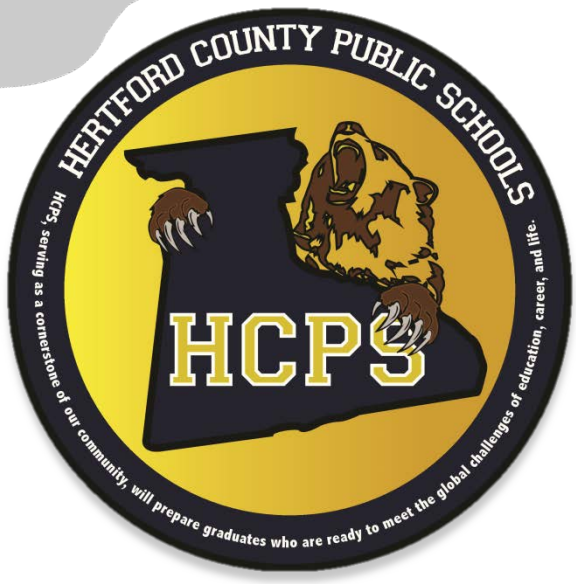


Hertford County Public Schools

2017/2018

Secondary Course Guide

HERTFORD COUNTY PUBLIC SCHOOLS

HCPS, serving as a cornerstone of our community, will prepare graduates who are ready to meet the global challenges of education, career, and life.

701 North Main Street • P.O. Box 158 • Winton, North Carolina 27986 • Phone (252) 358-1761 • FAX (252) 358-4745

Dear Hertford County Schools Stakeholder:

On behalf of Hertford County Public Schools, I would like to welcome everyone to the 2017-2018 Secondary Education scheduling process. Students: with the adoption of the motto of being "All-In For Learning", our district is committed to providing you with the best education possible right here in Hertford County. Education certainly doesn't stop with the completion of high school, but we create the foundation in which you build upon. The most important person in the "All-In for Learning" conceptual framework is YOU!

The process of selecting classes should be one that stretches your horizons. While school should have elements of fun and enjoyment, the primary focus of an educational environment is to create learning opportunities. So as you're reviewing course selections, be sure to challenge yourself! Your future depends on it. Staff members throughout the district continue to work hard to ensure that we are offering courses that prepare you thoroughly and that continue to be updated as needed.

Inside the curriculum guide, you will find information on course offerings and descriptions, state and local educational requirements, course enrollment directions, and information on various cutting-edge programs. The course scheduling process is very important for every student. With that in mind, let me encourage you to seek guidance as your prepare to select your courses. Your teachers, principals, counselors, and parents want to see you have the best middle and high school experience you can have. Take advantage of their knowledge and wisdom.

I am looking forward to seeing your successes in the classroom and through all learning opportunities. Don't just take history, but make history! Use education to build a brighter future for yourself! Parents and/or Guardians: please work with your student to ensure that their course selections meet their career goals!

Proud to be "All-In For Learning"!

Educationally Yours

Dr. William T. Wright, Jr.
Superintendent
Hertford County Public Schools

Hertford County Public Schools

PO Box 158 - 701 North Martin Street
Winton, North Carolina 27986
(252) 358 - 1761

Dr. William T. Wright Jr.
Superintendent

Dr. Valerie W. O'Kelley
Assistant Superintendent of Curriculum & Instruction

Directory of Schools

Hertford County Middle School …….. (252) 398-4091
Crystal Phillips, Principal
1850 Highway 11 North
Murfreesboro, North Carolina 27855

Hertford County High School…… (252) 332-4096
Nora Artis, Interim Principal
1500 West First Street
Ahoskie, North Carolina 27910

C. S. Brown High School, STEM Program …… (252) 358-2852
Bobbie Jones, Principal
102 C. S. Brown Drive
Winton, North Carolina 27986

Hertford County Early College High School …….. (252) 332-7788
Bryan Ruffin, Principal
109 Community College Road
Ahoskie, North Carolina 27910

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VISION STATEMENT

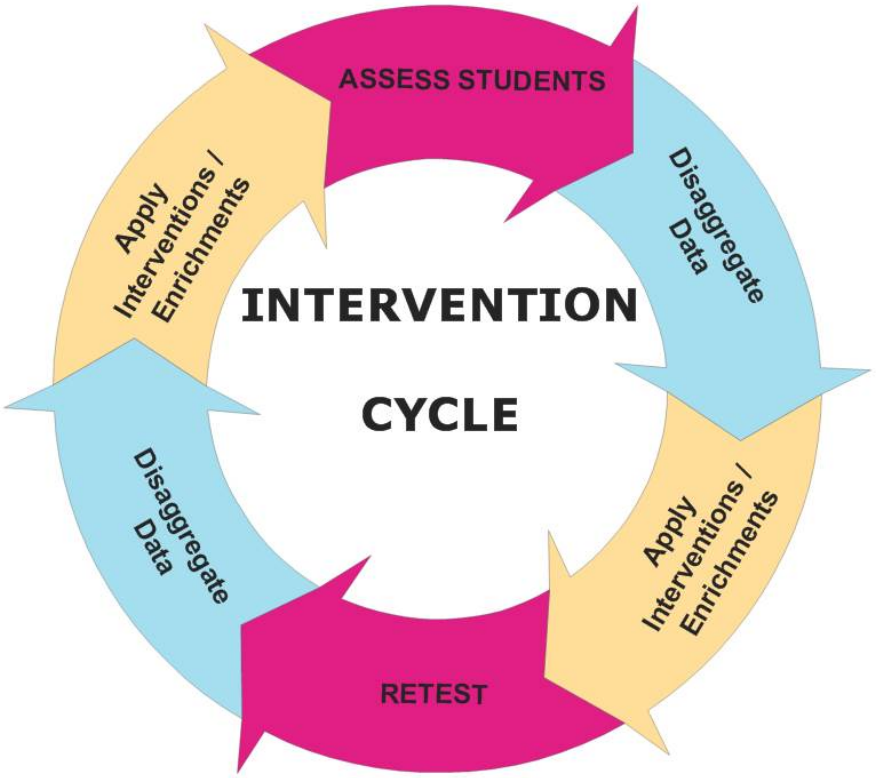
HCPS, serving as a cornerstone of our community, will prepare graduates who are ready to meet the global challenges of education, career and life.

MISSION STATEMENT

HCPS, *the choice for all families*, provides a safe and caring environment, which empowers and graduates globally competitive students through diverse opportunities.

INTERVENTION CYCLE

The goal of Hertford County Schools is to assist students with their progression toward grasping skills and concepts dictated by state standards. Students have the opportunity to retake assessments/tests. This practice has been proven to improve overall student achievement. Please inquire about this practice if your child has not received this opportunity.



Credit by Demonstrated Mastery

Credit by Demonstrated Mastery (CDM) is the process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. Hertford County Public Schools may require additional requirements, such as performance tasks. This multi-phase assessment process builds a body-of-evidence that allows a committee to determine if the student has a deep understanding of the standards for the course or subject area, as defined by the North Carolina Standard Course of Study, thereby earning credit for the course without experiencing it in the school setting. Contact the school guidance counselors as well as the HCPS website for specific details concerning HCPS's implementation of CDM.



Hertford County Middle School

Principal: Ms. Crystal Phillips

Assistant Principal: Mr. Richard Wright

School Counselor: Ms. Crystal Burke

Address: 1850 Hwy 11 N - Murfreesboro, NC 27855

Phone: (252) 398-4091 **Fax**: (252) 398-5570

Grades: 6-8

School Calendar: Traditional

Hertford County Middle School is the only middle school in the district. It is centrally located in rural Hertford County and starting with the 2017/18 will serve 6th, 7th and 8th grade students.

The Hertford County Middle School program is structured to respond to the unique and changing needs of adolescents in a global 21st century learning environment. Middle school students complete a required core academic program of language arts, mathematics, social studies, science, and healthful living. Students also participate in an elective program that permits them to select courses from an array of offerings such as Spanish, visual arts, music, health and physical education, career and technical education.

As a one-to-one school, technology plays a vital role in the daily learning experiences for middle school students. Hertford County Middle School is committed to providing 21st Century learning tools that include laptops, SMART Boards, Nooks and iPods. Educating students and teachers, with rigorous and relevant technology skills is an integral part of our school curriculum. Students have access to information that will allow them to discover and analyze information that will enhance their knowledge as well as develop critical thinking and problem solving skills. Proficiency with technology will enable students to develop their learning and prepare them for active roles in the workplace and school community.

Hertford County Middle School offers students with a variety of extracurricular activities, clubs and organizations to promote leadership, teamwork and community involvement. Some of the many organizations and clubs include: Future Business Leaders of America, Jr. Beta Club, Battle of the Books, Spelling Bee, Athletics (football, cheerleading, basketball, volleyball, baseball, softball, track and field and soccer) yearbook, Robo Bears Robotics Club, Chorus, Band and Teen Court.

Hertford County Middle School also has an on-site Hertford County Student Wellness Center (HCSWC) that serves all students and staff members of Hertford County Public Schools. Students and staff receive professional health care services designed to reach and maintain optimal health care through education, prevention and early detection of health conditions.

The students and staff of Hertford County Middle School are proud to serve as a “cornerstone” of our school community!

2017 - 2018 HCMS Course Offerings

6th Grade Course Offerings:

6th Grade Math	6th Grade Science
6th Grade ELA	6th Grade Social Studies
Band - Elective	PE - Elective
Keyboarding & Basic Word Processing	Art – Elective

7th Grade Course Offerings:

7th Grade Math	7th Grade Science
7th Grade ELA	7th Grade Social Studies
Band - Elective	PE - Elective
CTE (Elective Option #1)	CTE (Elective Option #2)
STEM (Introductory Course)	Art - Elective

8th Grade Course Offerings:

8th Grade Math	8th Grade Science
8th Grade ELA	8th Grade Social Studies
NC Math I	STEM (Elective Part II)
Band - Elective	PE - Elective
CTE (Elective Option #1)	CTE (Elective Option #2)
Art I	Art II

Hertford County Middle School Athletics

In order to participate in any school sport all 6th, 7th and 8th grade students must have passed math, reading and four other courses during the previous semester and have attended school 85% (77 days) of the previous semester of their 6th and 7th grade year. No student older than 15 on or before August 31 of that school year will be eligible to play sports at the 6th, 7th and 8th grade level. All participants must pass a physical exam and carry insurance.

The following sports will be offered at 6th (football is the only sport that will not be offered to 6th grade), 7th and 8th grade level: football, volleyball, basketball, baseball, softball, soccer, track and field and cheerleading.

State Board of Education Administrative Code .0202 INTERSCHOLASTIC ATHLETICS

(a) Only students in grades 6-12 may participate in interscholastic athletic competition. In order to qualify for public school participation, a student must meet the following requirements:

(1) The student must meet the residence criteria of G.S. 115C-366(a). The student may participate only at the school to which the student is assigned by the LEA or, if over the age requirements, the school to which the student would be assigned at the next higher grade level.

(2) The student must meet age requirements at each grade level to participate. The principal must have evidence of the legal birth date of the student. A student who is ineligible to participate at one grade level due to age is eligible to participate at the next higher grade level only. However, no student may participate at the high school level for more than eight consecutive semesters, beginning with the student's first entry into grade nine or participation on a high school team, whichever occurs first.

(A) A student shall not participate on a seventh or eighth grade team if the student becomes 15 years of age on or before August 31 of that school year.

(3) The student must receive a medical examination each year by a duly licensed physician, nurse practitioner, or physician assistant, subject to the provisions of G.S. 90-9, 90-18.1, and 90-18.2.

(b) Any student-athlete, coach or school official in grades 6-12 who is ejected from any athletic contest shall at least be penalized as follows:

(1) For the first offense, the person shall be reprimanded and suspended for the next game at that level of play (varsity or junior varsity) and for any intervening games at either level;

(2) For a second offense, the person shall be placed on probation and suspended for the next two games at that level of play (varsity or junior varsity) and for any intervening games at either level;

(3) For a third offense, the person shall be suspended for one calendar year;

(4) A coach who is suspended at any level of grades 6-12 (middle school, junior high or high school) may not coach in any other grade level in grades 6-12 during the period of suspension.

(5) Penalties are cumulative from sport to sport and from sport season to sport season. If no member of the school's coaching staff is present to assume an ejected coach's duties, the contest shall be terminated by a forfeit.

CONCUSSION AND HEAD INJURY

Hertford County Board of Education – Policy Code 4270/6145

The Hertford County Board of Education recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the board directs school employees to comply with the concussion safety requirements for interscholastic athletic competition established by G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011, and to implement and follow all concussion safety requirements set forth in State Board of Education rules and policies for middle and high schools. The superintendent or designee shall develop a plan consistent with state requirements and shall implement and monitor compliance

with this policy. The superintendent is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

A. DEFINITION OF CONCUSSION

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

B. SCHOOL HEAD INJURY INFORMATION SHEET

Each year, all coaches, school nurses, athletic directors, first responders, volunteers, student-athletes, and parents of student-athletes must be provided with a concussion and head injury information sheet that meets the requirements of the State Board. Before any student, school employee, volunteer or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices or competitions, he or she must sign the head injury information sheet and return it to the coach. Parents also must sign the sheet and return it to the coach before their children may participate in any interscholastic athletic activity. The principal of each school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

C. REMOVAL FROM AND RETURN TO PLAY

Any student-athlete who is exhibiting signs or symptoms consistent with a concussion must be removed from athletic activity immediately. Further, the student-athlete must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-12(23) and any other applicable law or State Board policy.

D. EMERGENCY ACTION PLANS

Each principal or designee shall develop a venue-specific emergency action plan to respond to serious medical injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment and a plan for emergency transport. The plans must be (1) in writing, (2) reviewed by an athletic trainer who is licensed in North Carolina, (3) approved by the principal if developed by a designee, (4) distributed, posted, reviewed and rehearsed in accordance with G.S. 115C-12(23), and (5) compliant with any other requirements of state law and State Board policy.

E. RECORD KEEPING

The superintendent shall require each principal to maintain complete and accurate records of actions taken in his or her school to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy.

The superintendent's annual report to the board on compliance with laws and policies related to student wellness shall include a report on the system's compliance with laws and policies related to concussions and head injuries. (See Section G of policy 6140, Student Wellness.)

ENGLISH COURSE OFFERINGS

HCMS 7th and 8th Grade English Language Arts (ELA) Department

Hertford County Middle School (HCMS) English Language Arts (ELA) Department recognizes the importance of providing opportunities for all students to benefit from effective academic standards that were developed from across the country and around the world. These standards, otherwise known as Common Core State Standards (CCSS), are researched based and will prepare students for college and the workplace. The English Language Arts curriculum provides students with rigorous, meaningful activities that are essential for today's 21st century global learners.

7th and 8th grade ELA standards are grouped into the strands of Reading, Writing, Speaking/Listening, and Language.

- Reading standards: will develop students to be fluent and independent readers
- Writing standards: will develop students to be efficient writers
- Speaking and Listening standards: will develop students be able to access, critic, evaluate, and present complex information, ideas, and evidence.
- The Language standards: will develop and expand student's vocabulary including academic vocabulary to enhance presentation and writing skills.

7TH GRADE ELA

Course Code: 10102Y07
Prerequisite: None

During this course students will enhance their knowledge of academic vocabulary by examining root words, affixes, suffixes and prefixes and by using content clues to comprehend texts. They will read and comprehend both fiction and non-fiction and engage in drawing inferences, interpreting figurative language and understanding propaganda, stereotypes and biases. Students will develop appreciation for poetry and how figurative language adds meaning and substance to a text. By the end of the year, students will be able to write for a range of tasks, purposes and audiences.

8TH GRADE ELA

Course Code: 10102Y08
Prerequisite: Successful Completion of 7th Grade ELA

During this course students will deepen their understanding of the structures of the English language through analysis of subject-verb agreement, compound and complex sentences and clauses, gerunds, participles and participial phrases, active and passive voices and verb tenses. They will comprehend texts with a variety of characteristics, such as suspense, figurative language, symbolism, analysis and irony. They will complete research and develop skills in citing sources in their writing. Students will write for a range of tasks, purposes and audiences.

MATHEMATICS COURSE OFFERINGS

7TH GRADE MATHEMATICS

Course Code: 20002Y07
Prerequisite: None

Grade seven mathematics will focus student learning on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume and (4) drawing inferences about populations based on samples.

ACCELERATED MIDDLE SCHOOL MATHEMATICS

Course Code: 20012Y0
Prerequisite:

This course is designed for students who have scored a Level III or IV on the End of Grade Test in Mathematics and met other diagnostic requirements. The content of this course will include the study of concepts addressed in Math 7 and extending in to Math 8 focusing on formulating and reasoning about expressions and equations. Students will be expected to recognize potential problems, analyze errors, solve problems, proficiently and use complex reasoning. The

8TH GRADE MATHEMATICS

Course Code: 20002Y08
Prerequisite: Successful completion of Mathematics Grade 7

Grade eight mathematics will focus student learning on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

MATH 1

Course Code: 21032X0
Grade Level: 8
Prerequisite: Level III or IV on Accelerated Middle School Mathematics End of Grade Testing

This course is designed for students who have completed Accelerated Middle School Mathematics, have scored a Level III or Level IV on the 7th grade End-of-Grade math test and have met other diagnostic requirements. Math 1 completes the study of linear functions and relationships. Students will use a variety of methods to solve problems using a system of linear

students enrolled in this course will have the opportunity to complete Algebra 1 by the end of 8th grade.

relations. Students will analyze errors, solve problems proficiently, and use complex reasoning throughout the course.
High school math credit will be earned upon successful completion of the course and a Level III or IV result on the Math 1 End-of-Course test. The grade earned will appear on the high school transcript.

SCIENCE COURSE OFFERINGS

HCMS 7th and 8th Grade Science Department

Hertford County Middle School (HCMS) Science Department recognizes the importance of the processes of scientific inquiry, experimentation and technological design as main strategies in discovering, exploring, and understanding science concepts and principles in physical science (P), Earth science (E), and life science (L). HCMS realizes that having the students engaged in these processes is vital for the success of all students; thus, these should not be taught and tested in isolation but integrated in day-to-day instruction.

HCMS science classrooms provide hands-on learning environment where students make sense of the world around them. As teachers create opportunities for students to understand that science is constant, historic, probabilistic, and replicable, students learn the value of asking questions, formulating hypotheses, gathering and analyzing data, and drawing final conclusions. In addition, the science process skills necessary for inquiry are acquired through active experience. The developments of process skills are the core in the development of reasoning and problem-solving skills.

Through the process of scientific inquiry, students not only learn the "what" but also the "how" of physical science, Earth science, and life science. While process skills are developed through logical reasoning and problem solving, HCMS science students become effective and successful 21st century learners

7TH GRADE SCIENCE

Course Code: 30070Y0
Prerequisite: None

Students will develop an appreciation for physical science processes such as force and motion, and energy conservation and transfer; Earth science processes such as the cycling of matter and how the cycles affect weather, climate, and human beings; and life science processes such as evolution and genetics. Students will understand motion, the effects of forces on motion and the graphical representations of motion; forms of energy, energy transfer and transformation and conservation in mechanical systems. Students will understand how the cycling of matter (water and gases) in and out of the atmosphere relates to Earth's atmosphere, weather and climate and the effects of the atmosphere on humans. Students will understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors to potential variation and survival among offspring.

8TH GRADE SCIENCE

Course Code: 30080Y0
Prerequisite: Successful completion of 7th Grade Science

Students will develop an understanding of physical science processes such as the properties and change in matter and energy conservation and transfer; Earth history, systems, structures and processes including but not limited to the understanding of the hydrosphere and environmental implications and consequences of human activities in Earth science; and life science processes such as evolution and genetics, structures and functions of living organisms, biotechnology, ecosystems, and molecular biology.

SOCIAL STUDIES COURSE OFFERINGS

7TH GRADE SOCIAL STUDIES

Course Code: 40012Y07
Prerequisite: None
Students in seventh grade will continue to expand upon the knowledge, skills and understanding acquired in the sixth grade examination of early civilizations. Seventh graders study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. The focus will be on the discipline of geography by using the themes of location, place, movement, human-environmental interaction and region to understand modern societies and regions. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of environment over time.

8TH GRADE SOCIAL STUDIES

Course Code: 40012Y08
Prerequisite: Successful completion of 7th Grade Social Studies
Students in eighth grade will continue to build on the fourth and fifth grade introductions to North Carolina and the United States by embarking on a more rigorous study of the historical foundations and democratic principles that continue to shape our state and nation. Students will begin with a review of the major ideas and events preceding the foundation of North Carolina and the United States. The main focus of the course will be the critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times. Inherent in this study is an analysis of the relationship of geography, events and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time.

THE ARTS AND HEALTHFUL LIVING COURSE OFFERINGS

HERTFORD COUNTY MIDDLE SCHOOL MUSIC CURRICULUM

The arts are core subjects in the Federal Elementary and Secondary Education Act, and the NC Basic Education Program, and, as such, are included as core subjects every student should learn as part of a balanced curriculum for all children in North Carolina. While not all students will become professional dancers, musicians, actors, or visual artists, all students will benefit from skills and processes that are developed through the arts and that can be applied in a variety of disciplines and settings.

BAND (K-8)

Course Code: 52592Y06
Grade Level: 6
Prerequisites: None
The Beginning Band is designed to provide students with an introductory experience on band instruments. Curriculum for this course is an extension of the skills and concepts introduced in General Music classes. Beginning Band is open to all Sixth Grade students. Prior instrumental music experience is not required. Recruiting and enrollment registration occur in the spring of the Fifth Grade year. Beginning classes are taught during the summer following the Fifth Grade year in homogeneous instrument groups at Chowan University (there is a small fee). Students will begin learning the basics of music including note and rhythm reading. They will use this knowledge as they begin leaning the fundamentals for their selected instrument. Students will follow the progression of the band methods book to guide the learning process of reading music and playing and instrument. Students will give a demonstration concert at the end of the Second Semester of the school year.

BAND (K-8)

Course Code: 52592Y07
Grade Level: 7
Prerequisites: **Previous band experiences in the 6th grade elementary school or demonstration of proficiency in playing a band instrument. Student must have been enrolled and completed a band class in the previous year. Each student is required to have an instrument.**
The Seventh Grade Band is designed to provide students with an intermediate experience on band instruments. Curriculum for this course is an extension of the skills and concepts introduced in Beginning Band. Band is open to all seventh Grade students who have successfully completed Beginning Band. Students are encouraged to participate in the summer band program prior to the start of the seventh grade year.

