school credit. For example, a freshman enrolled at BYSHS for a full academic year has the maximum potential to earn eight credits per year. To be classified as sophomores, students must pass six credits.

Course Prerequisites and Recommendations

All courses at Bartlett Yancey Senior High School are open to all students regardless of sex, race, religion, national origin, or handicapping condition.

Prerequisites

Some courses must be passed in a logical sequence; therefore, students must adhere to the prerequisite courses, as students are not permitted to enroll in the second year of any course until they have successfully completed (i. e., earned a passing grade or shown proficiency in) the first course in the sequence.

Recommendations

In addition to or in lieu of prerequisites, specific departmental recommendations are listed for certain courses. While these recommendations do not limit one's decision to enroll, the listed criteria are based on a professional assessment of characteristics of students who are generally successful in these courses. These recommendations should be carefully considered during registration. Students choosing to not follow teacher recommendation regarding honors coursework must complete the Parent/Guardian Waiver Form: Academic Course Level. Copies of this form are available in the counseling department.

Student Schedules

Much attention is given to course selection and creating a master schedule which allows the greatest number of students the best schedule possible. Counselors will review schedules during the summer, during the first semester, and during the second semester at minimum. Revisions to balance academic loads and/or sequence courses will be addressed before the next semester begins.

Students who enroll for an honors or advanced placement course have made a commitment to academic rigor. If you sign up for a yearlong course, you are committed for both semesters. Because honors sections will require additional work, the decision to enroll in them should be made with care. Regular sections of courses for which there are honors options are geared to meet college preparation requirements.

Programs for Exceptional Children

Exceptional Child Services are available to any student with a disability who needs special education and related services to successfully complete his/her high school goals.

Most identified students follow the Math and English/Language Arts NC Essential Standards and are seeking a high school diploma. These students are served in general education classrooms, with appropriate selection and use of the curricula, modifications in the instructional program, creative instruction, and individualized programming. The Individualized Education Plan (IEP) states in writing: (1) the amount of special education and related services; (2) the involvement of the student in the general education curriculum and in the general education classroom, with supplementary aids and services, when appropriate; (3) the student's participation in state and local assessment programs; and (4) a transition plan that addresses the student's postsecondary goals for education/training, employment, and independent living. The Occupational Course of Study is intended to meet the needs of a small group of students with disabilities who need a modified curriculum that focuses on post-school employment and independent living. The Occupational Course of Study is designed for students whose IEP team, including parents, agrees that the North Carolina Standard Course of Study, even with the use of modifications, adaptations, supplemental aids and services, is inappropriate. OCS students earn Career and Technical Education course credits and complete healthful living and elective courses. Each student must complete 300 hours of school-based vocational training, 240 hours of community-based vocational training, and 360 hours of paid employment.

The Graduation Certificate is designed for students with the most significant disabilities who are following the Extensions of the North Carolina Standard Course of Study. These students are enrolled in functional content courses specifically designed to meet their needs.

For additional information on services for students with disabilities, please contact a school counselor.

Accelerated Honors

CCS students have an opportunity to graduate from Bartlett Yancey Senior High School and Piedmont Community College within four years with both a High School Diploma and an Associate's in Arts/Associate's in Science degree beginning with the graduating Class of 2021. Upon graduation, students will be able to transfer directly to a four-year college or university with four semesters worth of credits already completed. This will save students and parents time and tuition costs as students continue to further their education. Qualifying students must:

- successfully complete Math I in the eighth grade;
- submit two written teacher recommendations;
- have at least a 2.8 unweighted GPA (starting in their junior year of high school) **or** demonstrate college readiness on approved assessments in English, Reading, and Math (approved assessments include the Pre-ACT, ACT, PSAT, and the SAT).

This program is free to all CCS students. Students will take a combination of online and face-toface courses. A full-time PCC liaison will be available to assist students with the logistics of completing this program. Additionally, students will have access to free transportation and meals during summer semesters. Also, all textbook fees will be covered with no expense to the students or their families. Students enrolled in this program will continue to be students of Bartlett Yancey Senior High School through graduation; students may participate in sports, clubs, and other extracurricular activities.

For more information about the Accelerated Honors program, please contact a school counselor.

Students not in the Accelerated Honors program are able to complete Associate's degrees at PCC within the same 4 years.

BYSHS Career Academy Program

The Career Academy Program of Bartlett Yancey High School provides flexibility for academic instruction, credit completion, and repeat coursework. The purpose of this program is to offer students at-risk for dropping out of school an opportunity to complete the requirements for high school graduation. The Career Academy Diploma is based on the Future Ready Common Core/ Essential Standards Course of Study. The purpose for enrollment is to successfully complete high school by earning a Career Academy diploma within two years of entry. All NCDPI exit standards and local LEA course requirements must be met, including:

- 4 English credits (English 1, 2, 3, 4);
- 4 Math credits (Math 1, 2, 3 and one other math course aligned with the student's post high school plans);
- 3 Science credits (Earth/Environmental Science, Biology, and Physical Science or Chemistry);
- 4 Social Studies credits (World History, Civics and Economics, American History 1, 2);
- 1 Health/PE credit and CPR instructional requirement for graduation;
- 6 Elective credits (total):
 - 2 elective credits of any combination from either

Career and Technical Education Elective (CTE) Arts Education Elective World Languages Elective

4 elective credits (four courses strongly recommended in concentration) from one of the following:

*Career and Technical Education Elective (CTE);

Arts Education Elective (ex: music, visual arts);

Any other subject area Elective (ex: social studies, science, mathematics, or English).

*Through the Career and College Promise agreement with PCC, Career Academy students may also have the opportunity to complete Continuing Education Courses free of charge while enrolled as a student at BYHS. While these courses do not count for high school credit, these courses can offer workplace-ready certifications for students to use immediately upon entering the workforce.

Additionally, students must have completed 3 semesters and be 16 years old before admission to the program. Priority in admissions will be given to students who meet the following criteria: students considering dropping out or previous dropouts, older students, students with a history of chronic absences, students with significant social or emotional needs, students experiencing extremely difficult life circumstances, and students needing fewer credits to graduate. The program curriculum will focus heavily on graduation requirements and career-oriented courses. Students will be allowed to attend classes on a flexible schedule (at least 2 blocks/day) to allow for internships, necessary employment, and childcare issues.

For more information about the BYHS Career Academy Program, please contact a school counselor. Enrollment in the Career Academy Program requires permission from parents, as well as approval from the principal, Dropout Prevention Committee, and superintendent.

PCC Career & College Promise Terms & Courses

Career & College Promise (CCP) is North Carolina's dual-enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at NC community colleges and universities through their high schools. Students who successfully complete college courses earn both high school and college credit. In many cases, students can also earn dual credit- meeting high school graduation requirements with college courses. Career & College Promise offers students the option to choose from these pathways:

• **College Transfer**- designed for students planning to continue their educational career beyond high school to eventually achieve an Associate's or Bachelor's degree at a community college or university;



• **Career & Technical Education**- Allows for students to begin a certification or diploma program in a particular technical field or career area (Workforce Continuing Education Pathways lead to a state or industry recognized credential aligned with a high school career cluster).

Please Note: The Principal must approve applications for students wishing to take Career and College Promise Courses Career & College Promise offers NC high school students options to pursue educational and career goals of their choice using a rigorous yet supportive structure designed to help them become successful. And the best part of the Career & College Promise is, it's tuition FREE! Available College & Career Promise PCC pathways include:

- College Transfer
- Agribusiness Technology
- Cosmetology
- Criminal Justice Technology
- Digital Effects and Animation Technology
- Early Childhood Education
- Information Technology-Basic
- Information Technology- Web Design
- Medical Assisting
- Nurse Aide
- Small Business Management
- Welding Technology
- Workforce Continuing Education Certified Logistics Technician

As Career & College Promise students, and parents/guardians of Career and College Promise Students, they are agreeing to the following terms set forth in the <u>PCC and CCP participation</u> <u>agreement</u>. Copies of this agreement can be found in the BYSHS Guidance Office, the BY-SHS Career Center, and online on the BYSHS webpage. For more information about Career & College Promise opportunities, contact Ms. McKenzie Burke, Post Secondary Transition Coach at (336) 694-4591.

Piedmont Community College- Career & College Promise

Associate's Pathway

CCS students have an opportunity to graduate from Bartlett Yancey Senior High School and Piedmont Community College within four years with both a High School Diploma and an Associate's in Arts/Associate's in Science degree beginning with the graduating Class of 2021. Upon graduation, students will be able to transfer directly to a four-year college or university with four semesters worth of credits already completed. This will save students and parents time and tuition costs as students continue to further their education. Qualifying students must:

- successfully complete Math I in the eighth grade;
- submit two written teacher recommendations;
- have at least a 2.8 unweighted GPA (starting in their junior year of high school) **or** demonstrate college readiness on approved assessments in English, Reading, and Math (approved assessments include the Pre-ACT, ACT, PSAT, and the SAT).

This program is free to all CCS students. Students will take a combination of online and face-to -face courses. A full-time PCC liaison will be available to assist students with the logistics of completing this program. Additionally, students will have access to free transportation and meals during summer semesters. Also, all textbook fees will be covered with no expense to the students or their families. Students enrolled in this program will continue to be students of Bartlett Yancey Senior High School through graduation; students may participate in sports,

Associate's Degree in Arts

11th Grade- Fall Semester

- ENG 111- Writing & Inquiry (3)
- MAT 152- Statistical Methods I (4) or MAT 171- Precalculus Algebra (4)
- ACA 122- College Transfer Success (1)
- HIS 131- American History I (3) (Satisfies American History I Requirement)
- CHM 151- General Chemistry I or BIO 111 General Biology I (4)

11th Grade- Spring Semester

- ENG 112- Writing/ Research in the Disciplines (3)
- COM 231- Public Speaking (3)
- ECO 251- Microeconomics (3) or ECO 252- Macroeconomics (3)
- HIS 132- American History II (3) (Satisfies American History II Requirement)
- ART 111- Art Appreciation (3) or MUS 112- Music Appreciation (3)

11th Grade- Summer

• ENG 232- American Literature I (3) (Satisfies English III Requirement with ENG 111 and 112)

12th Grade- Fall Semester

- CIS 110- Intro. To Computers (3)
- ENG 242- British Literature (3) (Satisfies English IV Requirement with ENG 111 and 112)
- PED 110 Fit & Well for Life (2)
- PSY 150- General Psychology (3)
- Pre-Major Elective (3)

12th Grade- Spring Semester

- GEN ED (3)
- SOC 210- Intro. To Sociology (3)
- CHM 152 General Chemistry II OR BIO 112 General Biology II (4)
- Extra Math (4)

Credits= ~61

11th Grade- Fall Semester

- ENG 111- Writing & Inquiry (3)
- MAT 171- Precalculus Algebra (4)
- ACA 122- College Transfer Success (1)
- HIS 131– American History I (3) (Satisfies American History I Requirement)
- BIO 111 General Biology I (4)

11th Grade- Spring Semester

- ENG 112 Writing/ Research in the Disciplines (3)
- COM 231- Public Speaking (3)
- ECO 251 or ECO 252- Microeconomics or Macroeconomics (3)
- MAT 172 Precalculus Trigonometry (4)
- BIO 112- General Biology II (4)

11th Grade- Summer

 ENG 232– American Literature I (3) (Satisfies English III Requirement with ENG 111 and 112)

12th Grade- Fall Semester

- CIS 110- Intro. To Computers (3)
- ENG 242- British Literature (3) (Satisfies English IV Requirement with ENG 111 and 112)
- CHM 151- General Chemistry I (4) OR BIO 168- Anatomy & Physiology I (4)
- PSY 150- General Psychology (3)

12th Grade- Spring Semester

- CHM 152- General Chemistry II (4) OR BIO 169- Anatomy & Physiology II (4)
- SOC 210- Intro. To Sociology (3)
- ART 111- Art Appreciation (3) or MUS 112- Music Appreciation (3)

 HIS 132- American History II (3) (Satisfies American History II Requirement) Total: ~61 credits

Caswell County Schools, Career and Technical Education

Course Disciplines

Agreenter

Agriscience Applications Credit: 1 Unit Grade Level: 9 Prerequisite: None

Instruction integrates basic biological and physical sciences and technological concepts with principles of production agriculture with specific focus on environmental and engineering technology, plant, animal and food sciences and agribusiness.

Animal Science 1 Credit: 1 Unit Recommended Grade Level: 9-10 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.

Animal Science 2 Credit: 1 Unit Recommended Grade Level: 11-12 Prerequisite: Animal Science 1

This course includes more advanced scientific principles and communication skills and includes animal anatomy and physiology, animal 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.

Animal Science 2 – Small Animal (Honors) Credit: 1 Unit, Weight: 0.5 point Recommended Grade Level: 11-12 Prerequisite: Animal Science 1

This course provides instruction on animal husbandry topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fits into this category will be covered through this course. Opportunities for students to gain hands-on experience will be included in the course and reinforced through work based learning and leadership experiences.

