

COURSE REGISTRATION GUIDE

OCS

2025-2026

RAISING THE BAR



NORTH CAROLINA PUBLIC SCHOOLS

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ACCREDITED

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2024-2025 SECONDARY COURSE OF STUDY

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Board of Education
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ONslow
COUNTY
SCHOOLS



Superintendent
Barry D. Collins, Ed.D.

Dear Parents and Students:

In Onslow County Schools, we believe every student should finish high school ready for college and career. To ensure our students have options and choices after graduation, they must take coursework which will meet post-secondary requirements and develop skills needed for entry into the workforce.

The information in this guide outlines available options and can be used for family discussions of pathways to college and career readiness. We encourage families to consider the various opportunities available, including Advanced Placement and International Baccalaureate classes, as well as Career & Technical Education courses and the arts. Onslow County Schools is fortunate to be able to provide many different opportunities for our students to build upon their own strengths and interests.

In these materials, students and parents will find an overview of available courses, innovative programs, and rigorous learning opportunities offered at our eight high schools. Also included are the North Carolina Graduation Requirements, offerings which address college access and credit, along with a variety of career interests and available certifications.

This course guide specifically identifies opportunities open to students for the 2024-2025 school year, including college-level courses provided in conjunction with Coastal Carolina Community College through the Onslow Early College High School and Career & College Promise (CCP). Both the Early College and CCP allow students to potentially complete up to two years of tuition-free college credit prior to high school graduation.

Students in Onslow County Schools now have an opportunity to participate in advanced Career & Technical Education courses at the Eastern North Carolina Regional Skills Center. Information is included which outlines the advanced courses of study available to students in automotive technology, collision repair, culinary arts, welding, advanced manufacturing, network security, and media graphics/game art design.

Students have many other opportunities to meet graduation requirements through honors, Advanced Placement and International Baccalaureate courses, specialized academies, career certification programs, and North Carolina Virtual.

The daily work of the school system is driven by our vision of Excellence in Education and commitment to ensuring every student is college and career ready. Please join us in making the educational experience for your child the best it can be as we prepare our students for their future in Onslow County and the world.

Sincerely,

Barry D. Collins, Ed.D.
Superintendent, Onslow County Schools

ONslow COUNTY SCHOOLS PURPOSE, VISION, MISSION AND GOALS

PURPOSE

To educate students for a successful future.

VISION

Excellence in Education

MISSION

The Onslow County Schools community will prepare
Students to be globally competitive leaders and
Responsible citizens.

GOALS

- OCS-1: Every student in the Onslow County School System has a personalized education and graduates from high school are prepared for work, further education and citizenship
- OCS-2: Every student in the Onslow County School System has excellent educators, every day.
- OCS-3: The Onslow County School System has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents and educators.
- OCS-4: Every student in the Onslow County School System is healthy, safe, and responsible.



NORTH CAROLINA VISION

North Carolina State Board of Education

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

Mission: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

Goals:

- Goal 1: Eliminate opportunity gaps by 2027
- Goal 2: Improve school and district performance by 2027
- Goal 3: Increase educator preparedness to meet the needs of every student by 2027

Onslow County Schools Statement of Nondiscrimination

Onslow County Schools does not discriminate on the basis of race, color, National origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Dr. Cameron Custy, Director, 200 Broadhurst Road, Jacksonville, NC 28540, (910) 455-2211. For further information on the notice of nondiscrimination, you may call the U.S. Department of Education, Office of Civil Rights at 1-800-424-3481.

Las escuelas del Condado de Onslow no discriminan basados en raza, color, nacionalidad, sexo, discapacidad o edad en sus programas y actividades. La siguiente persona ha sido asignado para manejar e investigar alegaciones referentes a la política de no discriminación: Cameron Custy, Directore, 200 Broadhurst Road, Jacksonville, NC 28540, (910) 455-2211. Para mas información sobre el aviso de no discriminación, usted puede llamar al Departamento de Educación de los Estados Unidos, Oficina de Derechos Civiles, al 1-800-424-3481.

HIGH SCHOOL DIRECTORY

Dixon High School (DHS)

Principal: Curtis Ehmann
Assistant Principal: Monique Marshall
& Stacy Morton
160 Dixon School Road
Holly Ridge, NC 28445
910-347-2958
910-347-3932 (Fax)
dhs@onslow.k12.nc.us

Eastern North Carolina Regional Skills Center

Director: John Shannon
261 Northwest Corridor Blvd.
Jacksonville, NC 28540
910-989-2020
rsc@onslow.k12.nc.us

Jacksonville High School (JHS)

Principal: Brenda Hermann
Assistant Principals: James Browning,
Alicia Hodal & Kimberly Murphy
1021 Henderson Drive
Jacksonville, NC 28540
910-989-2048
910-989-2046 (Fax)
jhs@onslow.k12.nc.us

Northside High School (NHS)

Principal: Brad Staley
Assistant Principals: Jennifer Baggett
& Jaime Smith
365 Commons Drive South
Jacksonville, NC 28546
910-455-4868
910-455-4987 (Fax)
nhs@onslow.k12.nc.us

Onslow County Learning Center (OCLC)

Director: Felecia Shannon
941 HWY 172
Hubert, NC 28539
910-326-2305
910-326-2208 (Fax)
oclc@onslow.k12.nc.us

Onslow Early College (OECHS)

Principal: James Strobe
444 Western Boulevard
Jacksonville, NC 28546
earlycollege@onslow.k12.nc.us

Onslow Virtual School (OVS)

Principal: Carla Bradshaw
200 Broadhurst Road
Jacksonville, NC 28540
910-989-2013
ovs@onslow.k12.nc.us

Richlands High School (RHS)

Principal: Steve Clarke
Assistant Principals: Christel Caliguire
& Cara Jackson
8100 Richlands, Highway
Richlands, NC 28574
910-324-4191
910-324-6688 (Fax)
rhs@onslow.k12.nc.us

Southwest High School (SWHS)

Principal: Shawn Lovitt
Assistant Principals: Hannah Hill &
Kristen Puzino
1420 Burgaw Highway
Jacksonville, NC 28540
910-455-4888
910-455-3949 (Fax)
swhs@onslow.k12.nc.us

Swansboro High School (SBHS)

Principal: Helen Gross
Assistant Principals: Nelson Blair &
Lisa Frazier
161 Queens Creek Road
Swansboro, NC 28584
910-326-4300
910-326-1674 (Fax)
sbhs@onslow.k12.nc.us

White Oak High School (WOHS)

Principal: Joycelyn Cassidy
Assistant Principals: Kadren Davis &
Thomas Reed
1001 Piney Green Road
Jacksonville, NC 28546
910-455-1541
910-938-2302 (Fax)
wohs@onslow.k12.nc.us

Entering high school requires making important decisions about your future. The Onslow County High School Registration Guide provides detailed information on programs and courses at Onslow County's eight high schools and the Onslow Virtual School to help students, parents, and school professionals select courses for grades 9-12.

This guide aims to ensure students are well-informed before choosing their courses. It is designed to make the high school experience pleasant, informative, and successful. Students and parents/guardians are encouraged to use this guide and work with school staff to plan the best course sequence to meet academic needs and career goals. Parents should actively engage in their child's scheduling process with school personnel. Teacher recommendations can also help in course selections.

When choosing courses, consider your interests, abilities, and career goals. The courses you choose will shape your high school experience and prepare you for future career and education opportunities. In today's global economy, it is crucial to have the right skills and knowledge. A good high school education sets you up for a successful future, so choose your courses wisely.

This guide outlines graduation and testing requirements and provides information on long-term career and academic planning. It also lists all high school courses available in Onslow County.

Familiarize yourself with this guide to maximize your high school experience. For additional help, visit your school's counselor's office.

How to Use This Course Guide:

1. Check the graduation requirements on pages 18 & 19. Read the course descriptions to make sure you have the prerequisites.
2. Consult your school counselors, career development coordinators, and teachers for advice on the courses you need. They use your past performance, test scores, and other criteria to guide you.
3. Use the career development plan you made with your counselor in Major Clarity to choose your courses.
4. Meet with your counselor to finalize your course selections. Have your parent/guardian review your choices to ensure they align with your post-secondary goals.

Schedule Changes

Registration is a commitment to take the courses you have selected. Remember, when you complete your registration, you are requesting a specific course- NOT a specific teacher, time, or place. Every effort will be made to grant requests by linking you with schools that will offer special courses within guidelines to be established by the school board. You may choose the courses you would like to take in the next school year; however, your schedule may change pending final grades in the courses you are currently taking and your End-of-Grade (EOG) or End-of-Course (EOC) scores. Parent or guardian permission must accompany your request for schedule changes. By NC statute, final decisions for student placement rest with the school principal.

High School Settings

Onslow County Schools offers seven traditional high school settings. A student's assignment will be based on residence or assignment provided through student services. Attendance at a non-traditional high school will be based on application/acceptance or individual assignment.

Traditional High Schools

Dixon High, Jacksonville High, Northside High, Richlands High, Southwest High, Swansboro High, and White Oak High are the traditional high schools. Each of these schools offers a full complement of core courses (English, Math, Science, and Social Studies) as well as an extensive offering of electives. Elective courses offered at are traditional high schools in the areas of Career and Technical Education, fine and performing arts, and Health/PE

Non-Traditional High Schools

Onslow Early College High School

OECHS is a cooperative innovative high school that provides support for students to earn a high school diploma and an associate degree, or up to two years of credit toward a bachelor's degree. It is a small school with an approach focused on academic rigor combined with the opportunity to save students and families time and money. This approach encourages students to work hard and face intellectual challenges.

OECHS is located on the campus of Coastal Carolina Community College. Approximately 50 rising ninth-grade students from around the school district enroll each August. Hub transportation is provided for OECHS students from their residence-based high school. Students apply to Onslow Early College during their 8th-grade year. The early college does not offer athletic teams, cheerleading, band, or ROTC. Students attending OECHS are not eligible to attend the Eastern North Carolina Regional Skills Center.

Onslow Virtual School

Onslow Virtual School (OVS) is an Onslow County Public School. It is the district's only full-time Virtual 1-12 instructional program. OVS provides parents and students an educational option that uses an interactive learning environment created using primarily synchronous, with asynchronous opportunities. Students will participate in live sessions with their teacher and peers (synchronous) and be able to access and complete some coursework at their pace (asynchronous). This unique approach allows students to move through the curriculum and develop mastery for each unit prior to moving on to the next unit. This also acknowledges that social interaction and communication skills are vital to the educational development of our students, which is why students will be required to attend live or synchronous meetings with their teacher(s) and peers throughout the week to receive direct instruction and supplemental support.

Academies and Programs

Advanced Placement Capstone Academy

The AP Capstone Academy at Northside High School and Richlands High School allows students to develop critical thinking, problem-solving, and research skills across subjects. It combines a rigorous curriculum with necessary support systems.

The College Board's AP Capstone Program features a two-year course sequence—AP Seminar and AP Research—to enhance AP courses. It involves performance tasks, research methods, and multimedia communication. Completing the program enables students to make interdisciplinary connections and conduct college-level research, leading to an AP Capstone Diploma or Certificate. For general AP Capstone inquiries, please contact Michael Elder in the Division of College and Career Readiness at michael.elder@onslow.k12.nc.us or (910) 455-2211 ext. 71271.