BAND (K-8)

Course Code: 52592Y08
Grade Level: 8
Prerequisites: Student must have been enrolled and completed band class in the intermediate 7th grade.
The Eighth Grade Band is designed to provide students with an advanced experience on band instruments. Curriculum for this course is an extension of the skills and concepts introduced in Beginning Band. This band is open to all eighth grade students who have successfully completed seventh grade band. Students are encouraged to participate in the summer band program prior to the start of the eighth grade year.

HERTFORD COUNTY MIDDLE SCHOOL VISUAL ARTS CURRICULUM

The arts are core subjects in the Federal Elementary and Secondary Education Act, and the NC Basic Education Program, and, as such, are included as core subjects that every student should learn as a part of a balanced curriculum for all students in North Carolina. While all students will not become professional artist, all students will benefit from the skills and processes that are developed through the arts and can be applied in a variety of disciplines and settings.

VISUAL ART (K-8)/GRADE 7

Course Code: 54102Y0B
Grade Level: 7th
Prerequisites: None

Introduction to Art is a beginning art course designed to introduce students to the fundamentals of art. Emphasis will be on the application of critical thinking, the elements and principles of design, terminology, techniques, studio practices, and the exploration of different art mediums. Course work will include a variety of homework assignments, text reading, and surveys of art history as well as experiences in technology. In addition students will develop a portfolio at the end of the semester and complete required assessments.

VISUAL ART (K-8)/GRADE 8

Course Code: 54102Y0C
Grade Level: 8th grade
Prerequisites: Completion of Introduction to Art with a 3.0 GPA

Art I will continue to explore the fundamentals of art through the elements and principles of design in more sophisticated projects, with greater emphasis on studio practices, technique and skills development. Individual style will be encouraged and group collaboration, individual critiques, and emphasis on craftsmanship. Course work will include an extensive range of homework assignments, text reading, vocabulary, technology and a more in depth investigation of art history. A research project will be required and students must complete assessments and develop a portfolio of works to be presented at the end of the semester.

HERTFORD COUNTY MIDDLE SCHOOL HEALTH AND PHYSICAL EDUCATION COURSE OFFERINGS

North Carolina Requirements for Healthful Living 7th Grade Requirement

A student in the seventh grade shall be provided a reproductive health and safety program. This will include the following areas of study: Teaches that abstinence from sexual activity outside of marriage is the expected standard for all school age children; Presents techniques and strategies to deal with peer pressure and offering positive reinforcement; Presents reasons, skills, and strategies for remaining or becoming abstinent from sexual activity; Teaches that abstinence from sexual activity is the only certain means of avoiding out-of-wedlock pregnancy, sexually transmitted diseases when transmitted through sexual contact, including HIV/AIDS and other associated health and emotional problems; Teaches that a mutually faithful monogamous heterosexual relationship in the context of marriage in the best lifelong means of avoiding sexually transmitted diseases including HIV/AIDS; Teaches the positive benefits of abstinence until marriage and the risks of premarital sexual activity; Provides opportunities that allow for interaction between the parent or legal guardian and the student; Provides factually accurate biological or pathological information that is related to the human reproductive system.

North Carolina requirements for Healthful Living 8th Grade State Requirement

A student in the eighth grade must take and pass First aid and emergency care which includes the teaching of cardiopulmonary resuscitation (CPR) and the Heimlich maneuver by using hands on training with mannequins so that students become proficient in order to pass a test approved by the American Heart Association, American Red Cross.

Schools shall maintain documentation in an electronic database that students have successfully completed CPR instruction to meet Healthful Living Essential Standards. Successful completion of instruction in CPR shall be a requirement for high school graduation by the 2014-2015 school year.

HEALTH/PE (K-8)

Course Code: 63012Y0B/63012Y0C
Grade Level: 6,7 and 8
Prerequisite: None

The Healthful Living curriculum is designed to help each individual develop proactive health promotion behaviors. Students develop the knowledge and skills that empower them to identify and manage health behaviors related to stress management, self-protection, interpersonal relationships, nutrition/weight management and substance abuse. The physical education component stresses lifetime sports, cardiovascular fitness, and dance skills. Students have the opportunity to demonstrate acceptable levels of health related fitness and to develop the knowledge and skills to implement their own personal fitness program. Students must dress out and participate in physical education sessions daily.



Hertford County High School

Interim Principal: Nora Artis

Assistant Principals: Lee Ford, Elenia Riddick

School Counselors: Wanda Outlaw, Elizabeth Douglas & Dr. Wanda Hunter

Address: 1500 W. First Street - Ahoskie, NC 27910

Phone: (252) 332-4096 **Fax**: (252) 332-6089

Grades: 9-12

School Calendar: Traditional

GRADUATION REQUIREMENTS

The Hertford County Board of Education recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be productive members of society. In order to graduate from Hertford County High School, students must meet the following requirements:

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);
2. beginning in the 2014-2015 school year, successful completion of cardiopulmonary resuscitation instruction;
3. successful completion of graduation project;
4. successful completion of all other requirements mandated by the board, as provided in this policy.

The principal shall ensure that students and parents are aware of all graduation requirements. Guidance program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post-graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.

A. COURSE UNITS REQUIRED

Beginning with students entering the ninth grade for the first time in the 2009-2010 school year, students must fulfill the requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. Course unit requirements for the Future-Ready Core Course of Study differ depending on the year a student enters ninth grade for the first time.

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2012-2013 and Thereafter

Courses Required	**State Requirements**	**Local Requirements**
English	4 sequential (English I, II, III and IV)*	
Mathematics	4 (either Algebra I, Geometry, Algebra II and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II and III and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)**	
Science	3 (a Physical Science Course, Biology and Earth/Environmental Science)	
Social Studies	4 (Including Civics & Economics; American History I & II OR AP U.S. History and one additional social studies elective and World History	1 African American Studies

Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)***	
Total Credits	**23**	**1**

* Students participating in the Career & College Promise program may earn high school credit for college courses ("dual credit") according to the Career & College Promise program guidelines established by the Department of Public Instruction.
** Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II or Integrated Math III as a prerequisite.
*** Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

2. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2009-2010, 2010-2011 or 2011-2012

Courses Required	**State Requirements**	**Local Requirements**
English	4 sequential (English I, II, III and IV)*	
Mathematics	4 (either Algebra I, Geometry, Algebra II and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II and III and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)**	
Science	3 (a Physical Science Course, Biology and Earth/Environmental Science)	
Social Studies	3 (Civics & Economics, U.S. History and World History)	1 African American Studies
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)***	
Total Credits	**22**	**1**

* Effective with the tenth grade class of 2011-2012, Early College High School students alternatively may complete college level English courses designated by the State Board in lieu of English III and IV.

** Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II or Integrated Math III as a prerequisite.
*** Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

3. Future-Ready Occupational Course of Study Credits Required (only available to certain students with disabilities who have an IEP)

Courses Required	**State Requirements**	**Local Requirements**
English	4 sequential (including Occupational English I, II, III and IV)*	
Mathematics	3 (including OCS Introduction to Math, OCS Algebra I (Math A), and Financial Management)	
Science	2 (including OCS Applied Science and OCS Biology)	
Social Studies	2 (including American History I and II)	
Health/P.E.	1	
World Language	0	
Occupational Preparation	6 (including Occupational Preparation I, II, III and IV, which require 300 hours of school-based training, 240 hours of community-based training and 360 hours of paid employment or 360 hours of any combination of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities and volunteer and/or community service hours)	
Electives	0	
Other Requirements	• Completion of IEP Objectives • Career Portfolio	
Total Credits	**22**	

B. HIGH SCHOOL END-OF-COURSE TESTING

Students must take all end-of-course (EOC) tests required by the State Board of Education. If required by the State Board of Education, students who do not score at Level III or above on the first administration of an EOC test shall be retested.

The EOC test results will count as 25 percent of a student's final grade in each high school course for which an EOC test is available, except that this requirement does not apply to students following the Occupational Course of Study.

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates
   Honor graduates may be designated by principals on the basis of criteria established by the superintendent. A student who completes the requirements of the North Carolina Academic Scholars Program will receive

recognition, including a seal affixed to his or her diploma. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities
   Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3. Children of Military Families
   In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

   a. Waiver Requirements
      Specific course work required for graduation will be waived if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required course work so that the student may graduate on time.
   b. Testing Requirements for Graduation
      The superintendent shall accept the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.
   c. Transfers During Senior Year
      If a child of a military family who has transferred at the beginning of or during his or her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4. Early Graduation
   Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent.

   Students are required to take four credits per semester, which will result in a minimum of 28 credits and successful completion of all state and local requirements.

5. Graduation Certificates
   Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy.

PROMOTION REQUIREMENTS

Students will be required to meet the promotion standards as determined by board policy:

Promotion from Grade 9 to 10/Earn 7 credits including English I

Promotion from Grade 10 to 11/Earn 14 credits including English I and II

Promotion from Grade 11 to 12/Earn 20 credits including English I, II and III

INTRODUCTION TO GRADUATION PROJECT

A brief overview…

Graduation Project at Hertford County High School will provide you with the opportunity to apply all that you have learned in twelve years of school to a project which will challenge all of your abilities, stretch your limitations, and reward you immensely! Graduation Project consists of four parts: the project, the paper, the portfolio and the presentation. You will be working on these throughout the semester in your Senior English class. This handbook will guide you through the process. It includes most of the information and forms you will need to complete the project and successfully graduate from Hertford County High School.

The Project

The project is the core of the Graduation Project experience. You will be choosing a project that extends your learning, stretches your potential, and challenges your abilities. What that may be is up to you. The goal is to find something that you've never done before but always wanted to do or something that you have done before but want to take to a new level.

The Paper

After you've decided upon a project, you will need to know more about how to complete it. That's where the research paper comes in! Along with your English teacher, you will select a research paper topic that will help you to learn more about whatever it is you've decided to do.

The Portfolio

Since much of the work on your Graduation Project will be done outside of class, you will want to keep accurate records of the time you devoted, how much money you spent, where you went, who you talked to, what you learned, and so on. The portfolio is simply a place to keep all of that. Eventually, your portfolio will be examined by your Senior Board judges and graded for completeness and attention to detail. Students will be required to maintain an electronic portfolio.

The Presentation

Finally, just before completing the semester, you will present your project at Senior Boards, an evening of frazzled nerves, sweaty palms, and praise. You will make a formal presentation to a panel of judges including parents, teachers, your fellow students, and other community members. You will share with them all about your project and paper, the process you followed, what you learned along the way, and your personal growth as a result of your ambitious project. If you've chosen a project which really excited you and captured your interest, your enthusiasm will shine through to your Board, your parents, and your friends. You will leave Hertford County High School with the pride that comes from facing a difficult challenge and overcoming it!

GRADUATION PROJECT OVERVIEW CHART

GRADE LEVEL	FIRST SEMESTER	WHAT'S DUE	SECOND SEMESTER
9TH	August/ September	Research and Plagiarism Activities	January/February
	September/October	Interest Surveys Fishbone Planner	February/March
	October/November	Mini-Research Paper	March/ April
	December /January	Parent Permission Form	April/ May
10th	August/ September	Research and Plagiarism Activities	January/February
	October	Annotated Bibliography	March
	October/November	On-Campus Mentor Form	March/ April
	November	Final Proposal Form	April
	December/January	Letter of Intent	May/June
11th	August/ September	Off-Campus Mentor Form	January/February
	September	Interview Questions and Responses	February
	October/November	Research Paper Drafting	March/April
	December	Final Draft Research Paper	May
12th	August-October	Community Service Contract/Log	January-March
	August-October	Products Logs 1, 2, and 3	January-March
	September	Letter to the Judges	February
	September/October	Self-Evaluation	February/March
	October	Portfolios	March
	January	Presentation Speech & Visual Senior Boards	May
	**Specific dates will be determined after school calendar is finalized; subject to change based on school start date.*		

Evaluation of Student Progress/Grading Scale

An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the board. The board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance; informs the student, his or her parents or guardians, and the school counselor about the student's performance and progress; and provides a system of notice that allows intervention strategies to be implemented if necessary to improve the student's performance. There will be a nine-weeks grading period at all levels. Progress Reports will be distributed at weeks three and six. In addition to Progress Reports, personalized education plans (PEPs) will be developed in accordance to North Carolina guidelines and requirements. The board encourages teachers and principals to pursue innovative methods of evaluating progress.

The superintendent or designee shall establish an evaluation system for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child's education.

Teachers shall evaluate student performance and keep accurate records in order to substantiate a grade or assessment given in a course.

Criteria for Determining Grades

Grades will be based on the following performance measures:

1. Work Products
2. Homework
3. State Tests
4. Projects (individual and group)
5. Assessments

Letter grades shall be used for Kindergarten as follows:

O = Outstanding
G = Good
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Grades 1-12 shall use numerical grades on a 10-point scale. Connect/Elective courses for grades 1-5 shall receive a letter grade (O, G, S, N, U).

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Below 60

Academic Course Levels and Associated Weights

Basic/Introduction To…/Standard	Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study (NCSCOS) with occasional content enrichment where appropriate. This course provides credit toward a high school diploma and requires an end-of-course test where available. Quality points for the GPA calculations are assigned according to the standard 4.0 scale and receive no additional quality points.
Advanced/Honors/Academically Gifted	Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the NCSCS. Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an end-of-course test where available. The state weighting system adds the equivalent of one quality point (1) to the grade earned in such courses. Effective with the freshman class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point.
Advanced Placement	Course content, pace and academic rigor are college level and geared to enable the student to pass the AP exam. The course provides credit toward a high school diploma. The weighting

	system adds the equivalent of two (2) quality points to the grade earned in the course. Effective with the freshman class of 2015-16, the weight for AP/IB courses shall be one (1) quality point. The board will assume the cost of Advanced Placement examinations.
College Courses	Course content, pace and academic rigor are college-level, may be delivered by a community college, public university or private college or university; provide credit toward a high school diploma and may satisfy a graduation requirement or provide an elective course credit. The weighing system adds the equivalent of one (1) quality point earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List, and for courses taught at four-year universities and colleges.

GUIDANCE AND COUNSELING

Counselors at Hertford County High School (HCHS) prepare graduates who are ready to meet the global challenges of education, career and life. School counselors perform duties that include, but are not limited to, individual and group counseling, career development, responsive services (e.g. crisis intervention), program planning and professional development. Students at HCHS will receive individual counseling (on subjects such as adjusting to school, scheduling concerns, and mental health); group counseling as well as classroom guidance lessons (on topics such as cyber bullying, driving while texting, character education, undergraduate admissions, and post-high school planning). The school counselor shall provide age appropriate services an integrated, comprehensive approach to each student's needs and maturity level.

Services that are available through the Office of School Counseling are:

- Individual counseling
- Group counseling
- Classroom guidance
- Academic, college, and career counseling
- Assisting students in developing an academic plan
- Interpreting standardized test results
- Grief and crisis counseling
- Responding to and assisting with crises
- Developing confidential relationships with students
- Advocating for students
- Promoting and monitoring student success in a collaborative manner
- Helping students overcome barriers to learning
- Providing preventive and interventive strategies for student success
- Facilitating parent/teacher conferences
- Serving as a resource to students of available community opportunities
- Serving as a resource for school staff and parents
- Serving as a resource for community referrals
- Providing parent and community outreach
- Fostering a positive school environment by embracing and promoting diversity
- Enroll and register prospective and current students

COURSE REGISTRATION PROCESS

Students and parents are advised to thoroughly review and select courses based on course prerequisites and graduation requirements. At the Annual Registration Fair, a brief overview of school options will be made available to include verbal and written information on the general process and time sequence. Students must register for 4 core courses and 4 alternative courses per year. Use the following pages to record course opportunities and interests for the upcoming years. If your child will enter the Ninth Grade Success Academy, submit a completed registration card to the Guidance Department or make an appointment to speak with a school counselor concerning course options.

Educational Plan for:

_____

Student Name

1. Review the course offerings provided in this guide.

2. List future courses in pencil and compare to the Graduation Requirements that apply.

3. Speak with the School Counselor about course selections and availability.

4. Complete registration card for the upcoming academic year.

Note:
*Place corresponding course codes for each subject on the line provided.

*List Career Interests, Educational Goals, and Summer Plans (include volunteer assisgnments, camps, etc.) for each year. This information is helpful when completing college applications.

Grade 9	**Year ____-_____**
English I	1
Math I	2
Science	3
Social Studies	4
Healthful Living	5
Elective	6
Elective	7
Elective	8
Career Interests:	
Educational Goals:	
Summer Plans:	

Grade 10	**Year ____-_____**
English II	1
Math	2
Science	3
Social Studies	4
Elective	5
Elective	6
Elective	7
Elective	8
Career Interests:	
Educational Goals:	
Summer Plans:	

Grade 11	**Year ____-_____**
English III	1
Math	2
Science	3
Social Studies	4
Elective	5
Elective	6
Elective	7
Elective	8
Career Interests:	
Educational Goals:	
Summer Plans:	

Grade 12	**Year ____-_____**
English IV	1
Math	2
Science	3
Social Studies	4
Elective	5
Elective	6
Elective	7
Elective	8
Career Interests:	
Educational Goals:	
Summer Plans:	

NORTH CAROLINA VIRTUAL PUBLIC SCHOOLS

NC Virtual Public School is a leader in virtual learning for students. Nearly 50,000 secondary students across the state are enrolled in courses from over 150 Advanced Placement, Honors, Traditional, Credit Recovery, and Occupational Course of Study Blended course offerings. NCVPS students come from all 115 school districts in North Carolina as well as many charter schools. Additionally, NCVPS is open to non-public school students. Collaborative learning is core to the NCVPS model, so courses will utilize real-time and asynchronous collaborative tools, audio and video, blogs, and cutting-edge assessment tools. Most importantly, courses pair students with highly qualified NC licensed faculty members from around the world. By virtue of our online course delivery, students from all areas of our state including Hertford County High School, now have access to courses and highly qualified teachers in subjects that they may not have available at their local school.

ODYSSEYWARE ONLINE CREDIT RECOVERY

Credit recovery refers to a block of instruction that is less than the entirety of the Standard Course of Study for that course. Hertford County High School utilizes OdysseyWare Online to provide an opportunity for student to recover credits in courses students previously did not earn a credit. Credit recovery, therefore, delivers a subset of the Standard Course of Study or Blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. The length of credit recovery courses shall be dictated by the skills and knowledge the student needs to recover and are not a fixed length of seat time. Students will be required to work on the recovery course outside of the regular instructional day at home unless provided time during the school day that does not interfere with regular assigned courses. Course completion is monitored by the student's counselor. When credit recovery is exercised, the original record of the course being completed and failed will remain on the transcript and calculated in the G.PA. Once students successfully complete the OdysseyWare course, a mark of "P" for Pass will be recorded on the student transcript and the recovered course will not calculate in the student's G.P.A.

NORTH CAROLINA SCHOOL OF SCIENCE AND MATH DISTANCE EDUCATION

The North Carolina School of Science and Math (NCSSM) has provided free distance education opportunities to students throughout the state since 1994. As a constituent campus of the North Carolina University system, NCSSM allows students to enroll in rigorous, enriching classes that offer opportunities to explore specialized areas of study in the STEM fields. Students who complete these courses receive honors level credit for the course work unless the course is designated as an Advanced Placement course. Check with NCSSM for course availability.

HERTFORD COUNTY HIGH SCHOOL
CHECKLIST FOR COLLEGE

9th-11th Grade:

- Take challenging courses.
- Concentrate on making good grades.
- Get involved in your school – join a club, play a sport, help with community service activities.
- Research careers that interest you and talk with family members and friends about their educational and career choices.
- Research ways to save and pay for college.
- Use CFNC.org to explore careers, use free SAT and ACT test prep, learn about your learning style, "tour" colleges online, and more.
- Take the PSAT in your sophomore year, and then take it in your junior year (you may qualify for National Merit Scholarships).
- Take the SAT in the spring of your junior year.
- Check the entrance requirements of the colleges that interest you.
- Attend college fairs and financial aid workshops.
- Visit colleges.
- Research scholarships and grants.
- Talk with coaches about college sports and scholarship eligibility.
- Apply for enrichment opportunities. (See a few listed under Special Programs)

12th Grade:

- Select three to five colleges – a dream school, a safety school, and others in between.
- Check with your counselor about graduation requirements and scholarship opportunities.
- Stay aware of application and financial aid deadlines for colleges.
- If necessary, take the SAT or ACT again.
- Ask teachers or counselors to proofread your admissions essays.
- Participate in College Application Week.
- Ask teachers and/or counselors to write letters of recommendation.
- Student athletes send transcripts to NCAA Clearinghouse for eligibility certification.
- Remind parents to prepare tax information soon after January 1 for your FAFSA application.
- Apply at www.pin.ed.gov to get an ID number to sign your FAFSA.
- Complete and submit your FAFSA at www.fafsa.gov as soon as possible after January 1.
- Attend a FAFSA day in the community for assistance in completing your FAFSA.
- If not accepted by your college of choice, find new options through the *College Redirection Module* at CFNC.org.
- Compare admission acceptance letters and financial aid packages.
- Submit your enrollment deposit to hold your spot at the college you choose.
- Send in any college credit course transcripts (community college, university).

CAREER AND COLLEGE PROMISE (CCP)

Roanoke-Chowan Community College's Career and College Promise Program (CCP) was created in 2012 to provide seamless dual enrollment opportunities for eligible North Carolina high school students to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. CCP replaces all earlier dual-enrollment programs, including Huskins, and Learn and Earn.
CCP offers the following pathways for high school students:

College Transfer Pathway:
If you are a junior or senior planning to attend a four-year college after high school, this pathway will allow you to complete some of the core general education classes required during the first two years of a four-year degree.

- Business and Economics
- Engineering and Mathematics
- Humanities and Social Science
- Life and Health Sciences

Career and Technical Pathway:
If you are a junior or senior in a career cluster program at your high school, this pathway will give you the opportunity to enroll in Certificate or Diploma Programs that align with your high school program.

- Building Construction Technology Certificate
- CIT Basics Certificate
- Heat Pump Certificate
- HVAR-Certificate
- Medical Office Administration Receptionist Certificate
- Office Administration Technology Certificate
- Plumbing Certificate
- Web/Security Certificate
- Welding Certificate
- Cosmetology Diploma
- Welding Technology Diploma

Cooperative Innovative High School (Early College) Pathway:
Designed for motivated students looking for a non-traditional high school experience, this pathway allows rising ninth graders the opportunity to earn their high school diplomas and two years of college credit within four years.