Veterinary Assisting

Credit: 1 Unit

Recommended Grade Level: 12

Prerequisite: Animal Science 1, AND Animal Science 2 or Animal Science 2-Small Animals

This course focuses on instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, enhancement of animal care learned in previous animal courses, and surgical/radiological procedures. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will have hands-on skill sets that will be enforced with a total of 500 (200 laboratory/classroom hands-on hours and 300 under the supervision of a licensed veterinarian or certified veterinary technician) working in animal medicine throughout all animal courses in high school. The students will complete the skills and have them checked off during the 1-3 year (s) of high school. Applied mathematics, science, writing, and skill sets are integrated throughout the curriculum. Students will learn the material in order to be prepared for the Veterinary Assisting exam developed by the Texas Veterinary Medical Association. With successful completion of the exam and hours, students will be able to be a Certified Veterinary Assistant (CVA) Level 1.

Horticulture 1 Credit: 1 Unit Recommended Grade Level: 9-11 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, career opportunities, and leadership development. Skills in biology and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience project, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Horticulture 2 Credit: 1 Unit Recommended Grade Level: 10-12 Prerequisite: Horticulture 1

This course covers instruction that expands the scientific knowledge and skills developed in Horticulture 1 to include more advanced scientific, computation, and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effect, basic landscape design, installation and maintenance, lawn and turfgrass management, career planning, and leadership/personal development. Skills in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership; activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Honors Horticulture 2 Credit: 1 Unit Weighted: 0.5 Recommended Grade Level: 10-12 Prerequisite: Horticulture 1

This course covers the content of Horticulture 2 at a faster pace than that of regular Horticulture 2. Additional research papers, oral presentations, plan projects, and landscape design project will be required. Students will also obtain their pesticide applicators license.

Horticulture 2- Landscaping Credit: 1 Unit Recommended Grade Level: 10-12 Prerequisite: Horticulture 1

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

Caswell County Schools, **Career and Technical Education Course Disciplines:** Business, Finance, and Information Technology

Computer Programming 1 Credit: 1 Unit Recommended Grade Level: 9-11 Prerequisite: None

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including obtaining and validating user input, logical decision making and processing, graphics, and useful output. Mathematics is reinforced and entrepreneurial experiences are encouraged.

Computer Programming 2

Credit: 1 Unit Recommended Grade Level: 10-12 Prerequisite: Computer Programming 1

This course is designed to teach students advanced programming concepts, including class structures, multimedia programming, advanced arrays, and file structure. Mathematics is reinforced and entrepreneurial experiences are encouraged.

Microsoft ITA: Word, PowerPoint Credit: 1 Recommended Grade Level: 9-11 Prerequisite: None

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is a supplemental section where students will learn to create, edit, organize, and share a virtual notebook. In the second part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize and share documents as well as create complex documents and publish them. In the third 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 Microsoft Publisher to create, customize, and publish a publication. Work-based learning strategies appropriate to this course are school-based enterprise, internships, cooperative education, and apprenticeship. Stimulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Microsoft ITA: Excel Credit: 1

Recommended Grade Level: 10-12 Prerequisite: None

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematics is reinforced. Workbased 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.

Entrepreneurship Credit: 1 Unit Grade Level: 10 - 12 Prerequisite: None

This course introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, mathematics, research, and problem-solving are reinforced as each student prepares his/her own business plan. Work-based learning strategies appropriate for this course include cooperative education. Simulations, projects, teamwork, and DECA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. Students must be employed in a part time related to marketing, and are allowed to leave school early to go to work.

Principles of Business Credit: 1 Unit Grade Level: 9 -10 Prerequisite: None

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. Appropriate work-based learning strategies are job shadowing, field trips, and service learning. Participation in DECA and FBLA leadership activities, conferences, competitions, and meetings in addition to projects, simulations and teamwork provides the opportunity for application of instructional competencies.

Advanced Placement: Computer Science Principles Through Game Design Grade Level: 11, 12 Credit: 1 Prerequisite: Math I

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Computer science principles and concepts are taught through the lens of video game design so that students solve problems through the development of algorithms and programs while expressing their creativity through the development of the students' individual video design project.

Caswell County Schools, Career and Technical Education

Course Disciplines:



Consume

Principles of Family and Human Resources Credit: 1 Unit Recommended Grade Level: 9-11 Prerequisite: None

Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

Food and Nutrition 1 Credit: 1 Unit Recommended Grade Level: 9-11 Prerequisite: None

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health and on the selection of food to satisfy needs. Skills in science and mathematics are reinforced in this course. Workbased learning strategies appropriate for this course are field trips, job shadowing, and service learning. Skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Food and Nutrition 2 Credit: 1 Unit Recommended Grade Level: 10- 12 Prerequisite: Food and Nutrition 1

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for the SERV Safe credential from the National Restaurant Association. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies and workplace readiness skills to an authentic experience to develop a portfolio and to enhance FCCLA activities. Skills in science, math, management, and communication are reinforced in this course. Work strategies appropriate for this course include school-based enterprises, field trips, and service learning.

Parenting and Child Development Credit: 1 Unit Recommended Grade Level: 9-11 Prerequisite: None

This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on the parents' responsibilities for and the influences on children while providing care and guidance. Skills in communication, resource management, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and service learning. Skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Early Childhood Education 1

Credit: 1 Unit

Recommended Grade Level: 11-12

Prerequisite: Parenting and Child Development. Student must be 16 by October 1

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course. Aligned Industry Credential: CPR, First Aid

Early Childhood Education 2 Credit: 1 Unit Recommended Grade Level: 11-12 Prerequisite: Early Childhood Education 1

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

Caswell County Schools, **Career and Technical Education Course Disciplines:** Sciences

Health Sciences 1 Credit: 1 Unit Grade Level: 10 - 12 Prerequisite: Health Education

This course investigates the health care delivery system, its services, occupations, and related sciences. Topics include the study of the language of medicine, medical mathematics, microbiology, anatomy and physiology, diseases/ disorders, diagnoses, treatments, patient/client care regimens, career development, and future technological innovations. Work-based learning strategies include service learning, field trips, and job shadowing. Skills in science, mathematics, communications, social studies and health are reinforced in this course. Projects, teamwork, demonstrations, and HOSA competitive events serve as instructional strategies that reinforce the curriculum content.

Health Sciences 2 Credit: 1 Unit Recommended Grade Level: 11-12 Prerequisite: Health Sciences 1

This course focuses on the National Healthcare Foundation Standards and Accountability Criteria, and the National Health Science Career Cluster Model pathways. The 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. Healthcare skills, language arts, mathematics and communications are reinforced in this course. HOSA activities support networking with health care professionals through volunteerism.

Nursing Fundamentals Credit: 2 Units Recommended Grade Level: 11-12 Prerequisite: Health Sciences 2

This course is designed for students who are interested in medical careers where personal care, and basic nursing care skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation Nurse Aide I curriculum. Students who successfully complete the course will be prepared to take the National Nurse Aide Assessment Program (NNAAP) competency exam for Certified Nurse Aide I. Clinical internship in a long-term care facility is required. HOSA activities support networking with health care agencies and professionalism through the development of clinical expertise and volunteerism.

Pharmacy Technician Credit: 1 Unit Recommended Grade Level: 11-12 Prerequisite: Health Sciences 2

This course has self-paced, online instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, internship, or mentorship. 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 course is accredited by the Accreditation Council for Pharmacy Education (APCE). Upon successful completion of this course and after graduation, the student is eligible to take the Pharmacy Technician Certification Board (PTCB) exam.

Caswell County Schools, Career and Technical Education Course Disciplines:

Trade and Industrial

Education

(Automotive)

Automotive Services Fundamentals

Credit: 1 Unit

Recommended Grade Level: 9-10

Prerequisite: Math 1 is a recommended prerequisite.

This course introduces basic automotive skills in Service & Safety, Engine Repair, Automatic Transmissions & Transaxles, Manual Drivetrain and Axles, and job opportunities in the auto repair industry. As part of the ASE 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. Apprenticeships 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.

Automotive Service 1 Credit: 1 Unit Recommended Grade Level: 10-11 Prerequisite: Automotive Services Fundamentals

This course introduces basic automotive skills in Suspension & Steering, Heating & Air Conditioning, and Engine Performance. As part of the ASE 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. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Automotive Service 2 Credit: 1 Unit Recommended Grade Level: 10-12 Prerequisite: Automotive Service 1

This course builds on the knowledge and skills introduced in Automotive Service 1 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 ASE 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, apprenticeship cooperative education, entrepreneurship, and internship. 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.

Automotive Service 3 Credit: 1 Unit Recommend Grade Level: 11-12 Prerequisite: Automotive Service 2

This course builds on the knowledge and skills introduced in Automotive Service 1 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 ASE accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. Included areas are MLR Requirements for Automatic and Manual Transmissions and Drivetrains, Steering and Suspensions, Brakes, Electrical, and electronics, Heating and Air Conditioning, and Engine Performance. English Language Arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing, apprenticeship cooperative education, entrepreneurship, and internship. 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.

Collision Repair Fundamentals Credit: 1 Unit Recommended Grade Level: 10-11 Prerequisite: None

This course introduces safety, basic collision repair terminology, system and component identification, knowledge and introductory skills in hand tolls, shop equipment, basic servicing, and use of service information. Also, careers and various job opportunities in the collision repair industry will be discussed. 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.

Collision Repair 1 Credit: 1 Unit Recommended Grade Level: 10-11 Perguisite: Collision Repair Fundamentals

This course focuses on non-structural repairs to automobiles. Using curriculum materials from the industry recognized I-CAR organization, students will learn about trim and hardware, material identification, steel cosmetic straightening and plastic repair, moveable glass replacement, and bolted-on parts replacement. 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.

Collision Repair 2 Non-Structural

Credit: 1 Unit Recommended Grade Level: 11-12 Prerequisite: Collision Repair 1

This course continues the focus on non-structural repairs to automobiles. Using curriculum materials from the industry recognized I-CAR organization; students will learn additional information about trim and hardware, material identification, steel cosmetic straightening and plastic repair, moveable glass replacement, and bolted-on parts replacement. Work-based learning strategies appropriate for this course include job shadowing, apprenticeship, cooperative education, entrepreneurship, and internship. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Collision Repair 2 Refinishing Credit: 1 Unit Recommended Grade Level: 11-12 Prerequisite: Collision Repair 1

This course focuses on refinishing automobiles. Using curriculum from the industry recognized I-CAR organization, students will learn about repairing and priming vehicles and vehicle parts, use and maintain a spray gun; mix, store and dispose of hazardous materials; understand that corrosion protection process, sand, buff, and detail a refinished vehicle. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Caswell County Schools, Career and Technical Education Course Disciplines: Trade and Industrial Education (Public Safety)

Public Safety 1 Credit: 1 Unit Recommend Grade Level: 9-10

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. This 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.

Public Safety 2 Credit: 1 Unit Recommend Grade Level: 10-12 Prerequisite: Public Safety 1

This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. Additionally, FEMA ICS300 Intermediate Incident Command System is covered in this course.

Firefighter Technology 1 Credit: 1 Unit

Recommend Grade Level: 10 - 11

This course covers part of the NC Firefighter ¹/₂ combination certification modules required for all the firefighters in North Carolina. The modules include: 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 ¹/₂ certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The recommended student age for this course is 16.

Firefighter Technology 2 Credit: 1 Unit Recommended Grade Level: 10-12 Prerequisite: Firefighter Technology 1

This course covers additional NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Building Construction; Ropes; Alarms and Communications; Forcible Entry; Ladders; Ventilation; Loss Control. English language arts are reinforced. The recommended student age for this course is 16.

Firefighter Technology 3

Credit: 1 Unit Recommended Grade Level: 11-12 Prerequisite: Firefighter Technology 2

This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Water Supplies, Sprinkles, Fire & Life Preparedness, Rescue, Mayday, and Safety & Survival. English language arts are reinforced.

Caswell County Schools, Career and Technical Education Course Disciplines: Trade and Industrial Education (Manufacturing)

Introduction to Trade and Industrial Credit: 1 Unit Recommended Grade Level: 9-10 Prerequisite: None

This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing careers. Skillsets specific to Trade and Industry careers will be provided to include key concepts from the systems used in manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities associated with the major program areas of Trade and Industrial will provide practical applications to enhance student learning. English language arts are reinforced. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Woodworking 1 Credit: 1 Unit Recommended Grade Level: 10-11 Prerequisite: Introduction to Trade and Industrial

This course introduces career information, employment opportunities, and skills required for work in the woodworking and cabinetmaking industry. Topics include the woodworking industries, health, and safety design and layout, materials, hand tools, power tools, portable and stationary, preparation, construction and assembly, and finishing. English language arts and mathematics are reinforced.