International Baccalaureate (IB) Diploma Program

In addition to traditional high school Courses offerings, Jacksonville High School offers IB courses, the IB Diploma Program, and the IB Career-related Certificate Program. The International Baccalaureate (IB) aims to develop students who are inquiring, knowledgeable, and caring, with an understanding and respect for different cultures. The organization collaborates with schools, governments, and international entities to create challenging educational programs and rigorous assessments. These programs encourage students worldwide to become active, compassionate, and lifelong learners who recognize the validity of diverse perspectives.

The IB Diploma Program (DP) is a demanding course of study designed for independent, motivated learners. A student with average ability who applies themselves consistently and maintains organized work habits can succeed in this program. The full diploma requires students to study six subject areas over two years (Language, Second Language, Individuals and Societies, Experimental Sciences, Mathematics, and the Arts), and complete a core consisting of three components (theory of knowledge, extended essay, and creativity, action, and service), with guidance from advisors and staff.

For more information about the IB Diploma Program or IB Career-Related Program, please contact Amber Lumley, JHS IB Coordinator at (910) 989-2048. For general IB inquiries, please contact Michael Elder in the Division of College and Career Readiness at michael.elder@onslow.k12.nc.us or (910) 455-2211 ext. 71271.

Onslow County Learning Center

OCLC is an alternative school serving student in grades 6 through 12 who need a more individualized educational setting and smaller school environment. Students are referred to the Onslow County Learning Center through their home school. The home school principals along with the counselors, social worker, parents, and teachers consider OCLC when a student is having difficulty managing academics and behavior in their home school. Transportation is provided for OCLS students.

Junior Reserve Officers' Training Corps

The Junior Reserve Officers' Training Corps (JROTC) is a federal program sponsored by the United States Armed Forces in high schools across the United States and at US military bases around the world. The purpose of the Junior Reserve Officers' Training Corps is to instill in students in the United States secondary educational institutions the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. Additional objectives for each cadet include:

- i. Developing citizenship and patriotism
- ii. Developing self-reliance and responsiveness to authority
- iii. Improving communication skills both orally and in writing
- iv. Developing an appreciation of physical fitness
- v. Increasing respect for the role of the US Armed Forces in support of national objectives
- vi. Developing knowledge of team-building and basic military skills

Taking one to three years of the course grants cadets the potential to rank higher if they pursue a military career. The JROTC program aims to provide leadership instruction that benefits students and has value to the Armed Forces. Students will acquire: (1) An understanding of the fundamental concepts of leadership, military art, and science, (2) An introduction to related professional knowledge, and (3) An appreciation for national security requirements. The dual roles of citizen/soldier and soldier/citizen are studied in these programs. These programs enable cadets to serve their country as informed leaders, citizens, and in military service if they choose to enter it. The JROTC is not an officer-producing program but aims to create favorable attitudes and impressions toward the Services and careers in the Armed Forces. The Air Force JROTC is available to all high school students in Onslow County and is offered at Northside High School. For more information, please contact Principal Brad Staley at brad.staley@onslow.k12.nc.us or 910.455.2211 ext. 32001.

CONTROLLED ENROLLMENT

Realizing that not all students share the same interests and career goals or learn in the same fashion, our schools developed programs to meet the diverse needs of our students. Some of these academic programs are not available at all Onslow County high schools. In order to make as many opportunities available to our students as possible, a controlled enrollment processes exists to help students find the courses they are seeking, at another school.

Students wanting to enroll in a course not offered at a students' home school may be eligible for controlled enrollment. When a student successfully completes the necessary paperwork for the Controlled Enrollment application, as well as any required paperwork and interview from the second school and is accepted into the specialized program and the parents accept the placement, the student may become a member of the second school for the remainder of the school year. They must be enrolled in the courses associated with the specialized program for the duration of the time they are at the second school. Additionally, students will have to meet requirements unique to each specialized program.

- Transportation will not be provided for students who are accepted into a specialized program at another school, and Onslow County Schools will not assume liability for student drivers commuting to specialized programs.
- Students who are accepted into a specialized program at another school must complete the entire school year before applying to return to their home school.
- Students who are accepted into a specialized program at another school and fail to meet the expectations of the program will return to their home school at the end of the school year.

The following **Controlled Enrollment** programs are the only options available for students beginning in their **9th grade year**.

- **Agriscience Academy - Richlands High School**- The Richlands Agriscience Academy provides students with the knowledge and skills necessary for further education and employment in the diverse field of agriculture and life sciences while developing their potential for premier leadership, personal growth and career success. All students enrolled in the RHS Agriscience Academy will take the general pathway which includes Sustainable Agriculture and Advanced Studies. In addition, students would choose between the Horticulture Pathway or the Animal Science Pathway. Possible certifications through our program may include Certified Plant Professional, Pork Quality Assurance, Beef Quality Assurance. Students will have the opportunity to complete a comprehensive experiential learning activity and hone their leadership skills through participation in the National FFA Organization.
- **Air Force Junior Reserve Officer Training Corps (AFJROTC) – Northside High School** - The AFJROTC program educates and trains high school cadets in citizenship, promotes community service, instills responsibility, character, and self-discipline, and provides instruction in air and space fundamentals. The program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration.
 - **Requires enrollment in AFJROTC courses beginning in freshman year.**
 - Maintain military appearance requirements (standard military hair style, uniform specified by instructor, etc.)
- **Animal Science Major (part of the STEAM Academy) – White Oak High School** - This major is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. It introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through a required and related supervised agricultural experience (SAE) approved by the advisor, a formal showing or presentation as part of the culminating SAE, continuous member in the FFA, and successful completion of courses such as: AgriScience Applications, Animal Science I, Animal Science II, Animal Science II Small Animal, Sustainable Agriculture Production I, Sustainable Agriculture Production II, and an established internship with the WOHS farm.

- **AP Capstone – Northside High School and Richlands High School –**

The Advanced Placement (AP) Capstone program offered at Northside and Richlands High Schools is a challenging college level program with high standards of assessment. It equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges world-wide. The program cultivates curious, self-motivated, intelligent scholars and prepares them to make logical, evidence-based decisions. Other benefits to students include:

- The fostering of research, argumentation, and communication skills at the core of college readiness and lifelong learning
- The opportunity to build on the knowledge and rigorous coursework of Advanced Placement in an interdisciplinary format
- The opportunity to show prospective colleges that they have challenged themselves academically and also illustrate their passion for learning and potential for academic Success

Students must take six AP courses in order to participate in the AP Capstone program. Two basic required courses are AP Seminar and AP Research. These basic courses are taken over a two-year period with AP Seminar taken the first year and AP Research taken the second year. Students can select any other four AP courses, which may be taken at any time throughout their high school career. The additional Northside High AP courses from which to choose include English Language and Composition, English Literature and Composition, Statistics, Calculus AB, Calculus BC, Biology, Chemistry, Environmental Science, United States History, World History, Psychology, Computer Science, Art History, 2 D Studio Art, Music Theory, and any new AP classes that may be added in the future. Richlands High currently offers: English Language and Composition, English Literature and Composition, Statistics, Calculus AB, Calculus BC, Computer Science A, Environmental Science, US History, Psychology, Government and Politics, and NCVPS courses. Participants who earn AP exam scores of 3 or higher in AP Seminar and AP Research and on any other four AP exams they take will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP exams will receive an AP Seminar and Research Certificate. No program costs are currently incurred by students. In past years, students who take AP exams have been afforded the opportunity to do so at no cost through the utilization of state provided funding.

- **Engineering Academy – Richlands High School** - The Engineering Academy is a structured program that is designed to provide students with an advanced and rigorous curriculum in science, math and technology that will prepare them for further study and careers in engineering. The curriculum will serve as excellent preparation for the study of advanced pre- engineering college mathematics and sciences.
- **International Baccalaureate Diploma Program – Jacksonville High School** - The International Baccalaureate (IB) Diploma Program is a rigorous two-year course of study in the junior and senior year leading to an International Diploma from Geneva, Switzerland. The IB Diploma is recognized by the world's leading universities. The curriculum creates an international mindedness that results in an increased global awareness for the students in and out of the classroom. Preparation for the IB Program must begin during the freshmen year. All prospective students for IB courses must complete the application process.
 - Students considering participation in the International Baccalaureate Diploma Program **must** complete English I Honors, English II Honors, Biology Honors, Chemistry Honors, AP Environmental or Earth and Environmental Honors, World History Honors, Math I, Math II, Math III, and 3rd Level of Foreign Language (Spanish) by the end of the sophomore year.
 - **The IB Program is available as an option for students beginning in 9th grade.**

- **International Baccalaureate Career-Related Program - Jacksonville High School** - The International Baccalaureate Career- related Program (IBCP) is a framework of international education that incorporates the values of the IB into a unique program addressing the needs of students engaged in career-related education. The program leads to further/higher education, apprenticeships, or employment.
 - CP students undertake a minimum of two IB Diploma Program courses (2 levels of each course), a core consisting of four components: Personal and Professional Skills Class (2 levels), Reflective Project, Service-Learning Project, Language Development, and a career-related study in either Health Sciences or Business (minimum of 4 courses with one being a completer course). **This course work should be completed during the students junior and senior years of high school.**
 - For CP students, DP courses provide the theoretical underpinning and academic rigor of the program; the career- related study further supports the program's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.
 - **The IB Career-related Program is available as an option for students beginning in 9th grade.**
- **Marine Occupations – Dixon High School** - Students will learn about boating safety have the opportunity to earn their NC boating license. Students will learn to weld, repair fiberglass, repair engines and navigate a vessel. These courses are project based and require students to work in the shop on a daily basis.
- **Teaching as a Profession – Swansboro High School** - The goal of Teaching as a Profession is to create opportunities for high school students with strong interpersonal and leadership skills to enroll in courses in their high schools that encourage teaching as a career pathway. The inherently honors, college level courses, expose students to the many facets of education through class discussion, observation, and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education. In the capstone course, students may participate in guided and independent classroom leadership activities with mentoring from their cooperating teacher. The field experience provides students with the skills and tools that are an integral and complementary component of Teaching as a Profession I and II, which assist in developing pedagogical skills, knowledge, and characteristics necessary for effective teaching.

The following includes other program(s) available for Controlled Enrollment. Unless otherwise noted, students will be considered for Controlled Enrollment in these programs for their 10th and 11th grade years. Students enrolled for either of those years will be considered for their 12th grade year. *No students will be considered for Controlled Enrollment for only their 12th grade year.*

- **Audio/Visual (AV) & Communication Technologies Academy – Swansboro High School** - The AV & Communication Technologies Academy provides a small learning community for creative students interested in visual, digital media including audio and video production. Students will be enrolled in several Adobe Academy courses which will lead to certification when completed.

CONTROLLED ENROLLMENT

CONTROLLED ENROLLMENT APPLICATION DIRECTIONS:

All assignments will be for a full academic year. Students can change assignments during the school year only if they move out of their current attendance area or meet hardship requirements. Hardship cases will be heard by the school principal and the superintendent's designee.