How to Apply:

- Complete R-CCC's Application for Admissions
- Complete the Eligibility Verification Form
- Complete the Student Registration Form. The guidance counselor will assist you with your class registration.
- Provide an official copy of high school transcript
- Provide an official copy of assessment scores (unless posted on high school transcript)

Students select a pathway and then take only the courses within that pathway, as required by the program legislation. Depending on their eligibility, students may enroll in two pathways at the same time, or change pathways by completing a Program Change Form.

Interested students should check with their high school counselor or Career Development Coordinator (CDC) to verify eligibility.

SPECIAL PROGRAMS

SUMMER VENTURES IN SCIENCE AND MATHEMATICS

A cost-free, statewide program of the UNC system, takes students beyond the traditional boundaries of high school science and mathematics. Students learn experimental design, laboratory skills, instrumentation, mathematical modeling, strategies in mathematical problem solving and more. At the end of the four-week program, students present a comprehensive research project on a current topic in a STEM field of study. Rising high school juniors and seniors may apply.

GOVERNOR'S SCHOOL

The Governor's School of North Carolina is a five-week summer residential program for intellectually gifted high school students, integrating academic disciplines, the arts, and unique courses on each of two campuses. The curriculum focuses on the exploration of the most recent ideas and concepts in each discipline, and does not involve credit, tests, or grades.

The Governor's School is the oldest statewide summer residential program for academically or intellectually gifted high school students in the nation. The program, which is open to rising seniors only, with exceptions made for rising juniors in selected performing/visual arts areas, is located on two campuses of up to 305 students each: Governor's School West at Salem College in Winston-Salem (begun in 1963), and Governor's School East at Meredith College in Raleigh (begun in 1978). The program is administered by the Public Schools of North Carolina, the State Board of Education, and the Department of Public Instruction through the Exceptional Children Division. A Board of Governors, appointed by the State Board of Education, acts as an advisory body.

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL - PROJECT UPLIFT

Project Uplift is a special program that enables high-achieving rising seniors to experience college life on the Carolina campus. Students spend two days visiting classes, meeting with faculty and staff, interacting with Carolina students and participating in cultural and social activities.

Project Uplift is designed for students from underrepresented populations such as American Indians, African Americans, Hispanic/Latinos, and Asian Americans. We also welcome prospective first-generation college students and individuals from disadvantaged backgrounds. Students should be academically motivated, rank in the top 20% of their class, be enrolled in a curriculum that includes AP course(s), foreign language, and advanced mathematics. Project Uplift nominees show active involvement in extracurricular activities and have demonstrated leadership.

NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS

The mission of the North Carolina School of Science and Mathematics, an intellectually stimulating, diverse, and collaborative community, is to: educate academically talented students to become state, national, and global leaders in science, technology, engineering, and mathematics, advance public education in North Carolina, and inspire innovation for the betterment of humankind, through challenging residential and virtual programs driven by instructional excellence and the excitement of discovery.

Students may apply in the 10th grade to attend this residential school for their junior and senior years of high school.

CHOWAN UNIVERSITY UPWARD BOUND

Chowan University Upward Bound is a federally funded (U. S. Dept. of Education) program for high school students who want to continue their education beyond high school, but may not be doing well in their regular school setting. The Chowan University Upward Bound program works annually with high school students from Hertford, Bertie and Northampton Counties in the Roanoke-Chowan region of northeastern North Carolina. Upward Bound at Chowan University offers its students a full range of instructional, tutorial and counseling services. The program at Chowan is purely academic and cultural in nature and is operated in two phases: a six week residential summer program on the Chowan campus; and an academic year program which runs the course of the whole school year and concurrently with your normal school classes and activities. The academic year program does not replace your normal school year.

During the summer students live on the Chowan University campus for six weeks and are enrolled in intense courses in math, science, writing, and English. The summer class format is designed along a college schedule. The summer residential program is difficult, but rewarding. During both the summer and academic year programs there are field trips to plays, museums, art galleries, historic sites, colleges and other educational-cultural events, activities and sites. Heavy emphasis is placed upon academic achievement and cultural awareness and exposure to the arts.

During the academic year the program requires students to meet on the Chowan campus for a number of times on Saturdays for writing skills classes. The Upward Bound counselor also meets with the students. The entire program does require a substantial time commitment from the student participants. We work intensively with Upward Bound seniors to ensure that they have varied and appropriate postsecondary options available to them and are able to secure, through financial aid, their education beyond high school. In the past ten (10) years, over 90% of all Chowan Upward Bound affiliated students have gone to the college of their choice.

We are seeking students who are ready now to make a commitment to their educational futures. There is no cost to students or their families. In fact, students receive a small stipend for participating. In order to be eligible, applicants must be first generation college students and have documented academic need (and promise) for the program.

Library & Information Technology Program

Philosophy
The library media program plays an integral role in the development of life-long learners by providing access to and instruction in the use of educational resources. The media coordinator works as an instructional partner with classroom teachers to help students achieve their learning goals through the use of both print and non-print resources, as well as technology.

Mission
The mission of Hertford County High School Library Media Center is to serve as a resource for assisting students, staff members, parents and the community at large in their development of literacy and technological skills. The goal of the HCHS LMC is to be a learning commons where patrons can read for pleasure and purpose, access print and non-print information, learn and implement research skills, receive assistance in the production of quality artifacts of learning, and achieve their individual goals to be productive learners using 21st century skills.

Vision
The HCHS Library Media Center & Learning Commons is committed to providing academic and technological resources to assist our students, staff and patrons in their pursuit of academic excellence.

Hertford County High School Athletics

Hertford County High School offers a variety of athletic opportunities for interested students. The Athletic Program follows rules and guidelines as outlined by the North Carolina High School Athletic Association. Students must meet all the eligibility requirements to participate in any sport.

FALL	Football (JV/Varsity) Volleyball (JV/Varsity) Girls Tennis Cheerleading (JV/Varsity) Boys/Girls Cross Country Boys Soccer (JV/Varsity) Girls Golf	**WINTER**	Boys Basketball (JV/Varsity) Girls Basketball (JV/Varsity) Wrestling Boys/Girls Indoor Track Boys/Girls Swimming Cheerleading (JV/Varsity)
SPRING	Baseball (JV/Varsity) Fast pitch Softball (JV/Varsity) Boys Tennis Boys/Girls Track Boys Golf Girls Soccer (JV/Varsity)		

ELIGIBILITY REQUIREMENTS FOR ATHLETIC PARTICIPATION

ACADEMICS & SCHOLASTIC REQUIREMENTS
Students must have and maintain a minimum of 2.0 GPA to be eligible to participate in athletics; students in the Exceptional Children's program or those with a current 504 are exempt from the 2.0 criteria. However, students must demonstrate adequate academic progress in their course of study.

- All students must meet the following guidelines established by the North Carolina High School Athletic Association:
- Must pass a minimum load of course work the previous semester to be eligible at any time during the semester. Courses must be approved for credit, i.e., audited courses would not count.
- Must meet the local promotional standards
- Must be enrolled in a minimum load for the semester. Minimum load is defined as five (5) courses in the traditional school schedule. Minimum load is defined as three (3) courses on the "block" schedule. This applies to all student athletes, including seniors.
- If the school is on an **A/B**-form of "block" scheduling, a student must pass six (6) of eight (8) courses during what would traditionally be defined as a semester.
- No work previously passed by a student may be submitted as part of a minimum load. Summer school work used to make up part of the minimum load must be applied to the most recent semester. Credit for summer school work is the determination of the local unit.

A student deemed ineligible at the beginning of the semester is not eligible at any time during the semester unless the ineligibility is the result of the following:

- **Exception:** a student who receives an incomplete which causes him/her to fail to meet minimum scholastic requirements is ineligible until the course is satisfactorily completed. Eligibility is restored immediately.

ATTENDANCE REQUIREMENTS

- Must have been in attendance 85 percent of the previous semester; in a regular 90-day semester, this means less than 13.5 days absences
- A student will be declared immediately ineligible at the end of a semester where he or she has failed to be in attendance 85 percent of the time
- Students must be in attendance on the day of the competition in order to participate
- Students must be enrolled within the first 15 days and in regular attendance for the present semester; records for transfer students will be used to determine their status
- Students may not participate in any athletic event until they are enrolled in school; transfer students must have completed all required paperwork and been formally admitted to the school before being allowed to participate
- Attendance for a summer school program may not be used to meet the attendance requirement; however, time spent in an approved homebound programs may be used

AGE & SEMESTERS OF PARTICIPATION REQUIREMENTS

Students must be less than 19 years old on August 31 of the current year have not complete more than 7 semesters of high school at the time of his or her participation. Students may not exceed four (4) separate seasons in a sport including the current semester of participation

MEDICAL REQUIREMENTS

All students must have documentation of a current physical examination on file with the school prior to participation in practice or competition. Medical examinations are valid for 365 days from the date noted by the medical provider. Physical examination forms must be signed by the parents and student athlete. **Parents and students must attend a pre-season meeting on the dangers of concussions and complete the Gfeller-Waller Concussion Statement forms.** These forms are valid for 365 days. All students participating in football must have a form on file prior to the start of practice.

RESIDENCY REQUIREMENTS

All students must attend school within the district in which he or she resides as determined by the board of education and can only participate in athletics at the designated schools for that administrative unit. Students may not maintain multiple addresses for the purpose of attending schools. **A student's legal residence is determined by that of his or her custodial parents or guardians**. Students whose parents live outside of the administrative unit must receive permission to attend school from the local school board and comply with all local requirements. Students in a foreign exchange program are eligible only during the first year of their residency. They are subject to all other eligibility rules.

BEHAVIORAL & LEGAL REQUIREMENTS

No student convicted of a felony or adjudicated of a crime that would be considered a felony may participate in North Carolina high school athletics. Convictions or adjudications are not limited to the court system of North Carolina; students convicted in another state, United States territory, federal or military courts, or foreign countries are not eligible for participation. Students who have been suspended from school may not participate in athletic practices or competitions during the time of the suspension; out-of-school suspension may be grounds for dismissal from the team.

EXCEPTIONAL CHILDREN'S DEPARTMENT

This course of study is designed for special needs students who are pursuing a diploma and whose postsecondary goal is employment. An Individualized Education Plan (IEP) and placement by the IEP Team is required.

EXCEPTIONAL CHILDREN COURSE OFFERINGS

ENGLISH I

Course Code: 92100X0
Grade Level: 9
Prerequisites: IEP Team Placement
Students in English I-C read and study literature, write, speak, listen, and use media for expressive, expository, argumentative, and literary purposes. The study of literature covers different types of genres such as drama, poetry, mythology, the novel and short story. Students will construct effective sentences; edit for errors in sentence formation, usage, mechanics, and spelling. Study skills are emphasized.

ENGLISH II

Course Code: 92110X0
Grade Level: 10
Prerequisite: English I
Emphasis is placed on the study of both classical and contemporary world literature (excluding British and American authors) through which students will identify cultural differences. They will examine pieces of world literature in a cultural context and complexity of world issues. They will also connect global ideas to their own experiences and appreciate the diversity and complexity of world issues. Students will continue the exploration of language for expressive, explanatory, critical, argumentative and literary purposes with emphasis placed on explanatory. Students will learn strategies and practice the writing process for informational writing.

ENGLISH III

Course Code: 92120X0
Grade Level: 11
Prerequisites: English II
This course allows the student to refine grammatical skills in the development of critical analyses, expository essays, and personal essays. Focusing upon United States literature as a reflection of social perspective and historical significance, students will use language for expressive, expository, argumentative, and literary purposes. Students will learn and use the MLA format for documenting research papers. Students will read from a modified reading list and research the diversity of the American experience.

ENGLISH IV

Course Code: 92130X0
Grade Level: 12
Prerequisites: English III
This course focuses on the refinement of communicative processes. Emphasis is placed on research skills and on understanding and interpreting the historical and chronological development of English literature. Emphasis is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. Students will create products and presentations that maintain standard conventions of the written and spoken language. Students must complete a modified Graduation Project that is comprised of a research paper, a product, a portfolio and a formal presentation.

INTRODUCTION TO MATH I

Course Code: 92200X0
Grade Level: 9
Prerequisites: IEP Team Placement
This course is designed to provide students with the motivation, skills, and approaches they need to succeed in Algebra and Geometry. The main topics covered include rational numbers, coordinate geometry, measurement, data, and variable functions. Special emphasis is placed on developing students' abilities to call upon their informal mathematical knowledge, discuss their mathematical thinking and problem solve.

MATH I

Course Code: 92211C
Grade Level: 9 or 10
Prerequisite: Introduction To Math I
This course includes algebraic symbols, negative numbers, linear equations and inequalities, graphs, rational expressions, exponents, quadratics, factoring, radicals, and the quadratic formula. Students will need to use a TI-83 graphing calculator. Students must take the End-of-Course Test.

PERSONAL FINANCE

Course Code: 92221C
Grade Level: 10, 11 or 12
Prerequisite: None
Personal Finance prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. Appropriate work-based learning strategies include career shadowing and service learning. Related activities in DECA, FBLA, and FCCLA provide the opportunity for students to apply personal financial planning skills in authentic settings.

WORLD HISTORY

Course Code: 92451X0
Grade Level: 9
Prerequisites: None

World History at the ninth grade level is a survey course that gives students the opportunity to explore recurring theme of human experience common to civilizations around he globe from ancient to contemporary times. An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. World History provides the foundation that enables students to acquire this knowledge which will be used in the study of Civics and Economics and United States History.

CIVICS AND ECONOMICS

Course Code: 92461X0
Grade Level: 10
Prerequisite: World History

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to inter-disciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

EARTH & ENVIRONMENTAL SCIENCE

Course Code: 92311X0
Grade Level: 9
Prerequisite: None

This course explores the major principles of the earth, including geology, oceanography, meteorology, and sstronomy. The course focuses on earth-shaping processess, atmospheric dynamics, oceanographic, circulation, and the earth's place in the universe. It is designed to develop an awareness and appreciation for these geo-systems and the importance of their relationships to the environment, as well as an understanding of the scientific approach in problem solving.

BIOLOGY

Course Code: 92321X0
Grade Level: 11
Prerequisite: Earth & Environimental Science

Biology is the study of life. Biology encompasses the fundamental units of life and microscopic organisms. The principles of genetics and genetics technology are stressed. The origin of the earth and the theory of evolution are covered. The student will learn about the classification of organisms and the ways in which organisms interrelate within their respective environments. The student will be actively involved in laboratory exercises and research projects. Students must take the End-of -Course Test.

PREPARATION I

Course Code: 92401X0
Grade Level: 9
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.

PREPARATION II

Course Code: 92411X0
Grade Level: 10
Prerequisite: Preparation I / IEP Team Placement

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

PREPARATION III

Course Code: 92421X0
Grade Level: 11
Prerequisite: Prepartaton I, II / IEP Team Placement

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided. **THIS IS A DOUBLE BLOCKED COURSE AND EARNS 2 CREDITS.**

PREPARATION IV

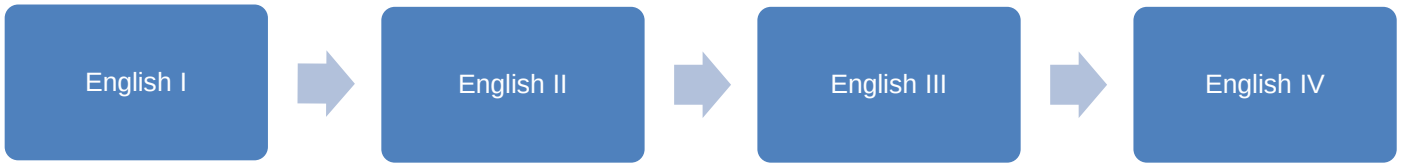
Course Code: 92431XO
Grade Level: 12
Prerequisite: Preparation I, II, III/IEP Team Placement

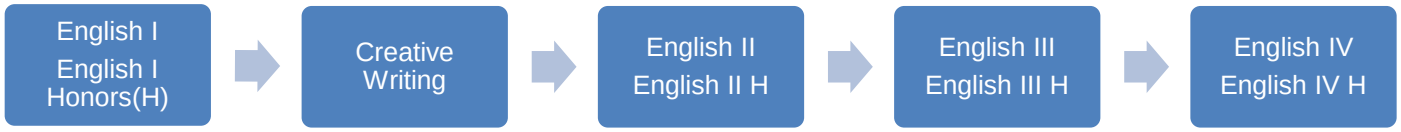
English Department

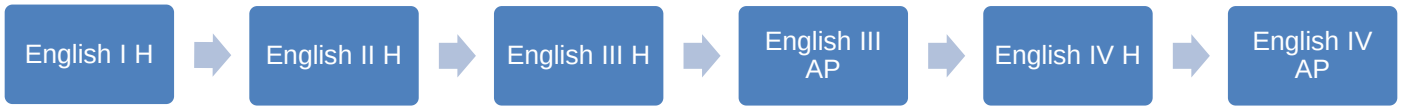
The North Carolina Common Core Standards identifies the primary purpose of the English Language Arts Curriculum as the teaching of "language abilities...to communicate effectively as contributing members of society." Communication skills play a vital role in the acquisition of knowledge across the curriculum. Skills in reading comprehension and effective writing are tools required in today's global and technological society. It is the mission of the HCHS English Department to help students develop writing, reading, speaking, listening and viewing skills to not only acquire knowledge, but to share it with others through the creation of written and oral products. All students must complete a Senior Performance Assessment Project to receive credit for English IV. Likewise, any student enrolled in Honors level courses is expected to complete a Summer Reading assignment. Assignments for these readings may be picked up from individual course teachers. It is expected that students will do independent work for the reading assignments; no credit will be given for information plagiarized from the Internet.

Note: All Honors English students must read one selection from the recommended reading list during the summer prior to taking Honors English I and present a reader's response journal during the first week of school. Students are responsible for completing an assignment on this text given by the course teacher during the fall semester.

Sequencing of Courses







*Because of teacher allotments, AP courses may not be offered in a given school year.

ENGLISH I
Course Code: 10212X0
Grade Level: 9
Prerequisites: 8th Grade Teacher Recommendation
English I is a genre-based course in which students read, analyze, and study literature. Students will read, write, think, and speak about literary texts in class, using media for expressive, expository, argumentative, analytical, and literary purposes. The course will include the study of such genres as drama, poetry, mythology, the epic, the novel, and the short story. Students will construct effective sentences and develop effective response writing to Constructed Response prompts. Students will write and edit for errors in sentence formation, usage, mechanics, and spelling. Students in English I are introduced to basic study skills.

ENGLISH I – HONORS
Course Code: 10215X0
Grade Level: 9
Prerequisite: 8th Grade Teacher Recommendation
English I-Honors is an advanced genre-based course in which students read, analyze, and study literature in depth. Students will read, write, think, and speak about literary texts in class, using media for expressive, expository, argumentative, analytical, and literary purposes. Honors students are expected to be able to articulate their responses to literature through both oral and written means. The course will include the study of such genres as drama, poetry, mythology, the epic, the novel, and the short story, and students will develop an understanding of literary concepts, elements, and terms as foundations for further study of world, American, and British literature. Honors English students will write effectively, editing for errors in content, usage, mechanics, and spellings. Students are introduced to study and research skills.

CREATIVE WRITING
(SPECIAL INTERESTS IN ENGLISH)
Course Code: 10252X0
Grade Level: 9
Prerequisites: English I or English I Honors Average of 85 or Above
Creative Writing is an elective course in which students read, analyze, and produce works of literary creativity. Students will study exemplar texts as models and produce their own work. The course will include the study of the essay, poetry, film, the short story, folklore, and drama; students will learn conventions and expectations for each genre studied. Students will write and present their own works; they will study how to critique and how to write reviews. Throughout the course, students will maintain a portfolio of their creative output; the Creative Writing students will present representative works as part of their Final Exam assessment. Students must complete this portfolio presentation to receive credit for the course.

FOUNDATIONS OF ENGLISH II
(SPECIAL INTEREST IN ENGLISH)
Course Code: 10282X0
Grade Level: 10
Prerequisites: Successful Completion of English I
This is a balanced literacy course designed to provide tenth grade students who are two or more grade levels behind with specific reading strategies. Throughout the course, students learn how and when to use these strategies, gain ongoing experience with writing, and read relevant and authentic sources. This course is designed to prepare students for meeting a level of proficency in preparation for taking the English II course along with the End-of-Course test at the close of the English II course.

ENGLISH II
Course Code: 10222X0
Grade Level: 10
Prerequisite: English I
Emphasis is placed on the study of both classical and contemporary world literature (excluding British and American authors) through which students will identify cultural differences. They will examine pieces of world literature in a cultural context and complexity of world issues. They will also connect global ideas to their own experiences and appreciate the diversity and complexity of world issues. Students will continue the exploration of language for expressive, explanatory, critical, argumentative and literary purposes with emphasis placed on explanatory. Students will learn strategies and practice the writing process for informational writing.

ENGLISH II – HONORS
Course Code: 10225X0
Grade Level: 10
Prerequisite: English I with an average of 85 or above.
This course offers a more in-depth study of world literature and the writing process. Students participate in seminars and oral presentations based on a critical analysis of literature. In addition to literature study, students will examine non-literary texts related to cultural studies, research material to use primarily in clarifying their own explanatory responses to situations and literary-based issues. Students will learn strategies and practice the writing process for informational writing.

ENGLISH III
Course Code: 10232X0
Grade Level: 11
Prerequisites: English II
This course allows the student to refine grammatical skills in the development of critical analyses, expository essays, and personal essays. Focusing upon United States literature as a reflection of social perspective and historical significance, students will use language for expressive, expository, argumentative, and literary purposes. Students will learn and use the MLA format for documenting research papers. Emphasis is placed on the expansion of vocabulary to prepare for the SAT/ACT. Students will read from a required reading list and research the diversity of the American experience.

ENGLISH III-HONORS

Course Code: 10235X0
Grade Level: 11
Prerequisites: English II-H with an average of 85 OR above

This course focuses upon United States literature as a reflection of social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. Emphasis is on critical analysis through reading, writing, listening, and using media. Students will research the diversity of the American experience, examine relationships between past and present, and create products and presentations that maintain standard conventions of written and spoken language. Students will learn and use the MLA format for documenting research papers. Emphasis is placed on the expansion of vocabulary to prepare for the SAT/ACT. Students must also read one selection from the recommended reading list during the summer, present a reader's response journal, and pass a test on the selection given the first week of school.