Woodworking 2 Credit: 1 Unit Recommended Grade Level:11-12 Prerequisite: Woodworking 1

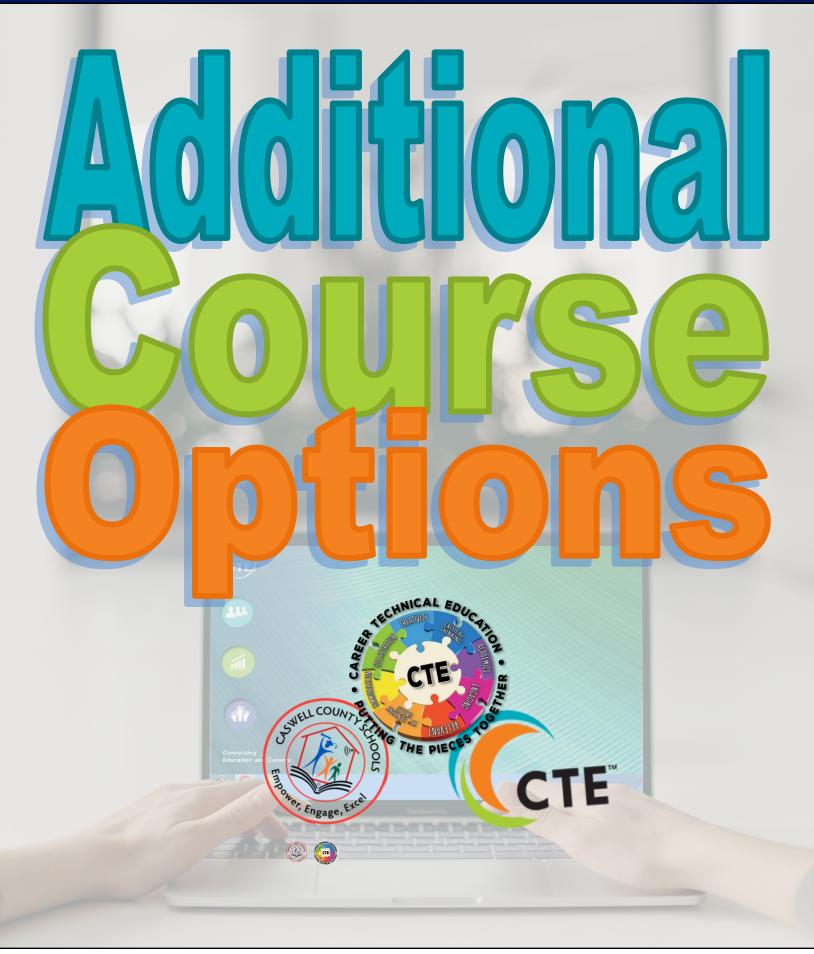
The course teaches the development of knowledge and advanced skills in the woodworking and cabinetmaking industry. Emphasis is placed on advanced principles applied to the woodworking and cabinetmaking industry. Topics include advanced levels of the cabinet making industry, health and safety, design and layout, materials, hand tools, power tools, portable and stationary, preparation, construction and assembly, and finishing. English language arts and mathematics are reinforced.

Drone Technology Credit: 1 Unit

Prerequisite: Computer Programming 1 (Recommended)

Be one of the first in the state to participate in a Drone technologies course for high school students. This class will provide students with basic information about the Drone industry to gain an understanding of careers and skills in this field. Students will learn the programming language Python and how to read Meteorological Terminal Aviation Routine (METAR) weather reports and sectional charts, calculate load factor and altitude density, interpret radio communication, troubleshooting Drone hardware and of course flying a Drone. Information learned in this class can lead to an FAA Unmanned Aircraft System pilot's license.

*Age Requirement: A student must be 16 years old to take the FAA Drone Pilot Test, per DPI.



Advanced Studies Credit: 1 Unit Grade Level: 12

Prerequisite: Four technical credit completion in a Career and Technical Education Pathway By Application Only

This is a culminating course for seniors who are career-focused in a Career and Technical Educational Pathway who would like more in-depth study into an area of interest with-in their pathway. The components of the course include writing a research paper, producing a product, and delivering a presentation. Students will demonstrate the ability to use content and apply knowledge to real-world situations in a career major. Students work under the guidance of a teacher facilitator in collaboration with community members, business representatives, and other school-based personnel.

Apprenticeship Credit: 1 Unit

Recommended Grade Level: 12

Prerequisite: Four technical credit completions in a Career and Technical Education Pathway By Application Only

This course is available to rising College/Technical Seniors who have made a definite decision to pursue a career that is considered apprenticeable by the Department of Labor. The students must be enrolled in a sequenced Sophomore or higher level course. The students will follow a Department of Labor approved training plan for the apprenticeable trade. It will be a paid work-site learning which includes working with a job mentor/coach, exposure to the world of work, emphasis on workplace safety, and awareness of worker responsibilities. The student must be willing to commit to continuing into the Adult Apprenticeship Program with the business/industry after high school graduation.

Career and Technical Education Internship

Credit: 1 Unit

Recommended Grade Level: 12

Prerequisite: Four technical credit completion in a Career and Technical Education Pathway. By Application Only

This school-to-work program provides a qualified student with the opportunity to begin learning a skill directly related to his/her career pathway through on-the-job training in local businesses, industries, or governmental and civic agencies. The goals of the internship program are to establish positive relationships between the intern, the school, and the community and to enable students to earn high school credit for school-to-work experiences of an academic nature. The internship program seeks to accomplish the development of good habits, personal growth, communication skills, and the students' awareness of community resources. The High School Internship Program consists of two rigorous components: 1) an integrated advanced level curriculum of technical courses in a career pathway. 2) paid/ unpaid work-site learning, which includes working with a job mentor/coach, exposure to the world of work, emphasis on workplace safety, and awareness of worker responsibilities.

Note: The English curriculum at BYSHS consists of a series of block-length courses. Three levels of courses are offered. Only one English class will be taken in one semester, excluding electives, unless a Senior is behind in English, when two courses per year are allowed. Each grade level English class must be passed sequentially before the student moves to the next grade level class.

English 1 Credit: 1 Unit Grade Level: 9

This course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It also includes the study of influential U.S. documents and one Shakespearean play. Students write for a variety of audiences and purposes with an emphasis on argumentative, informative, and narrative writing. In addition, students will study editing and grammar skills, oral communication, non-print media, and literary terminology in preparation for the North Carolina Final Exam.

Honors English 1

Credit: 1 Unit, Weight: 0.5 point

Grade Level: 9

Prerequisite: 90 or higher in regular 8th grade ELA course or 80 or higher in advanced 8th grade ELA course and 3 or higher on the 8th grade Reading EOG

This course is a more rigorous version of the English 1 curriculum and is designed for the highly motivated student who will commit extensive time and energy to literature and writing. Mastery of basic composition and grammar skills is essential. This course will emphasize the development of higher-order thinking skills, research skills, and interpretive reading skills. Journal writing and summer reading is required. This class is designed for students who plan to attend a four-year university.

English 2 Credit: 1 Unit Grade Level: 10 Prerequisite: English 1

This course offers a concentrated program of study to the students who have demonstrated good verbal ability. It is designed to provide enriching experiences in reading and writing. This course addresses the six major goals as outlined in the NC Standard Course of Study. Students will study world literature and writing. The students will become competent in expressive, informational, argumentative, critical, and literary writing with emphasis on the conventions of grammar and language usage. Students will study world literature in the literary genres. Vocabulary, ACT/SAT prep, and speaking skills are emphasized.

Honors English 2 Credit: 1 Unit, Weight: 0.5 point Grade Level: 10

Prerequisite: 90 or higher in English 1 or 80 or higher in English 1 Honors

This course is a more rigorous version of the English 2 curriculum and is designed for the highly motivated student who will commit extensive time and energy to literature and writing. This course addresses the six major goals as outlined in the NC Standard Course of Study. The student will become competent in expressive, informational, argumentative, critical, and literary writing with emphasis on the conventions of grammar and language usage. Students will study world literature that focuses on the literary genres. Vocabulary, ACT/SAT prep, and speaking skills are emphasized. Journal writing and summer reading is required. Summer Reading is required for this course. Honors English 2 is intended to prepare students to attend a four-year university.

English 3 Credit: 1 Unit Grade Level: 11 Prerequisite: English 2

This course provides maximum development of the student's potential communication skills, including reading, writing, listening, interpreting, analyzing, creating, and evaluating critically. This course addresses the six major goals as outlined by the NC Standard Course of Study. The students will become competent in expressive, informational, argumentative, critical, and literary writing with emphasis on the conventions of grammar and language usage. This course has more depth in the study of American literature. Vocabulary, speaking and preparation for standardized tests such as the ACT/SAT will be emphasized.

Honors English 3

- Credit: 1 Unit, Weight: 0.5 point
- Grade Level: 11

Prerequisite: 90 or higher in English 2 or 80 or higher in English 2 Honors and 3 or higher on the English 2 EOC.

This course is a more rigorous version of the English 3 curriculum and is designed for the highly motivated student who will commit extensive time and energy to literature and writing. This course is designed to enrich the work of accelerated students, is a comprehensive coverage of reading, writing, and speaking with a focus on American literature. Journal writing and summer reading is required. The student will receive extensive instruction in all types of writing including literary analysis. Honors English 3 is intended to prepare students to attend a four-year university.

English 4/CCRG English 4 Credit: 1 Unit Grade Level: 12

Prerequisite: English 3

This course addresses the six major goals as outlined in the NC Standard Course of Study. The students will be competent in expressive, informational, argumentative, literary, and critical writing with emphasis on the conventions of grammar and language. These competencies are correlated with a thorough study of British literature. In addition, this level includes research writing and the study of novels.

Honors English 4 Credit: 1 Unit, Weight: 0.5 point Grade Level: 12

Prerequisite: 90 or higher in English 3 or 80 or higher in English 3 Honors.

This course, designed to enrich the work of accelerated students, is a comprehensive and extensive study of British literature. Honors English 4 addresses the six major goals as outlined in the NC Standard Course of Study. The student will receive rigorous instruction in all types of writing and in literary analysis. Journal writing and summer reading is required. To access the SUMMER READING LIST, go to the Caswell County Schools website. Click on visit BYHS website. Click on MEDIA CENTER, and then click on LINKS. Scroll down and click on the BYHS Honors/AP Required Summer Reading List. Honors English 4 is intended to prepare students for a four-year university.

Advanced Placement English Language and Composition Credit: 1 Unit: Weight 1 Point Grade Level: 11 Prerequisite: English II

AP English Language and Composition is a college level course that prepares students for the Advanced Placement English Language and Composition exam. Students practice skills of critical reading of prose written in a variety of the theoretical contexts and for a variety of purposes and audiences. Students will also analyze the way genre conventions and the resources of language contribute to effectiveness in writing students. Students meeting prerequisites have open access to AP courses.

Advanced Placement Literature and Composition

Credit: 1 Unit, Weight: 1 Point

Grade Level: 12

Prerequisite: Grade A in a previous English Course

Requirement: 90 or higher in English 3 or 80 or higher in English 3 Honors.

This is a senior-level course which corresponds in content and rigor to courses offered at the college and university freshman level. Students are required to read a wide range of literature and to demonstrate advanced skill in writing and speaking about it. Journal writing and summer reading is required. This course gives students the opportunity to earn advanced placement/college credit while they are still in high school. Those who score 3 or above may earn college credit; each college or university sets its own standards. This course is weighted on a five-point scale and replaces English 4. In order to receive full weighted credit, students who enroll in this course will be required to take the Advanced Placement Literature and Composition Exam at an expense Currently, students pay a deposit to order their test and the remainder is paid out of State and County funds. Fee waivers are available for qualifying students.

Honors Teacher Cadet Training 1

Credit: 1 Unit, Weight: 0.5 point Grade Level: 11-12

Prerequisite: 2.5 GPA and interest in education

The Teacher Cadet Program is considered an introduction or orientation to the teacher profession. Its main purpose is to encourage students who possess a high level of academic achievement and the personality traits found in good teachers to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about schools. Although the course may be taught at the college freshman level, the curriculum includes simulations and other "hands-on" activities designed to excite students about teaching. Students are exposed to teaching careers and the education system through a variety of teaching methods. Travel to nearby schools will be necessary.

Honors Teacher Cadet 2 Credit: 1 Unit, Weight: 0.5 point Grade Level: 12 Prerequisite: 90 or higher in Teacher Cadet 1.

Students will travel to nearby schools for internship in assigned classrooms. Cadets will plan and implement lessons based on principles of human development and teaching strategies from Teacher Cadet 1.

Yearbook

Credit 1 Unit Grade Level: 10-12

Prerequisite: 80 or higher in most recent English course. Application required.

Yearbook will be responsible for the publication of the school yearbook. Students who take this class must demonstrate outstanding ability, work ethic, commitment, responsibility, and independence. Students will be responsible for ad sales, photography, yearbook layout, copywriting, and computer production. The class may be repeated for credit with teacher permission. Application forms are available in the Counseling Center.

JOURNALISM/YEARBOOK 1 Grade Level: 9, 10, 11, 12 Credit: 1

This course helps students plan, design, and construct the school yearbook. Topics of study include photography, copywriting, layout and design, and desktop publishing.

HONORS JOURNALISM/YEARBOOK 2

Grade Level: 10, 11, 12 Credit: 1 Prerequisite: Journalism/Yearbook 1 This course is designed for students who

This course is designed for students who have completed Journalism/Yearbook 1. Students refine their skills in copywriting, proofing, photography, and layout planning. Students also deepen their understanding of advertising.