1. Students will meet with the Controlled Enrollment counselor at their home school.
2. Students must complete the Controlled Enrollment application as well as the required paperwork from the Controlled Enrollment school that will be considered for acceptance in the desired program.
3. Completed Controlled Enrollment application must be returned to the Student Services Office at the Onslow County Central Office.
4. These documents will be forwarded to the Controlled Enrollment school for consideration.
5. After the receiving school determines whether the student will be accepted into the Controlled Enrollment program, the paperwork will be returned to the Student Services Office.
6. If accepted, a contract will be sent to the parents for final acceptance of the student placement.
7. A letter outlining the outcome of the applications, and the contract will be mailed to both schools and the parent.
8. Once all paperwork is completed and all conditions have been met, the student will be assigned to the Controlled Enrollment school for the following school year.
9. Transportation will not be provided outside of the assigned home school attendance area. Parents must provide timely transportation to and from school each day if no exception for transportation has been made. *(Failure to provide timely transportation may result in student transfer to their home school)*
10. **If space is available**, siblings who also make application will be assigned to the same school if older sibling is selected.
11. Selection will be based on space available. Students will be assigned their choice to the fullest extent possible. If your choice is not available, the student will be assigned to his/her homeschool. All Onslow County students will have an opportunity to participate in controlled enrollment process with assignment based on availability, facilities, and consideration of special needs.
12. Any student whose choice is to remain at their assigned home district school will not need to complete an application.

ONSLOW COUNTY SCHOOLS SPECIALIZED PROGRAMS

| Eligible for Specialized Program | School(s) | Enrollment |
|--|-----------|------------|
| AP Capstone*** | NSH | X |
| AP Capstone*** | RHS | X |
| Air Force Junior Reserve Officer Training Corps (AFJROTC)* | NHS | X |
| Agriscience Academy*** | RHS | X |
| Audio/Visual (AV) & Communication Technologies Academy | SBHS | X |
| Engineering Major | WOHS | X |
| International Baccalaureate Career-related Program** | JHS | X |
| International Baccalaureate Diploma Program** | JHS | X |
| Marine Occupations | DHS | X |
| Teaching as a Profession | SBHS | X |

*AFJROTC at Northside High School requires enrollment in courses beginning in freshman year.

**IB Diploma and Career-related Programs open to Controlled Enrollment only for students seeking a full IB Diploma.

***Students may apply for Controlled Enrollment to these initiatives beginning in freshman year.

**ONSLOW COUNTY SCHOOL SYSTEM
CONTROLLED ENROLLMENT INTENT
FORM 2025-2026**

Intent Forms are due on or before ***Friday, April 25, 2025***

This form should be completed by all current controlled enrollment students in any specialized program at any high school.

| | | |
|------------------------------|----------------------------------|---|
| (Student Last Name) | (Student First Name) | (Middle) |
| (Student ID #) | (Date of Birth – Month/Day/Year) | (Grade Level in 2025-2026) |
| (Parent/Legal Guardian Name) | | (Relationship to Child) |
| (Address) | (City) | (State) (Zip) |
| (Home Phone Number) | (Work Phone Number) | (Cell Number) |
| (Home District School) | (Controlled Enrollment School) | (Controlled Enrollment Academy/Program Title) |

I understand that by signing this intent form that my child will continue to be eligible for enrollment in the above listed Controlled Enrollment program. I understand that I will be responsible for transportation to and from the Controlled Enrollment school and that my child must remain enrolled in the program for the entire academic year. I understand that my child must be making satisfactory progress in the above listed academy/program.

| | |
|---------------------|--------|
| (Student Signature) | (Date) |
| (Parent Signature) | (Date) |

For School Use Only

- ☐ Student is making satisfactory progress in the above listed academy/program.
☐ Student is not making satisfactory progress in the above listed academy/program.

- ☐ Approved
☐ Not Approved

Reason:

| | |
|--------------------------------|--------|
| (Principal/Designee Signature) | (Date) |
|--------------------------------|--------|

For Central Office Use Only

Your child has been assigned to the academy/program listed above.

| | |
|---------------------------------------|--------|
| (Student Services Director Signature) | (Date) |
|---------------------------------------|--------|

**ONSLOW COUNTY SCHOOL SYSTEM
CONTROLLED ENROLLMENT
APPLICATION 2025-2026**

Applications will not be accepted after ***Friday, April 25, 2025***

| | | | |
|---|----------------------|--|----------------------------|
| (Student Last Name) | (Student First Name) | (Middle) | (Grade Level in 2025-2026) |
| (Student ID #) | | (Date of Birth – Month/Day/Year) | |
| (Parent/Legal Guardian Name) | | | (Relationship to Child) |
| (Parent/Legal Guardian Address) | | (City) | (State) (Zip) |
| (Mailing Address – if different from above) | | | |
| (Home Phone Number) | | (Work Phone Number) | (Cell Number) |
| (Home District School) | | (School Attended in 2024-2025) | |
| <ul style="list-style-type: none"> • DHS – Marine Occupation • JHS – International Baccalaureate Diploma Program • JHS – International Baccalaureate Career-related Certificate Program • NSH – AP Capstone • NSH – Air Force Junior ROTC • RHS – AP Capstone | | <ul style="list-style-type: none"> • RHS – Agriscience Academy • RHS – Engineering Academy • SBHS – Audio/Visual & Communication Academy • WOHS – Animal Science | |
| <i>*Available for application beginning in 9th grade</i> | | | |

| | | |
|----|--------------------------------|---------------------------------|
| 1. | (Controlled Enrollment School) | (Requested Specialized Program) |
| 2. | (Controlled Enrollment School) | (Requested Specialized Program) |

Check the box below **if applicable**: Each **new** applicant must submit a separate application.

- ☐ This applicant has a sibling also applying to this controlled enrollment program for the 2025-2026 school year. Sibling acceptance will be based on available space at the receiving school. List sibling information below.

| | | | |
|---------------------|----------------------|----------|----------------------------|
| (Student Last Name) | (Student First Name) | (Middle) | (Grade Level in 2024-2025) |
|---------------------|----------------------|----------|----------------------------|

I have read the Onslow County High School Course Selection Guide and understand the process for selection into a Controlled Enrollment Program, that I will be responsible for transportation both to and from the Controlled Enrollment school and that my child must remain enrolled in the program for the entire academic year.

| | |
|-----------------------------------|--------|
| (Parent/Legal Guardian Signature) | (Date) |
|-----------------------------------|--------|

Other Instructional Settings

When the traditional instructional setting, students meeting in a face-to-face setting with a teacher in a physical classroom on the school campus is not available, OCS offers students the opportunity to take courses and earn credit through a variety of methods.

North Carolina School of Science and Mathematics (NCSSM)

NCSSM Open Enrollment Courses

The Onslow County School System seeks to make more opportunities possible for high school students through partnerships with the NC School of Science and Math (NCSSM). The Open Enrollment program from NCSSM allows 10th, 11th, or 12th grade students to enroll in courses such as Honors Introduction to Computer Science and Computational Thinking, AP Calc, Honors Statistical Modeling, AP Psychology, Honors Aerospace Engineering, Honors Science of Race, Honors Global Public Health and Infectious Disease, Honors Genetics and Biotechnology, Honors Creative Design for the Web, Tech Art: Honors Intro to Art, Tech, and World-Building in Video Games, Honors Intro to Communication in Public and Environmental Health Research, Honors African American Studies. Enrollment is not guaranteed, and some courses have prerequisites. All courses are offered virtually, and most are synchronous. An early discussion with school counselors is encouraged. <https://www.ncssm.edu/openenrollment>

NCSSM Residential and Online High School

Students may apply during their sophomore year to be considered for selection to the NCSSM. Applications are typically open in October and due by early January. If selected, a student completes their junior and senior year as a student of NCSSM. NCSSM offers a fully virtual high school experience as well as a residential program. The residential program is held in Durham, NC and in 2022 will have a second campus in Morganton, NC. Student. For more information visit <https://www.ncssm.edu/>

North Carolina Virtual Public School (NCVPS)

The purpose of the NCVPS is to provide online, e-Learning opportunities to North Carolina middle and high school students. **This opportunity is available at no cost to students.**

Onslow County students are eligible for e-Learning courses if they are enrolled two face-to-face periods a day on an Onslow County High School campus. Contact a school counselor for enrollment policies and procedures. Administrative approval is required prior to enrollment in NCVPS courses.

Students may enroll in courses that are unavailable at their school and for courses that augment their local school's program of study. There are a variety of available options including:

- Advanced Placement courses not offered on the school campus.
- Courses required for graduation that are at capacity on the school campus.
- Courses for homebound/hospital-bound students who wish to graduate on time.
- Courses to enable three-year high school graduation.

All NCVPS courses are taught by highly qualified North Carolina licensed teachers. Students enroll through their local districted high school, grades are reported to their school, and their districted school awards credit. The courses use learning management and collaborative software to maximize student interaction in each class. NCVPS teachers use the latest technologies to engage students as well as prepare them to be career and college ready.

Students (and their parents/guardians) interested in enrolling in an e-Learning course should become familiar with the information and course catalog found on the NCVPS website: <http://www.ncvps.org>. An e-Learning (online) environment requires that students be personally responsible in terms of meeting deadlines, be independently motivated, possess proficient reading, writing and computer skills and have an organized approach to study.

Career & College Promise via Coastal Carolina Community College

CCP is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit — meeting high school graduation requirements with college courses. Career & College Promise offers North Carolina high school students' options to pursue educational and career goals of their choice using a rigorous, yet supportive structure designed to help them become successful. For more information about the Career and College Promise program, including courses offered and eligibility requirements, please visit the Career and College Promise webpage at <https://www.coastalcarolina.edu/academics/ccpp/>.

Coastal Carolina Community College employs counselors who visit each high school campus on a weekly basis to assist with information and enrollment. Students may reach their Career and College Promise counselor by signing up for a time in the school counselor office. Some Career and College Promise courses are offered on high school campuses based upon student interest and availability of teaching faculty. For more information, contact the school counselor.

Credit by Demonstrated Mastery (CDM)

Policy GCS-M-001.8, Course for Credit, Credit by Demonstrated Mastery (CDM), provides North Carolina students with the opportunity to personalize and accelerate their learning by earning course credits through demonstrating mastery of the course material.

North Carolina's CDM policy mandates a comprehensive, multi-phased assessment approach designed to enable students to exhibit a deep understanding of content, ensure appropriate student placement, allow students to receive credit for their existing knowledge, and tailor their learning experience.

The CDM policy recognizes that any student may have unique, individual circumstances within their learning journey that have allowed them to gain an extensive understanding of a particular course or subject area without the traditional educational setting. CDM promotes personalized learning and eliminates the requirement for seat time for student learning and earning course credit. This allows students to take more advanced courses in the same subject area or provide room in their class schedule to explore new topics. It facilitates subject-level acceleration without necessitating full grade-level acceleration. While the CDM process is accessible to all students, it is not intended for entire groups of students. It is not meant to replace the general accelerated pathways that local school districts often provide to advanced students. Instead, it aims to offer an opportunity for individual students who demonstrate exceptional mastery of course content prior to taking a course and who wish to earn credit and progress to another course that better utilizes their learning time. To learn more about the CDM process, contact Dr. Michael Elder at Michael.Elder@onslow.k12.nc.us or 910.455.2211 ext. 71271.