ENGLISH III-AP LANGUAGE AND COMPOSITION

Course Code: 10357X0
Grade Level: 11
Prerequisites: English III Honors with an average of 93 or above

Advanced Placement English is, in essence, a college freshman composition course. The purpose of the course is to prepare students of high academic ability for post high school work. A major focus of the course is the preparation of students for the Advanced Placement Test in English Language and Composition Students must take the AP Language and Composition Exam. The class will involve intensive and extensive reading and writing assignments. It will be stimulating and challenging for students who are serious about learning and who are willing to meet the standards of a college freshman course.

AFRICAN AMERICAN LITERATURE - HONORS

Course Code:
Grade Level:
Prerequisites:

African American Literature is an elective English course. Students will study works of authors of Afrian American decent ranging from 1800's to present day. Students will complete a variety of projects as it relates to the literature.

ENGLISH IV

Course Code: 10242X0
Grade Level: 12
Prerequisites: English III

This course focuses on the refinement of communicative processes. Emphasis is placed on research skills and on understanding and interpreting the historical and chronological development of English literature. Emphasis is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. Students will create products and presentations that maintain standard conventions of the written and spoken language. Students must complete the Graduation Project that is comprised of a research paper, a product, a portfolio and a formal presentation.

ENGLISH IV- HONORS

Course Code: 10245X0
Grade Level: 12
Prerequisites: English III-Honors with an average of 85 or above or English III with an average of 93 or above

This course focuses on British Literature in relation to the history and development of England. Students in English IV will integrate all the language skills gained throughout their education. Students will work toward expressive, expository, argumentative, and literary goals with a focus on British Literature. Emphasis is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. Students will research and address issues of personal and public concern, as well as create products and presentations that maintain standard conventions of the written and spoken language. Students must also read one selection from the recommended reading list during the summer, present a response journal, and pass a test given on the selection during the first week of school. Students will complete the Graduation Project that is comprised of a research paper, a product, a portfolio and a formal presentation.

ENGLISH IV AP LITERATURE AND COMPOSITION

Course Code: 10367X0
Grade Level: 12
Prerequisites: English III-Advanced Placement or English III Honors with an average of 93 or above

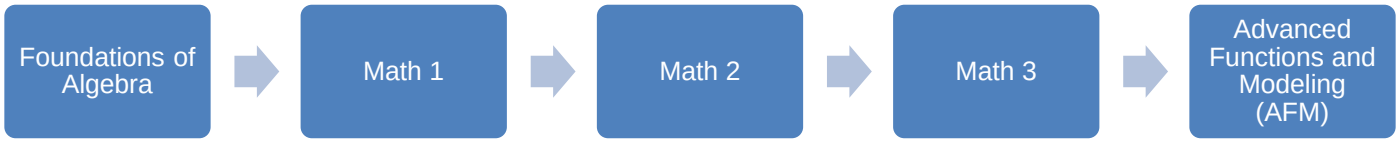
Advanced Placement English is, in essence, a college freshman composition course for seniors. The purpose of the course is to prepare students of high academic ability forpost high school work. A major focus of the course is the preparation of students for the Advanced Placement Test in English Literature and Composition prepared by The College Board, Princeton, NJ. Students must take the AP Literature and Composition Exam. The class will involve intensive and extensive reading and writing assignments. It will be stimulating and challenging for students who are serious about learning and who are willing to meet the standards of a college freshman course.

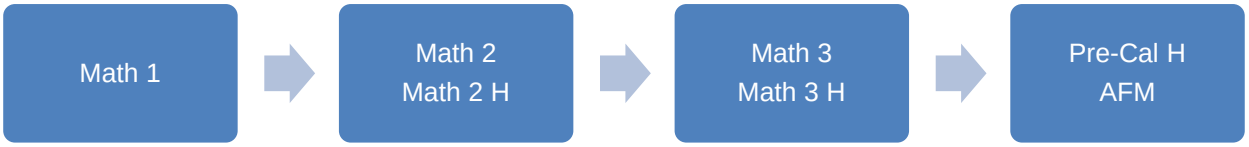
Mathematics Department

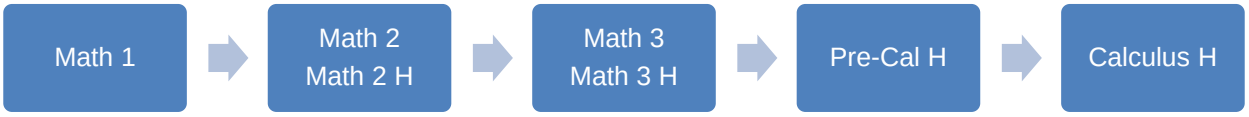
The mathematics department of HCHS offers a variety of courses in order to meet the varying levels of ability for our students. The courses range from Foundations of Algebra to AP Calculus. The math department offers a traditional college preparatory path as well as honors courses. The honors courses are designed to challenge students considering careers in mathematics and science related fields. All math courses emphasize the use of technology with the Texas Instrument (TI) calculators. All courses emphasize the eight mathematical practices: 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

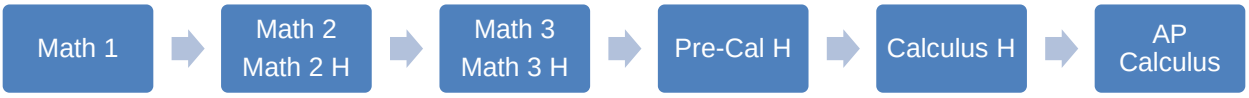
Sequencing of Courses

* Math 1 may be taken in the 8th grade.









*Because of teacher allotments, AP courses may not be offered in a given school year.

FOUNDATIONS OF ALGEBRA

Course Code: 20502X0C
Grade Level: 9
Prerequisites: Level I OR II on the 8th Grade EOG
This course is designed to provide students with the motivation, skills, and approaches they need to succeed in Math 1, Math 2, and Math 3. The main topics covered include rational numbers, coordinate geometry, measurement, data, and functions. Special emphasis is placed on developing students' abilities to call upon their informal mathematical knowledge, discuss their mathematical thinking and problem solve.

MATH I

Course Code: 21032X0
Grade Level: 9
Prerequisite: Level III OR IV on 8th grade end of grade test or passing grade of 80 or above in foundations of algebra.
This course includes algebraic symbols, negative numbers, linear equations and inequalities, graphs, rational expressions, exponents, quadratics, factoring, radicals, exponentials, functions, coordinate geometry, geometric transformations, and modeling real world data. This course is recommended for students who scored a Level III or IV on the 8th grade End of Grade Mathematics Test. Students will need to use a TI-83 or TI-84 graphing calculator. Students must take and pass the End-of-Course Test to earn a unit of credit.

MATH I HONORS

Course Code:
Grade Level: 9
Prerequisite:
This course includes algebraic symbols, negative numbers, linear equations and inequalities, graphs, rational expressions, exponents, quadratics, exponential functions, and model real world data. Students will use a TI-83 or TI-84 calculator. This course is recommended for students who scored a Level III, IV, or V on the 8th grade End of Grade Mathematics Test.

MATH II

Course Code: 22012X0
Grade Levels: 9, 10, or 11
Prerequisites: Math I
Topics include rational exponents, polynomials, linear equations and inequalities, systems of equations and inequalities, functions, transformations, congruence, similarity, right triangles, trigonometry, conditional probability, permutations, and combinations. TI-83 or TI-84 calculators are used. The NC Final Exam is required at the end of the course.

mathematician and present the information to the class. Students will be given a choice of a way to share the information in a variety of ways: PowerPoint, Prezi, poster, trading card, "Facebook" page, etc. Option #2: Math Fair Project. Option #3: Write a children's story explaining a concept you have learned.

MATH III

Course Code: 23012X0
Grade Levels: 10, 11, or 12
Prerequisites: Math II
Topics include linear, exponential, and logarithmic functions, polynomials, radicals, rational expressions and equations, trig functions, statistics, probability, angles and lines, polygons, congruence, triangles, and circles. Ti-83 or TI-84 calculators are used. The NC Final Exam is required at the end of course.

MATH III HONORS

Course Code: 23015X0
Grade Levels: 10, 11, or 12
Prerequisites: Math II with an average of 90 or above or Math II Honors with an average of 85 or above.
Topics include linear, exponential, and logarithmic functions, polynomials, radicals, rational expressions and equations, trig functions, statistics, probability, angles and lines, polygons, congruence, triangles, and circles. Ti-83 or TI-84 calculators are used. The NC Final Exam is required at the end of course. Students will delve into topics in more depth. Students will write more proofs and learn additional mathematics history and theory in this class. A project will be required.

ADVANCED FUNCTIONS AND MODELING

Course Code: 24002X0C
Grade Levels: 11 or 12
Prerequisite: Math III
This course provides students an in-depth study of modeling and applying functions. Homework, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and applications software, should be used regularly for instruction and assessment. This course is recommended for students who are not planning to major in math, science, or technology. The NC Final Exam is required at the end of the course.

PRE-CALCULUS - HONORS

Course Code: 24035X0
Grade Level: 11 or 12
Prerequisite: Math III
This course is designed to challenge students who have demonstrated accelerated mathematical ability. The course requires students to work at an accelerated rate and to do extensive homework. In addition to the objectives of the regular curriculum, students will cover a unit on Discrete Mathematics and focus on applications using word problems. Students will need to use a TI-83 or TI-84 graphing calculator. The NC Final

Exam is required at the completion of the course.

MATH II HONORS

Course Code: 22015X0
Grade Levels: 9, 10, or 11
Prerequisites: Math 1 with an average of 85 or above and a level IV on the math 1 end of course exam.
Topics include rational exponents, polynomials, linear equations and inequalities, systems of equations and inequalities, functions, transformations, congruence, similarity, right triangles, trigonometry, conditional probability, permutations, and combinations. TI-83 or TI-84 calculators are used. The NC Final Exam is required at the end of the course. Students are challenged to delve into the topics of the course more deeply. Students will write more proofs and learn additional mathematics history and theory in this class. A project will be required. Math 2 Project Options: Option #1: Students will be required to research a

FIFTH YEAR MATH CALCULUS - HONORS

Course Code: 25005X0
Grade Level: 12
Prerequisite: Pre-Calculus
This course is designed to challenge students who have demonstrated accelerated mathematical ability. This course reviews and expands upon algebraic, trigonometric, exponential, and logarithmic functions. Limits and derivatives of polynomial, trigonometric, exponential, and logarithmic functions are studied intensely. Applications of derivatives are studied intensely. Word problems are used extensively. Emphasis will be placed on practical applications and modeling. Students will use a TI-84 calculator.

CALCULUS AP

Course Code: 25017X0C
Grade Level: 12
Prerequisites: Calculus-Honors with an average of 85 or above and/or teacher recommendation.
This course is designed to challenge students who have demonstrated accelerated mathematical ability. This course is a college level course and will be taught as such. Integrals and applications of integrals are studied intensely. Emphasis will be placed on practical applications. An extensive and intensive review of all calculus objectives will occur. Appropriate technology, from manipulatives to calculators (TI 84 and TI 89) and application software will be used regularly for instruction and assessment. All students will be required to take the AP Calculus Exam administered by the College Board in early May.

Science Department

The goal of the Hertford County High School Science Department is to prepare students for higher education and a career in the sciences. The Science instructors are charged to implement differentiated instruction in the classroom by planning frequent laboratory exercises, cooperative learning activities, and experimental research projects. In doing so, it is our hope to develop within the students we teach, an appreciation for science, and a sense of ownership and protectiveness toward the Earth, its resources, and to the other living things that share our planet.

SCIENCE COURSE OFFERINGS

EARTH & ENVIRONMENTAL SCIENCE

Course Code: 35012X0
Grade Level: 9
Prerequisite: None

This course explores the major principles of the earth, including geology, oceanography, meteorology, and astronomy. The course focuses on earth-shaping processess, atmospheric dynamics, oceanographic, circulation, and the earth's place in the universe. It is designed to develop an awareness and appreciation for these geo-systems and the importance of their relationships to the environment, as well as an understanding of the scientific approach in problem solving.

EARTH & ENVIRONMENTAL SCIENCE- HONORS

Course Code: 35015X0
Grade Level: 9
Prerequisite: None

This course explores the same principles as Earth & Environmental Science at a more accelerated rate. Honors Earth/Environmental Science is a rigorous curriculum designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. In Honors Earth/Environmental Science students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The impacts of human activities on earth systems will also be a focus. The results of student investigations should be communicated through presentations and formal laboratory reports. Enrichment and integration with other disciplines is encouraged.

BIOLOGY

Course Code: 33202X0
Grade Level: 10
Prerequisite: Earth & Environmental Science

Biology is the study of life. Biology encompasses the fundamental units of life and microscopic organisms. The principles of genetics and genetics technology are stressed. The origin of the earth and the theory of evolution are covered. The student will learn about the classification of organisms and the ways in which organisms interrelate within their respective environments. The student will be actively involved in laboratory exercises and research projects.

BIOLOGY - HONORS

Course Code: 33205X0
Grade Level: 10
Prerequisite: Earth & Environmental Science

This course is designed for advanced learners who have demonstrated exceptional abilities in scientific applications. The student will be expected to develop and conduct investigations concurrent with topics discussed. A research project will be required. Students will use computer technology in oral presentations.

PHYSICAL SCIENCE

Course Code: 34102X0
Grade Level: 11
Prerequisite: Algebra I/Math I, Earth & Environmental Science

Physical Science introduces the basic principles of chemistry and physics. It emphasizes inquiry-based learning, process skills, and higher order thinking skills. Chemistry units include composition and classification of matter, atomic structure, and the periodic law. Other areas of study include chemical bonding and reactions, and nuclear chemistry. Because experimentation is the basis of science, laboratory investigations are an integral part of the course.

CHEMISTRY- HONORS

Course Code: 34205X0
Grade Level: 11-12
Prerequisite: Algebra II/Math III

This course is based upon scientific investigation into the properties, structure, and changes in matter. Areas of study include classification of chemical equations, periodic properties of elements, measurements and computation, scientific solutions, and chemical and physical properties. This course is offered only through North Carolina Virtual Public Schools, therefore requiring students to be independent and disciplined learners.

Social Studies Department

The Social Studies Department of Hertford County High School will challenge the abilities of our students and allow them opportunities to explore the developing global economy and multi-cultural societies. We will prepare them as citizens to appreciate cultural heritage and traditions and make them better suited to participate in an ever-changing world. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects; this course lends itself to inter-disciplinary teaching and the infusion of technology. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

SOCIAL STUDIES COURSE OFFERINGS

WORLD HISTORY (GRADE 9)

Course Code: 43032X0

Prerequisite: None

This course will address six (6) periods in the study of World History, with a key focus of study from the mid-15th century to present. The standards of this course are grouped in a way that reflects accepted periodization by historians. The learning standards of this course have been written to focus around a basic core of chronologically-organized periods and events in history in order to have a set of learning standards that can be reasonably taught and learned with some depth and not just memorization of facts, within the time available for classroom instruction. Students taking this course will study major turning points that shaped the modern world.

WORLD HISTORY - HONORS (GRADE 9)

Course Code: 43035X0

Prerequisite: Level 3 or 4 in previous English classes

This course will address six (6) periods in the study of World History, with a key focus of study from the mid-15th century to present. The standards of this course are grouped in a way that reflects accepted periodization by historians. The learning standards of this course have been written to focus around a basic core of chronologically-organized periods and events in history in order to have a set of learning standards that can be reasonably taught and learned with some depth and not just memorization of facts, within the time available for classroom instruction. Students taking this course will study major turning points that shaped the modern world.

*Honors World History provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking

CIVICS & ECONOMICS: (GRADE 10)

Course Code: 42092X0

Prerequisite: World History

Civics and Economics has been developed as a course that provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. Through the study of Civics &Economics students will acquire the skills and knowledge to become responsible and effective citizens in an interdependent world.

CIVICS & ECONOMICS - HONORS: (GRADE 10)

Course Code: 42095X0

Prerequisite: Level 3 or 4 on NC Final Exam for World History

Civics and Economics has been developed as a course that provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. Through the study of Civics &Economics students will acquire the skills and knowledge to become responsible and effective citizens in an interdependent world.

*Students must be able to read and interpret primary source documents, complete independent projects, develop charts and graphs and compose essays on various topics.

AMERICAN HISTORY I: (GRADE 11/SEMESTER 1)
Course Code: 43042X0
Prerequisite: Successful completion of World History & Civics & Economics
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. Students will 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 I - HONORS: (GRADE 11/SEMESTER 1)
Course Code: 43045X0
Prerequisite: Level 3 or 4 on NC Final Exam for Civics & Economics
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. Students will 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. *Students must be able to read and analyze primary source documents interpret their meanings and develop and understanding of the document content. There will be a strong emphasis on the basis of American history, self-study, individual interest and required projects.

Federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world. *Students must be able to read and analyze primary source documents, interpret their meanings and develop and understanding of the document content. There will be a strong emphasis on current history, self-study, individual interest and required projects.

AMERICAN HISTORY II: (GRADE 11/SEMESTER 2)
Course Code: 43052X0
Prerequisite: Successful completion of American History I
This course 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 Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

AMERICAN HISTORY II - HONORS: (GRADE 11/SEMESTER 2)
Course Code: 43055X0
Prerequisite: Level 3 or 4 on NC Final Exam for American History I
This course 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 Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

*Students must be able to read and analyze primary source documents, interpret their meanings and develop and understanding of the document content. There will be a strong emphasis on current history, self-study, individual interest and required projects.

ADVANCED PLACEMENT AMERICAN HISTORY (GRADE 11)

Course Code:

Prerequisite: Level 4 on NC Final Exam for Civics & Economics/English II.

This **yearlong** course traces United States history from pre-Columbian times until the present with an emphasis on the social, cultural, economic, and political forces shaping the American scene. This course will emphasize the elements of research, and original source research will be stressed with individual as well as class projects. This course meets requirements for graduation and in addition to the AP Exam; students will be required to take the NC Final Exam for American History which will satisfy the credit for graduation. Each student is required to take the advanced placement examination which is administered in May.

AFRICAN-AMERICAN STUDIES: (GRADE 12)

Course Code: 46012X0

Prerequisite: Successful completion of World History, Civics & Economics, American History I & II

African Americans have made significant contributions to the economic, political, social, and cultural development of the United States. Through this course, students discover how African Americans have always been an integral part of the American experience from slavery to the modern day.

Arts

The Cultural Arts Department offers courses in Art, Band, and Drama. Courses are designed to offer students a positive experience in the area of their choice in the beginning, intermediate, and advanced levels Students will be exposed to different styles and time periods of their chosen area as well as to experience live performance opportunities. Students are encouraged to participate in the arts during all four years of their high school career. Many extra-curricular opportunities are available for students throughout the year in the Arts program, through various drama and music productions as well as Marching Band. Students who participate in any extra-curricular Arts activity must pass three out of four classes, maintain a minimum GPA of 2.0, and sign a behavioral contract.

ART COURSE OFFERINGS

VISUAL ARTS I

Course Code: 54152X0C
Grade Level: 9, 10, 11 or 12
Prerequisites: None
This is a beginning art course designed to introduce students to the fundamentals of art. Emphasis will be on elements and principles of design, terminology, techniques, studio practices, and exploration of different art mediums. Course work will include a variety of homework assignments, text reading, and a brief survey of art history. In addition, several writing assignments will be required throughout the term. Students will develop a portfolio of varied artworks by the end of the semester.

VISUAL ARTS II

Course Code: 54162X0C
Grade Level: 9, 10, 11 or 12
Prerequisites: Visual Arts 1
Visual Arts II will continue to explore the fundamentals of art through the elements and principles of design in more sophisticated projects, with greater emphasis on studio practices, technique, and skills development. Individual style will be encouraged through both group and individual critiques, with an emphasis on craftsmanship. Course work will include an extensive range of homework assignments, text reading, vocabulary, and a more in depth investigation of art history. A research project will be required as well as additional writing assignments throughout. Students will develop a portfolio of works to be presented at the end of the semester.

VISUAL ARTS (PROFICIENT) - HONORS

Course Code: 54175X0
Grade Level: 9, 10, 11 or 12
Prerequisites: Visual Arts II and Assessment of Student Portfolio
Visual Arts Specialization Proficient (Art III) is an advanced art class designed for students with a genuine interest in further artistic development of their skills and the exploration of career options in the art world. Through problem solving exercises, in a variety of media, students will develop artistic interpretations and improve individual style and skill. A strong emphasis will be placed on craftsmanship as well as creative problem solving skills. Students will be required to keep a weekly sketchbook that will serve as a record of their ongoing development in art. Course work will include a detailed study of art history, which will culminate in a research project. Students will develop a portfolio of works to be exhibited at the end of the semester.

VISUAL ARTS SPECIALIZATION ADVANCED

Course Code: 54185C
Grade Level: 9, 10, 11 or 12
Prerequisites: Visual Arts Specialization Proficient and Assessment of Student Portfolio
Visual Arts Specialization Advanced (Art IV) is an advanced art class for which students receive honors credit. Students will develop a portfolio of works, which will be exhibited in a one-person show at the end of the semester. The works should be unified by an underlying idea that has a visual coherence. The concentration should consist of the group of independent works that share a single theme. The choices of technique, medium, style, form, subject, and content are made by the student, in consultation with the teacher. A written commentary explaining the development of the concentration should accompany the work. Students should be encouraged to work in a rich variety of means and materials in order to extend their repertoire of visual experiences. Therefore, part of student's artwork and writing should show evidence of both intellectual and perceptual range. During the course, the student should be individually exploring a variety of problems in color, design, sculpture, and drawing. When appropriate, such investigations should encourage the use of approaches and media that are new to the student.

GRAPHIC DESIGN

Course Code: 54152X0
Grade Level: 9, 10, 11 or 12
Prerequisites: Student Interview
The yearbook course has been designed to provide students with the journalism skills and the ability to apply those skills to the actual production of the yearbook. Units of study include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, graphics, finances, yearbook campaigns, selling advertising, and distribution. Students are required to perform many of these tasks outside of the standard school hours. Actual work results in the current volume of the school's yearbook.