HONORS JOURNALISM/YEARBOOK 3 Grade Level: 10, 11, 12 Credit: 1

Prerequisite: Journalism/Yearbook 1 and Honors Journalism/ Yearbook 2

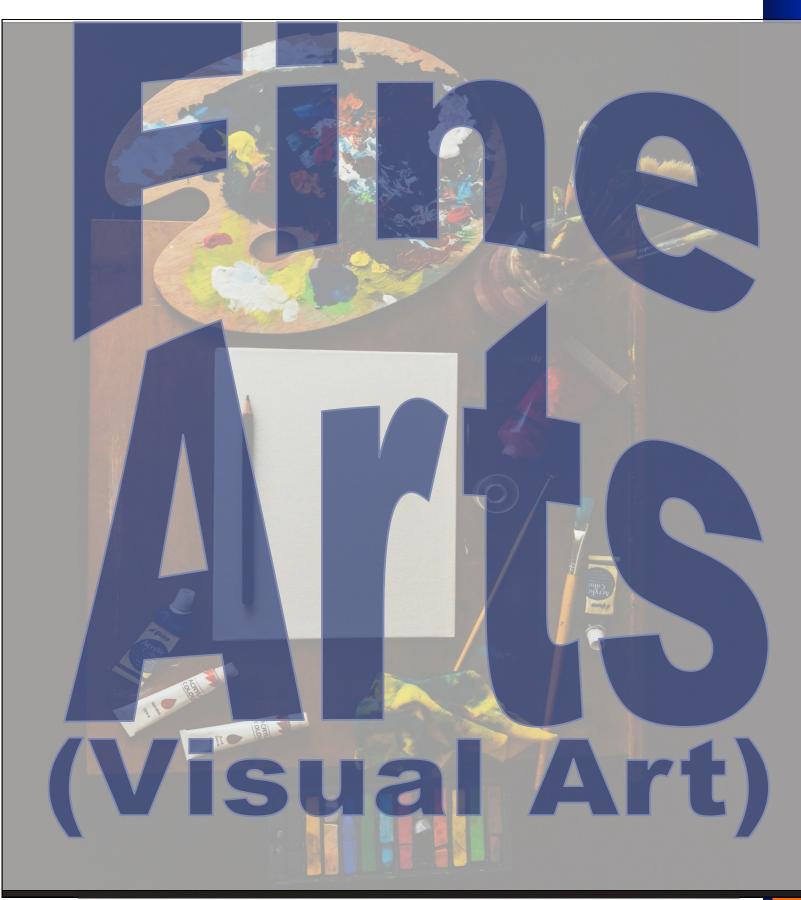
This course is designed for students who have completed Journalism/Yearbook 1 and Honors Journalism/ Yearbook 2. Students will refine their technological and writing skills as well as enhance their knowledge of the laws and ethics of journalism.

HONORS JOURNALISM/YEARBOOK 4

Grade Level: 10, 11, 12 Credit: 1

Credit: 1

Prerequisite: Journalism/Yearbook 1, Honors Journalism/Yearbook 2, and Honors Journalism/Yearbook 3 This course is designed for students who have completed Journalism/Yearbook I, Honors Journalism/Yearbook 2, and Honors Journalism/Yearbook 3. Students will enhance their skills in imaging, finance, and printing. Additionally, students will apply their knowledge of the laws and ethics of journalism to their own publications.



Note: The goal of the Cultural Arts Department is to enhance the cultural and intellectual environment of BYHS, and to heigh n student and community appreciation of the role played by the arts in society. BYHS offers courses in the visual and performing arts. All Cultural Arts courses offer elective credit and are designed to: introduce specific arts, present necessary skills and equipment, en-

Art 1 Credit: 1 Unit Grade Level: 9-12 Prerequisite: None

Art 1 is a basic introduction to the elements of art and an exploration of the design principles through the study of artists, major styles of art throughout history, art criticism, and a variety of hands-on experience using a variety of the art processes. This study will include drawing, collage, painting, sculpture, calligraphy, and art history.

Art 2 Credit: 1 Unit Grade Level: 10-12 Prerequisite: Art 1

Art 2 is a continuation of the study of the elements and principles of design. Further exploration of art processes and techniques in the areas of drawing, painting, printmaking, textile design, sculpture and art history. Design concepts are stressed. An Art 2 student will be required to do self-evaluation of art products as part of the process of presenting and critiquing.

Honors Art 3 Credit: 1 Unit, Weight: 0.5 point Grade Level: 11-12 Prerequisite: 90 or above average in Visual Arts 1 & 2

Honors Visual Arts III is an advanced level course and involves more in-depth knowledge or art processes, media, history and the development of such. It will build upon the eight major goals as outlined in the NC Standard Course of Study. High expectations are set for the quality of work generated as well as the thought and creative processes. Research, analysis, reflection, application, production and performance are stressed to enrich student's understanding and production of art. Students will develop art portfolios.

Honors Art 4 Credit: 1 Unit, Weight: 0.5 point Grade Level: 12 Proroquisito: 90 or higher in Visual

Prerequisite: 90 or higher in Visual Arts 3

This course is for those students who have a high interest level in art and may plan to major in art in college. The main focus of this course is completion of the portfolio begun in Art 3. Drawing, color work, painting, collage, sculpture, self-expression and creativity are stressed.

Pre- AP Visual Art

Credit: 1.0 Weight: 0.5points Grade Level: 10,11,12, (Spring 2022)

Prerequisite: Art Beginning, Computer Graphics Beginning, Photographic Design Beginning

This course is designed for students who intend to pursue Visual Art as their electives in high school. The course focuses on skills associated with ideation, experimentation, creation, revision, reflection, and analysis-the full range of processes and activities that artists engage in while producing their work. Rather than limiting arts instruction to a singular focus on a finished portfolio and the development of technical skills that ensure the quality of this presentation, the Pre-AP Arts courses allow room for these culminating events while also emphasizing the opportunities for choice-making that enhance students' abilities to think critically and creatively as artists. Students will receive Honors credit for the completion of this curriculum.

Computer Graphics Beginning Credit: 1 Unit Grade Level: 9,10,11,12 Prerequisite: Visual Art Beginning

This is a computer art course designed to give hands-on experience in computer graphics and/or video digitizing, layout and design, drawing/painting, and electronic imaging software. Students will explore their potential and develop an awareness of computer graphics as an art form and a means of self-expression, rather than merely a process of reproducing visual images.

Advanced Placement Art: Credit: 1 Grade Level: 10, 11, 12 Prerequisite: Pre-AP Visual Art

This course is designed to provide students the opportunity to develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection. The course framework integrates these skills to support student learning.

(Music and Dance)

Note: The band program at Bartlett Yancey High School is designed for students who are serious about becoming better musicians. Participation in a band class during both semesters is strongly encouraged for all musicians to keep the proficiency of our bands at a high standard.

Chorus 1 Beginning Credit: 1 Unit Grade Level: 9- 12 Prerequisite: None

This course serves as an introduction for the beginning high school choral music student. Students will be given instruction in the proper use of the singing voice, emphasizing proper tone placement and breath support, as well as the study of sight singing and music.

Chorus 2 Intermediate Credit: 1 Unit Grade Level: 9- 12 Prerequisite: Chorus I

Students will be given instruction in the proper use of the singing voice, emphasizing proper tone placement and breath support, as well as the study of sight singing and music. Students will learn expanded music theory.

Chorus 3 Advanced Credit: 1 Unit, Weight: 0.5 point Grade Level: 11-12 Prerequisite: Chorus I & II

In this honors course, students will demonstrate their ability to follow a soprano, alto, tenor, or bass part. Students will also begin to develop solo vocal methods. Students will learn advanced music theory.

Chorus 4 Proficient

Credit: 1 Unit, Weight: 0.5 point

Grade Level: 11-12 Prerequisite: Chorus I, II & III

In this honors course, students will demonstrate their ability to follow a soprano, alto, tenor, or bass part. Students will be required to conduct an individual research project on a style of vocal music, its impact, and history.

Marching Band 1, 2, 3, 4

Credit: 1 Unit

Grade Level: 9-12

Prerequisite: Previous Band Experience (8th Grade Band) or by audition

This instrumental course provided intermediate to advanced musical training designed to improve musicianship in all areas of instrumental performance through the marching arts. This class is a performing organization. Students are required to attend Band Camp, after school rehearsal, and Friday and Saturday performances in order to receive credit. The marching band performs at all home football games, parades, band competitions, holiday concerts, and other community events.

Note: Only students with the desire to put in the extra work required to compete should enroll. Students who wish to continue studying music, but do not wish to compete should enroll in the fall concert band.

Concert Band I Beginning

Credit: 1 Unit

Grade Level: 9-12

Prerequisite: Previous band experience (through 8th grade) or by audition.

This is an introductory course for instrumental music. This course will cover the basics and bring each student to an effective group participation. The student will be required to perform in a large group instrumental setting as well as learn the basic tenets of music theory

Concert Band II Intermediate Credit: 1 Unit Grade Level: 9-12

Prerequisite: Concert Band I.

This course will focus on bringing the student out of a large group setting into a small group setting. The student will be required to perform in a large group and a small group instrumental setting as well as learn expanded music theory.

Concert Band III Advanced

Credit: 1 Unit, Weight: 0.5 point Grade Level: 9-12

Prerequisite: Concert Band I and II.

In this honors course, students will start to develop solo instrumental methods. The student will be required to perform in a large, small and solo instrumental setting. They will learn the upper level of high school music theory.

Concert Band IV Proficient

Credit: 1 Unit, Weight: 0.5 point Grade Level: 9-12

Prerequisite: Concert Band I, II, and III.

This is an honors option that is intended to challenge the top performers. This course will focus on bringing the student out of a large group setting into a small group setting. The student will be required to perform in a large group and a small group instrumental setting as well as learn expanded music theory. The students will be required to do an individual research project on a style of instrumental music, it's impact, and history.

Music Production Credit: 1 Unit Grade Level: 9-12 Prerequisite: None

This course will introduce students to the uses, concepts, techniques, and terminology of computing through music applications. Elements include condenser and dynamic microphones, microphone placement, and signal processing. In addition, students will receive and introduction to mixing and editing. The students will gain hands-on experience with current hardware and software for music sequencing, synthesis, and music performance practice.

Marching Band 1 Credit: 1

Grade Level: 9th and 10th

Marching Band 1 is an introductory course for Marching Band. This course will cover the basics, and bring each student to effective group participation. The student will be allowed to perform at events but may not perform on the field trip. The beginning band will focus more on the fundamentals of (such as tone quality, technique, breath control, musicality) and marching (such as step size, proper posture, marching step technique, and proper horn positioning). Marching Band 1 will also learn about the historical aspects of marching band, the musical aspects of a field show, and strengthen the core values that it takes to create a good marching band member.

Marching Band 2, 3, 4 Credit: 1

Grade Level: 10, 11, 12 Prerequisite: Marching Band 1

This course consists of all current band students who meet the requirements to march and play with the other Marching Band 1 students. Marching Band learns about the historical aspects of Marching Band 1, the musical aspects of a field show, and strengthens the core values that it takes to create a good marching band member. The Marching Band is required to play at home football games, any director scheduled away games, and any scheduled competitions during the marching season. Attendance is mandatory for success.

Dance 1 Credit: 1 Unit Grade Level: 9-12 Prerequisite: None

This course is a beginning level introduction to ballet, jazz, and modern dance. The techniques are demonstrated through movement, exercises, and combinations. This class emphasizes etiquette, health for dancers, dance history I, elements of dance, choreography, and performance. The class has the opportunity to perform at the final dance concert.

Dance 2

Credit: 1 Unit Grade Level: 10-12 Prerequisite: Dance 1

This course is an intermediate level of ballet, jazz, and modern dance. Techniques are demonstrated through movement, exercises, and combinations. The class utilized dance history II, dance injuries and prevention, choreography II, and the study of dances and choreographers in the present time. The class has the opportunity to perform various dances in the final concert.

Honors Dance 3

Credit: 1 Unit, Weight: 0.5 point Grade Level: 11 - 12 Prerequisite: 90 or higher in Dance 2

In order to take this course, students must demonstrate a high understanding, dedication, and ability to present all techniques from previous levels. This course is designed for students who have mastered dance technique and wish to continue their academic study of dance. Students continue to expand their knowledge of personal movement, style, and artistic expression, as well as exploring various techniques in choreography. Students who may be considering dance studies beyond high school are able to work with a more intense and independent level of dance while they expand their knowledge of dance history, aesthetics, and kinesiology through research and projects. The will also present 3 works in the final concert.

Honors Dance 4 Credit: 1 Unit, Weight: 0.5 point Grade: 12

Prerequisite: 90 or higher in Honors Dance 3

In order to take this course, students must demonstrate a high understanding, dedication, and ability to present all techniques from previous levels. This course is designed for students who have mastered dance technique and wish to continue their academic study of dance. They will continue to expand their knowledge and skill through advanced levels of ballet, jazz, and modern technique and performance. The class emphasizes dance productions and the performing aspects of dance. Students will experience creating, choreographing and performing self and peer full length choreographed works. Students are required to perform in dance concerts and at various school functions.

Health a VSICA UCS

Note: All students will be required to dress out every day and active participation is required of every student. Students are not allowed to take more than one PE class in the same semester. All PE Classes are required to submit health related articles each week.

Health and Physical Education Credit: 1 Unit Grade Level: 9 Prerequisite: None

Health and Physical Education is a required course for all 9th grade students. Students will study topics related to mental health, nutrition, chemical and substance abuse, safety and first aid, chronic diseases, and family life. Physical Education will emphasize physical fitness, games, sports, and recreational activities one can pursue through adulthood. This course must be successfully completed to graduate.

PHYSICAL FITNESS I Credit: 1 Unit Grade Level: 10-12

Prerequisite: Health and Physical Education

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote a healthy and wellness-oriented lifestyle. This is an individual health related fitness course in which the students, through active participation, develop knowledge and skills to provide enjoyment in -the areas of cardiovascular fitness, flexibility, and muscular strength/endurance.