Non-OCS Courses

All requests for course completion through a setting outside of OCS, other than those approved through Career and College Promise, require approval from the school principal and the Superintendent. If prior approval is granted, the course will be posted on the transcript as a Pass/Fail and will not factor into the student's grade point average, nor count towards a graduation requirement. Students considering this option shall consult with their school counselor.

Requirements for Graduation

Graduation requirements are assigned by the year the student enters the ninth grade for the first time. It is important that parents and students know and understand the graduation requirements associated with that class of students. The most recent programs of study are listed in the registration guide.

Every Onslow County Schools high school student must:

- Meet the course and credit requirements based on when they entered high school as a ninth grade for the first time
- Successfully complete Cardiopulmonary Resuscitation (CPR) training
- Have a career development plan by the end of 10th grade

There are two courses of study that students may follow to meet graduation requirements. Students will be placed in the Future Ready Core Course of Study a default option.



| Content Area | Future Ready Core For Ninth Graders Entering High School in 2021-2022, 2022-2023, 2023-2024 | | Occupational Course of Study (OCS) |
|---------------------------------|---|---|---|
| English | 4 Credits <ul style="list-style-type: none"> English I English II English III English IV | | 4 Credits <ul style="list-style-type: none"> English I English II* English III English IV |
| Mathematics | 4 Credits <ul style="list-style-type: none"> NC Math I NC Math II NC Math III A fourth mathematics course aligned with the student's post-high school plans. | | 4 Credits <ul style="list-style-type: none"> Introduction to Mathematics NC Math I* Financial Management Employment Preparation IV: Math (to include 150 work hours) NOTE: Credit shall be awarded for Math I, II, III if taken prior to the 2024-25 school year. |
| Science | 3 Credits <ul style="list-style-type: none"> Earth/Environmental Science A Physical Science or Chemistry or Physics Biology | | 3 Credits <ul style="list-style-type: none"> Applied Science Biology* Employment Preparation 1: Science (to include 150 work hours) |
| Social Studies | 4 Credits <ul style="list-style-type: none"> World History American History The Founding Principles of the USA & NC: Civic Literacy Economics and Personal Finance | | 4 Credits <ul style="list-style-type: none"> Founding Principles of USA & NC: Civic Literacy Economics and Personal Finance Employment Preparation II: Citizenship IA (to include 75 work hours) Employment Preparation II: Citizenship IB (to include 75 work hours) |
| World Languages | Not required for graduation but 2 levels recommended for admission to the UNC System | | Not required for OCS |
| Health and Physical Education | 1 Credit <ul style="list-style-type: none"> Health/Physical Education I | | 1 Credit Health/Physical Education (must have CPR) |
| CPR | Successful completion of CPR for all students' graduation 2015 and beyond | | |
| Electives Or Other Requirements | 6 Credits 2 elective credits of any combination from either <ul style="list-style-type: none"> Career & Technical Education (CTE) Arts Education World Languages | 4 elective credits strongly recommended (four course concentration) from one of the following: <ul style="list-style-type: none"> Career & Technical Education (CTE) JROTC Arts Education (e.g., dance, music, theater arts, visual arts) Any other subject area or cross-disciplinary courses (e.g., Social Studies, Science, Mathematics, English, World Languages, or Dual Enrollment Courses) | 2 Credits Occupational Preparation: Occupational Prep I <ul style="list-style-type: none"> Employment Preparation III: Citizenship IIA (to include 75 work hours) Employment Preparation III: Citizenship IIB (to include 75 work hours) Completion of IEP objectives Career Portfolio required |
| Career/Technology | Not required for graduation but highly recommended | | 4 Credits Career/Technical Education electives |
| Arts Education | DPI recommends at least one credit in an arts discipline, but it is not required to meet graduation standards. | | DPI recommends at least one credit in an arts discipline, but it is not required to meet graduation standards. |
| Total Minimum Credits Required | 22 Credits | | 22 credits |

| Content Area | Future Ready Core For Ninth Graders Entering in High School in 2025-2026 or Later | | Occupational Course of Study (OCS) |
|---------------------------------|---|---|---|
| English | 4 Credits <ul style="list-style-type: none"> English I English II English III English IV | | 4 Credits <ul style="list-style-type: none"> English I English II* English III English IV |
| Mathematics | 4 Credits <ul style="list-style-type: none"> NC Math I NC Math II NC Math III a fourth mathematics course to be aligned with the student's post-high school plans. | | 4 Credits <ul style="list-style-type: none"> Introduction to Mathematics NC Math I* Financial Management Employment Preparation IV: Math (to include 150 work hours) NOTE: Credit shall be awarded for Math I, II, III if taken prior to the 2024-25 school year. |
| Science | 3 Credits <ul style="list-style-type: none"> Earth/Environmental Science A Physical Science or Chemistry or Physics Biology | | 3 Credits <ul style="list-style-type: none"> Applied Science Biology* Employment Preparation 1: Science (to include 150 work hours) |
| Social Studies | 4 Credits <ul style="list-style-type: none"> Founding Principles of the United States of America and North Carolina: Civic Literacy American History course World History Economics and Personal Finance | | 4 Credits <ul style="list-style-type: none"> Founding Principles of USA & NC: Civic Literacy Economics and Personal Finance Employment Preparation II: Citizenship IA (to include 75 work hours) Employment Preparation II: Citizenship IB (to include 75 work hours) |
| World Languages | Not required for graduation but 2 levels recommended for admission to the UNC System | | Not required for OCS |
| Health and Physical Education | 1 Credit <ul style="list-style-type: none"> Health/Physical Education I: CPR Training | | 1 Credit <ul style="list-style-type: none"> Health/Physical Education (must have CPR) |
| CPR | Successful completion of CPR for all students' graduation 2015 and beyond | | |
| Electives Or Other Requirements | 6 Credits 2 elective credits of any combination from either <ul style="list-style-type: none"> Career & Technical Education (CTE) Arts Education World Languages | 4 elective credits strongly recommended (four course concentration) from one of the following: <ul style="list-style-type: none"> Career & Technical Education (CTE) JROTC Arts Education (e.g., dance, music, theater arts, visual arts) Any other subject area or cross-disciplinary courses (e.g., Social Studies, Science, Mathematics, English, World Languages, or Dual Enrollment Courses) | 2 Credits Occupational Preparation: Occupational Prep I <ul style="list-style-type: none"> Employment Preparation III: Citizenship IIA (to include 75 work hours) Employment Preparation III: Citizenship IIB (to include 75 work hours) Completion of IEP objectives Career Portfolio required |
| Career/Technology | Not required for graduation but highly recommended | | 4 Credits <ul style="list-style-type: none"> Career/Technical Education electives |
| Arts Education | DPI recommends at least one credit in an arts discipline, but it is not required to meet graduation standards. | | DPI recommends at least one credit in an arts discipline, but it is not required to meet graduation standards. |
| Total Minimum Credits Required | 22 Credits | | 22 credits |

* OCS courses aligned with Future Ready Core courses in English II, NC Math I, and Biology (New NC State Standards and new NC Essential Standards implemented in the 2012-13 school year).

**For additional information CTE courses that meet requirements for selected Courses of Study, refer to the CTE Section of the Course Study Guide.

***Students entering 9th grade in the 2014-2015 school year and after: completion of 150 hours school-based training, 225 hours community-based training and 225 hours competitive paid employment or unpaid vocational training, unpaid internships, paid employment at community rehabilitation facilities and volunteer and/or community service hours.

Early Graduation

Early Graduation is a major decision that requires superintendent approval. Choosing to graduate early may have a significant impact on available post-high school education and employment options. The decision should be well-planned and thoughtfully made only after careful consideration by both the student and parents. The school's counselor will be able to provide post-secondary options available to early graduates. Students who have completed all graduation requirements may request to graduate early, either at the mid-year of their senior year or the end of their junior year. The student's grade classification will be based on the OCS high school promotion standards. Diplomas are awarded only at the end of the school year. Please see the high school counselor to learn more about the early graduation process and timelines.

High School Diploma Endorsements

In North Carolina, public school students can earn special endorsements on their high school diplomas. These endorsements show that students have completed specific course concentrations, preparing them for careers or college. Although students can earn multiple endorsements, they are not required to do so to graduate.

There are six types of diploma endorsements available:

I. Career Endorsement: For students who complete a rigorous course of study that includes Career Technical Education.

II. College Endorsement: For students who are ready to enter NC Community Colleges.

III. College/UNC Endorsement: For students who are ready to enter a four-year university in the University of North Carolina system.

IV. NC Academic Scholars Endorsement: For students who complete a balanced and academically rigorous high school program.

V. Global Languages Endorsement (Seal of Biliteracy): For students who show proficiency in one or more languages in addition to English.

VI. Arts Proficiency Endorsement: For students who demonstrate proficiency in an arts area through coursework and extracurricular experiences.

For more information, parents can contact the school counselor or visit the North Carolina Department of Public Instruction website: [High School Diploma Endorsements | NC DPI](#)

POST-SECONDARY EDUCATION

The University of North Carolina Sixteen Universities and the North Carolina School of Science and Mathematics

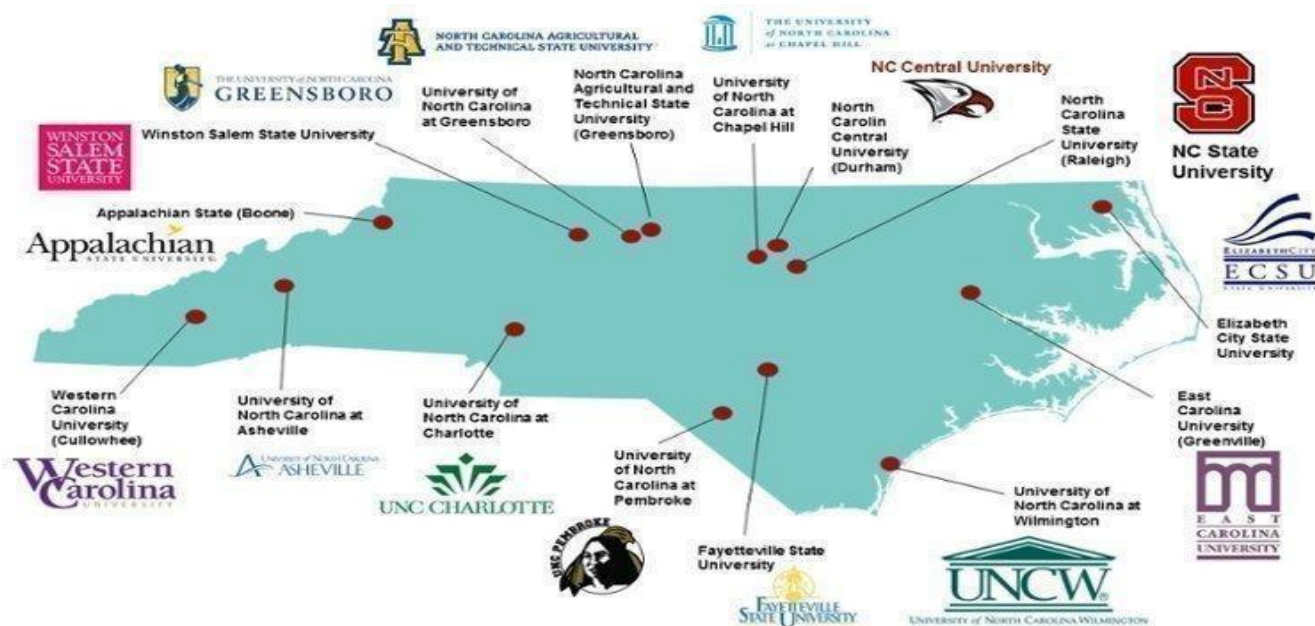
- Appalachian State University
- East Carolina University
- Elizabeth City State University
- Fayetteville State University
- North Carolina Agriculture & Technical State University
- North Carolina Central University
- North Carolina School of the Arts
- North Carolina State University
- North Carolina School of Science & Mathematics
- University of North Carolina at Asheville
- University of North Carolina at Chapel Hill
- University of North Carolina at Charlotte
- University of North Carolina at Greensboro
- University of North Carolina at Pembroke
- University of North Carolina at Wilmington
- Western Carolina University
- Winston-Salem State University

Minimum Admission Requirements at the Seventeen Campuses of the University of North Carolina system:

- Four (4) course units in English emphasizing grammar, composition, and literature
- Two (2) course units in Social Studies (US History + one additional course)
- Three (3) course units in Sciences (one life or biological science, one physical science and at least one laboratory science)
- Four (4) course units of Mathematics (Math I, Math II, Math III, and one beyond Math III).
- Two (2) additional courses from English, mathematics, science, social studies, world language, or computer science.