BAND & ORCHESTRA COURSE OFFERINGS

BAND I (BEGINNING)

Course Code: 52552X0C
Grade Level: 9 or 10
Prerequisites: None
Student must demonstrate proficiency in playing a band instrument and have an instrument. Students that enroll in Band I will be required to participate in all announced activities, including football games, parades, competitions, and other activities to be announced at the discretion of the director.

BAND (PROFICIENT)

Course Code: 52572X0
Grade Level: 9, 10 or 11
Prerequisites: Band I
Students who enroll in Band II will be required to participate in all announced activities, including football or basketball games (depending on the season), parades, competitions, concerts, and other activities to be announced at the discretion of the director.

MUSIC SPECIALIZATION (INTERMEDIATE)

Course Code: 52172X0
Grade Level: 10, 11 or 12
Prerequisites: None
Student must have completed one season of marching band or be a current member of the marching band. Focus will be on intermediate and advanced musical and/or auxiliary techniques. Students will be required to participate in all announced activities including practices, games, concerts, competitions, parades, or other related events.

BAND (ADVANCED)

Course Code: 52582X0
Grade Level: 11 or 12
Prerequisites: Level 1: AUDITION ONLY;
Level 2 and 3: Successful completion of Level 1 and II and teacher assessment of musical development.
Level 1: Student must have completed levels I and II. *Level 2*: This is a continuation of the North Carolina All-State requirements for high school band. Completion of all forms of scales and arpeggios, progressive harmony and sight reading level, progressive rhythmic patterns, compounds meters, general knowledge of music history, and literature are requirements of this course. All students are required to audition for All-State band and to participate in the annual spring concert band. *Level 3*: Mastery of North Carolina All-State scales for senior high school, advanced music terminology, sight reading complex compound rhythms in double and triple meter. Students will continue to pursue progressive harmony and sight reading levels, meters, and general knowledge of music history and literature. All students are required to audition for All-State band and to participate in the annual spring concert band.

THEATER ARTS COURSE OFFERINGS

THEATRE ARTS SPECIALIZATION (BEGINNING)

Course Code: 53612X0
Grade Level: 10, 11, or 12
Prerequisites: None
This course is an introduction to the basic elements of theatre. Students will learn about different theatrical settings and how to use their voice and body in those spaces effectively. An emphasis will be placed on learning to communicate through writing and performance. Students will perform using scripts as well as improvisation. Projects will include group work, movement-based activities, crafting original scripts and reading published works. The class will culminate in a performance that will take place after regular school hours.

THEATRE ARTS SPECIALIZATION (INTERMEDIATE)

Course Code: 53622X0
Grade Level: 10, 11, or 12
Prerequisites: Theatre Arts Specialization (Beginning)
Students will explore theatre history and theatre styles from around the world in a unit study setting. Units will cover different eras of theatre and with each unit, students will complete special projects. Students will build on what they learned in Theatre Arts Specialization (Beginning).

THEATRE ARTS SPECIALIZATION (PROFICIENT)

Course Code: 53635X0
Grade Level: 11 or 12
Prerequisites: A grade of C or higher in Theatre Arts Specialization (Intermediate)
Students will read and explore several Great American plays and will complete related projects with an emphasis on acting and creative writing. Students will hone skills they learned from previous theatre courses.

THEATRE ARTS SPECIALIZATION (ADVANCED)

Course Code: 53645X0
Grade Level: 11 or 12
Prerequisites: A grade of C or higher in Theatre Arts Specialization (Proficient)
This class is a culmination of the previous Theatre Arts Specialization courses. Students will participate in play production. They will build audition techniques and produce and perform a full-length play at the end of the semester. The performance will take place after regular school hours.

Healthful Living Department

Hertford County High School Physical Education Department offers each student an opportunity to explore his or her physical development. These courses are based on the belief that physical education makes a significant contribution to the growth and development of each individual not only physically but also mentally, emotionally, and socially as well. Our physical education program is viewed as a valuable and integral part of the total curriculum.

HEALTH/PE COURSE OFFERINGS

HEALTHFUL LIVING (HEALTH/PE)

Course Code: 69982X0
Grade Level: 9
Prerequisite: None

The Healthful Living curriculum is designed to help each individual develop proactive health promotion behaviors. Students develop the knowledge and skills that empower them to identify and manage health behaviors related to stress management, self-protection, interpersonal relationships, nutrition/weight management and substance abuse. The physical education component stresses lifetime sports, gymnastics, cardiovascular fitness, and dance skills. Students have the opportunity to demonstrate acceptable levels of health related fitness and to develop the knowledge and skills to implement their own personal fitness program. Students must dress out and participate in physical education sessions daily. This is the state requirement course and will be taken by all students in the ninth grade.

PHYSICAL EDUCATION I

Course Code: 62022X0
Grade Level: 10, 11 or 12
Prerequisite: Successful completion of Healthful Living (Health/PE).

This course emphasizes a refinement of skills and techniques in physical education. A variety of team sports, lifetime sports and dance activities are offered. Basic skills for play and concepts of teamwork, leadership and sportsmanship are emphasized. Students must dress out five days a week in order to participate in this course.

INTRODUCTION TO STRENGTH TRAINING & CONDITIONING

Course Code: 62032X0I
Grade Level: 10, 11 or 12
Prerequisite: Successful completion of Healthful Living (Health/PE))

This course is designed to develop proper lifting and spotting techniques for safety in weight training prior to taking Strength and Conditioning courses. This course can only be taken one time.

MEN'S STRENGTH & CONDITIONING

Course Code: 62032X0M
Grade Level: 10, 11 or 12
Prerequisite: Introduction to Strength Training & Conditioning

The Men's Strength and Conditioning class is designed to develop strength, endurance, and muscle tone for those students who desire to improve their fitness level. It is a demanding course that utilizes free weights, plyometric and cardio-respiratory activities to improve levels of fitness.

ADVANCED MEN'S STRENGTH & CONDITIONING

Course Code: 62042X0M
Grade Level: 10, 11 or 12
Prerequisite: Men's Strength & Conditioning and Teacher Recommendation

This course is designed to increase the student's abilities in becoming bigger, faster, and stronger. A continuation of the core lifts (bench press, squat, power clean and dead lift), agility, plyometric & cardio-respiratory activities will be taught.

WOMEN'S STRENGTH & CONDITIONING

Course Code: 62032X0W
Grade Level: 10, 11 or 12
Prerequisite: Successful completion of Healthful Living (Health/PE)

The Women's Strength and Conditioning class is designed to develop strength, endurance, and muscle tone for those students who desire to improve their fitness level. It is a demanding course that utilizes free weights, plyometric and cardio-respiratory activities to improve levels of fitness.

ADVANCED WOMEN'S STRENGTH & CONDITIONING

Course Code: 62042X0W
Grade Level: 10, 11 or 12
Prerequisite: Women's Strength & Conditioning and Teacher Recommendation

This course is designed to increase the student's abilities in becoming bigger, faster, and stronger. A continuation of the core lifts (bench press, squat, power clean and dead lift), agility, plyometric & cardio-respiratory activities will be taught.

Junior Reserve Officer Training Corp

The Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity. It is a cooperative effort between the Army and high schools to produce successful students and citizens, while fostering in each school a more constructive and disciplined learning environment. Its focus is reflected in its mission statement, "To Motivate Young People to Be Better Citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. The goals of the JROTC program are to teach students to:

- Act with integrity and personal accountability as they lead others to succeed in a diverse and global workforce
- Engage civic and social concerns in the community, government, and society
- Graduate prepared to excel in post-secondary options and career pathways
- Make decisions that promote positive social, emotional, and physical health
- Value the role of the military and other service organizations

With the school's support, the JROTC program achieves these goals by using a world-class 21st Century, technology drive, student centered curriculum. The curriculum consists of education in citizenship, leadership, social and communication skills, physical fitness and wellness, geography, and civics.

Cadets are encouraged to participate in extracurricular activities such as drill teams, marksmanship teams, the color guard, and adventure training. Cadets are required to wear the uniform as directed and to adhere to personal appearance and physical fitness standards. JROTC does not incur future military service but is beneficial to students desiring a military career after graduation.

JROTC COURSE OFFERINGS

JROTC I

Course Code: 95012X0
Grade Level: 10, 11 or 12
Prerequisite: None
This course includes classroom and laboratory instruction in purpose of Army JROTC. It contains the development of basic leadership, principles, values and attributes. Development of core skills, student diversity, active learning strategies and study skills are integrated. Performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

JROTC II

Course Code: 95022X0
Grade Level: 10, 11 or 12
Prerequisite: JROTC I
This course includes classroom and laboratory instruction that introduces communication skills, conflict management and resolution orientation to Service Learning, and an introduction to financial planning. The performance standards in this course are based on the performance standards Identified in the curriculum for the US Army JROTC.

JROTC III

Course Code: 95032X0
Grade Level: 10, 11 or 12
Prerequisite: JROTC II
This course includes classroom instruction and laboratory instruction on health, wellness, and first aid; it emphasizes community projects to assist in drug prevention efforts and includes guidelines in diet and fitness. It also includes the basic map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

JROTC IV

Course Code: 95042X0
Grade Level: 10, 11 or 12
Prerequisite: JROTC III
This course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC III. It focuses on how the Constitution was created, the balance of power within government, the roles we have as U.S. citizens, and constitutionalism in other countries. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

JROTC V

Course Code: 95052X0
Grade Level: 10, 11 or 12
Prerequisite: JROTC IV and Leadership position required
This course includes classroom instruction and laboratory instruction expanding on the skills taught in previous levels. It continues to build on the Cadets' leadership development and decision-making skills. It includes negotiation skills and management principles, and emphasizes staff procedures and provides opportunities to handle various leadership situations. It also expands on writing and speaking skills and introduces college and career exploration and preparation.

JROTC VI

Course Code: 95062X0
Grade Level: 10, 11 or 12
Prerequisite: JROTC IV and Leadership position required

This course includes classroom instruction and laboratory instruction expanding on the skills taught in previous levels. It continues to build on the Cadets' leadership development and decision-making skills. It includes negotiation skills and management principles, and emphasizes staff procedures and provides opportunities to handle various leadership situations. It also expands on writing and speaking skills and introduces college and career exploration and preparation.

World Languages Department

The World Language Department at Hertford County High School promotes learning about one's own culture by studying that of another group of people. It also encourages learning about one's native language while studying a foreign language. Hertford County High School World Language Department offers two Spanish, two levels of Spanish. Foreign language is an elective at Hertford County High School. Research has shown that in addition to being able to communicate in another language, students who study a foreign language also score higher on standardized tests such as the SAT. In order to meet college requirements and suggestions, we propose that students take two levels of the same foreign language. We STRONGLY suggest that students wait until their sophomore or junior year to begin a foreign language.

WORLD LANGUAGE COURSE OFFERINGS

SPANISH I

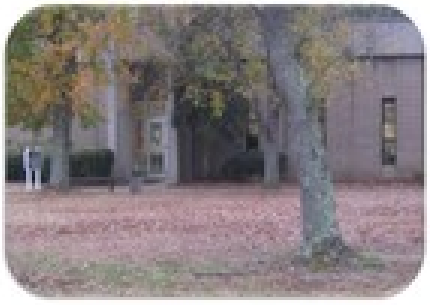
Course Code: 11412X0C
Grade Level: 10, 11 or 12
Prerequisite: None

Spanish grammar, vocabulary, syntax, and idiomatic expressions are introduced. Oral and written translations are begun. The students will demonstrate the skills necessary to sustain brief oral and written exchanges in Spanish for using familiar phrases and sentences. The culture, geography, and history of Spanish and Hispanic/Latino peoples are introduced.

SPANISH II

Course Code: 11422X0C
Grade Level: 10, 11 or 12
Prerequisite: Spanish I

Emphasis is placed on conversation in the Spanish language. More complicated grammar structures are studied and translating of more difficult work is required. Students participate in cultural activities, geography and history studies are continued.



Hertford County Early College High School

Principal: Bryan Ruffin

School Counselor: Melanie Vann

Address: 109 Community College Road- Ahoskie, NC 27910

Phone: (252) 332-7788 **Fax**: (252) 332-3605

Grades: 9-12

School Calendar: Modified

Hertford County Early College High School is an innovative, four year high school which utilizes the North Carolina New Schools Common Instructional Framework to educate students. The six components of the Common Instructional Framework include: collaborative group work, writing to learn, literacy groups, questioning, scaffolding, and classroom talk. The mission of ECHS is to graduate 100% of its students who are ready for college. Students are able to complete an Associate's Degree, receive transferable college credit, and/or a high school diploma upon graduating from ECHS.

In addition to a high school diploma and associate's degree, Early College students can complete any certificate or diploma program offered through RCCC, with the exception of the Associate's in General Education Degree and Nurse's Aide. Please view a complete listing of the certificate and diploma programs on the RCCC website. Any prerequisites for the programs must be met by the student before being enrolled in one of the career pathways. Students will also be able to complete a CTE pathway if they meet all pathway requirements and earn a work readiness certification. While enrolled at ECHS, students take college level courses and honors level high school courses, simultaneously. Students also participate in various clubs and organizations, complete internships and community service projects, and develop their leadership skills during their time at ECHS by serving as Writing Center tutors, student leaders, and presenters.

Programs Specific to ECHS

Student led Writing Center

The Writing Center consists of ECHS students who are trained in the formal writing process. These tutors work 1:1 with students who need help constructing essays and/or proofreading drafts of essays they have written.

Saturday Academy

Saturday Academy is reserved for special projects (robotics, Writing Center Training, EOC prep, etc.) This time is designed for teachers to work 1:1 with students in order to help sharpen their skills on the ACT, SAT, complete training, and work on our school's robot.

Advisor/Advisee Committee

This committee consists of teachers who teach 9th grade students. Teachers meet monthly with students to discuss their academic progress and offer suggestions, as needed to students.

Fit Friday

Fit Friday takes place once a month. Students report to the gym, eat healthy snacks, and exercise, while learning about healthy lifestyles.

Club Days

Club Days take place monthly on the 4th Friday of the month. Students sign up for clubs based on their individual interests. Students are able to attend any Club they sign up for when we have Club Day. A few clubs consist of Debate Club, Yearbook Club, Robotics, Videogames, and Newsletter.

Acceptance Notification and Mandatory Orientation Session

All students accepted for enrollment must attend a mandatory orientation session at HCECHS with a parent/guardian.

Academic Calendar

HCECHS follows the Roanoke Chowan Community College (RCCC) calendar and the Hertford County Public Schools (HCPS) calendar. The starting and ending dates are different from other schools in the district and holidays and other breaks may also be different. HCECHS students must agree to follow these calendars and attend all classes when in session, even though other students throughout the district may or may not be in school.

School Day

Regular school hours are 8:00a.m. – 3:00p.m. Some students may take college classes later than 3:00p.m. If they can provide their own transportation.

Attendance

HCECHS students will follow the HCPS attendance policy for HCPS classes and the RCCC attendance policy for Community College classes. Regular attendance is essential to success at HCECHS. As a result, students are expected to attend all classes every day. If absences occur, students are responsible for making up missed work and are to be prepared for course work upon return. It is the student's responsibility to contact the faculty for missed assignments. Students must bring any documentation for absences to the main office upon returning to school. Problems with attendance may result in dismissal from HCECHS.

Coursework and Graduation Requirements

The sequence and content of the curriculum at HCECHS is different than other high schools in the district. This difference allows students at HCECHS to complete both a high school diploma and an Associate's Degree in four years. To accomplish this, students will be dually enrolled in many courses. (Dual enrollment allows students to receive high school graduation credits and community college credits simultaneously. While the students at HCECHS will be academically prepared for dual enrollment, the courses will be challenging. Students and parents should examine the courses and the sequence of courses on the RCCC website (http://www.roanokechowan.edu/). This is essential to the decision of whether or not HCECHS is an appropriate choice for prospective students.

The requirements for graduation from HCECHS include both high school and college coursework. **Please note: Graduation is contingent upon meeting both sets of requirements.** Students who complete the high school requirements but not the RCCC requirements will only receive a high school diploma which is highly discouraged. Likewise, students who complete the RCCC requirements but not the high school requirements will not earn the college transfer credit or associates degree nor will they receive their High School Diploma. Full completion of the high school and college requirements are encouraged for diploma and degree achievement. Please review the RCCC/HCECHS degree programs below.

Degree Programs

College Transfer
Associate in Arts (A.A.)
Associate in Science (A.S.)-To be added in 2014

Interventions

HCECHS offers an array of interventions for students who are not meeting HCECHS standards. All students are required to attend mandatory afterschool if grades fall below a B in any course. Academic progress is checked every three weeks for high school and college level courses. **Students should expect to receive disciplinary action for failing to attend afterschool once are informed by staff members.** In extreme circumstances, alternative arrangements will be made for students.

Discipline

HCECHS students are expected to conduct themselves as responsible young adults at all times on campus and while involved in any off-campus, school related activity. Infractions may result in serious consequences, including possible suspension or expulsion. Students, who exhibit a pattern of minor behavioral issues, begin to miss classes, or refuse to participate in class activities and assignments are also subject to disciplinary action. Repeat offenses will result in permanent dismissal from HCECHS. Parents are notified of all disciplinary actions.

Parent Involvement

HCECHS students need the support of parents and families. Parents must be actively involved in their child's education and fully engaged in school events and activities. At least one parent per family is expected to join us at each of the following:

a) Open House/Report Card Pick Up
b) Parent Conferences – as scheduled
c) Service hours in support of the school's ongoing projects

Important note: A student cannot be successful in this program without active involvement and support of his or her parents (or adult guardians). For this reason, upon a student's acceptance in the HCECHS program, we respectfully request parents to agree to be active participants.

Meals

HCECHS will participate in the federal school lunch program. Students may also bring lunch and snacks from home, but will only be allowed to eat lunch during scheduled lunch time. Students are not permitted to eat in any HCECHS classrooms or hallways at any time and all food will remain in the Multi-Purpose Room. Students who refuse to comply with this request may receive disciplinary action.

Transportation

HCECHS students requiring transportation will ride the regular school bus to and from HCECHS. On days when HCECHS is in session but other schools are closed, HCPS buses will pick students up at their assigned bus stop in the mornings and drop them off at their assigned bus stop in the afternoon.

Inclement Weather Procedures

HCECHS will be closed when HCPS closes due to inclement weather. Announcements for school closings and delays are advertised on local news channels, radio stations and HCPS website. **Please note that the college determines whether or not to cancel college courses and are completely separate from HCPS school cancellations. Students will need to adhere to college scheduling for the meeting/cancellation of college courses.**

Extracurricular Activities

HCECHS students may participate in any sport on the main campus at Hertford County High School. Transportation will be provided for students who wish to participate in any main campus activities. HCECHS hosts monthly Club Days, in addition to Fit Fridays. HCECHS also has a combined choir with RCCC and students are allowed and encouraged to participate in any events hosted by RCCC as long as students are not missing assigned classes. In some instances, instructors will require students to attend certain college functions for class credit.

Personal Maturity and Responsibility

HCECHS will operate using a blended educational experience including high school and college level courses, although college procedures are our standard way of operating. Students are accepted in HCECHS with an understanding to adopt and exhibit a serious attitude toward classes, learning, and academic preparation for college and the workplace. For this reason, HCECHS students must assume a greater level of personal responsibility for themselves, their safety, and the results of their decisions than other high school students are expected to demonstrate. Parents must support and encourage this as well. This high level of expectations is absolutely mandatory, especially where the next several items are concerned.

Campus Movement: Monitoring and Supervision

The RCCC campus is a very busy college campus at all times. HCECHS students must move around campus from class to class and elsewhere, as needed. During extended scheduled breaks, meal times, and occasional cancelled classes, students are generally free to move around campus on their own with minimal limitations. When students are not in assigned classes, they are expected to utilize academic support or obtain a pass to the LRC (college library). Students will not be permitted to wander aimlessly around campus throughout the day. Every student has a personalized schedule and is expected to move throughout the campus at different times with minimal supervision. RCCC and HCECHS utilize campus resource officers who monitor the campus frequently for student safety. **ALL students on the RCCC campus must wear visible identification badges at all times.**

Parents must agree to hold their child, not the HCECHS/RCCC staff or administration, responsible for his/her whereabouts, and for choices of peers. Students are required to sign in upon late arrival and obtain a tardy slip from the school secretary. Additionally, students are required to sign out if they leave school early for any reason. Parents must complete and return the "Permission to Leave School Early Form" if their child needs to leave campus prior to 3:00pm. This form can be obtained from the counselor or principal and all forms must be verified and approved by the principal. Students who leave campus without signing out/prior approval will be suspended from school--there are no exceptions to this request.

Resource and Internet Access

Access to information resources at RCCC, including the Library and the Internet, is not filtered or blocked as in the other schools throughout the HCPS district. HCECHS students are required to make occasional use of these resources in order to fulfill course requirements. From time to time, students may encounter material that would be screened, censored, or filtered if they were in a traditional high school. HCECHS students will be required to sign an Acceptable Use Policy.

PARENTS MUST AGREE TO ALLOW STUDENTS FULL AND COMPLETE ACCESS TO THE LIBRARY, THE INTERNET, AND ALL OTHER INFORMATION RESOURCES AVAILABLE AT RCCC WITH NO EXPECTATION OF BLOCKING, FILTERING, SCREENING, OR CENSORING OF ANY KIND.

Idea Exchange

HCECHS is part of a college environment. On college and university campuses, the free exchange of ideas is absolutely mandatory and expected. Censorship of ideas or opinions is not allowed or supported. For this reason, HCECHS parents must understand that students who attend will participate in open exchanges of ideas, discussions, debates, and class assignments concerning every possible kind of subject matter-religion, politics, human sexuality issues, etc. This free flow of ideas and discussions occurs at every level, including high school and college classrooms and throughout the college environment. Every effort is made to enforce civility, reasonable restraint, courtesy, and tolerance of all ideas, beliefs, and viewpoints. However, every HCECHS student will periodically have his or her values and beliefs challenged at various times while enrolled in this program. Students and parents must understand that the school cannot, and will not, take any measures to censor ideas or opinions not aligned with students' beliefs if a discussion or challenge creates a level of sensitivity. It is our expectation that teachers assist students in having these discussions in a respectful manner.