WEIGHT TRAINING AND CONDITIONING 1

Credit: 1 Unit

Grade Level: 10-12

Prerequisite: Health and Physical Education

This course is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention, and other methods of weight management. The major focuses are general muscle toning and achieving total fitness. The development of a personal fitness program is a part of this course.

WEIGHT TRAINING AND CONDITIONING 2

Credit: 1 Unit

Grade Level: 10-12

Prerequisite: Weight Training and Conditioning 1

This course is designed to improve muscular strength and power through progressive weight training techniques. More advanced coursework on the principles of cardiovascular fitness and strength development are a part of this course. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The refinement of the student's personal fitness plan is included in this course.

WEIGHT TRAINING AND CONDITIONING 3

Credit: 1 Unit Grade Level: 10-12

Prerequisite: Weight Training and Conditioning 1 and 2

This course is for students interested in trying some advanced lifting and exercise techniques which may include: Olympic lifts, plyometric training, and agility and speed workouts. Coursework may include the basic principles of exercise prescription, sports nutrition, exercise testing and evaluation, cardiovascular fitness, and strength development. The course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning. The design and implementation of the student's personal fitness plan is included in this course.

TEAM SPORTS 1 Credit: 1 Unit Grade Level: 10-12 Prerequisite: Health & Physical Education

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, lacrosse, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis on skill development, officiating, game strategies, and leadership.

TEAM SPORTS 2: Credit: 1 Unit Grade Level: 10-12 Prerequisite: Team Sports 1

This course is designed to include the development of a greater in depth knowledge, the application of personal fitness skills, and the demonstration of more advanced team sport skills.

Physical Education 3 Credit: 1 Unit Grade Level: 10-12 Prerequisite: Health & Physical Education

This is an activity course designed to allow students an opportunity to participate regularly in health enhancing and personally rewarding physical activity. This class may include a variety of cardiovascular activities such as High and low impact aerobics, and Circuit Training. It is designed to develop long lean muscles through stretching and core strengthening. Students must dress out each day in the required uniform and perform the exercises designed by the teacher. Daily participation is an expectation.

Sports Medicine 1: Credit:1 Unit Grade Level: 9-12 Prerequisite: Health and Physical Education 1, Biology

This course is designed to provide a detailed study of modern athletic training. Special emphasis is placed on human anatomical and physiological systems of the body.

Sports Medicine 2: Credit: 1 Unit Grade Level: 10,11,12 Prerequisite: Sports Medicine I, Biology

This course is designed for students who have an interest in Allied Health career fields, such as athletic training, physical therapy, occupational therapy, or related fields. This course is also designed for students who would like to study advanced fields of medicine related to orthopedics. Special emphasis is placed on the application of principles learned in Sports Medicine I.

10 aniel out 2Q charge from outside of R. Inside of R2 myst be 1202 a To get total of + Q on R2 outside of R2 must be -Q is inside if R3 must cancel out - a so it is START (kr)2 $\vec{E} = \frac{\lambda}{2} \frac{T_o}{2\pi a c \epsilon_o} \frac{\sin(\omega t)}{(ka/2)}$ 15 MONTHS 1 -1/20 $\stackrel{\sim}{=} \frac{\hat{z}}{\bar{z}} \frac{I_0}{\pi a c \mathcal{E}_0} \frac{s_{10}(z+1)}{k_0} \frac{1}{1-1}$ and $\vec{B} \stackrel{\sim}{=} \hat{\rho} \frac{I_o}{2\pi a c^2 \mathcal{E}_o} \sin \omega t \frac{kr}{r_a}$ $\stackrel{\sim}{=} \hat{q} \frac{1}{2\pi q c^2 E} \sin \omega t = \frac{1}{q}$ b) $W_e = \frac{1}{2} \int \vec{E} \cdot \vec{D} dV = \frac{2q}{2} dq$ Using < sin2 wt) = $W_e = \frac{d I_o^2}{2\pi \varepsilon_o c^2 a^2} \frac{1}{k^2 a^2} \int_{1}^{2}$ 25 $W_m = \frac{1}{2} \left(\vec{B} \cdot \vec{H} dV \right) =$

Foundations of Math 1 Credit: 1 Unit (Elective, Not Math) Grade Level: 9 Prerequisite: None

This course is designed for those students who need to take an additional course of math before taking the rigorous Math 1 course. The emphasis is a thorough approach to content that students should have prior to entering Math 1. Students successfully completing this course should enter the Math 1 course the following semester.

Math 1 Credit: 1 Unit Grade Level: 9-12 Prerequisite: Founda

Prerequisite: Foundations of Math 1 or 80 or higher in 8th grade Math.

This course provides students the opportunity to study concepts of Algebra, Geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

Foundations of Math 2

Credit: 1 unit

Grade Level: 9-12

Prerequisite: Math 1 and recommendation based on performance on Math1 EOC and performance in class. Foundations of NC Math 2 provides learners with an opportunity to review and study foundational topics for higher-level mathematics. The topics covered will be based on student needs and will be aligned with NC Math 2 Standards. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

Math 2 Credit: 1 Unit Grade Level: 9-12 Prerequisite: Math 1

This course continues a progression of the standards established in Math I. In addition to these standards, Math 2 includes polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with Geometry, probability, making inferences and justifying conclusions.

Math 2 Honors Credit: 1 Unit, Weight: 0.5 point Grade Level: 9-10 Prerequisite: 90 or higher in Math 1 and 3 or higher on the Math 1 EOC.

The honors version of Math 2 will be more rigorous with less review on the Math 1 concepts and will be conducted at a faster pace. The material will require more analysis and extensions with advanced concepts.

Math 3 Credit: 1 Unit Grade Level 10-12 Prerequisite: Successful completion of Math 2

Math 3 progresses from the standards learned in Math 1 and Math 2. In addition to these standards, Math 3 extends to include algebraic concepts such as the complex number system, inverse functions, trigonometric functions and the unit circle. Math 3 also includes the geometric concepts of circles.

Math 3 Honors

Credit: 1 Unit, Weight: 0.5 point

Grade Level: 10-11

Prerequisite: 90 or higher in Math 2 or 80 or higher in Math 2 Honors

The honors version of Math 3 will require more student driven investigation with less review of the Math 1 and 2 concepts and will be conducted at a faster pace. This course will require higher level critical thinking skills.

Math 4

Credit: 1 Unit Grade Level: 10-12 Prerequisite: Math 1, 2, and 3

This course provides students an in-depth study of modeling and applying functions, including a complete study of trigonometry, advanced algebra topics, analytic geometry, statistics, and sequences and series. Application problems will come from areas such as work, recreation, consumer issues and scientific investigations, to name a few.

Pre-Calculus

Credit: 1 Unit, Weight: 0.5 point Grade Level: 10-12

Prerequisite: 90 or higher in Math 3 or 80 or higher in Math 3 Honors and 3 or higher on Math 3 EOC.

Pre-calculus is an elective course designed to adequately lay the groundwork for further study of Calculus. The course includes topics from Advanced Math, Trigonometry, Analytic Geometry, and Calculus. Throughout the course greater emphasis is placed on the theoretical aspect of mathematics than on practical application.

Calculus - 5" Year Math Honors

Credit: 1 Unit, Weight: 0.5 point

Grade Level: 11-12

Prerequisite: 80 or higher in Pre-Calculus

This course presents a comprehensive treatment of the derivative and integrals of functions of one variable. Topics include the development of the definitions of derivative and integral, rules of differentiation and integration and applications of these techniques. Offered 1st semester only.

AP Calculus

Credit: 1 Unit, Weight: 1 point Grade Level: 11-12

Prerequisite: 90 or higher in most recent mathematics courses

This rigorous course is designed to prepare highly motivated students for the Advanced Placement Exam to earn credit for college calculus. Students have the opportunity to earn either 4 or 8 hours college credit by achieving the score required by the college or university they plan to attend on the Advanced Placement Exam that is given in May. In order to receive full weighted credit, students who enroll in this course will be required to take the Advanced Placement Calculus Exam at an expense. Currently, students pay a deposit to order their test and the remainder is paid out of State and County funds.

Future-Ready Course of Study

(27 credits): Students entering Grade 9 in 2021-2022

Four sequential English credits which shall be:

- 1. Starting with English I
- 2. English II
- 3. English III
- 4. English IV

Four Mathematics credits which shall be either:

1. NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans

2. In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NCDPI Math options chart.

Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.

Three Science credits which shall be:

- 1. a physical science course
- 2. Biology
- 3. an earth/environmental science course

Four Social Studies credits which shall be:

- 1. Founding Principles of the United States of America and North Carolina: Civic Literacy
- 2. Economics and Personal Finance
- 3. American History
- 4. World History

One Health and Physical Education credit:

1. Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.

2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

Future-Ready Course of Study, Continued

(27 credits): Students entering Grade 9 in 2021-2022

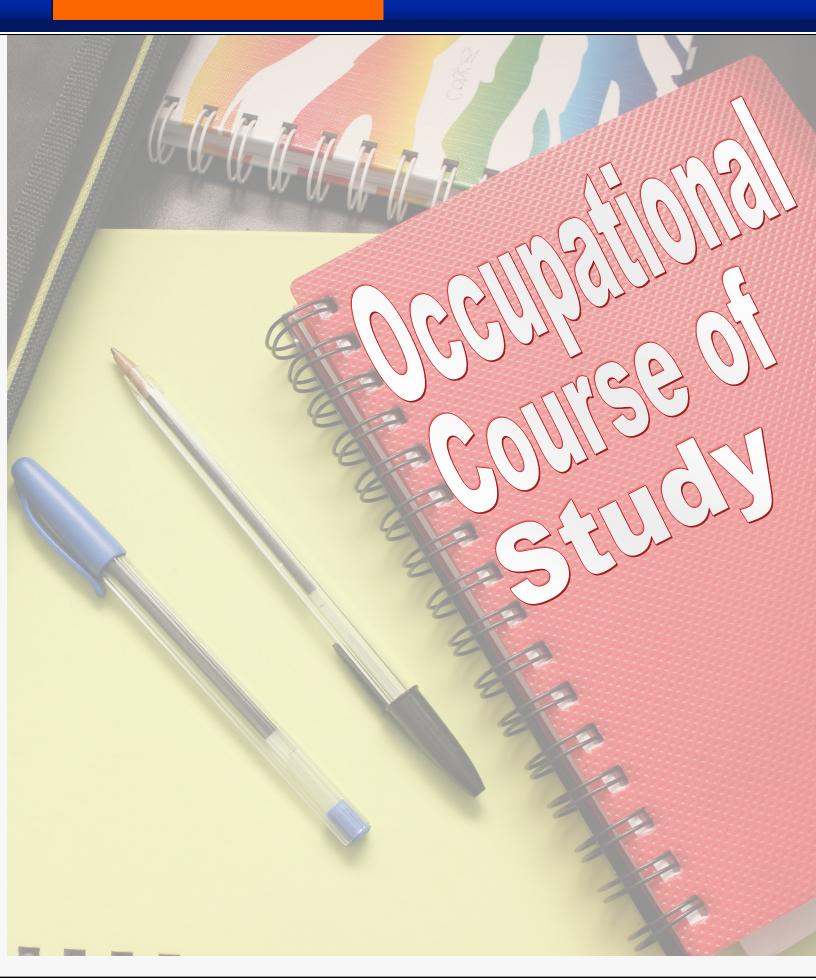
Two Elective credits of any combination from either:

- 1. Career and Technical Education (CTE) or
- 2. Arts Education or
- 3. World Language

Note: For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from a, b and c.

Four Elective credits from the following (four-course concentration recommended):

- 1. Career and Technical Education (CTE)
- 2. ROTC



English 1 Credit: 1 Unit Grade Level: 9 Prerequisite: IEP Team Placement

This course focuses on effective composition, basic grammar mechanics, vocabulary, literary terminology, short stories, plays, novels, essays, poetry, and reading. Writing, and speaking are practiced along with basic test-taking skills to prepare for the state End of Course Test that serves as the final exam. Six major goals of the NC Standard Course of Study will be addressed.

English 2

Credit: 1 Unit Grade Level: 10

Prerequisite: IEP Team Placement, English 1

This course provides a clear and attainable review program of the basic fundamental skills needed in all phases of language. English 2 addresses the six major goals as outlined in the NC Standard Course of Study. The students will become competent in expressive, informational, argumentative, critical, and literary writing with emphasis on the conventions of grammar and language usage. Students will study world literature in the literary genres. Vocabulary, and speaking skills are included in this class.

English 3

Credit: 1 Unit Grade Level: 11 Prerequisite: IEP Team Placement, English 2

Students in English 3 will read, write, and orally express information required in a variety of daily living and employment settings. They will identify main concepts and supporting information from printed material. They will examine the speaking skills expected in a variety of settings and demonstrate effective oral communication in each.

English 4 Credit: 1 Unit

Grade Level: 12 Prerequisite: IEP Team Placement, English 3

Students in English 4 will integrate oral, written and visual skills to communicate effectively in a variety of daily living and employment situations. They will use written communications for explanatory, argumentative, self-advocacy, and social purposes. They will employ visual communication skills to locate and research information.

Intro to Mathematics Credit: 1 Unit Grade Level: 9 Prerequisite: IEP Team Placement

Intro to Mathematics 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.