The UNC System Admission Requirements

| Year | GPA | Minimum SAT | Minimum ACT Composite |
|--------------|-----|-------------|-----------------------|
| Fall of 2025 | 2.5 | | |
| Fall of 2026 | 2.5 | 930 | 17 |



High School Courses Taken in Middle School

Specific courses required for high school graduation may be taken in middle school. Students enrolled in grades 6 through 8 who pass eligible courses (see State Board of Education policy [CCRE-001](#)) that are described in the North Carolina Standard Course of Study for grades 9 through 12 will receive high school credit. The student's high school GPA will be computed only with courses taken during the high school years (9th-12th grades). Grades for courses taken while in middle school are not part of the high school GPA calculation.

Repeating a Previously Failed Course

In alignment with State Board of Education Policy [CCRE-001](#), high school students who have failed a course for credit can repeat the course. Beginning in the 2015-16 school year, for students who initially fail a high school course and repeat the full course (not credit recovery) and earn a passing grade, the passing grade will replace the failing grade in GPA calculation.

Course Load

Students are expected to attend school full time and to be enrolled in a full load of courses. Exceptions are made for students approved for work-based learning experiences taken in conjunction with Career & Technical Education courses and for those taking dual enrollment courses at Coastal Carolina Community College.

Withdrawal from an EOC Course

Per 16 N.C. Admin Code 06D. 0309, "Public school students may drop a course with a required EOC test within the first 10 days of enrollment in a semester block schedule or within the first 20 days of enrollment in a yearlong traditional schedule. Students who are enrolled for credit after the 10/20 days, regardless of course delivery (e.g., traditional classroom, NC Virtual Public School, vendor-based online) shall not drop a course with a required EOC test and shall participate in the appropriate EOC test at the completion of the course."

Exceptions to the 10/20 day rule are allowed when it is in the best interest of the student to be removed from a course requiring an EOC test. These cases should be evaluated individually, and consideration should be given to ensure the accountability of the school is not compromised. Some examples of acceptable individual student withdrawals after the first 10/20 days of enrollment include the following:

- Transfer student inappropriately placed in an EOC course. If a student transfers into a school and his or her records do not arrive until after the first 10/20 days to inform a proper placement decision, the school has the latitude to withdraw the student from the EOC course and place the student in the appropriate course.
- Student is withdrawn from a course to enroll in a higher-level course. Occasionally, a student may be better served to withdraw from an EOC course and enroll in a higher-level course. In such cases, the student takes the appropriate test for the higher-level course; the school remains accountable through the higher-level course. Students must not be withdrawn from an EOC course and enrolled in a higher-level course within the last six weeks of the course.
- There is a valid medical reason for removing a student from an EOC course. In rare cases, an individual student may be deemed medically fragile because of a significant medical emergency or condition, such as an accident, that incapacitates the student for an extended period of time. In such instances, it may be in the student's best interest to be withdrawn from a course.

The principal of the school should review each case individually and decide in consultation with the PSU test coordinator, teacher, and parent or guardian whether withdrawal from the course is necessary. If it is determined the student should be withdrawn from the course (after the first 10/20 days), the school must request approval from the Senior Director of the Office of Accountability and Testing using the Process for Notification of Withdrawals after the 10/20 Days in NC Education.

Academic Course Levels and Grade Classifications

OCS requires all parents/guardians to be informed at regular intervals on the academic progress of their children. In addition to the regular report cards, interim progress reports will be issued during the six-week grading period to inform parents/guardians and invite cooperation when it appears students are making unsatisfactory progress or have been absent from school an excessive number of days.

Grades shall reflect a student's progress in meeting the objectives of a specified curriculum or course. Teachers shall keep accurate records which reflect how they have determined each student's grades. Grades shall be weighted for honors, AP, CCP, and IB courses.

The superintendent or his/her designee shall issue regulations to ensure that the grading system is uniform at all grade levels throughout the school system.

| GRADING SCALE- SBE Policy GRAD-009 | | | |
|--|---------------------|-------------------|----------------------|
| GRADING SCALE | | | |
| | A = 90 – 100 | D = 60 – 69 | |
| | B = 80 – 89 | F = 59 and below | |
| | C = 70 – 79 | I = Incomplete | |
| WEIGHTING OF GRADES (QUALITY POINTS) | | | |
| Quality Points Letter Grades | Standard Courses | Honors Courses | AP/IB/CCP Courses |
| A | 4 | 4.5 | 5 |
| B | 3 | 3.5 | 4 |
| C | 2 | 2.5 | 3 |
| D | 1 | 1.5 | 2 |
| F | 0 | 0 | 0 |

Grade Classification

To be classified as a:

- SOPHOMORE:** A student must have earned 6 credits
JUNIOR: A student must have earned 12 credits
SENIOR: A student must have a minimum of 18 credits.

Concentrated Block Curriculum Schedule

Onslow County Schools follows a concentrated block curriculum schedule. Students have the opportunity to earn eight units of credit during one academic year (two semesters). More credits may be earned through the utilization of extended opportunities such as NCVPS, OVA, and Career and College Promise.

NORTH CAROLINA TESTING

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE EXAMS

Onslow County high schools both Advanced Placement (AP) and International Baccalaureate (IB) courses. These courses are designed for students who are ready for the rigor of college-level work and are willing to dedicate significant time outside of class to be academically successful at a high level. AP/IB classes may be after school or weekend labs and additional review sessions. Students are encouraged to begin AP/IB courses as soon in their high school career as appropriate. Students are encouraged to take the most rigorous courses offered in their schools in preparation for AP/IB courses. Students are also encouraged to sign up for and take the AP or IB exam associated with the courses they take. North Carolina pays the fee for AP and IB exams the student has been enrolled in during the current school year. Transferable college credit may be earned by attaining the required scores on the national AP or International IB exams. Students should consult with their chosen college to determine the test grade required to receive credit at that institution. Standards vary across the state and the nation.

STATE ASSESSMENTS

- **End-of-Course Assessments (EOC):** The North Carolina Accountability Program mandates testing in all end-of-course offerings where a state assessment is available. Students are required to take the assessment which is administered as a final exam and counts as 25 percent of the student's final grade. Students must take the assessment to receive credit for the course. Additional information on this process may be found on the Department of Public Instruction website, www.ncpublicschools.org.
- **Career and Technical Education State Assessment:** The Career and Technical Education Program of Studies mandates testing in all Career and Technical Education classes. Students are required to take the assessment which is administered as a final exam and counts 25 percent of the student's final grade.
- **WorkKeys®** is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. **WorkKeys®** helps ensure that individuals are ready for work—and for life. If students are going to be adequately prepared for the workforce, they need to understand the requirements for jobs they are considering. **WorkKeys®** helps students determine the skill levels required for various jobs. Students identified as completing a cluster in their senior year (and/or junior year if designated as an early graduate) are **required** to participate in the **WorkKeys®** assessment.
- **PreACT®:** The **PreACT®** program helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. All students enrolled in PowerSchool in grade 10 will be **required** to participate in the administration of **PreACT®**.
- **ACT®:** The **ACT®** test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test measures skill in planning and writing a short essay. All students identified in PowerSchool in 11th grade will be **required** to participate in **ACT®**.

Programs for Exceptional Students

**Enrollment in these courses is dependent on the student's graduation pathway and the goals as determined by the student's Individual Education Program (IEP).*

Exceptional students are students who have been determined eligible for services under IDEA in at least one of 14 areas of disability. A multidisciplinary team develops and monitors an Individual Education Plan (IEP) for identified students that provides for accommodations, modification, and services that ensure identified students have access to the general curriculum and make progress in targeted goal areas. Onslow County Schools is committed to ensuring that a continuum of placements is available to meet each individual student's need. The majority of exceptional students are participating in the Future Ready Course of Study leading to a high school diploma. A select group of students with greater needs participate in the Occupational Course of Study which also leads to a high school diploma. Students participating in this pathway complete academic work and vocational training along with 600 hours of work experience (150 school hours, 225 community hours, and 225 hours from either a job, internship, or volunteer experience). The most significantly impacted students with delays across domains participate in the North Carolina Extensions to the Standard Course of Study which leads to a Graduation Certificate. This pathway focuses on functional academics and skills needed to be as independent as possible in life after high school. For more information pertaining to the different curriculum pathways and their requirements, please contact your child's exceptional needs teacher/case manager, the school administrator, or the Exceptional Children Services district office.

All general courses are available for exceptional students on the Future Ready Course of Study, with no unique designation in the course guide or on transcripts. Classes for students following the Occupational Course of Study will show "BXOC" and North Carolina Extended Content Standards will have "AXOC" in their prefix. In addition, the following courses are available to exceptional students according to their graduation pathway and individual needs:

Additional elective courses only for exceptional students following the Future Ready Course of Study

SUPPORT FOR INTERVENTIONS ENGLISH

This course is designed to give individualized support for students who have been identified to need assistance in the areas of reading and writing by their IEP team.

SUPPORT FOR INTERVENTIONS SOCIAL SKILLS

This course is designed to give individualized support for students who have been identified to need assistance in the areas of social skills and behavior by their IEP team.

SUPPORT FOR INTERVENTIONS MATH

This course is designed to give individualized support for students who have been identified to need assistance in the areas of math calculation and computation by their IEP team.

Occupational Course of Study

“The Future Ready Core Occupational Course of Study diploma Pathway (FRC-OCS) is one of the two high school pathways leading to a diploma and is only available to students with IEPs who are specifically identified for this program. FRC-OCS is intended to meet the educational and career needs of a small group of students with disabilities who are interested in finding and maintaining a job immediately following graduation from high school instead of attending a traditional college. Students in FRC-OCS must complete a total of 600 work hours (school/community/paid) as a part of their coursework to graduate. It is appropriate for a student with a disability to consider the FRC-OCS pathway only if the IEP Team determines the Future Ready Course of Study (commonly referred to as a “traditional diploma”) is not appropriate for the student even with the use of modifications, accommodations, use of supplemental aides and services, and allowable course substitutions.”