Hertford County Early College High School Admission Procedures

1. ECHS Principal and counselor visit HCMS and Ahoskie Christian School to speak with teachers about ECHS and the application process.
2. ECHS Principal and counselor visit HCMS during Winter Concert to talk to parents and students about ECHS and the application process.
3. Application goes live on ECHS website (https://docs.google.com/a/hertford.k12.nc.us/spreadsheet/viewform?usp=drive_web&formkey=dFJ4RTdiNmJLQUtMeHQ5dkc5d2J3Nnc6MQ#gid=0)
4. Principal and ECHS counselor visit HCMS to speak with all students about ECHS and the application deadline.
5. Prospective students fill out the online application on our school website.
6. Teacher Letter of Recommendation Forms are emailed to teachers for electronic submission.
7. Applications are screened based on Early College criterion by ECHS principal and Counselor.
8. ECHS principal and counselor attend Information Night at HCHS to speak with parents and students about ECHS and the application process.
9. Prospective candidates are scheduled for an interview at HCMS. HCMS guidance counselor and principal receive notification on interview dates. Interviews typically take place over two days in February.
10. Students are mailed a letter of acceptance with a dual enrollment contract or a letter of denial based on the student interviews and other documentation (attendance records, teacher recommendations, behavior records, socioeconomic status, etc.)
11. Admitted students return dual enrollment contract after being accepted.
12. Schedules are created for newly admitted students in April.

SPECIAL INTEREST ENGLISH (COMPOSITION) HONORS

Course Code: 10255X0
Prerequisite: None
Special Interest English I focuses on building the research and reading and writing skills, habits of mind, and dispositions students will need for college success in the context of a writing workshop. Using mentor texts to guide their composition, students write in a variety of genres for myriad purposes and audiences. The work products for this course include interdisciplinary projects in conjunction with Earth Science and World History, a special focus on writing and making use of Web 2.0 tools, and writing in a variety of contexts. These contexts include business (business letters and memos), creative (narratives, poetry), digital (web pages, video games, infographics, videos), and academic (essays) writing. During this class student's review previously learned composition concepts and begin to prepare for English I Honors.

ENGLISH I HONORS

Course Code: 10215X0C
Prerequisite: Special Interest English (Composition) Honors
Building on the skills, habits of mind, and dispositions developed in Special Interest English I, students in this course continue to build reading skills by engaging with a variety of narrative, informational, and argumentative texts. Each unit of study is arranged thematically around a major work of literature and includes reading and writing tasks in a variety of modes and genres, as well as multiple opportunities to practice and develop speaking and listening skills. As in Special Interest English I, students build their language skills (vocabulary, usage, spelling, punctuation, and capitalization) in the context of reading and writing. The final exam for this course is the North Carolina Common Exam for English I.

SPECIAL INTEREST ENGLISH (LITERATURE) HONORS

Course Code: 10275X0
Prerequisite: English I Honors
Special Interest English II focuses on building the research and writing skills, habits of mind, and dispositions students will need for college success in the context of project-based learning. Students explore essential questions about contemporary issues such as copyright law, medical ethics, and genocide through engagement with core texts, additional research, and the creation of original products. The work products for this course include: an interdisciplinary project in conjunction with Biology; a special focus on the design and publication of informational, narrative, and argumentative texts for public consumption (museum exhibits, conference presentations, oral histories, etc.); and writing in a variety of contexts, including business, digital, and academic writing. This course expands on topics learned in English I Honors and prepares students for taking English II Honors.

ENGLISH II HONORS

Course Code: 10225X0C
Prerequisite: Special Interest English (Literature)
Building on the skills, habits of mind, and dispositions developed in Special Interest English II, students in this course continue to build reading skills by engaging with a variety of narrative, informational, and argumentative texts. Each unit of study in this course is arranged thematically around a major work of world literature and includes reading and writing tasks in a variety of modes and genres. Students will also have multiple opportunities to practice and develop speaking and listening skills. As in Special Interest English II, students build their language skills (vocabulary, usage, spelling, punctuation, and capitalization) in the context of reading and writing. The final exam for this course is the North Carolina End-of-Course Test for English II.

ENGLISH III HONORS

Course Code: 10235X0C
Prerequisite: English II Honors
Students in English III will read, discuss, and write about classical and contemporary American literature and identify cultural significance of each work. They will examine pieces of literature in a cultural context to understand the diversity and complexity of world issues and connect global ideas to their own experiences. Students will continue to explore language for expressive, informational/explanatory, critical, argumentative and literary purposes, although emphasis will be placed on explanatory contexts.

ENGLISH IV HONORS

Course Code: 10245X0C
Prerequisite: English III Honors
Students in English IV will focus on British literature and the required senior graduation project. A critical thinking lens will be placed on the literary genres of short stories, poetry, nonfiction, drama, and the novel. Students will research and write graduation project papers, create a product to support research, document work through a portfolio and present findings and experiences to a review panel at the end of the course. Grammar, writing and research are reinforced throughout the project. Students will continue to explore language for expressive, informational/explanatory, critical, argumentative and literary purposes, although emphasis will be placed on explanatory contexts.

RESEARCH /MEDIA PRODUCTIONS

Course Code: 96102X0B
Prerequisite: English III Honors
This course is designed to enable students to develop the skills and application of research, writing, and presenting information in a variety of media formats, including web design, blogging, videography, and photography. Students will focus on the philosophy of strong ethical research, the roles for a production, organizational and teamwork skills, and the structural and business and social aspects of media production.

SPECIAL TOPICS IN MATH I

Course Code: 27102X0M1

Prerequisite: None

This course is an elective course offered to students before taking Math I. During this class student's review previously learned mathematical concepts and begin to prepare for Math I.

MATH I

Course Code: 21032X0

Prerequisite: Special Topics in Math I

This course is the first of four courses in a series that uses a more integrated approach to cover the algebraic and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. Students will learn about various mathematical ideas using a hands-on, real world mathematical approach. The majority of the work will be performed within teams while working on real world math applications. This class covers Patterns of Change, Patterns in Data, Linear Functions, Vertex Edge Graphs, Exponential Functions, Patterns in Shape, Quadratic Functions, and Patterns in Chance.

SPECIAL TOPICS IN MATH II HONORS

Course Code: 27105X0M2

Prerequisite: Math I

This course is an elective course offered to students after taking Math I and before taking Math II. This course expands on topics learned in Math I and prepares students for taking Math II.

MATH II HONORS

Course Code: 22015X0

Prerequisite: Special Topics in Math II Honors

This course is the second of four courses in a series that uses a more integrated approach to cover the algebraic and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. This class covers Functions, Equations, and Systems, Matrix Methods, Coordinate Methods, Regression and Correlation, Nonlinear Functions and Equations, Network Optimization, Trigonometric Methods, and Probability Distributions.

SPECIAL TOPICS IN MATH III HONORS

Course Code: 27105X0M3

Prerequisite: Math II Honors

This course is an elective course offered to students after taking Math II and before taking Math III. This course expands on topics learned in Math II and prepares students for taking Math III.

MATH III HONORS

Course Code: 23015X0

Prerequisite: Special Topics in Math III Honors

This course is the third of four courses in a series that uses a more integrated approach to cover the algebraic and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. This class covers Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Samples and Variation, Polynomial and Rational Functions, Circles and Circular Functions, Recursion and Iteration, Inverse Functions.

SPECIAL TOPICS IN MATH IV HONORS

Course Code: 27105X0M4

Prerequisite: Math III Honors

This course is an elective course offered to students after taking Math III and before taking Math IV. This course expands on topics learned in Math III and prepares students for taking Math IV.

INTEGRATED MATH IV HONORS

Course Code: 24025X0

Prerequisite: Special Topics in Math IV Honors

This course is the fourth of four courses in a series that uses a more integrated approach to cover the algebraic and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives. This class covers Families of Functions, Vectors and Motion, Algebraic Functions and Equations, Trigonometric Functions and Equations, Exponential Functions, Logarithms, and Data Modeling, Surfaces, and Cross Sections, Concepts of Calculus, Counting Methods and Induction.

SCIENCE COURSE OFFERINGS

EARTH SCIENCE/ENVIRONMENT SCIENCE HONORS

Course Code: 35015X0C
Prerequisite: None

This course focuses on energy in the Earth's system and how it drives convection in our atmosphere and oceans, which drives global climate conditions and local weather patterns. Students will learn about Earth's interior heat that originated with the formation of the planet as well as the interior heat generated by the decay of radioactive nuclides. Students will also understand how life on Earth creates changes in the atmosphere that affects conditions for life on Earth.

SPECIAL INTEREST SCIENCE HONORS

Course Code: 30205X0
Prerequisite: None

This course is a prerequisite for Biology. Students begin discussions about laboratory procedures and how to think from a biological perspective. Students are given 21st Century activities to better prepare them for Biology.

BIOLOGY HONORS

Course Code: 33205X0C
Prerequisite: Special Interest Science Honors

Students are introduced to the process of science through discussion, activities and laboratory exercises. Emphasis is placed on laboratory procedures, qualitative and quantitative observations and accurately maintaining a laboratory notebook. The course is aimed to emphasize the role biology plays in the lives of students in today's society. Topics covered in the first half of the semester include biochemistry, cell structure and function, and energy (photosynthesis and cellular respiration). The second half of the semester focuses on cell replication, and structure and function of DNA. A series of laboratories in biotechnology demonstrate DNA fingerprinting techniques allowing students to gain skills in area of biotechnology. The course is rounded out with the study of hereditary patterns, evolution and ecology.

PHYSICAL SCIENCE

Course Code: 34102X0C
Prerequisite: None

This course explores the physical world around us. The interaction of matter and energy is the foundation for this hands-on, discovery based course. Extensive lab work, student centered activities, real life applications, utilizing the scientific method and the process of science will be the focus throughout the course. The student will gain the invaluable skills needed to be successful in Chemistry and Physics. The following topics will be covered: Unit 1 – Scientific Foundations; Unit 2 – Properties and Change; Unit 3 – Periodic Table and Chemical Bonding; Unit 4 – Chemical Interactions; Unit 5 – Nuclear Chemistry; Unit 6 – Forces and Motion; Unit 7 – Energy: Conservation and Transfer; Unit 8 – Nature of Waves; Unit 9 – Electricity and Magnetism.

CHEMISTRY HONORS

Course Code: 34205X0C
Prerequisite: None

Students will use science process skills to study the fundamental structure of atoms, how atoms combine to form compounds, and the interactions between matter and energy. Students explore chemistry concepts through an inquiry-based approach. Embedded standards for Inquiry, Mathematics, and Technology & Engineering are taught in the context of the content standards for Atomic Structure, Matter and Energy, and Interactions of Matter. In this course, we will take an in-depth look at the following topics: Unit 1 – An Introduction to Chemistry; Unit 2 – Atomic Theory and Structure; Unit 3 – Periodic Table and Trends; Unit 4 – Electromagnetic Spectrum and Quantum Theory; Unit 5 – Chemical Bonding and Language of Chemistry; Unit 6 – Molecular Geometry; Unit 7 – Mole Concept & Stoichiometry; Unit 8 – Chemical Reactions; Unit 9 – Kinetic Molecular Theory; Unit 10 – Thermochemistry/Equilibrium; and Unit 11 – Acids and Bases.

SOCIAL STUDIES COURSE OFFERINGS

WORLD HISTORY HONORS

Course Code: 43035X0C
Prerequisite: None

Students will study major turning points that shaped the modern world, with a focus of study from the mid-15th century to present. The learning standards of this course have been written to focus around a basic core of chronologically-organized periods and events in history in order to have a set of learning standards that can be reasonably taught and learned with some depth and not just memorization of facts.

AMERICAN HISTORY I HONORS

Course Code: 43045X0
Prerequisite: None

American History I 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. The course 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.

CIVICS AND ECONOMICS HONORS

Course Code: 42095X0C

Prerequisite: None

Civics and follows the basics of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics, including personal finance. The course is laid out in three sections– Civics and Government, Personal Financial Literacy and Economics. The Civics and Government main goal is to develop students' understanding of the institutions of constitutional democracy and the fundamental principles which they are founded, the skills necessary to participate as effective and responsible citizens and the knowledge of how to use democratic procedures for making decisions and managing conflict. The Economic and Personal Financial Literacy sections are geared to provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. Taken together these three strands should help to prepare students to become responsible and effective citizens in an interdependent world.

AMERICAN HISTORY II HONORS

Course Code: 43055X0

Prerequisite: None

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

AFRICAN AMERICAN STUDIES HONORS

Course Code: 46015X0

Prerequisite: None

This course addresses the continued struggle for political, educational, and economic equality by African Americans. Emphasis is placed on the contributions of African Americans in the development of an industrialized United States as well as their place in the historical record. History objectives, guidelines, and core curriculum competencies will be met.

ADDITIONAL COURSE OFFERINGS

SPANISH I

Course Code: 11412X0C

Prerequisite: None

This course engages in interpersonal communication and presents the understanding of words and concepts presented in the language. The course also uses the language to present information to an audience as well as compare the students' culture to the Spanish culture.

SPANISH II

Course Code: 11422X0C

Prerequisite: Spanish I

This course builds on the content covered in Spanish I. Students utilize more conversational Spanish and work in collaborative groups to learn the material. Spanish I is a prerequisite for students who wish to take Spanish II.

SENIOR SEMINAR

Course Code: 96102X0

Prerequisite: Successful completion of English III Honors

This course is designed for Seniors in order to prepare them for college admissions. Students will create resumes, search for scholarships, and complete college applications. Students will learn how to develop a college essay, sharpen their interviewing skills, and how to interact with potential employers. Students will receive a pass/fail grade for this course

ACADEMIC SUPPORT

Course Code: 10292X0

This mandatory course offers assistance in comprehensive coursework with the goal of helping students to succeed in all classes. Students will also create a portfolio to include college research, practice college application essays, job applications and resumes. Students will expand their vocabulary as a part of the continuing preparation for college entrance exams. The focus is on academic skills including note-taking, organizational skills, academic success strategies, test preparation (SAT & ACT), time management, setting/achieving goals, course planning, college research, and career research.

ACADEMIC SUPPORT 1A (AS1A)
Ninth Grade - 1st Semester
Course Code: 1029X0AS9A
Prerequisite: None
This course is designed for ninth grade students. Students will create a living portfolio which will include the students' work samples, grade monitoring worksheet, and goals for the semester. Students will also learn how to be organized in their classes utilizing effective note-taking skills, time management skills and how to effectively communicate with instructors.

ACADEMIC SUPPORT 1 (AS1)
Ninth Grade - 2nd Semester
Course Code: 1029X0AS9B
Prerequisite: Academic Support 1A (AS1A)
Students will present their portfolios to parents during SLICE (Student Led Conferences) once each semester during Family Night. Students will begin thinking about possible careers and potential colleges. On designated days, students will also be allowed to work on some of their high and/or college assignments. Students will also work on the Classworks Program during designated days as remediation.

ACADEMIC SUPPORT 2A (AS2A)
Tenth Grade - 1st Semester
Course Code: 1029X0AS10A
Prerequisite: Academic Support 1 (AS1)
This course is designed for tenth grade students. Students will update their portfolios including student work samples, grade monitoring worksheets, and goals for the semester. Students will practice interviewing skills and will begin studying for the PLAN Test utilizing sample ACT test items from the ACT website.

ACADEMIC SUPPORT 2 (AS2)
Tenth Grade - 2nd Semester
Course Code: 1029X0AS10B
Prerequisite: Academic Support 2A (AS2A)
Students will continue utilizing effective note-taking skills on various topics to help make them more knowledgeable of global issues and how to help resolve those issues. Students will present their portfolios to parents during SLICE (Student Led Conferences) once each semester during Family Night. Students will begin researching possible careers, potential colleges, and a four year plan for completing college. On designated days, students will also be allowed to work on some of their high and/or college assignments. Students will also work on the Classworks Program during designated days as remediation.

ACADEMIC SUPPORT 3A (AS3A)
Eleventh Grade - 1st Semester
Course Code: 1029X0AS11A
Prerequisite: Academic Support 2 (AS2)
This course is designed for eleventh grade students. Students will continue updating their portfolios including student work samples, grade monitoring worksheets, and goals for the semester. Students will create CFNC accounts and begin writing essays and applying for scholarships. Students will also create resumes and practice study skills for preparing for the SAT.

ACADEMIC SUPPORT 3 (AS3)
Eleventh Grade - 2nd Semester
Course Code: 1029X0AS11B
Prerequisite: Academic Support 3A (AS3A)
Students will continue practicing interviewing skills during mock interviews. Students will narrow their focus on a potential career or college and research the admission process for those colleges. On designated days, students will also be allowed to work on some of their high and/or college assignments. Students will also be responsible for securing guest speakers to come to campus and planning educational field trips to help them decide on their future plans.

ACADEMIC SUPPORT 4A (AS4A)
Twelfth Grade - 1st Semester
Course Code: 1029X0AS12A
Prerequisite: Academic Support 4A (AS4A)
Senior Seminar will serve as Academic Support for Twelfth Grade and Pre-College students. Students will report to the guidance counselor who will provide them with detailed tasks to complete in preparation for college, including attending college fairs, college field trips, community service projects, etc.

ACADEMIC SUPPORT 4 (AS4)
Twelfth Grade - 2nd Semester
Course Code: 1029X0AS12B
Prerequisite: Academic Support 4A (AS4A)
Students will finalize resumes, college applications, sharpen interviewing skills, and learn how to interact with potential employers.



C. S. Brown High School

STEM Program

Principal: Bobbie Jones

School Counselor: Geneva Gladney

Address: 102 CSB Drive - Winton, NC 27986

Phone: (252) 358-2852 **Fax**: (252) 358-0121

Grades: 9-12

School Calendar: Traditional

C. S. Brown High School S.T.E.M. program offers students an honors curriculum with a concentration in science, technology, engineering and mathematics (STEM). The STEM focus helps students "make sense of the world" and also provides them with attributes necessary to be successful in the 21st century.

CURRICULUM

End-of-Course Tests
Although C. S. Brown High School S.T.E.M. Program is a non-traditional school, students will take the North Carolina End-of-Course Tests required by the state. Our goal is not to teach the test but to teach our students Math I, English II and Biology. (Not sure what this is supposed to say).

Engineering Curriculum
All students engage in an engineering course designed by Boston Museum of Science. "Through this course's practical real-world connections, students have an opportunity to see how science and mathematics are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate." (http://www.mos.org/etf/)

Project-Based Learning/Inquiry
Project-Based Learning/Inquiry is the preferred instructional method utilized at C. S. Brown High School. This instructional model allows for student-centered learning. It also allows us the ability to place more relevant, real-world application into the academic course work for engaging students.

This instructional model require teachers to collaborate in creating cross-curricular lessons, that helps shift teachers away from an isolated teaching environment to one of collaboration. Teachers are able to build relationships that ultimately benefit instruction and student learning, and it models the collaborative behavior students are expected to follow.

North Carolina Virtual Public School
The North Carolina Virtual Public School (NCVPS) is an online school community that will serve K-12 public school students throughout the state of North Carolina. NCVPS provides courses for students who want access to learning opportunities in addition to the courses currently offered at their school.

Because they are taught online, courses may be completed at school, at home or other settings where a computer and Internet connection that meet the requirements are located. NCVPS courses are offered free of charge to public school students.

Learning Outcomes
In addition to the academic curriculum, we believe that students should concentrate attention to specific learning outcomes centered on 21st century skills. These skills are:

- Information and Communication Technology Literacy
- Critical Thinking/ Problem Solving
- Communication
- Collaboration
- Global Awareness
- Citizenship
- Self-Management

Students will practice and be assessed on these particular skills as they relate to assignments within their classes.

Common Planning
Teachers at C. S. Brown High School all share a common planning time each day. This collaboration allows teachers the opportunity to build relationships, share best practices, discuss student issues and growth, and build capacity through teacher leadership.

Literacy
Literacy is a key component to raising student achievement to optimum levels, and English is not the only class where students should be reading and writing. Student understanding of subject matter is tied directly to the understanding of vocabulary and content. Therefore, C. S. Brown High School places an enormous amount of energy incorporating literacy into all classes and activities. We have also incorporated a literacy period in the daily schedule to help students strengthen their skills.

Teacher Websites
Each teacher keeps an updated website for their classes to help keep students informed about assignments, in class and out. This teacher developed and maintained webpage may offer helpful links to websites which extend the classroom beyond the school.

PROMOTION

Promotion (Grades 9-12)
In order to be promoted, students will be responsible for the following:

From grade nine to ten, each student must pass seven subjects (including English 1)*

From grade ten to eleven, each student must have at least fourteen credits (including English 2).*

From grade eleven to twelve, each student must have at least twenty-one credits (including English 3) and be eligible for graduation.*

In addition to the aforementioned promotion standards for grades 9-12, students must make a passing score on the Adequate Yearly Progress (AYP) tests as determined by the state. Students who do not pass must complete a principal approved focused intervention program offered by the school in order to be promoted.

Student Accountability Standards: Public school students in North Carolina are held to a higher standard of accountability. To graduate from high school, students will have to meet all local and state high school graduation requirements.

Distance Learning
C. S. Brown High School STEM Program students will have an opportunity to take courses taught on another campuses or at the North Carolina School of Science and Mathematics. In addition, students may be eligible to take courses from UNC-Greensboro or another college online programs.

PARTNERSHIPS

Grade-Level Projects

At C. S. Brown High School S.T.E.M. Program, we feel that community-based opportunities are extremely important to the success of our students. This help adds relevance to the curriculum which ultimately leads to a higher motivation to succeed. Our students and teachers will have the opportunities to interact with local community organizations and businesses that will help to guide students into a choice for a career field.

Volunteerism and internships are a required component of our S.T.E.M. Program. These opportunities will be done during the summer leading into and/or during a student's upcoming academic year. Students must complete a prescribed number of hours in order to meet graduation requirements; complete a product for each grade level project; and conduct research and write reflections about the experience. These experiences will also fulfill the students' graduation project.

Post-Secondary Partners

At C. S. Brown High School S.T.E.M. Program, we also feel that post-secondary educational partners are extremely beneficial to our students. While enrolled in CSBHS, it is our goal that each student will complete at least 9 hours of college course work to meet graduation requirements.

ATHLETICS

C. S. Brown High School students in grades 9-12 have the opportunity to participate in athletics at Hertford County High School.

Scholastic Requirements for Athletics: Students participating in athletics must follow the local board policy for eligibility. In addition, a student must pass all subjects during the preceding semester to be eligible to participate in any extra-curricular activity beyond the regular school day, which includes athletics.