Math 1 Credit: 1 Unit Grade Level: 10

Prerequisite: IEP Team Placement, Intro to Mathematics

This course provides students the opportunity to study concepts of Algebra, Geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

Financial Management Credit: 1 Unit Grade Level: 11 Prerequisite: IEP Team Placement, Math 1

Mathematics 3 emphasizes the application of skills previously learned. In this course, students demonstrate application of the skills in the community and places of employment.

American History 1

* 1 American History Class Needed for 2014-2019 Credit: 1 Unit Grade Level: 9-10

Prerequisite: IEP Team Placement

American History 1: 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 1: 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.

American History 2

Credit: 1 Unit

Grade Level: 11-12 Prerequisite: IEP Team Placement, American History 1

American History 2: 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 2: 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 in the United States in an interconnected world.

American History Credit: 1 Unit

Grade Level: * Effective Entering 9th Grade 2020/ 2021 School Year

Prerequisite: None

The American History 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 the French and Indian War 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.

Economics and Personal Finance *Beginning 2021-2022 Economics and Personal Finance Credit: 1 Unit

Grade Level: (10-12)

This 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. It will 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 are 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. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

Founding Principles of the United States of America and North Carolina: Civic Literacy Credit: 1 Unit Grade Level:

This course focuses on the development of economic and political knowledge and skills needed by all students to become responsible citizens in an interdependent world. It is divided into three sections of study, which include government, economics, and legal issues. Economic topics for study include, but are not limited to, basic economic concepts, economic institutions, and approaches for analyzing and evaluating economic problems, actions, and policies in the United States. Government topics for study include, but are not limited to, the founding documents of the United States Government, federal government organization, decision-makers and their roles, and local and state government organization. Legal topics include, but are not limited to, student rights, landmark Supreme Court decisions, and court procedures.

Applied Science Credit: 1 Unit Grade Level 9-10 Prerequisite: IEP Team Placement

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 receive instruction in the provision of first aid and accessing medical care. Students will have opportunities to apply skills in the area of healthy living and safety to various situations within the home, community, and workplace.

Biology

Credit: 1 Unit Grade Level: 10 - 11

Prerequisite: IEP Team Placement, Applied Science

This course is designed for those students who wish to pursue a technical career. The course will follow NC Objectives. All students are expected to pass the NC End-of-Course Biology test. Discussion, audiovisuals, hands-on, and lab activities will be provided to reinforce lecture of topics as cell biology, genetics, evolution, botany, zoology, anatomy, and ecology.

Preparation 1 or Emp Prep 1 Science Credit: 1 Unit

Grade Level: 9 - 10

Prerequisite: Prerequisite: IEP Team Placement

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

*OCS Credit Science

Preparation 2 or Emp Prep 2 Citizen 1A and 1B

Credit: 2 Units

Grade Level: 9 -11

Prerequisite: IEP Team Placement, Preparation 1

This course emphasizes the development of skills generic to all career majors: resources management, communication, interpersonal relationships, 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 activities to include on-campus jobs and work-based learning activities. Job-seeking skills will be refined.

*OCS Credits Social Studies (2 Classes)

Preparation 3 or Emp Prep 3 Citizenship 2A and 2 B Credit: 2 Units

Grade Level: 10 - 11

Prerequisite: IEP Team Placement, Occupational Preparation 2

This course is designed to allow students to continue the development of and begin the application of skills learned in Preparation 1 and 2. Work-based learning activities are provided including community-based training, job shadowing, job-sampling, internships, situational assessment, cooperative education, and apprenticeships. These workbased activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

*OCS Credit Elective Classes (2 Classes Required)

Preparation 4 or Emp. Prep IV Math *(Entering Class of 2021-2022)

Credit: 1 Unit

Grade Level: 12

Prerequisite: IEP Team Placement, Preparation 3

This course give students the opportunity to synthesize all the skills acquired in previous Preparation courses and determine their applicability to their personal career choice. This course will allow students to solve work-related problems experienced in competitive employment, practice self-advocacy and master the theoretical and practical aspects of their career choice. Students will complete the 360 hours of integrated competitive employment in a community setting which is required for successful completion of the Occupational Course of Study. Students will also develop a job-placement portfolio that provides an educational and vocational record of their high school experience.

*OCS Math IV Credit

Local Elective Credit: 1 Unit

Grade Level: 9-12 Prerequisite: IEP Team Placement

This course is designed for students to get school/community-based and paid employment hours to meet the Occupational Course of Study requirements for graduation. School base 150 hours; community base as a volunteer for a nonprofit of 225 hours; Competitive employment requires 225 hours, earning at least minimum wage. *Elective



9th	10th	11th and 12th (MUST TAKE ONE OF THE FOLLOWING)
Honors Biology	Honors Chemistry or Honors Physics	AP Environmental or Honors Earth/Environmental Science or Earth/Environmental Science Additional Elective options include: Honors Physics, Adv Biolo- gy/AP Biology, Chemistry 2/ AP Chemistry.
Honors Earth/ Envi- ronmental Science	Honors or Regu- lar Biology	Chemistry or Honors Chemistry or Physics or Honors Physics Additional Elective options include: Adv Biology/AP Biology, AP Environmental Science, Chemistry 2/AP Chemistry, Physics
Earth/Environmental Science	Physical Science	Regular Biology Additional Elective options: Chemistry or Physics
Earth/Environmental Science	Physical Science	Life Sciences (elective credit), AND Regular Biology Additional Elective options: Chemistry or Physics

Life Science Credit: 1 Unit (Elective; non graduation requirement) Grade Level: 9 Prerequisite: None

This course is designed for those students who need to take an additional course of science before taking the rigorous Biology course. The emphasis is a thorough approach to content that students should have prior to entering Biology. Students successfully completing this course should enter the Biology course the following semester.

Biology Credit: 1 Unit Grade Level: 10 or 11 Prerequisite: None Note: All students must take Biology for graduation. End of Course test is required.

This course includes a study of the structure, function, and the interrelationships of various types of organisms on earth. The major ideas covered include ecology, cell structure and processes, energy, reproduction, genetics, DNA, biotechnology, evolution, and classification. Students will be taught to reason through interpreting and analyzing information, as well as to apply what is learned to real life situations outside the school.

Honors Biology Credit: 1 Unit, Weight: 0.5 point Grade Level: 9-10

Prerequisite: 90 or higher in previous science course and 3 or higher on the 8th grade Science EOC

Honors Biology is an advanced course that covers traditional content but also focuses on issues, problems, and themes related to topics. It is designed to help students develop a knowledge base in biology and learn to apply that knowledge at an advanced level. Topics will be taught at a much greater depth than in a traditional level course of biology. Lab application will be emphasized. This course incorporates more independent research based on assignments.

Advanced Biology Credit: 1 Unit, Weight: 0.5 point Grade Level: 11-12 Prerequisite: 80 or higher in Biology and Chemistry or 90 or higher in Biology Honors and Chemistry Honors and Level 4 or 5 on the Biology EOC

Note: Fall Semester

This course is taught on a more advanced level and in more depth than general biology. It is designed for the collegebound student who may be interested in pursuing a career in the science or in a medical field. Emphasis in this course is on laboratory experiences and building on basic concepts mastered in general biology. Topics for the Advanced Biology course will be selected from the following: Biological Chemistry; Cells; Energy; Molecular Genetics; Heredity; Evolution; Microbiology; Plants; Animal Structure; Function; Reproduction and Development; Ecology.

AP Biology

Credit: 1 Unit, Weight: 1 point Grade Level: 11-12

Prerequisite: 90 or higher in Biology or Chemistry or 80 or higher in Honors Chemistry and Honors Biology Note: Spring Semester

AP Biology is designed to be the equivalent of a college introductory biology course. Text, class instruction, laboratories and workload are on the college level. Because extensive independent work will be required of the student, a high level of motivation and ability are essential. This course is designed to be a continuation of topics covered in Advanced Biology as preparation for the AP Exam. Topics for the AP Biology course will be selected from the following: Biochemistry; Cells; Energy; Molecular Genetics; Heredity; Evolution; Microbiology; Plants and Animal Structure and Function; Reproduction and Development; Ecology. In order to receive full weighted credit for the course, students must take the AP exam given in May at an expense of approximately \$93. Fee waivers are available for qualifying students.

Chemistry 1 Credit: 1 Unit Grade Level: 10-12 Prerequisite: 90 or higher in Biology and Math 2 or 80 or higher in Biology Honors and Math 2 Honors. Co-Requisite: Math 3

Chemistry is the study of matter and the changes it undergoes. Topics include historical development, current trends, scientific measurement, chemical nomenclature, chemical bonding and reactions, gas behavior, solutions, and acids and bases. It includes hands-on experiences in the laboratory. This course is suggested for students planning to attend fouryear colleges or universities and/or interested in pursuing a science-related career above the technical level.

Honors Chemistry 1 Credit: 1 Unit, Weight: 0.5 point Grade: 10-12

Prerequisite: 90 or higher in Biology and Math 2, or 80 or higher in Biology Honors and Math 2 Honors

This course is intended for high science and math oriented students planning for future study in science-related field. This course covers the fundamentals of Chemistry as well as multiple enrichment topics, both in theory and with laboratory applications. Chemistry is the study of matter and the changes it undergoes. Honors Chemistry is an accelerated and lab-centered course, which takes an in-depth approach to the topics covered in Chemistry 1. Additional readings, research and investigations may be required.

AP Chemistry Credit: 1 Unit, Weight: 1 point Grade Level: 11-12 Prerequisite: 80 or higher in Honors Chemistry 1 or Honors Chemistry 2 Note: Spring Semester

Students pursue advanced studies of the basic principles and concepts covered in an introductory "General Chemistry" yearlong college level course. Topics include chemical composition, stoichiometry, atomic structure, bonding, molecular structure, chemical reactions, states of matter, solutions kinetics, equilibrium, acid-base chemistry, and thermodynamics. Students are introduced to multimedia labs and use available Internet technology to complete class projects. In order to receive full weighted credit, students who enroll in this course will be required to take the Advanced Placement Calculus Exam at an expense. Currently, students pay a deposit to order their test and the remainder is paid out of State and County funds.

Earth/Environmental Science Credit: 1 Unit Grade Level: 9-12 Prerequisite: None

Earth Science is designed to survey a number of topics that focus on the earth and the universe around it. These topics include the earth as a body in space, oceanography, meteorology, climatology, space exploration, and geology as well as geophysical processes. This course will fulfill the graduation requirement for Earth/Environmental Science.

Honors Earth/Environmental Science

Credit: 1 Unit, Weight: 0.5 point

Grade Level: 9 - 10

Prerequisite: 90 or higher in previous science course and 3 or higher on the 8th grade Science EOC

Honors Earth/Environmental Science is an advanced course that covers traditional content but also focuses on the issues, problems, and themes related to topics. It is designed to help students develop a knowledge base in earth studies and learn to apply that knowledge at an advanced level. Topics will be taught at a much greater depth than in a traditional level course of earth science. Lab application will be emphasized. This course incorporates more independent research based assignments.

Physical Science

Credit: 1 Unit Grade Level: 10 – 12 Prerequisite: Math 1

This course covers the basic principles of chemistry and physics and provides a plan by which the student may build a conceptual understanding of the structure of matter and energy. Topics include atomic structure, chemical reactions, motion, work, and electricity.

*Potentially offer through Caswell Online

Physics Credit: 1 Unit Grade Level: 11-12 Prerequisite: 80 or higher in Math 3

Physics is a study of the nature and structure of matter and the effect energy has on it. Topics of study include force and motion, work and energy, heat, electricity, light and sound. This course will include hands-on laboratory experiences.

* Offered NCVPS

AP Environmental Science

Credit: 1 Unit, Weight: 1 point Grade Level: 11-12

Prerequisite: 90 or higher in Chemistry or 80 or higher in Honors Chemistry

This course will fulfill the North Carolina graduation requirement for Earth/Environmental Science and students may receive college credit by taking the AP Exam. This advanced level science course emphasizes both field and laboratory studies. Students will use scientific principles to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, and to examine alternative solutions. The course is designed to be equivalent of a one-semester introductory-level college course in environmental science. In order to receive full weighted credit, students who enroll in this course will be required to take the Advanced Placement Environmental Science Exam at an expense. Currently, students pay a deposit to order their test and the remainder is paid out of State and County funds.

Anatomy and Physiology

Credit: 1 Unit, Weight: 0.5 point

Grade Level: 10-12

Prerequisite: 90 or higher in Biology or 80 or higher in Biology

This course provides the student with a general study of the structure of the human body and a detailed study of the functions of the body systems. Laboratory work includes anatomical studies of mammals such as fetal pigs and cats. * Offered NCVPS



Founding Principles of the United States of America and North Carolina: Civics and Economics Credit: 1 Unit

Credit: 1 Unit Grade Level: 10 Prerequisite: World History

This course focuses on the development of economic and political knowledge and skills needed by all students to become responsible citizens in an interdependent world. It is divided into three sections of study, which include government, economics, and legal issues. Economic topics for study include, but are not limited to, basic economic concepts, economic institutions, and approaches for analyzing and evaluating economic problems, actions, and policies in the United States. Government topics for study include, but are not limited to, the founding documents of the United States Government, federal government organization, decision-makers and their roles, and local and state government organization. Legal topics include, but are not limited to, student rights, landmark Supreme Court decisions, and court procedures.