For Students Entering Grade 9 for the First Time in 2020-2021 or after

1. Two Social Studies credits that shall be:
 - a. Founding Principles of the United States of America and North Carolina: Civic Literacy
 - b. Economics and Personal Finance

For Students Entering Grade 9 for the First Time between 2017-2018, 2018-2019, and 2019-2020

1. Two Social Studies credits that shall be:
 - a. American History: Founding Principles, Civics and Economics OR Founding Principles of the US of America and North Carolina: Civic Literacy
 - b. American History I or American History II or American History

Additional core and elective courses only for exceptional students following the Occupational Course of Study

APPLIED SCIENCE

This course provides an overview of basic science topics. Areas of focus include forces and motion, the properties of matter, to the uses and dangers of common chemicals and the positive and negative effects that humans have had on the environment.

FINANCIAL MANAGEMENT

Students will learn the important skills needed to be financially responsible. This course covers wages, taxes, the use of credit and the types of insurance needed when living independently. Students will also apply math skills needed in consumer spending.

EMPLOYMENT PREPARATION I SCIENCE

Students will learn the attitudes and habits that are needed to obtain and maintain employment in their career choice. Students will also begin to develop a job portfolio that provides a record of their high school experience. Students will learn job-seeking skills, work ethic and decision- making skills while participating in school- based work hours.

EMPLOYMENT PREPARATION II SOCIAL STUDIES CITIZENSHIP 1A/1B

Students will develop skills generic to all careers: communication, stamina, teamwork, and self-management. These skills and those learned in Occupational Preparation I will continue to be refined as students continue to work on school- based work hours and begin to participate in community-based hours.

EMPLOYMENT PREPARATION III CITIZENSHIP 2A/2B

Students continue to hone their work skills while continuing to earn work hours for graduation. Work- based activities allow students multiple opportunities to build leadership and self-determination skills.

EMPLOYMENT PREPARATION IV MATH

Students will synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course also provides students with the time to finish completing work hours required for successful completion of the Occupational Course of Study.

Additional core and elective classes only for exceptional students following the NC Extensions Pathway leading to a Graduation Certificate.

The **Multilingual Learner (MLs) Program** helps ensure that “students identified as limited English proficient (LEP) attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all students are expected to meet.” (No Child Left Behind Act of 2001). EL services are available to any student who is enrolled in an Onslow County school (grades K-12) and who has been assessed and identified as limited English proficient.

Career & Technical Education. Career and Technical Education (CTE) courses offer high school students’ numerous benefits by providing them with practical skills and hands-on experience in various fields. These courses help students explore their interests and potential career paths, making them more prepared for the workforce or further education. CTE programs often include certifications and real-world training, which can enhance students’ resumes and increase their employability. Additionally, these courses foster critical thinking, problem-solving, and teamwork skills, which are valuable in any career. By participating in CTE, students gain a competitive edge and a clearer understanding of their future career goals.

Cooperative Innovative High Schools – North Carolina’s early colleges and other innovative schools are small public high schools, usually located on the campus of a university or community college, where students simultaneously work toward completion of both the high school diploma and an associate degree, transferrable credit, or certificate. Use the link to learn more about Onslow County Schools’ cooperative innovative high school: [Home - Onslow Early College High School](#)

Instruction for Gifted Students

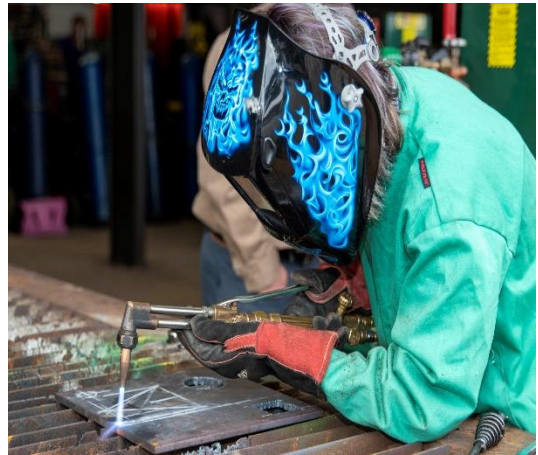
Students are often identified as Academically or Intellectually Gifted (AIG) during the elementary school years. Screening, testing, and gifted identification can, however, be requested throughout middle and high school. Curricula for the highest ability students follows the NC Standard Course of Study and a variety of differentiation techniques are utilized to meet the needs of gifted students. Gifted students receive guidance in alignment with the courses that will best meet his/her gifted area as well as interests. This plan is referred to as the Differentiated Education Plan or Academic Blueprint and is updated annually with the input of teachers, parents, and the student. Coursework is one form of differentiation. Gifted children are encouraged to take courses that will challenge their academic potential at the Honors, Advanced Placement (AP), and/or International Baccalaureate (IB) level. Students are also encouraged to enroll in challenging Career and Technical Education (CTE) programs of study that align with future plans. School counselors provide services and counseling which specifically address the social and emotional needs of gifted children. In addition, school counselors seek to meet the social and emotional needs of gifted students through individual and small group counseling as needed.

At the middle and high school level, enrichment opportunities can also be a way to reach the needs of gifted students. AIG students are encouraged to take advantage of and apply for Odyssey of the Mind, Science and Engineering Fair, Battle of the Books, and a variety of other opportunities. Programs such as the North Carolina Governor’s School, the North Carolina School of Science and Math, Summer Ventures, and advanced coursework through North Carolina Virtual Public School are also offered as resources that meet the varied needs of gifted learners. It is the belief of Onslow County Schools that gifted students are gifted all day, every day and therefore instruction must be modified in all courses to challenge gifted students. Gifted specialists are available to assist students at each middle and high school.

Eastern North Carolina Regional Skills Center

The **Eastern North Carolina Regional Skills Center (ENCRSC)** is dedicated to helping high school students turn their interests into rewarding careers. The center offers a variety of hands-on learning opportunities in fields that are in high demand across Eastern North Carolina. The ENCRSC aims to build a brighter future for students by providing training programs that enhance career opportunities and strengthen the community. The center specializes in educational programs in public services, skilled trades, and computer applications.

The ENCRSC offers a wide range of training programs, including 3D Modeling & Animation, Auto Body, Automotive, Culinary, Cybersecurity, Firefighter, Game Art Design, HVACR, Manufacturing, Medical Assisting, Network Administration, Nursing, Robotics, and Welding. These programs provide hands-on experience and certifications, and they are available at no cost and without the need for an application. Classes are offered through Onslow County Schools, with transportation provided from each high school. For more information, please contact Director John Shannon at john.shannon@onslow.k12.nc.us or 910.455.2211 ext. 60001.



In the fall of 2017, Onslow County Schools opened our first early college – the **Onslow Early College High School**. The state of North Carolina’s Early College or Cooperative Innovative High School initiative is in place to provide innovative programs jointly in high schools and institutions of higher education that will expand students’ opportunities for education success through high quality instructional programming.

EARLY COLLEGE STRUCTURE

The Onslow Early College High School seeks to foster the academic, creative, and social gifts of students through two levels of study: accelerated high school and college. Students take Honors and AP courses in grades 9 and 10 and are enrolled as full-time college students at Coastal Carolina Community College in grades 11 and 12.

Highly qualified teachers from the Onslow County Schools teach ninth and tenth grade courses at the honors and Advanced Placement levels. Although students primarily interact with other ninth and tenth graders, they also have access to Coastal Carolina Community College resources. In addition, the Onslow Early College High School offers students a variety of opportunities for service, teamwork, and leadership development through participation in the school’s many clubs and competitive academic teams.

In consultation with the college liaison, eleventh and twelfth grade students build Coastal Carolina Community College schedules– at least four courses per semester--that meet their individual needs and interests as well as high school graduation requirements. The college liaison, counselor, principal, and student will work collaboratively to determine the best college transfer pathway. Coastal Carolina Community College’s academic program includes a wide range of college level courses and pre-professional opportunities. Students are enrolled in these courses with undergraduate students and are taught by Coastal Carolina Community College professors. Early College students graduate with a high school diploma and up to two years of college credit or an associate degree from Coastal Carolina Community College.

STUDENT CRITERIA

Students with a solid record of excellent academic performance and a desire for a challenging academic experience should apply to the Onslow Early College High School. Successful Early College students are willing and able to approach difficult problems or situations with creativity, fortitude, and resilience.

Students are selected to attend the school in a competitive process that evaluates academic achievement, attendance, letters of recommendation, standardized test results, placement test results, academic recommendations, personal essays and self-reported interests and activities. An admissions team representing the school and the college reviews applications from prospective students using a holistic process. Prospective students must have successfully completed Math 1 to be considered for admission.

Students who are enrolled in the Early College program are not eligible to participate in athletics with the district.

For the 2024-2025 school year, prospective students will be considered for admission into the Freshman (9th grade) class.

For more information on the Onslow Early College High School, please contact James Strobe, Principal at (910) 938-6702. You may also email earlycollege@onslow.k12.nc.us



Eastern North Carolina Regional

SKILLS CENTER



Eastern North Carolina Regional Skills Center

The Eastern North Carolina Regional Skills Center (ENCRSC) is a state-of-the-art facility designed to bring the resources of many Career and Technical Education (CTE) programs together in one central location to serve a larger audience from many high schools as opposed to a program that is offered at one or only a few high schools. This collaborative effort will also involve students from neighboring school districts. Students from Duplin County Schools, Jones Senior High School and Lejeune High School have been invited to attend the ENCRSC to take advantage of these regional resources as well. Currently ENCRSC offers the following pathways: Automotive Services, Collision Repair, Culinary Arts, Healthcare Professional, HVACR, Game Art/Animation and Design, Network Security, Robotics Engineering, and Welding.