Attendance for Athletes: A student must be present one-half of the school day in order to participate in athletic events or practice. To be eligible to participate in extracurricular activities, students must be in attendance 85% of the previous semester.

Advisor-Advisee Program

Caring adults are partnered with students on a one-to-one basis. Advisors may be parents, teachers, business representatives, community members, or older students including college students performing community service as a part of work-study.

Advisors meet with students on a regular basis for the purpose of academic, career, and personal-social advising. Advisors have basic training in the school's guidance curriculum, limits of confidentiality, referral procedures, and active listening.

Advisory activities

1. Help students master the guidance standards and indicators.
2. Help students set goals and monitor their progress toward those goals.
3. Give students a chance to develop a guidance relationship with a caring adult.

Internships and Apprenticeships

The apprentice program is designed to encourage students to pursue science and engineering careers; acquaint qualified high school students with the activities of local laboratories or businesses through summer science and engineering research experiences; to provide students with opportunities in and exposure to scientific and engineering practice and personnel not available within the school environment; to expose students to research and engineering activities and goals in a way that encourages a positive image and supportive attitude toward our defense community; and to prepare students to serve as positive role models for their peers by encouraging other high school students to take more science and math courses.

Lunch and Learn

The goal of Lunch and Learn is that students will meet professionals and volunteers from the community and begin to understand the many career and volunteer opportunities that await them.

Schoology

Schoology.com is a social network for K-12 schools and higher education institutions focused on collaboration that allows users to create, manage, and share academic content.

Beta Club

The National Beta Club is the largest independent, non-profit, educational youth organization in America. Since 1934, The National Beta Club has awarded students national recognition for their high academic achievement while equipping them to be the leaders of tomorrow. The senior division includes **grades 9-12**.

Other Programs and Initiatives

Certifications	Certifications
Job Shadowing	Mentorships and Internships
NC Scholars	Community Service
Fit Friday	Club Day

How to apply to the C. S. Brown High School S.T.E.M. Program

- Attend interest meetings held throughout the spring semester.
- Obtain an application packet from your middle school counselor or by contacting C. S. Brown High School. In the future, applications will be available on the website.
- Complete and submit your application by the deadline.
- Applications will be reviewed/evaluated by the committee.
- The committee decides whether students are:
    - Directly accepted
    - Needed for an interview
    - Not accepted
- Letters will be sent to students to inform of the committee's decision.
- Student interviews will be conducted within 2 weeks of committee requests.
- Students will be sent acceptance letters to return to the committee by the deadline **given.**

Steps for Completing the Registration Process for C. S. Brown High School S.T.E. M. Program

- Attend the annual course fair to learn about course offerings and academy requirements.
- Study the general information contained in the registration booklet, and know the requirements for graduation.
- Read the course descriptions of both required courses and elective courses of interest.
- Talk with the school counselor for help in determining the courses needed and with the four year plan for graduation. Meet with the counselor to record course selections on the registration form.
- Share the selections with parent(s) or guardian(s) to make sure to register for the courses required for graduation and are of interest to the student.
- Complete the registration worksheet and submit it by the deadline.

ENGLISH COURSE OFFERINGS

ENGLISH I – HONORS

Course Code: 10215X0C

Prerequisite: 8th Grade Teacher Recommendation

This course emphasizes communicating personal experiences for purposes of expression. Students will develop an understanding of literary concepts, elements, genres, and terms as foundations for further study of world, American, and British literature. An introduction to research skills and use of the library is included. Students will study critical analysis and argumentation to make and support an informed opinion. Learners will construct effective sentences, edit for errors in sentence formation, usage, mechanics, and spelling. Students must read one selection from the recommended reading list during the summer, present a reader's response journal, and pass a test on the selection given the first week of school.

ENGLISH II – HONORS

Course Code: 10225X0C

Prerequisite: English I with an average of 85 or above

This course offers a more in-depth study of world literature and the writing process. Students participate in seminars and oral presentations based on a critical analysis of literature. In addition to literature study, students will examine non-literary texts related to cultural studies, research material to use primarily in clarifying their own explanatory responses to situations and literary-based issues. Students will learn strategies and practice the writing process for informational writing. Students must take the NC 10th Grade Writing Test.

ENGLISH III-HONORS

Course Code: 10235X0C

Prerequisites: English II-H with an average of 85 or above

This course focuses upon United States literature as a reflection of social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. Emphasis is on critical analysis through reading, writing, listening, and using media. Students will research the diversity of the American experience, examine relationships between past and present, and create products and presentations that maintain standard conventions of written and spoken language. Students will learn and use the MLA format for documenting research papers. Emphasis is placed on the expansion of vocabulary to prepare for the SAT/ACT. Students must also read one selection from the recommended reading list during the summer, present a reader's response journal, and pass a test on the selection given the first week of school.

ENGLISH IV-HONORS

Course Code: 10245X0C

Prerequisites: English III-H with an average of 85 or above

This course focuses on British Literature in relation to the history and development of England. Students in English IV will integrate all the language skills gained throughout their education. Students will work toward expressive, expository, argumentative, and literary goals with a focus on British Literature. Emphasis is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. Students will research and address issues of personal and public concern, and create products and presentations that maintain standard conventions of the written and spoken language. Students must also read one selection from the recommended reading list during the summer, present a response journal, and pass a test given on the selection during the first week of school. Students will complete the Graduation Project comprised of a research paper, a product, a portfolio and a formal presentation.

ENGLISH III-AP LANGUAGE AND COMPOSITION

Course Code: 10357X0

Prerequisites: English III Honors with an average of 93 or above

Advanced Placement English is, in essence, a college freshman composition course. The purpose of the course is to prepare students of high academic ability for post high school work. A major focus of the course is the preparation of students for the Advanced Placement Test in English Language and Composition Students must take the AP Language and Composition Exam. The class will involve intensive and extensive reading and writing assignments. It will be stimulating and challenging for students serious about learning and willing to meet the standards of a college freshman course. Very similar to description below for Eng. IV AP

ENGLISH IV AP LITERATURE AND COMPOSITION

Course Code: 10367X0

Prerequisites: English III-Advanced Placement or English III Honors with an average of 93 or above

Advanced Placement English is, in essence, a college freshman composition course for seniors. The purpose of the course is to prepare students of high academic ability for post high school work. A major focus of the course is the preparation of students for the Advanced Placement Test in English Literature and Composition prepared by The College Board, Princeton, NJ. Students must take the AP Literature and Composition Exam. The class will involve intensive and extensive reading and writing assignments. It will be stimulating and challenging for students serious about learning and willing to meet the standards of a college freshman course. Very similar to description above for Eng. III AP

JOURNALISM

Course Code: 10312X0 (LEVEL I); 10322X0 (LEVEL II)
Prerequisites: Level II requires successful completion of Level I

This course touches upon all phases of the subject. It is an elective for students who have average or better grades in English. Members of the class will publish the school newspaper and write a weekly article for the local newspaper. Writing, editing, photographic, and marketing skills are needed.

CREATIVE WRITING

Course Code: 10252X0
Prerequisites: None

This course is designed to help students who are interested in the creative writing process and exhibit a talent for creative writing. Students will be encouraged to develop skills in the following areas: short stories, poems, and essays. Emphasis will be placed on the development of creative thinking abilities and creative writing techniques. Students will be required to complete oral presentations as determined by the instructor. Course activities will also include the publication of a literary magazine or feature newsletter.

SPEECH AND DEBATE

Course Code: 10292X0SD
Prerequisites: None

This course will focus on public speaking skills and the writing of speeches. Content and delivery of speeches will be emphasized. The debate section of the course will focus on fundamentals of debate, logical argumentation, and research. Students will be required to research one or more topics and defend their points of view in a collegiate style debate.

WRITING FOR SUCCESS

Course Code: 10252X0WS
Prerequisites: None

This course may be available for students who want and need to improve their writing skills. The course emphasizes basic writing skills across the curriculum and across a wide variety of applications. The writing course is designed to be flexible, meeting the needs of students with a wide range of academic abilities. Writing for Success is dedicated to teaching writing as a multi-step process. Students are given the opportunity to plan, draft, and revise their writing in class while being coached by the instructor. Students will learn the writing process and practice the process through practical and "real-life" applications.

MATHEMATICS COURSE OFFERINGS

MATH I

Course Code: 21032XO
Prerequisites: Mastery of the middle school mathematics curriculum

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. This course fulfills the North Carolina high school graduation requirement for Common Core Math I. A student cannot receive math graduation credit for both Common Core Math IB and Common Core Math I; one course must count as an elective. The final exam is the North Carolina End-of-Course Test based on the Common Core Math I Standards.

MATH II (HONORS)

Course Code: 22015X0
Prerequisite(s): Math I

In this course, students will continue to deepen the study of quadratic expressions, equations, and functions; comparing characteristics and behavior to those of linear and exponential relationships from Math I. The concept of quadratics is generalized with the introduction of more sophisticated polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of more advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. This course fulfills the North Carolina high school graduation requirement for Common Core Math II. The final exam is the North Carolina Common Exam for Common Core Math II.

MATH III (HONORS)

Course Code: 23015X0
Prerequisite(s): Math II (Honors)

This course is designed to offer students the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. Students apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. Students will expand the study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students will bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

ADVANCED FUNCTIONS AND MODELING

Course Code: 24002X0C

Prerequisite(s): Math III

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Advanced Functions and Modeling is not an honors level course.

PRE-CALCULUS (HONORS)

Course Code: 24035X0

Prerequisite(s): Math III (HONORS)

Pre-calculus is the Honors level of Advanced Functions and Modeling. The Pre-calculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, series and sequence, data analysis, vectors, and limits. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. Students must have extensive knowledge of the graphing calculator. A student cannot receive math graduation credit for Pre-calculus and Advanced Functions and Modeling; one must count as an elective.

ADVANCED PLACEMENT STATISTICS

Course Code: 25117X0

Prerequisite(s): Honors Math III or Advanced Functions and Modeling

The AP Statistics curriculum is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. This is a college level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam.

ADVANCED PLACEMENT CALCULUS I

Course Code: 25017X0C

Prerequisite(s): Mastery of the Pre-Calculus Curriculum

The AP Calculus curriculum includes limits, continuity, derivatives with applications, and elementary integration with applications. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam.

DISCRETE MATHEMATICS

Course Code: 24012X0

Prerequisite(s): Math III

Discrete Math introduces students to the mathematics of networks, social choice, and decision-making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment.

INTRODUCTION TO COLLEGE MATHEMATICS (HONORS)

Course Code: 27105X0CM

Prerequisite(s): Advanced Functions and Modeling

The ICM curriculum includes data analysis; applications of functions, matrices, and a continuation of trigonometry; vectors, limits and their applications; and the mathematics of networks, social choice, and decision-making. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment.

ADVANCED PLACEMENT CALCULUS II

Course Code: 25027X0

Prerequisite(s): AP Calculus I

This level of AP Calculus revisits some topics introduced in the Calculus I course. Topics include differentials, integrals, infinite series, and differential equations. In addition, the curriculum for this course includes convergence and divergence of sequences and series, parametric representation of curves, polar curves, and additional integration techniques. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam.

MATHEMATICAL ANALYSIS (HONORS)

Course Code: 27105X0MA

Prerequisite(s): AP Calculus II

This course is designed for students who wish to extend their study of mathematics beyond AP Calculus II. Topics include: applications of partial derivatives; vectors; multiple integrals; vectors; multiple integrals; higher order differential equations; and basics of numerical analysis. This is a college level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation.

SCIENCE COURSE OFFERINGS

EARTH AND ENVIRONMENTAL SCIENCE HONORS

Course Code: 35015X0
Prerequisite: None

Students will develop an appreciation for Earth/Environmental processes and discover how it is integrated with all other sciences and society; will build an understanding of Earth materials, processes, changes, and uses with concerns for good stewardship; will develop understanding of plate tectonics and their human impacts; will gain an understanding of the origin and evolution of the Earth's system; will investigate the hydrosphere and its influences on the lithosphere, atmosphere, and environmental quality; will explore the dynamics of the atmosphere and its processes influencing climate and air quality; will acquire an understanding of the Earth in the solar system and its position in the universe and will consider alternative choices facing human societies in their stewardship of the earth.

BIOLOGY HONORS

Course Code: 33205X0
Prerequisite:

Biology Honors covers the full gamut of life on Earth, from bacteria, viruses, protists and fungi, --to evolutionary studies, and a tour of the plant and animal kingdoms. Students study concepts of biodiversity and the human biology exploring topics ranging from the cellular level, principles of genetics, and the various systems of the human body. Students read articles, look at relevant pictures and answer questions in each lesson.

PHYSICAL SCIENCE

Course Code: 34102X0
Prerequisite:

This course is a laboratory-based science class where students will study the principles of chemistry and physics that include matter, energy, and structure of atoms, chemical reactions, forces, and motion.

AP BIOLOGY

Course Code: 31007X0
Prerequisite:

This course is a college level course taught in accordance with the guidelines of the Advanced Placement program. It is designed for the student with a strong interest in the biological sciences. Major topics include biochemistry, cell biology, cellular energetics, genetics, evolutionary biology, taxonomy, plant anatomy and physiology, animal anatomy and physiology, and ecology. Through a combination of lecture, discussion, laboratory activities, and the use of computer technology, students are prepared to take the AP exam in biology. Laboratory work is an integral part of this course.

CHEMISTRY I HONORS

Course Code: 34205X0
Prerequisites: Algebra I, Geometry Concurrent

This course is a laboratory-based science class where students will study the structure and properties of matter and explore chemical reactions, the structure of atoms, conservation and interactions of energy and matter.

PHYSICS HONORS

Course Code: 34305X0
Prerequisites: Geometry, Algebra II Concurrent

This course is a laboratory-based science class where students will study the fundamentals of the physical world of matter, energy, basic mechanics and particle physics.

PHYSICS B AP

Course Code: 31107X0
Prerequisites: Physics I and Algebra II

This laboratory-based science class is a non-calculus college course in general Physics.

PHYSICS C AP

Course Code: 31407X0
Prerequisites: Calculus and Physics I or Advanced

This laboratory-based science class is a calculus based college course emphasizing mechanics, electricity and magnetism.

ENVIRONMENTAL SCIENCE AP

Course Code: 31107X0
Prerequisites: Biology I, Algebra I, Geometry, Chemistry

This laboratory-based science class emphasizes the application of scientific concepts to the understanding and solution of environmental problems and solutions. This course fulfills the Earth/Environmental Science Graduation requirement.

CHEMISTRY AP

Course Code: 31207X0
Prerequisites: Chemistry I, Algebra *2*

This laboratory-based science class emphasizes an understanding of the fundamentals of chemistry and competence in dealing with chemical problems. Strong emphasis is placed on laboratory work and analysis of data.

SOCIAL STUDIES COURSE OFFERINGS

WORLD HISTORY-HONORS

Course Code: 43035X0
Grade Level: 9
Prerequisite: 8th grade Teacher Recommendation

This course provides the opportunity for advanced work, rigorous study, and systemic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem seeking, problem-solving, scholarly and creative processes, critical analysis and applications, and reflective thinking. Although the goals and objectives are the same as those found in the Standard Course of Study, the material is taught with greater complexity and reflects a differentiated curriculum. World History provides the foundation that enables students to acquire this knowledge which will be used in the study of Civics and Economics and United States History. This is not an accurate description.

CIVICS AND ECONOMICS- HONORS
Course Code: 42095X0
Grade Level: 10
Prerequisite: World History with a final grade of 85 or above
This course will cover the material in greater complexity, novelty, acceleration, or pacing, and reflect a defensible differentiated curriculum. Honors students should learn to express and defend their ideas while attaining the distance necessary to accept constructive criticism. Teachers should incorporate opportunities for each student to become a reflective thinker who possesses the potential to become an initiator of learning and accomplishments, exploring areas of his/her interests within the designated course of study. Honor Civics and Economics is distinguished by a difference in the quality of the work expected, not merely an increase in quantity. Students must take and pass the End-of-Course test to earn a unit of credit (minimum requirement one standard deviation).

AMERICAN HISTORY I –
FOUNDING PRINCIPLES - HONORS
Course Code: 43045X0
Grade Level: 11
Prerequisite: World History, Civic & Economics
American History I – 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. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how the sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

AMERICAN HISTORY II-HONORS
Course Code: 43055X0
Grade Level: 11
Prerequisite: American History I
This course will guide students from the late nineteenth century 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 the present. The essential standards of American History II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts and the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.

AFRICAN AMERICAN HISTORY
Course Code: 46012X0
Grade Level: 9, 10, 11 or 12
Prerequisite: None
African Americans have made significant contributions to the economic, political, social, and cultural development of the United States. Through this course, students discover how African Americans have always been an integral part of the American experience. However, African Americans have also been a viable force unto themselves with their own experiences, culture, and aspirations. African American history cannot be understood except in the broader context of the United States' history. This course is required for graduation by the Hertford County Board of Education.

PSYCHOLOGY- ADVANCED PLACEMENT
Course Code: 44067X0
Grade Level: 10 or 11
Prerequisite: World History
This course engages students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes and infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

ADDITIONAL COURSE OFFERING at CSB

HEALTHFUL LIVING (HEALTH/PE)
Course Code: 69982X0
Grade Level: 9
Prerequisite: None
The Healthful Living curriculum is designed to help each individual develop proactive health promotion behaviors. Students develop the knowledge and skills that empower them to identify and manage health behaviors related to stress management, self-protection, interpersonal relationships, nutrition/weight management and substance abuse. The physical education component stresses lifetime sports, gymnastics, cardiovascular fitness, and dance skills. Students have the opportunity to demonstrate acceptable levels of health related fitness and to develop the knowledge and skills to implement their own personal fitness program. Students must dress out and participate in physical education sessions daily.

BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY EDUCATION

MIDDLE SCHOOL

Career & Technical Education
Career & Technical Education (CTE) is the process by which a student develops his or her self-concept, explores career options and acquires skills and information that will help him or her make decisions about the future.

Career and College Ready
The mission of the Career and Technical Education (CTE) program is to empower students to be successful citizens, workers, and leaders in a global economy. CTE contributes to the broad educational achievement of students, including basic skills, as well as their ability to work independently and as part of a team, think creatively and solve problems, and utilize technology in the thinking and problem-solving process.

Middle school is a time of exploration. Career and Technical Education provides middle school students a variety of exploration courses in the area of careers, computers, digital literacy, business, marketing, and entrepreneurship which bridges with course selections at the Ninth Grade Success Academy, Hertford County High School main campus, and CSB High School STEM Program.

North Carolina is shifting toward a “Pathways” driven line of course selection. With that in mind the following are three middle school “pathway” options, quick fact sheets with required courses for each “pathway” and course descriptions:

- eBusiness: Exploring Business & Entrepreneurship Pathway
- iSTEM: Introduction to STEM Pathway -Technology Design & Innovation
- Microsoft Imagine Academy Pathway

eBusiness: Exploring Business & Entrepreneurship Pathway

Quick Facts

Students completing this pathway will explore and develop skills in business, marketing, entrepreneurship, business procedures and leadership; determine their learning style; develop skills to earn *Certificates or Certifications in varied areas such as Digital Literacy, Financial Literacy, and Cyber Safety. Students will participate in Career Exploration (field trips, guest speakers, virtual job shadowing, and more!) and Career Development Planning using the Career-Cruising platform. Career-Technical Student Organization* (CTSO) opportunities will be available to students. ***Join middle school FBLA and Skills USA*!**

Required Courses to Complete this Pathway:

BU102YA - Keyboarding and Basic Word Processing (6th Grade) – Students will apply the touch method in operating the alpha keys, operating number and symbol keys, operating the keyboard while increasing speed and accuracy utilizing Microsoft Word 2016. Students will develop financial literacy skills completing "EverFi Vault - Understanding Money" in this course.

BU202YA - Exploring Business & Entrepreneurship (Prerequisite: BU102YA); 7th Grade – Students will identify the purpose and the functions of business; compare the main types of business organizations; classify businesses; outline personal characteristics and skills needed for a successful entrepreneur. Students will operate a simulated business. Students will develop their inner entrepreneur by operating an interactive business simulation: "EverFi NFTE Venture – Entrepreneurial Expedition".

BU202YD - Exploring Business Procedures & Leadership (Prerequisite: BU202YA); 8th Grade – Students will illustrate appropriate business etiquette and business communication; ethics and ethical decision-making; develop skills required for seeking, gaining, and maintaining employment. Students will develop leadership and team building skills. Soft skills will be emphasized in this course.

Career & Technical Education - HCMS **Start Here! Explore! Go Places!**

iSTEM: Introduction to STEM Pathway ~Technology Design & Innovation
Quick Facts

Students completing this pathway will explore the area of STEM (Science, Technology, Engineering, and Mathematics). Students will develop skills to earn Certificates *or Certifications in varied areas such as Digital Literacy, Financial Literacy, and Cyber Safety. Students will participate in Career Exploration (field trips, guest speakers, virtual job shadowing, and more!) and Career Development Planning using the Career-Cruising platform. Career-Technical Student Organization* (CTSO) opportunities will be available to students. ***Join middle school Skills USA*!**

Examples of STEM careers: Nuclear Technician, Radiologic Technologist, Computer Support Specialist, Graphic Designer, Registered Nurse, Financial Analyst, Biochemist, Civil Engineer, Certified Automotive Technician, Environmental Engineer, Mechanical Engineer, Information Security, Accountant, Web Developer, Food Science Technician, and many, many more!

Required Courses to Complete this Pathway:

BU102YA - Keyboarding and Basic Word Processing (6th Grade) – Students will apply the touch method in operating the alpha keys, operating number and symbol keys, operating the keyboard while increasing speed and accuracy utilizing Microsoft Word 2016. Students will develop financial literacy skills completing "EverFi Vault - Understanding Money" in this course.

TE012YA - Exploring Technology (Prerequisite: BU102YA); 7th Grade
TE012YB - Exploring Engineering and Design (Prerequisite: TE102YA); 8th Grade

In both courses, students will engage in activities and hands-on projects, focusing on how criteria, constraints, and processes affect designs. Emphasis is placed on brainstorming, visualizing, modeling, testing, and refining designs. Students will develop skills in researching information, communicating design information, and reporting results. Students will be introduced to the Engineering and Design Process. Activities are structured to integrate Physical and Social Sciences, Mathematics, English Language Arts, and Art.