Honors Founding Principles of the United States of America and North Carolina: Civics and Economics

Credit: 1 Unit, Weight: 0.5 point

Grade Level: 10

Prerequisite: "A" in World History or A/B average in World History Honors or at least a Level 4 or higher on the 8th grade EOC in reading is recommended

This course focuses on the development of economic and political knowledge and skills needed by all students to become responsible citizens in an interdependent world. It is divided into three sections of study, which include government, economics, and legal issues. Economic topics for study include, but are not limited to, basic economic concepts, economic institutions, and approaches for analyzing and evaluating economic problems, actions, and policies in the United States. Government topics for study include, but are not limited to, the founding documents of United States Government, federal government organization, decision-makers and their roles, and local and state government organization. Legal topics include, but are not limited to, student rights, landmark Supreme Court decisions, and court procedures. Students will be required to use primary and secondary sources to evaluate themes on particular subjects. Writing and research will be required.

American History 1 Credit: 1 Unit Grade Level: 11-12 Prerequisite: None

American History 1: 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 1: 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.

American History Credit: 1 Unit Grade Level: * Effective Entering 9th Grade 2020/ 2021 School Year Prerequisite: None

The American History 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 the French and Indian War 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.

Honors American History 1

Credit: 1 Unit, Weight: 0.5 point

Grade Level: 90 or higher in American History: The Founding Principles, Civics and Economics or 80 or higher er in Honors American History: The Founding Principles, Civics and Economics.

Prerequisite: A/B average in Honors American History: The Founding Principles, Civics and Economics. This course 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 1: 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.

American History 2 Credit: 1 Unit Grade Level: 11-12 Prerequisite: American History 1

American History 2: 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 2: 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 in the United States in an interconnected world.

Government and Politics Advanced Placement

Credit: 1 Unit, Weight: 1 point

Grade Level: 10-12 Prerequisite: A/B Average in World History Honors

This course is designed to prepare students to sit for the Advanced Placement Examination in United States Government and Politics. The course will be offered in the spring semester and will focus on text and non-textbook based original source material, scholarly works in the subject area, and other document and archive based materials. The majority of student work will be directed toward both writing skills in preparation for the essay portions of the AP Examination, as well as objective information for AP. In order to receive full weighted credit, students who enroll in this course will be required to take the Advanced Placement Government and Politics Exam at an expense. Currently, students pay a deposit to order their test and the remainder is paid out of State and County funds.

Honors American History 2

Credit: 1 Unit, Weight: 0.5 Point

Grade Level: 11

Prerequisite: A/B Average in Honors American History 1

American History 2: 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 2: 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 in the United States in an interconnected world.

Turning Point in American History Honors (Honors United States History)

Credit: 1 Unit, Weight: 0.5 point

Grade Level: 11

Prerequisite: A/B average in Civics and Economics

This course is a chronological study of the history of the Constitutional period to the present. The emphasis periods are: Constitution; Civil War and Reconstruction; Progressive Era and World War I; the Great Depression; World War II; and the Cold War. Students will be required to use primary and secondary sources to evaluate themes on particular subjects. Writing and research will be required.

United States History Advanced Placement

Credit: 1 Unit Weight: 1 point

Grade Level: 11-12

Prerequisite: A/B Average in Turning Point in American History Honors

This course is designed to prepare students to sit for the Advanced Placement Examination in United States History. The course will be offered in the spring semester and will focus on text and non-textbook based original source material, scholarly works in the subject area, and other document and archive based materials. The majority of student work will be directed toward both writing skills in preparation for the essay portions of the AP Examination, as well as objective information for AP. In order to receive full weighted credit, students who enroll in this course will be required to take the Advanced Placement United States History Exam at an expense. Currently, students pay a deposit to order their test and the remainder is paid out of State and County funds.

World History Credit: 1 Unit Grade Level: 9

This course examines the world from early humankind to the post-Cold War Era, focusing on the historical developments, the rise and fall of civilizations and unique cultural contributions to humanity. Some topics that will be covered are Ancient Civilizations of Egypt, Mesopotamia, Asia and Latin America, World Religion, Medieval Europe, Rise of Nationalism, both World Wars and the Cold War Era. This course is required for all incoming freshman.

Honors World History

Credit: 1 Unit, Weight: 0.5 point

Grade Level: 9

Prerequisite: 90 or higher in 8th grade Social Studies and 3 or higher on the 8th grade Reading EOG.

This course examines the world from early humankind to the post-Cold War Era, focusing on the historical developments, the rise and fall of civilizations, and unique cultural contributions to humanity. Some topics that will be covered are Ancient Civilizations of Egypt, Mesopotamia, Asia and Latin America, World Religions, Medieval Europe, Rise of Nationalism, both World Wars and the Cold War Era. Students will be required to use primary and secondary sources to evaluate themes on particular subjects. Writing and research will be required.

Economics and Personal Finance Credit: 1 Unit Grade Level: (10-12)

This 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. It will 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 are 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. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

Honors Economics and Personal Finance Credit: 1 Unit, Weight: 0.5 point Grade Level: 11-12

This course is designed to challenge students. It 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. It will 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 are 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. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

Psychology

Credit: 1 Unit, Weight: 0.5 point Grade Level: 11-12 Prerequisite: 90 or higher in most recent English course or 80 or higher in most recent English Honors course.

This course is a general survey course designed to provide an understanding of the basic concepts and techniques of modern psychology as a social science. Topics include biological influences on behavior, sensation and perception, memory, intelligence, personality, learning, consciousness, research methods, stress and coping, abnormal psychology, and behaviorism.

* Offered NCVPS

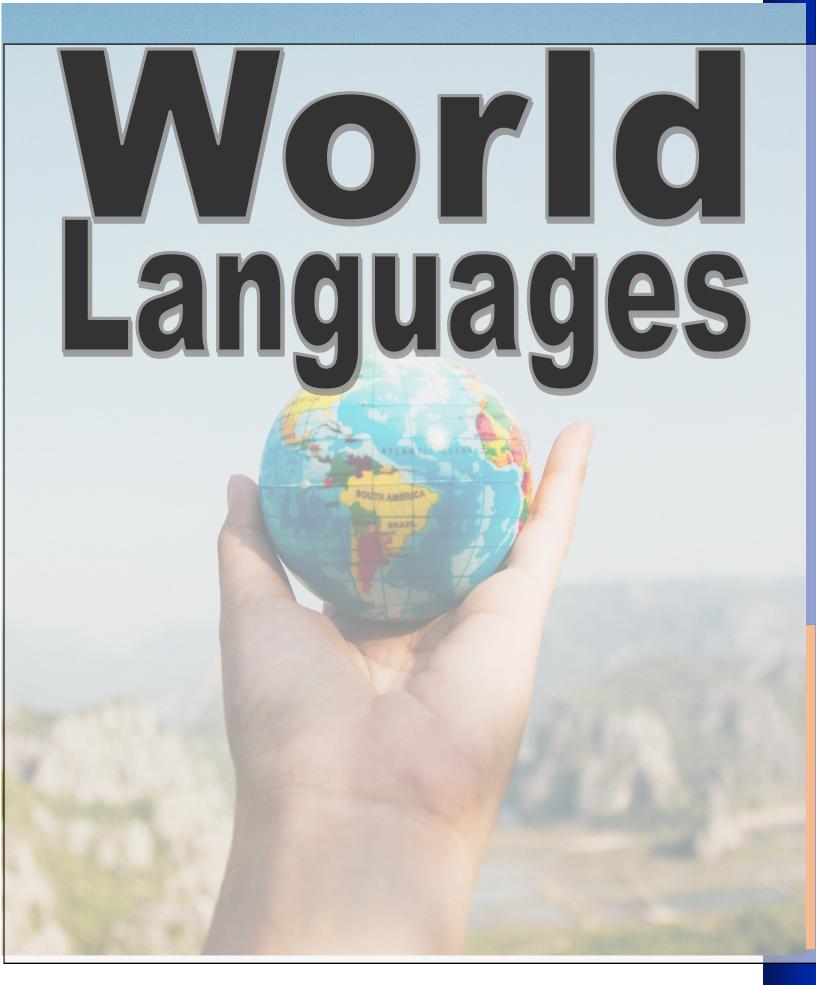
Advanced Placement Psychology

Credit: 1 Unit, Weight: 1 point

Grade Level: 11-12

Prerequisite: 90 or higher in English 1 and English 2 or 80 or higher in English 1 Honors and English 2 Honors and 90 or higher in American History: The Founding Principles, Civics and Economics or 80 or higher in Honors American History: The Founding Principles, Civics and Economics

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The course will include, but is not limited to the study of sensation, perception, cognition, motivation, personality, and psychological disorders. The complete course description, syllabus and requirements will mirror the AP Psychology requirements as described by the College Board Advanced Program. Emphasis will be placed on reading, writing and discussion. Students should have advanced skills in writing and exceptional skills in reading comprehension. In order to receive full weighted credit, students who enroll in this course will be required to take the Advanced Placement Psychology Exam at an expense. Currently, students pay a deposit to order their test and the remainder is paid out of State and County funds. * Offered NCVPS



Spanish 1 Credit: 1 Unit Grade Level: 9-12

Prerequisite: None; Recommendation: At least C average in English

Spanish 1 is designed to teach students to use a basic level in Spanish: vocabulary, grammar, small conversations, writing sentences, ready short passages. Additionally, culture of the Spanish-speaking world is introduced to students through videos, and different activities

Spanish 2 Credit: 1 Unit Grade Level: 10-12 Prerequisite: Spanish 1

This course is a continuing development of language skills emphasizing intermediate grammar, short reading passages, oral presentations related to the target culture, small conversations and small writings as well as a cultural awareness.

Spanish 3 Honors Credit: 1 Unit, Weight: 0.5 point Grade Level: 11-12 Prerequisite: Spanish 2

This course continues to build upon the Spanish learned in earlier Spanish courses. Included will be more vocabulary, reading, writing, intermediate-advanced grammar, as well as developing their speaking skills. Additionally, cultural awareness will be widely studied. Students who enroll in Spanish 3 must have demonstrated a firm understanding in Spanish 2.

Spanish 4 Honors

Credit: 1 Unit, Weight: 0.5 point Grade Level: 11-12 Prerequisite: Spanish 3

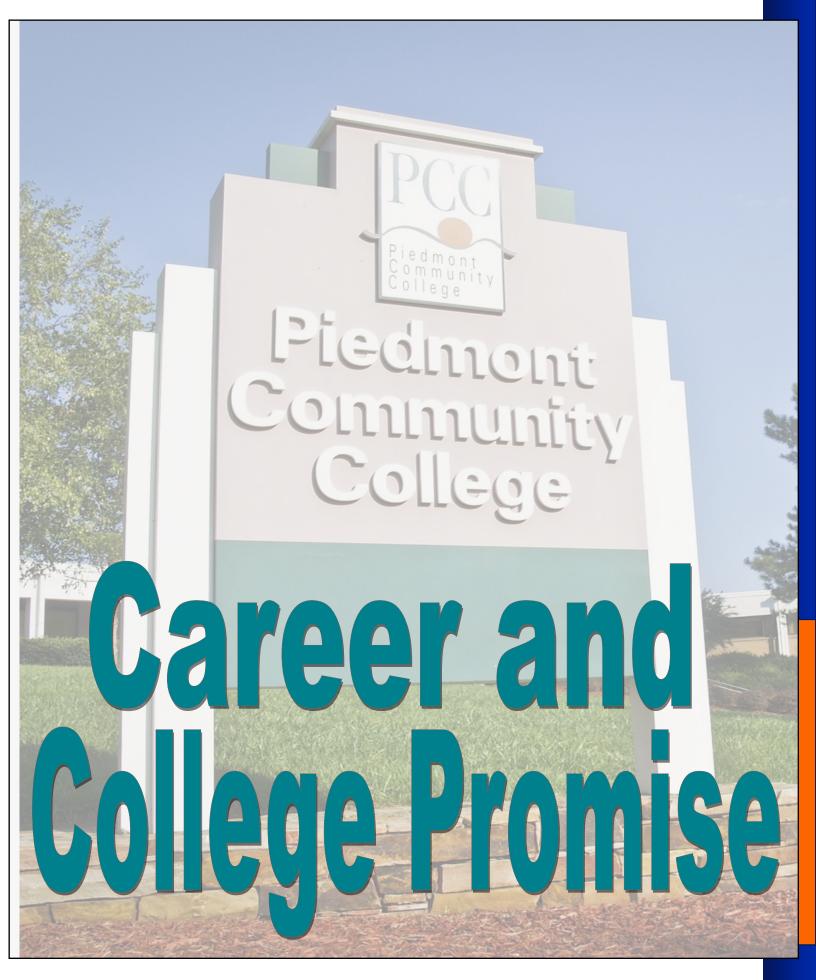
Students will continue refining conversational skills; advanced grammar will be studied, reading passages and translation. Cultural awareness will be widely studied, and a variety of topics and materials will be employed according to the students' interests.