Automotive Service Career Pathway (AUTO)

| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major | Schools |
|--------------------------------------|---------------------------|--------------------------------|---|---------|
| IT11 Automotive Service Fundamentals | IT16 Automotive Service I | IT17 Automotive Service II (H) | IT18 Automotive Service III (H) OR CTE Advanced Studies (H) OR CTE Internship | ENCRSC |

AUTOMOTIVE SERVICE FUNDAMENTALS

Prepare for an entry-level position in the Automotive Service industry. Develop basic skills in shop safety, shop equipment, and hand tool usage. Engage in identifying vehicle systems, system components, and various vehicle fluids. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway.

| | | | |
|-------------------------------------|--|-----------------|---------------------|
| Course Number: | IT112X0C | Pathway: | Automotive Services |
| Prerequisite: | Must enroll in IT16 Automotive Service I concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | S/P2 Mechanical Safety S/P2 Mechanical Pollution Prevention | | |

AUTOMOTIVE SERVICE I

Develop skills and knowledge needed to service modern vehicles. Perform basic brake inspection and service. Explore Ohm's law in basic electrical service applied to vehicles. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway.

| | | | |
|-------------------------------------|--|-----------------|---------------------|
| Course Number: | IT162X0C | Pathway: | Automotive Services |
| Prerequisite: | Must enroll in IT11 Automotive Service Fundamentals concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

AUTOMOTIVE SERVICE II – HONORS

Perform basic suspension and steering inspections and service. Research vehicle information, service bulletins, and recalls on vehicles being serviced. Gather information on vehicle codes and module data used to diagnose vehicle systems. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway.

| | | | |
|-------------------------------------|--|-----------------|--------------------|
| Course Number: | IT175X0C | Pathway: | Automotive Service |
| Prerequisite: | IT16 Automotive Service I Must enroll in IT18 Automotive Service III concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | ASE Entry-Level Certification Maintenance and Light Repair ASE Entry-Level Certification-Brakes | | |

ATOMOTIVE SERVICE III – HONORS

Explore more advanced and in-depth vehicle repairs and services. Perform basic system diagnosis. Expand knowledge in heating and air conditioning system operations. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway.

| | | | |
|-------------------------------------|---|-----------------|--------------------|
| Course Number: | IT185X0C | Pathway: | Automotive Service |
| Prerequisite: | Must enroll in IT17 Automotive Service II concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | ASE Auto Maintenance and Light Repair Certification (Test G1) ASE Entry-Level Certification- Electrical/Electronic Systems | | |

| Collision Repair Career Pathway (COLL) | | | |
|--|--|---|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| IT35 Automotive Body Repair I & IT36 Automotive Body Repair II | IT33 Automotive Body Repair II Non-Structural (H) & IT33 Collision Auto Body Repair II Refinishing (H) | CTE Advanced Studies (H) OR CTE Internship | ENCRSC |

AUTOMOTIVE BODY REPAIR I

Develop an understanding of hazardous materials, personal safety, and refinishing safety. Gain an understanding of tools, equipment, and the numerous attachment methods used in collision repair. Focus on various hands-on activities used in vehicle detailing. Gain the knowledge, skills, and industry credentials for careers in the Collision Repair pathway.

| | | | |
|-------------------------------------|--|-----------------|-------------------|
| Course Number: | IT352X0C | Pathway: | Automotive Repair |
| Prerequisite: | Must enroll in IT36 Automotive Body II Repair I concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | S/P2 Collision Repair and Refinish Safety S/P2 Collision Repair and Refinish – Pollution Prevention | | |

AUTOMOTIVE BODY REPAIR II

Explore the talents needed for non-structural vehicle repairs using the I-CAR curriculum. Develop basic skills in plastic repair. Focus on hands-on activities involving vehicle trim, hardware, and bolted-on parts replacement. Gain the knowledge, skills, and industry credentials for careers in the Collision Repair pathway.

| | | | |
|-------------------------------------|---|-----------------|-------------------|
| Course Number: | IT362X0C | Pathway: | Automotive Repair |
| Prerequisite: | Must enroll in IT35 Automotive Body Repair I concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

AUTO BODY REPAIR II – NON-STRUCTURAL – HONORS

Develop the basic skills needed to produce non-structural vehicle repairs for damaged vehicles. Develop the basic skills needed using body filler and sanding in the vehicle repair process. Engage in activities involving cosmetic straightening of steel panels. Gain the knowledge, skills, and industry credentials for careers in the Collision Repair pathway.

| | | | |
|-------------------------------------|--|-----------------|------------------|
| Course Number: | IT325X0C | Pathway: | Collision Repair |
| Prerequisite: | Must enroll in IT33 Collision Repair II - Refinishing concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | I-CAR Platinum™- ProLevel® 1 for Non-Structural | | |

AUTO BODY REPAIR II – REFINISHING – HONORS

Prepare vehicle surfaces for topcoat applications. Develop the basic skills needed for minor paint repairs. Practice environmentally safe approaches when refinishing vehicles. Gain the knowledge, skills, and industry credentials for careers in the Collision Repair pathway.

| | | | |
|-------------------------------------|---|-----------------|------------------|
| Course Number: | IT335X0C | Pathway: | Collision Repair |
| Prerequisite: | Must enroll in IT32 Collision Repair II – Non-Structural concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | I-CAR Platinum™- ProLevel® 1 for Refinishing | | |

| Culinary Arts Applications Career Pathway (CULA) | | | | |
|--|--|--|--|---------|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major | Schools |
| FH10 Culinary Arts and Hospitality I | FH11 Culinary Arts and Hospitality II Applications (H) | FH13 Culinary Arts and Hospitality III (H) | FH14 Culinary Arts and Hospitality IV Applications (H) OR CTE Advanced Studies HOSP (H) OR CTE Internship | ENCRSC |

CULINARY ARTS AND HOSPITALITY I

Utilize foodservice equipment and tools in preparation of numerous types of cuisines. Practice culinary skills in baking, garde manger, and basic cooking methods. Practice safety and sanitation to prepare for the foodservice industry. Gain the knowledge and skills for careers in culinary arts and hospitality.

| | | | |
|-------------------------------------|---|-----------------|----------------------------|
| Course Number: | FH102X0C | Pathway: | Culinary Arts Applications |
| Prerequisite: | Must enroll in FH11 Culinary Arts & Hospitality II concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | Certified Food Protection Manager (Serve Safe) | | |

CULINARY ARTS AND HOSPITALITY II APPLICATIONS-HONORS

Execute the planning of foodservice operations in a school-based enterprise. Design a variety of cuisines to apply learned cooking methods. Explore United States' regional soups and global baking and pastry arts. Gain the knowledge, skills, and certification for careers in culinary arts and hospitality.

| | | | |
|-------------------------------------|--|-----------------|----------------------------|
| Course Number: | FH115X0C | Pathway: | Culinary Arts Applications |
| Prerequisite: | Must enroll in FH10 Culinary Arts & Hospitality I concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | Certified Food Protection Manager (Serve Safe) | | |

CULINARY ARTS AND HOSPITALITY III – HONORS

Build knowledge of management and menu planning within a foodservice operation. Establish understanding of food preservation techniques, yeast bread and pastries preparation. Learn the skills to earn a certification for advancement in the food service industry. Gain the knowledge, skills, and industry credential for careers in culinary arts and hospitality.

| | | | |
|-------------------------------------|---|-----------------|----------------------------|
| Course Number: | FH135X0C | Pathway: | Culinary Arts Applications |
| Prerequisite: | Must enroll in FH14 Culinary Arts & Hospitality IV Applications concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | ProStart Certificate of Achievement Pre-Professional Assessment Certification in Culinary Arts | | |

CULINARY ARTS AND HOSPITALITY IV APPLICATIONS – HONORS

Design menus for a food service operation. Demonstrate advanced skills in food operation, baking, and pastry. Operate a school-based enterprise by preparing, marketing, and selling a variety of food products. Gain the knowledge and skills for careers in culinary arts and hospitality.

| | | | |
|-------------------------------------|---|-----------------|----------------------------|
| Course Number: | FH145X0C | Pathway: | Culinary Arts Applications |
| Prerequisite: | Must enroll in FH13 Culinary Arts & Hospitality III Applications concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | ProStart Certificate of Achievement | | |

| Game Art Design Career Pathway (GAAR) & 3D Modeling and Animation Pathway (TDMA) | | | |
|--|---|---|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| CD20 3D Modeling and Animation I | CD21 3D Modeling and Animation II CD30 Game Art Design & | CD31 Advanced Game Design CTE Advanced Studies AAVC (H) OR CTE Internship | ENCRSC |

3D MODELING AND ANIMATION I

Design 2D graphics using bitmap and vector editing applications. Record audio and video using electronic devices for editing. Build a scene in a 3D modeling program. Gain the knowledge and skills for careers in the 3D Modeling and Animation pathway.

| | | | |
|-------------------------------------|---|-----------------|---------------------------|
| Course Number: | CD202X0C | Pathway: | 3D Modeling and Animation |
| Prerequisite: | Must enroll in CD21 3D Modeling and Animation II concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

3D MODELING AND ANIMATION II

Amplify 3D models into reality by applying real-world materials and shaders. Deliver 3D character model to life with rigging and animation techniques. Forge creative potential with lights and cameras on a digital stage. Gain the knowledge, skills, and industry credential for careers in the 3D Modeling and Animation pathway.

| | | | |
|-------------------------------------|--|-----------------|---------------------------|
| Course Number: | CD212X0C | Pathway: | 3D Modeling and Animation |
| Prerequisite: | CD20 3D Modeling and Animation Must enroll in CD20 3D Modeling and Animation I concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | Autodesk Maya Certified Associate | | |

GAME ART AND DESIGN

Explore the basics of game theory and begin a journey into the gaming industry. Develop real-world soft skills by participating in a game development team. Design a prototype game to play with friends and family. Gain the knowledge and skills for careers in the Game Art Design pathway.

| | | | |
|-------------------------------------|--------------------------------|-----------------|-----------------|
| Course Number: | CD302X0C | Pathway: | Game Art Design |
| Prerequisite: | CD20 3D Modeling & Animation I | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

ADVANCED GAME ART AND DESIGN

Explore advanced game theory to continue the journey of the gaming industry. Level up production management skills on a real-world inspired game development team. Create 3D game levels and more using industry standard software. Gain the knowledge and skills for careers in the Game Art and Design pathway

| | | | |
|-------------------------------------|--------------------------|-----------------|-----------------|
| Course Number: | CD312X0C | Pathway: | Game Art Design |
| Prerequisite: | CD30 Game Art and Design | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

Special Effects Artists and Animators create two- and three- dimensional models, images that appear to move, and visual effects for television, movies, video games, and other forms of media.

What do they typically do:

- Use computer programs and illustrations to create graphics and animation (images that appear to move).
- Work with a team of animators and artists to create a movie, game, or visual effect.
- Research upcoming projects to help create realistic designs or animations.
- Edit animation and effects on the basis of feedback from directors, other animators, game designers, or clients.
- Meet with clients, other animators, game designers, directors, and other staff (which may include actors) to review deadlines and development timelines.

| Healthcare Professional (HPCP) | | | |
|---|--|---|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| HP71 PLTW Human Body Systems HU40 Health Science I <i>(These courses must be taken at the home high school)</i> | HU42 Health Science II <i>(This course must be taken at the home high school)</i> | HN43 Nursing Fundamentals and Practicum (H) (2 credits) CTE Advanced Studies HLTH (H) OR CTE Internship | ENCRSC |

NURSING FUNDAMENTALS AND PRACTICUM- HONORS

Explore the role of a Nurse Aide as defined by North Carolina Department of Health and Human Services, and Health Care Personnel Education and Credentialing Section. Perform nurse aide skills to care for patients and residents in a healthcare clinical setting. Build communication skills and learn to function as a healthcare team member. Gain the knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway. You must perform 40 hours of clinical nursing experience off campus under the supervision of your teacher. Additional qualifications will apply. **This is a two-period course.**

| | | | |
|-------------------------------------|--|-----------------|-------------------------|
| Course Number: | HN435X0C | Pathway: | Healthcare Professional |
| Prerequisite: | HU40 Health Science I and HU42 Health Science II | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

MEDICAL ASSISTING

Enhance understanding of a healthcare career that blends technical proficiency with durable employability skills. Utilize technical competencies like appointment scheduling, aiding in medical procedures, and supervised medication administration. Cultivate soft skills such as teamwork, organization, time management, and decision-making. Acquire knowledge, skills, and industry credentials essential for pursuing careers within the Healthcare Professional pathway.

| | | | |
|-------------------------------------|--|-----------------|-------------------------|
| Course Number: | HU462X0C | Pathway: | Healthcare Professional |
| Prerequisite: | HU42 Health Science II or HP71 PLTW Human Body Systems | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

**Did
You
Know**

It is estimated that North Carolina will need 10,405 additional registered nurses by 2028!