Career & Technical Education - HCMS **Start Here! Explore! Go Places!**

Microsoft Imagine Academy Pathway

Quick Facts

Students completing this pathway will experiment with the most current Microsoft Office software (Office 2016); determine their learning style; develop skills to earn *Certificates or Certifications in varied areas such as Digital Literacy, Financial Literacy, and Cyber Safety. Students will participate in Career Exploration (field trips, guest speakers, virtual job shadowing, and more!) and Career Development Planning using the Career-Cruising platform. Career-Technical Student Organization* (CTSO) opportunities will be available to students. English Language Arts, Mathematics, and Social Studies are reinforced in this pathway. ***Join FBLA and Skills USA!***

Required Courses to Complete this Pathway:

BU102YA - Keyboarding and Basic Word Processing (6th Grade) – Students will apply the touch method in operating the alpha keys, operating number and symbol keys, operating the keyboard while increasing speed and accuracy utilizing Microsoft Word 2016. Students will develop financial literacy skills completing "EverFi Vault - Understanding Money" in this course.

BU102YB - Introduction to Microsoft Office (Prerequisite: BU102YA); 7th Grade – Students will apply word processing features to business documents; develop procedures for presentations; experiment with various methods for delivery and distribution of a presentation; and extend their knowledge of spreadsheet basics including formatting utilizing Microsoft Word 2016. Students will develop digital literacy skills completing "EverFi Ignition – Digital Literacy & Responsibility" in this course.

BU102YC - Advanced Microsoft Office (Prerequisite: BU102YB); 8th Grade –Students will extend their knowledge of spreadsheets by creating documents for a simulated business utilizing Microsoft Excel advanced functions, graphs, and charts; and develop introductory database skills and produce business publications utilizing Microsoft Publisher 2016. Career Development Services will be a major component of this course.

Career & Technical Education - HCMS **Start Here! Explore! Go Places!**

Career and Technical Education introduces "High School Pathways"!

Career & Technical Education (CTE) is the process by which a student develops his or her self-concept, explores career options and acquires skills and information that will help him or her make decisions about the future.

The mission of the CTE program is to empower students to be successful citizens, workers, and leaders in a global economy. CTE contributes to the broad educational achievement of students, including basic skills, as well as their ability to work independently and as part of a team, think creatively and solve problems, and utilize technology in the thinking and problem-solving process.

Students who concentrate in a CTE area, earning at least four related technical credits and meeting other criteria, are better prepared for the further education and advanced training required to be successful in 21st century careers.

The following are the High School "pathway" options, quick fact sheets with required courses for each "pathway" and course descriptions:

- Adobe Design Academy Pathway
- Agriculture Pathway
- Automotive Service Academy Pathway
- Business Pathway
- Health Science Pathway
- Restaurant & Food Service Pathway

Adobe Design Academy
Quick Facts

Students completing this pathway will earn a **graduation cord** after **passing *all pathway courses, earning a score of proficiency (70 or higher) on the State Final Exam, and earning a score of Silver or better on*** the **Work Keys** test. ***Certification, Career Exploration, and Career-Technical Student Organization*** opportunities will be available to student ***Join Skills USA***!

Required Courses to Complete this Pathway:

BM102X0 Microsoft Word & PowerPoint - Students will create simple and complex documents; enhance, customize, publish and deliver presentations using the latest version of Microsoft Word & PowerPoint. English Language Arts are strengthened.

BD102X0 Multimedia & Webpage Design (Prerequisite: Microsoft Word & PowerPoint) - Students will experiment with software related to desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are strengthened through software applications. English Language Arts and Arts are strengthened.

II315X0 Adobe Visual Design Honors (Prerequisite: Multimedia & Webpage Design) - Students will create audio/video projects to learn print and graphic design using Adobe Photoshop, Adobe In-design, and Adobe Illustrator software in an advanced computer lab. English Language Arts are strengthened.

II335X0 Adobe Video Design Honors (Prerequisite: Adobe Visual Design Honors) - Students will create video projects using Adobe Premiere software in an advanced computer lab. English Language Arts are strengthened.

CS955X0V CTE Advance Studies-Video Production Honors (Prerequisite at least 2; BD102X0 or II315X0 or II335X0) Students will develop varied skills working on a News Team! Students work under the guidance of a teacher with expertise in TV Broadcasting/Video Production in collaboration with community members, business representatives, and other school-based personnel. Students will complete 4 P's based on their experience in the course: Paper! Product! Portfolio! Presentation!

Optional: BF102X0 Principles of Business and Finance is a great enhancement course for this pathway - Students will examine business topics related to business, finance, management, and marketing in the global economy. English Language Arts, Social Studies, and Mathematics are strengthened.

Career & Technical Education - HCHS **Start Here, Go Places!**

Agriculture Pathway

Quick Facts

Students completing this pathway will earn a **graduation cord** after **passing *all pathway courses, earning a score of proficiency (70 or higher) on the State Final Exam, and earning a score of Silver or better on*** the **Work Keys** test. ***Certification, Career Exploration, and Career Technical Student Organization*** opportunities will be available to students.

Join FFA - *National Future Farmers of America!*

Required Courses to Complete this Pathway:

BM102X0 Microsoft Word & PowerPoint - Students will create simple and complex documents; enhance, customize, publish and deliver presentations using the latest version of Microsoft Word & PowerPoint. English Language Arts are strengthened.

AU102X0 Agriscience Applications - Students will utilize biology and physical sciences with technology as it relates to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English Language Arts, Mathematics, and Science are reinforced.

AP412X0 Horticulture I; Spring Semester Course (Prerequisite: Agriscience Applications) - Students will explore the broad field of horticulture with emphasis on scientific and technical knowledge; plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English Language Arts, Mathematics, and Science are strengthened.

AP422X0 Horticulture II; Fall Semester Course (Prerequisite: Horticulture I) - Students will extend knowledge and skills to include more advanced scientific computations and communication skills; greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English Language Arts, Mathematics, and Science are strengthened.

Optional: BF102X0 Principles of Business and Finance is a great enhancement course for this pathway - Students will examine business topics related to business, finance, management, and marketing in the global economy. English Language Arts, Social Studies, and Mathematics are strengthened.

Career & Technical Education-HCHS Start Here, Go Places!

Automotive Service Academy

Quick Facts

Welcome to the new era of Automotive Education!

Students will participate in an ***NATEF Accredited Program*** where contextual, project-based, integrated learning happens every day! Automotive Service Education support STEM learning in many ways, while also providing graduates with workforce skills they can use immediately after graduation. Science, English, and Math are strengthened in this Academy.

The Automotive Youth Educational Systems (AYES), the National Automotive Technicians Education Foundation (NATEF) and SkillsUSA have partnered to offer the ASE Student Certification tests for use by schools to evaluate students nearing completion of their automotive studies. The tests are developed and delivered by the National Institute for Automotive Service Excellence (ASE).

Students interested in this Academy must attend an information session to discuss the program in detail. ***The goals of the Automotive Services Technology – Maintenance & Light Repair program is to:***

- Equip students with the skills necessary to secure entry level positions in the automotive industry with the ability to advance in their chosen field.
- Encourage student collaboration to identify their individual strengths and weaknesses and create an environment conducive to building these strengths/weaknesses into skills necessary for future success.
- Provide students with knowledge and access to work based learning opportunities and post-secondary education opportunities.
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Career & Technical Education - HCHS Start Here, Go Places!

Students completing this pathway will earn a **graduation cord** after **passing *all pathway courses, earning a score of proficiency (70 or higher) on the State Final Exam, and earning a score of Silver or better on*** the **Work Keys** test. ***Certification, Career Exploration, and Career-Technical Student Organization*** opportunities will be available to students. **Join Skills USA!**

Required Courses to Complete this Pathway:

BM102X0 Microsoft Word & PowerPoint - Students will create simple and complex documents; enhance, customize, publish and deliver presentations using the latest version of Microsoft Word & PowerPoint. English Language Arts are strengthened.

IT112X0 Introduction to Automotive Service

Students will develop 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 NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English Language Arts are reinforced.

IT162X0 Automotive Service I (Prerequisite: Introduction to Automotive Service):

Students will develop basic automotive skills in Suspension & Steering, Heating & Air Conditioning and Engine Performance. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English Language Arts are reinforced.

IT172X0 Automotive Service II (Prerequisite: Automotive Service I):

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

IT182X0 Automotive Service III (Prerequisite: Automotive Service II):

Students will build on the skills and knowledge introduced in Automotive Service I & II by developing advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English Language Arts and Mathematics are reinforced**.**

Business Pathway
Quick Facts

Students completing this pathway will earn a **graduation cord** after **passing *all pathway courses, earning a score of proficiency (70 or higher) on the State Final Exam, and earning a score of Silver or better on*** the **Work Keys** test. ***Certification, Career Exploration, and Career-Technical Student Organization*** opportunities will be available to students. ***Join FBLA –*** *Future Business Leaders of America!*

Required Courses to Complete this Pathway:

BM102X0 Microsoft Word & PowerPoint - Students will create simple and complex documents; enhance, customize, publish and deliver presentations using the latest version of Microsoft Word & PowerPoint. English Language Arts are strengthened.

BF102X0 Principles of Business and Finance - Students will examine business topics related to business, finance, management, and marketing in the global economy. English Language Arts, Social Studies, and Mathematics are strengthened.

ME112X0 Entrepreneurship I (Prerequisite: Principles of Business & Finance) - Students will evaluate the concepts of going into business for themselves and working for or operating a small business. Students develop components of a business plan and evaluate startup requirements. English Language Arts and Social Studies are strengthened.

Choose one of the following (required) or you can choose to take both courses – a great enhancement for this pathway!

BA102X0 Accounting 1 - Students will interpret the basic principles of the accounting cycle by analyzing and recording business transactions; preparation and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is strengthened.

BD102X0 Multimedia & Webpage Design (Prerequisite: Microsoft Word & PowerPoint) - Students will experiment with software related to desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are strengthened through software applications. English Language Arts and Arts are strengthened.

Career & Technical Education - HCHS **Start Here, Go Places!**

Health Science Pathway
Quick Facts

Students completing this pathway will earn a **graduation cord** after **passing *all pathway courses, earning a score of proficiency (70 or higher) on the State Final Exam, and earning a score of Silver or better on*** the **Work Keys** test. ***Certification, Career Exploration, and Career-Technical Student Organization*** opportunities will be available to students. ***Join HOSA*** – Future Health Professionals!

Required Courses to Complete this Pathway:

BM102X0 Microsoft Word & PowerPoint - Students will create simple and complex documents; enhance, customize, publish and deliver presentations using the latest version of Microsoft Word & PowerPoint. English Language Arts are strengthened.

HU102X0 Health Team Relations - Students will function as health team members by studying terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English Language Arts are strengthened.

HU402X0 Health Science I (Prerequisite: Health Team Relations) - Students will create projects and demonstrations while working on teams of the human anatomy, physiology and human body diseases and disorders, and biomedical therapies and about health care careers within the context of human body systems. English Language Arts and Science are strengthened in this course

HU422X0 Health Science II (Prerequisite: Health Science 1) - Students will expand their knowledge of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will develop health care skills, including current CPR and first aid training. English Language Arts and Science are strengthened in this course.

Optional R-CCC Courses: Certified Nursing Assistant and/or Emergency Management Training (High School Health Science Pathway is required) Contact the Career & College Center for more information (252-332-3470 x221).

Optional: FN412X0 Foods 1 - Students will inspect the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. English Language Arts, Mathematics, Science, and Social Studies are strengthened.

Career & Technical Education-HCHS Start Here, Go Places!

Restaurant & Food Service Pathway

Quick Facts

Students completing this pathway will earn a **graduation cord** after **passing *all pathway courses, earning a score of proficiency (70 or higher) on the State Final Exam, and earning a score of Silver or better on*** the **Work Keys** test. ***Certification, Career Exploration, and Career-Technical Student Organization*** opportunities will be available to students. ***Join FCCLA (Family, Career and Community Leaders of America) and Skills USA!***

Required Courses to Complete this Pathway:

BM102X0 Microsoft Word & PowerPoint - Students will create simple and complex documents; enhance, customize, publish and deliver presentations using the latest version of Microsoft Word & PowerPoint. English Language Arts are strengthened.

BF102X0 Principles of Business and Finance - Students will examine business topics related to business, finance, management, and marketing in the global economy. English Language Arts, Social Studies, and Mathematics are strengthened.

FN412X0 Foods 1 - Students will inspect the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. English Language Arts, Mathematics, Science, and Social Studies are strengthened

FN425X0 Foods II Enterprise Honors (Prerequisite: Foods 1) – Students will develop 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 a nationally recognized food safety credential. A real in-school food business (Bon Appetite – Bear Café) allow students to apply instructional strategies. English Language Arts, Mathematics, and Science are strengthened.

CS955X0F CTE Advance Studies Foods Honors (Prerequisite: Foods 1 & 2) - Students will function in different roles to gain experience in the Restaurant industry; students will learn collaboration with community members, business representatives, and other school-based personnel. Students will complete 4 P's based on their experience in the course: Paper! Product! Portfolio! Presentation! ***Space is limited to 3 slots per semester***.

Optional: ME112X0 Entrepreneurship I (Prerequisite: Principles of Business & Finance) is a great enhancement course for this pathway **-** Students will evaluate the concepts of going into business for themselves and working for or operating a small business. English Language Arts and Social Studies are strengthened.

Career & Technical Education – HCHS Start Here, Go Places!

Business Administration & Support Pathway
Quick Facts

Students completing this pathway will earn a **graduation cord** after **passing *all pathway courses, earning a score of proficiency (70 or higher) on the State Final Exam, and earning a score of Silver or better on*** the **Work Keys** test. ***Certification, Career Exploration, and Career-Technical Student Organization*** opportunities will be available to students. ***Join FBLA*** – *Future Business Leaders of America!*

Required Courses to Complete this Pathway:

BM105X0 Microsoft Word & PowerPoint Honors- Students will create simple and complex documents; enhance, customize, publish and deliver presentations using the latest version of Microsoft Word & PowerPoint. English Language Arts are strengthened.

BF105X0 Principles of Business and Finance Honors - Students will examine business topics related to business, finance, management, and marketing in the global economy. English Language Arts, Social Studies, and Mathematics are strengthened.

ME115X0 Entrepreneurship I Honors (Prerequisite: Principles of Business & Finance) - Students will evaluate the concepts of going into business for themselves and working for or operating a small business. Students develop components of a business plan and evaluate startup requirements. English Language Arts and Social Studies are strengthened.

BA105X0 Accounting 1 Honors - Students will interpret the basic principles of the accounting cycle by analyzing and recording business transactions; preparation and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is strengthened.

MU815X0 Virtual Enterprise Honors – (Prerequisite: Entrepreneurship 1 or may take with this course)

Ideal for Juniors or Seniors

***See Business Instructor of this Pathway for an application & further instructions.**

In this ***two-credit year-long course*** a ***simulated business is set up and operated by students*** with the guidance of a teacher/facilitator and a business partner. ***Virtual Enterprises I allows students to experience all facets of being an employee in a firm in an actual business environment. Students are involved in every aspect of running a business, including human resources, accounting, product development, production, distribution, marketing and sales, and they engage in trade with other practice firms (VEs) around the world.*** This simulation enables students to understand how employees, workgroup teams, and departments interact with each other and work together for the goal of the company. In addition, the simulation conveys the expectations of the workplace.

Students engage in various business activities throughout the year, which create ***authentic applied learning opportunities through hands-on applications, problem solving, and written and oral communications.*** In addition, students learn about a variety of careers associated with business, acquire global economic knowledge, and use technology as applied in business. Participation in national and international trade fairs as well as the local and national business plan competitions are key components of the VE program that actualize

the world of work, communications, technology and global business. English Language Arts, Mathematics, and Social Studies are reinforced.

CS955X0F CTE Advance Studies Business Honors (Prerequisite: Virtual Enterprise I) - Students will function as Chief Executive Officers (CEOs) of the current Virtual Enterprise course; students will learn collaboration with community members, business representatives, and other school-based personnel. Students will complete 4 P's based on their experience in the course: Paper! Product! Portfolio! Presentation! ***Space is limited to 5 slots per semester***

Career & Technical Education – CSB STEM Start Here, Go Places!

Health Services Pathway
Quick Facts

Students completing this pathway will earn a **graduation cord** after **passing *all pathway courses, earning a score of proficiency (70 or higher) on the State Final Exam, and earning a score of Silver or better on*** the **Work Keys** test. ***Certification, Career Exploration, and Career-Technical Student Organization*** opportunities will be available to students. ***Join HOSA*** – Future Health Professionals!

Required Courses to Complete this Pathway:

BM105X0 Microsoft Word & PowerPoint - Students will create simple and complex documents; enhance, customize, publish and deliver presentations using the latest version of Microsoft Word & PowerPoint. English Language Arts are strengthened.

HU105X0 Health Team Relations - Students will function as health team members by studying terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English Language Arts are strengthened.

HU405X0 Health Science I (Prerequisite: Health Team Relations) - Students will create projects and demonstrations while working on teams of the human anatomy, physiology and human body diseases and disorders, and biomedical therapies and about health care careers within the context of human body systems. English Language Arts and Science are strengthened in this course

HU425X0 Health Science II (Prerequisite: Health Science 1) - Students will expand their knowledge of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will develop health care skills, including current CPR and first aid training. English Language Arts and Science are strengthened in this course.

HB115X0 Biomedical Technology 1 - Students will investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course.

Optional R-CCC Courses: Certified Nursing Assistant and/or Emergency Management Training (High School Health Science Pathway is required) Contact the Career & College Center for more information (252-332-3470 x221).

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Career & Technical Education-CSB STEM Start Here, Go Places!

Information Support & Services Pathway
Quick Facts

Students completing this pathway will earn a **graduation cord** after **passing *all pathway courses, earning a score of proficiency (70 or higher) on the State Final Exam, and earning a score of Silver or better on*** the **Work Keys** test. ***Certification, Career Exploration, and Career-Technical Student Organization*** opportunities will be available to students. ***Join Skills USA!***

Required Courses to Complete this Pathway:

BM105X0 Microsoft Word & PowerPoint Honors - Students will create simple and complex documents; enhance, customize, publish and deliver presentations using the latest version of Microsoft Word & PowerPoint. English Language Arts are strengthened.

IU105X0 Introduction to Trade and Industrial Education Honors – Students will develop introductory concepts and skills needed for problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. English Language Arts are strengthened.

BI122X0 CompTIA Foundations of Information Technology - Students will experiment with computer hardware, software, basic workstation setup, networking, wireless networks, and security. Mathematics is strengthened.

II215X0 Computer Engineering Technology I – Students will develop skills required for installing and maintaining hardware in the following five domains, a) PC Hardware, b) Networking c) Laptops, d) Printers, and e) Operational Procedures. English Language Arts, Mathematics, and Science are reinforced.

II215X0 Computer Engineering Technology II (Prerequisite: Computer Engineering Technology I) – Students will develop skills to troubleshoot operating systems (including troubleshooting of hardware in the following four domains, a) Operating Systems, b) Security, c) Mobile Devices, and d) Troubleshooting. English Language Arts, Mathematics, and Science are reinforced.

Career & Technical Education-CSB STEM

Career & Technical Education-CSB STEM Start Here, Go Places!

Science & Mathematics Pathway
Quick Facts

Students completing this pathway will earn a **graduation cord** after **passing *all pathway courses, earning a score of proficiency (70 or higher) on the State Final Exam, and earning a score of Silver or better on*** the **Work Keys** test. ***Certification, Career Exploration, and Career-Technical Student Organization*** opportunities will be available to students. ***Join Skills USA!***

Required Courses to Complete this Pathway:

BM105X0 Microsoft Word & PowerPoint Honors - Students will create simple and complex documents; enhance, customize, publish and deliver presentations using the latest version of Microsoft Word & PowerPoint. English Language Arts are strengthened.

IU105X0 Introduction to Trade and Industrial Education Honors – Students will develop introductory concepts and skills needed for problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. English Language Arts are strengthened.

TS2105X0 Scientific and Technical Visualization I - Students will experiment with complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students utilize complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, Math, and Visual Design concepts are reinforced throughout the course. Activities are structured to integrate physical and Social Sciences, Mathematics, English Language Arts, and Art.

TS2205X0 Scientific and Technical Visualization II (Prerequisite: TS21 Scientific and Technical Visualization I) – Students will develop advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students utilize complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present Technical, Mathematical, and/or Scientific concepts and principles. Activities are structured to integrate Physical and Social Sciences, Mathematics, English Language Arts, and Art.

Career & Technical Education – CSB STEM Start Here, Go Places!

Travel & Tourism Pathway

Quick Facts

Students completing this pathway will earn a **graduation cord** after **passing *all pathway courses, earning a score of proficiency (70 or higher) on the State Final Exam, and earning a score of Silver or better on*** the **WorkKeys** test. ***Certification, Career Exploration, and Career-Technical Student Organization*** opportunities will be available to students.

Join DECA – *Distributive Education Clubs of America!*

Prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools!

Required Courses to Complete this Pathway:

BM102X0 Microsoft Word & PowerPoint - Students will create simple and complex documents; enhance, customize, publish and deliver presentations using the latest version of Microsoft Word & PowerPoint. English Language Arts are strengthened.

BF102X0 Principles of Business and Finance - Students will examine business topics related to business, finance, management, and marketing in the global economy. English Language Arts, Social Studies, and Mathematics are strengthened.

MH312X0 Sports and Entertainment Marketing I (Prerequisite: Principles of Business & Finance) - Students will acquire transferrable knowledge of the sports industry, entertainment, and event marketing; branding, licensing, and naming rights; business foundations; concessions and much more. Mathematics are strengthened.

MH422X0 Hospitality and Tourism – (Prerequisite: Principles of Business & Finance or Sports & Entertainment Marketing 1) Students will acquire knowledge of the economic impact and marketing strategies for hospitality and travel destinations; destination complexity, customer relations, legal and ethical responsibilities, safety and security, and tourism promotion. English Language Arts, Mathematics, Social Studies, and Technology are reinforced.

MH322X0 Sports and Entertainment Marketing 2 - (Prerequisite: Sports & Entertainment Marketing 1) Students will acquire knowledge of the selling, promotion, and market planning of sports, entertainment, and event marketing. English Language Arts, Mathematics, and Social Studies are strengthened.

Career & Technical Education - HCHS Start Here, Go Places!