French 1 Credit: 1 Unit Grade Level: 9-12 Prerequisite: None

This course is an introduction to the study of the target language and its culture. Students perform the most basic function of the language and become familiar with some elements of its culture. Emphasis is placed on listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. Students acquire some insight into how languages and cultures work by comparing the French language to their own. * NCVPS

French 2 Credit: 1 Unit Grade Level: 10-12 Prereguisite: French 1

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Focus is placed on understanding main ideas and simple text and composing and participating in short conversations orally and in writing. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture. Class will be taught primarily in the target language. *NCVPS



Eligibility Requirements and Pathways

Success in the future may require a two-or four-year degree or a nationally-recognized job credential. North Carolina's answer to preparing students for a rapidly changing world is by allowing them to get a jumpstart on their workplace and college preparation through the Career and College Promise Program.

The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or an industry-recognized credential as well as provide entry-level jobs skills. Career and College Promise offers North Carolina high school students a clear path to success in college or in a career. Piedmont Community College (PCC) has two pathways to help advance eligible students' post-high school success:

College Transfer Pathways: provide tuition-free course credits toward the Associate in Arts or Associate in Science that will transfer seamlessly to any public or participating private college or university.

Career and Technical Education (CTE) Pathways: students earn credits toward a job credential, certificate, or diploma in a technical career.

Career and Technical Education Pathway

The Career and College Promise Career Technical Education Pathway leads to a certificate or diploma aligned with a high school Career Cluster. To be eligible for enrollment, a high school student must meet the following criteria:

- Be a high school junior or senior; and
- Have an unweighted GPA of 2.8 on high school courses or
- Have the recommendation of the high school principal or his/her designee or

• Demonstrate college readiness by meeting cutoff scores on an approved assessment in English, Reading, and Math **and**

• Be informed of career pathway information outlining program requirements for the completion of certificate or diploma

~ or ~

• **Be a high school sophomore** (sophomores may register may register for engineering, agriculture or industrial technologies programs (agribusiness, welding, mechatronics, industrial systems); **and meet either**

• Criteria A:

•Have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students)

•Passed Math I with a grade of "C" or better

•Scored a 3, 4, or 5 on the EOC for Math I

●Scored a 3, 4, or 5 on the 8th grade ELA

•Be informed of career pathway information outlining program requirements for the completion of certificate or diploma

• Criteria B:

•Have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).

•Demonstrate college readiness by meeting cutoff scores on an approved assessment in English, Reading, and Math

•Be informed of career pathway information outlining program requirements for the completion of certificate or diploma

All CCP students must continue to maintain eligibility requirements each semester in order to continue in the program. Students must continue to make progress toward high school graduation and maintain a 2.0 GPA in college course-work after completing two courses.

Any 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 (i.e Academic Probation or suspension from the CCP Program for 1 semester).

Several of the CTE Pathways do not require a college ready assessment or placement test to be eligible for the program. However, some required courses within the pathway may have prerequisite requirements which must be met. When this is the case, the student should demonstrate college readiness via an approved assessment or placement test prior to enrolling in the course.

Welding

The production pathway (welding technology) provides students with a sound understanding of the science, technology, and applications essential for the welding and metal industry. Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in symbols and specifications, shielded metal arc welding, MIG and TIG welding, fabrication, destructive and non-destructive testing provides the student with industry-standard skills developed through classroom training and practical application.

Welding I, Welding II (2 periods), Welding III

This pathway is also offered to sophomores that meet the specific testing and GPA requirements

Early Childhood

The Early Childhood Education pathway prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Course work includes child growth and development; physical/ nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will identify activities and employ strategies that foster the cognitive/language, physical/motor, social/emotional, and creative development of young children. Students will be able to plan and implement developmentally appropriate activities for young children.

Early Childhood I, Early Childhood II, Early Childhood III

Criminal Justice

The Criminal Justice pathway is designed to provide knowledge of criminal justice systems and operations. The pathway will focus on local, state, and federal law enforcement, judicial processes, and corrections. The criminal justice system's role within society will be explored. Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations.

Criminal Intent, Law Enforcement, Substance Abuse and Ethics, and Special Victims

Levels do not have to be taken in order, however Special Victims should be taken last

Medical Assisting

The Medical Assisting pathway introduces administrative, clinical and laboratory procedures of health care professions. Coursework includes medical terminology, computer operations, assisting with examinations and treatment, and ethical and legal issues associated with patient care.

Medical Assisting I, Medical Assisting II, Medical Assisting III

Requires students to have passed Biology

Nurse Aide Pathway

The Nurse Aide pathway prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages. Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills. Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study. **This pathway is 2 periods.**

*Students are required to purchase their own uniforms and possibly other materials and take a TB Skin prior to clinicals**

Students are only allowed to miss 8 hours of class (excluding school related activities and minimum excused sick days). When possible, hours can be made up at the instructor's discretion. If students exceed this, they will be dropped from the class. Also, students must maintain a 80 average in theory in order to attend clinicals, if they don't they will be dropped from the class*

Parents and students must sign an acknowledgement of these regulations prior to acceptance in the class.

Digital Effects and Animation Technology

The Digital Effects and Animation Technology pathway is designed to provide students with the training necessary to become competent in creating, manipulating, and animating digital images. These skills have application in the production of a variety of moving image forms. Students will take courses covering computer hardware/software applications, computer animation, creation and manipulation of digital images and nonlinear editing. They will become proficient at using media industry standard hardware/software to generate and manipulate images, and create digital special effects.

Digital Effects and Animation I and Digital Effects and Animation II

Cosmetology

This pathway is designed to provide competency based knowledge, scientific/artistic principles, and hands on fundamentals associated with the cosmetology industry. The pathway provides a simulated salon environment which enables students to develop manipulative skills. Coursework includes instruction in all phases of the professional imagining, hair design, chemical processes, skin care, multi-cultural practices, business principles, and product knowledge. **COS I and II (2 periods); COS III and IV (2 periods)**

This is a yearlong program

Students are required to purchase uniforms.

Small Business Management

The Small Business Management pathway is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes and an understanding of business organizations in today's global economy. Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. **Small Business Management I, Small Business Management II, and Small Business Management III**

Information Technology

The Information Technology (also called Computer Technology Integration or CTI) pathway prepares students for employment as designers, testers, support technicians, administrators, developers, or programmers with organizations that use computers to design, process, manage, and communicate information, depending on the technical path selected within this curriculum. Course work includes information support and services, interactive media, network systems, programming and software development, and other emerging technologies. There are two tracks: basic information technology and web design.

Agribusiness Technology

The Agribusiness Technology will prepare students for employment in a variety of agribusiness jobs such as store management, farm operations, wholesale and retail produce management, and environmental and agricultural education. Students will learn the fundamentals of agriculture, with emphasis placed on entrepreneurial and field training, as well as the basics of our economic system and government policies and programs relating to agriculture. **Agribusiness Technology I and Agribusiness Technology II**

Workforce Continuing Education Pathway

This course in this pathway provides an overview of distribution and logistics management. Core topics may include warehousing, inventory control, material handling, global logistics, operations management, software systems, safety/ security, and the movement and storage of goods from raw materials sources to end consumers. Upon completion, students will have a knowledge base of the functions, techniques and tools utilized in warehouse and distribution centers and their role in various industry settings. **Proposed Pathway Requirements:** Students must be at least 17 years of age and have an 8th grade math level and 9th grade reading level.

Certified Logistics Technician

COLLEGE TRANSFER PATHWAY

The College Transfer pathway offers a head start on general education courses for students who plan to complete degrees at a 2-year or 4-year university or college. The pathway lets students choose from one of four programs of study: Associate in Science, Associate in Arts, Associate Degree in Nursing, and Associate in Visual Arts-Fine Arts.

A distinct advantage of all four (4) of the programs of study is that each provides a structured body of courses (referred to as "UGETC") agreed upon by the 16 University of North Carolina schools and the North Carolina Community College System. These courses satisfy most of the general education requirements needed for the associate's and bachelor's degrees. As part of this agreement, all UGETC courses in which a student earns a grade of "C" or better will transfer for equivalent credit, to any UNC system university.

To be eligible for enrollment, a high school student must meet the following criteria:

- Be a high school junior or senior; and
- Have an unweighted GPA of 2.8 on high school courses or
- Demonstrate college readiness by meeting cutoff scores on an approved assessment in English, Reading, and
 Math

Eligibility for the transfer pathway may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments.

CUTOFF SCORES FOR APPROVED COLLEGE READINESS TEST							
Subject	PLAN	PRE-ACT / ACT	PSAT 10 and PSAT/NMSQT 2015 & later	SAT March 2016 & later	NCDAP	RISE Place- ment Test	
English	15	18	26 on both sec-	Evidence Based RED & WRT <mark>480</mark>	Composite of 151 or higher	75 or higher on TIER 1 and TIER 2	
Reading	18	22	460 (ERW)				
Math	19	22	24.5 or 510	530	7 on each DMA 010 - 060	75 or higher on TIER 1 and TIER 2	
For Advanced Placement (AP) – Students must score a level 3 or higher in English Language and Composition, English Literature and Composition, Calculus AB or Calculus BC							

Approved Diagnostic Assessment Tests

College Transfer Pathways

Associate in Science	Associate Degree Nursing	Associate in Arts	
English Composition (6 SHC)	English Composition (6 SHC)	English Composition (6 SHC)	
COM 231 Public Speaking	Humanities / Fine Arts (3	COM 231 Public Speaking	
Humanities/ Fine Arts (3SHC)	Social/ Behavioral Sciences	Humanities/ Fine Arts (9 SHC)	
Social/ Behavioral Sciences (6SHC)	Natural Sciences (8SHC)	Social/ Behavioral Sciences (9SHC)	
Math (8SHC)	Academic Transition (1 SHS)	Math (3-4 SHC)	
Natural Sciences (8SHC)		Natural Sciences (4SHC)	
Academic Transition (1SHC)		Academic Transition (1SHC)	

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.

All CCP students must continue to maintain eligibility requirements each semester in order to continue in the program. Students must continue to make progress toward high school graduation and maintain a 2.0 GPA in college course-work after completing two courses.

Any 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 (i.e. Academic Probation or suspension from the CCP Program for 1 semester).

With approval of the high school principal and the community college's chief academic officer or chief student development administrator, a student who completes a College Transfer Pathway or ADN Pathway, while still enrolled in high school may continue to earn college transfer credits leading to the completion of the AS, AA, or AGE-Nursing. The degrees may not be awarded prior to high school graduation verification.

A student may change his or her program of study major with approval of the high school principal and the community college's chief academic officer or chief student development representative. Approval is granted based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc. **Program changes will only be granted once.**

With approval of the high school principal and the community college chief academic officer or chief student development administrator, a student may concurrently enroll in two Career and Technical Education Pathways or a College Transfer Pathway and a Career Technical Education program of study.



Caswell Online

Caswell Online is a virtual program for students with internet access who are eligible to enroll in CCS Offers virtual courses/classes that are flexible, rigorous, and creative. These courses are available for students who demonstrate a success in a virtual platform. Students are enrolled in Bartlett Yancey Senior High School even though they may have a different teacher. Caswell Online welcomes homeschool/ private school students who wish to enroll full-time. Upon student interest, NCVPS courses will be available through Caswell Online.

Success101:

Credit: 1 Unit, Weight: 0.5 point Grade Level: 9 -12

This course is designed to help students foster academic success in their future careers and to aid in successfully reaching life goals set by the individual student. Students will be introduced to strategies for identifying possible career interests and researching those interests through creation of a career resource portfolio. The student's portfolio can remain with them throughout their career.

ACT Prep:

Credit: 1 Unit, Weight: 0.5 point Grade Level: 9 -12

The ACT/College Prep course will emphasize ACT test-taking strategies, specifically math skills, language skills, reading skills, and science-reasoning skills. Students will study and practice listening and note taking techniques, test taking strategies, questioning and thinking skills, information retrieval, pre-ACT test practice, memory technique, reading in the content areas, vocabulary development, and college application completion with the central goal to increase both subtest scores and composite scores. All four ACT subtests will be reviewed: English, Math, Reading, and Science Reasoning.

Math 1

Credit: 1 Unit Grade Level: 9-12

Prerequisite: Foundations of Math 1 or 80 or higher in 8th grade Math.

This course provides students the opportunity to study concepts of Algebra, Geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

Physical Science Credit: 1 Unit Grade Level: 10 – 12 Prerequisite: Math 1

This course covers the basic principles of chemistry and physics and provides a plan by which the student may build a conceptual understanding of the structure of matter and energy. Topics include atomic structure, chemical reactions, motion, work, and electricity.

AP Statistics

Credit: 1 Unit, Weight: 1 point Grade Level: 11-12 Prerequisite: 90 or higher in Pre-calculus

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns, decide what and how to measure, produce models being probability and simulation, and confirm models. Those who score 3 or above may earn college credit; each college or university sets its own standards. In order to receive full weighted credit, students who enroll in this course will be required to take the Advanced Placement Calculus Exam at an expense. Currently, students pay a deposit to order their tests and the remainder is paid out of State and County funds.

Possibly taught through NCVPS

PRE-CALCULUS

Grade Level: 10, 11, 12 1 Unit : 1 Prerequisite: NC Math 3 or Algebra II

The purpose of this course is to build upon the study of algebra, functions, and trigonometry experienced in NC Math 1, 2, and 3. This course will grow students' algebraic skills and understanding of functions to deepen understanding of functions in the course and delve into real-world phenomena. This course is designed for students pursuing careers in quantitatively heavy fields, including STEM. Students will be prepared for Calculus, AP Calculus and any entry-level college course after taking this course.