Annual Salaries for Registered Nurses in North Carolina

Lower End Wage (10th Percentile)
\$59,580 (\$28.64/hr.)

Middle Wage (50th Percentile)
\$76,430 (\$36.75/hr.)

Higher End Wage (90th Percentile)
\$ 100,430 (\$48.29/hr.)

| HVACR (HVAC) | | | | |
|--|------------------|-------------------|--|---------|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major | Schools |
| IC00 Construction Core (Must be completed at home high school) | IC31 HVACR I (H) | IC32 HVACR II (H) | IC33 HVACR III (H) OR CTE Advanced Studies (H) OR CTE Internship | ENCRSC |

HVACR I-HONORS

Practice basic skills required to read and interpret wiring diagrams as it relates to common electrical components used in the HVACR field. Develop a working knowledge of fundamental heating and cooling types and components found in typical HVACR systems. Utilize the National Electric Code (NEC) to find installation requirements. Engage in basic copper, carbon steel, and plastic piping practices used in preparation and installation of HVACR systems. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|---|-----------------|-------|
| Honors Course Number: | IC315X0C | Pathway: | HVACR |
| Prerequisite: | IC00 Construction Core / Must enroll in IC32 HVACR concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | NC NCCER HVACR Credential | | |

HVACR II-HONORS

Develop a working knowledge of principles and operating cycles of heat pumps found in HVACR systems. Engage in troubleshooting procedures for heat pumps and cooling components found in HVACR systems. Practice refrigerant handling and equipment servicing procedures for HVACR systems. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|--|-----------------|-------|
| Honors Course Number: | IC325X0C | Pathway: | HVACR |
| Prerequisite: | Must enroll in IC31 HVACR concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | NC NCCER HVACR Credential | | |

HVACR III-HONORS

Develop a working knowledge of the principles and operation of compressors found in HVACR systems. Engage in the operation, application, installation, and adjustment of expansion devices used in HVACR equipment. Practice troubleshooting gas-fired components, control circuits, and electric motors found in HVACR equipment. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|--|-----------------|-------|
| Honors Course Number: | IC335X0C | Pathway: | HVACR |
| Prerequisite: | IC32 HVACR II Must enroll in WB05 Advanced Studies in Architecture & Construction concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | NC NCCER HVACR Credential | | |

Heating, air conditioning, and refrigeration mechanics and installers, often called HVACR technicians, work on heating, ventilation, cooling, and refrigeration systems that control the temperature and air quality in buildings.

What do they typically do

- Install, clean, and maintain HVACR systems
- Install electrical components and wiring
- Inspect and test HVACR systems and components
- Discuss system malfunctions with customers
- Repair or replace worn or defective parts
- Recommend maintenance to improve system performance
- Keep records of work performed

| Advanced Manufacturing (ADMA) | | | |
|-----------------------------------|-----------------------------|---|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| IM11 Advanced Manufacturing I (H) | IM14 Manufacturing Robotics | CTE Internship OR CTE Advanced Studies (H) | ENCRSC |

ADVANCED MANUFACTURING I-HONORS

Prepare for an entry-level production worker in the manufacturing environment. Develop basic manufacturing skills in safety and maintenance. Engage in group activities utilized in manufacturing, including the use of personal protective equipment. Gain the knowledge, skills, and industry credentials for careers in advanced manufacturing.

| | | | |
|-------------------------------------|--|-----------------|--------------------------|
| Course Number: | IM115X0C | Pathway: | Advanced Manufacturing I |
| Prerequisite: | N/A | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | Certified Production Technician (CPT) – Maintenance Awareness Certified Production Technician (CPT) – Safety, OSHA 10-Hour General Industry Safety & Health | | |

MANUFACTURING ROBOTICS

This course is designed to teach students about robotics in manufacturing, including how to program, operate, and maintain a robot used in the manufacturing environment. This course prepares students for FCR-01 FANUC Certified Robot- Operator 1 assessment through NOCTI. English language arts are reinforced.

| | | | |
|-------------------------------------|--------------------------------|-----------------|--------------------------|
| Course Number: | IM142X0C | Pathway: | Advanced Manufacturing I |
| Prerequisite: | IM11 Advanced Manufacturing I | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | FANUC Certified Robot Operator | | |

| Network Administration Pathway (NEAD) | | | |
|---------------------------------------|------------------------------------|--|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| CI20 Network Administration I | CI21 Network Administration II (H) | CTE Advanced Studies INFO (H) OR CTE Internship INFO | ENCRSC |

NETWORK ADMINISTRATION I

Deploy ethernet solutions and configure wireless technologies. Explore basic networking concepts including networking services, physical connections, and cloud connectivity. Monitor networks to ensure business continuity. Gain the knowledge, skills, and industry credential for careers in the Network Administration pathway.

| | | | |
|-------------------------------------|--|-----------------|------------------------|
| Course Number: | CI202X0C | Pathway: | Network Administration |
| Prerequisite: | Must be enrolled in CI21 Network Administration II concurrently. | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

NETWORK ADMINISTRATION II-HONORS

Explore security concepts and network attacks to harden networks against threats. Troubleshoot common cable, connectivity, and software issues. Optimize networks to ensure business continuity. Gain the knowledge, skills, and industry credential for careers in the Network Administration pathway.

| | | | |
|-------------------------------------|---|-----------------|------------------------|
| Course Number: | CI215X0C | Pathway: | Network Administration |
| Prerequisite: | Must be enrolled in CI20 Network Administration I concurrently. | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | CompTIA Network+ | | |

| Network Security Pathway (NESE) | | | |
|---------------------------------|---------------------------|--|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| CI30 Cybersecurity I | CI31 Cybersecurity II (H) | CTE Advanced Studies INFO (H) OR CTE Internship | ENCRSC |

CYBERSECURITY I

Establish the core knowledge for jobs in cybersecurity. Secure and monitor enterprise networked environments. Detect potential threats and risks found when devices are connected online. Gain the knowledge, skills, and industry credential for careers in the Network Security pathway.

| | | | |
|-------------------------------------|---|-----------------|------------------|
| Course Number: | CI302X0C | Pathway: | Network Security |
| Prerequisite: | Must be enrolled in CI31 Cybersecurity II | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

CYBERSECURITY II-HONORS

Identify, analyze, and respond to security events and threats. Enhance security settings on devices to meet U.S. Department of Defense Standards. Monitor and secure hybrid environments, including cloud, mobile, and IoT. Gain the knowledge, skills, and industry credential for careers in the Network Security pathway.

| | | | |
|-------------------------------------|--------------------------------------|-----------------|------------------|
| Course Number: | CI315X0C | Pathway: | Network Security |
| Prerequisite: | CI30 Network Security I concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | CompTIA Security+ | | |

| Welding Career Pathway (WELD) | | | |
|--|------------------|--|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| WC25 Welding I & WC26 Welding II | WC53 Welding III | CTE Advanced Studies (H) & CTE Internship | ENCRSC |

WELDING TECHNOLOGY I-HONORS

Engage in thermal cutting tasks. Cultivate safety practices and the importance of personal protective equipment. Explore the procedures for metal preparation and its characteristics. Gain the knowledge, skills, and industry credentials for careers in welding.

| | | | |
|-------------------------------------|---|-----------------|---------|
| Course Number: | WC255X0C | Pathway: | Welding |
| Prerequisite: | Must enroll in WC26 Welding Technology II concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | AWS SENSE - Thermal Cutting Process OSHA-10- Hour Industry Certification S/P2 - Welding Safety and Pollution Prevention | | |

WELDING TECHNOLOGY II-HONORS

Analyze various welding defects by inspection and testing methods. Explore various drawing and welding symbol used in blueprints. Produce multiple position shielded metal arc welding (SMAW) welds. Gain the knowledge, skills, and industry credentials for careers in welding.

| | | | |
|-------------------------------------|---|-----------------|---------|
| Course Number: | WC265X0C | Pathway: | Welding |
| Prerequisite: | Must enroll in WC25 Welding Technology I concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | AWS SENSE- Shielded Metal Arc Welding (SMAW) Certified Welder per Welding Code AWS D1.1 (SMAW) | | |

WELDING TECHNOLOGY III-HONORS

Improve overall welding skills. Create accurate welds from a variety of positions. Produce flux-cored arc welding (FCAW) and gas metal arc welding (GMAW) fillet and groove welds. Gain the knowledge, skills, and industry credentials for careers in welding.

| | | | |
|-------------------------------------|--|-----------------|---------|
| Course Number: | WC535X0C | Pathway: | Welding |
| Prerequisite: | WC26 Welding Technology II | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | AWS SENSE- Gas Metal Arc Welding (GMAW), AWS Sense – Flux Cored Arc Welding (FCAW), Certified Welder per Welding Code AWS D1.1 (FCAW), Certified Welder per Welding Code AWS D1.1 (GMAW) | | |

Did
You
Know ?

North Carolina needs over 1230 new welders to keep up with demand.

| Fire Fighter (FIFI) | | | |
|-------------------------------|--------------------------------|---|----------------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| IP31 Firefighter Technology I | IP32 Firefighter Technology II | IP33 Firefighter Technology III CTE Advanced Studies (H) CTE Internship | ENCRSC |

FIREFIGHTER TECHNOLOGY I

This course covers part of the NC Firefighter certification modules required for all Firefighters North Carolina. The modules include Orientation, Communications, Health and Safety, PPE, Building Construction, Portable Extinguishers, Fire Behavior, Tools and Forcible Entry, and Loss Control.

| | | | |
|-------------------------------------|--|-----------------|------------------------|
| Course Number: | IP312X0C | Pathway: | Firefighter Technology |
| Prerequisite: | Must enroll in IP32 Firefighter Technology II concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | NCOSFM – Firefighter Technology I | | |

FIREFIGHTER TECHNOLOGY II

Enhance knowledge and skills required in firefighting. Develop skills in ladders, ventilation, ropes and knots, water supplies, hoses, appliances for search and rescue, and emergency medical care operations. Perform intermediate firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology.

| | | | |
|-------------------------------------|------------------------------------|-----------------|------------------------|
| Course Number: | IP322X0C | Pathway: | Firefighter Technology |
| Prerequisite: | IP31 Firefighter Technology I | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | NCOSFM – Firefighter Technology II | | |

FIREFIGHTER TECHNOLOGY III

Maximize knowledge and skills required in firefighting. Develop tasks related to skills used in rescue, fire protection, fire and life safety, mayday, HAZMAT, and traffic incident management. Perform advanced firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology.

| | | | |
|-------------------------------------|-------------------------------------|-----------------|------------------------|
| Course Number: | IP332X0C | Pathway: | Firefighter Technology |
| Prerequisite: | IP32 Firefighter Technology II | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | NCOSFM – Firefighter Technology III | | |

SEMINAR – ADVANCED PLACEMENT

Course Code: OA017X0CAP **Fee (if applicable):** n/a

Offered at: NHS, RHS **Grade(s):** 10, 11

Prerequisite: None

Fundamental course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to communicate evidence-based arguments. *(Note: AP Seminar is strongly recommended prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary to develop the skills to be successful in AP Research.)*

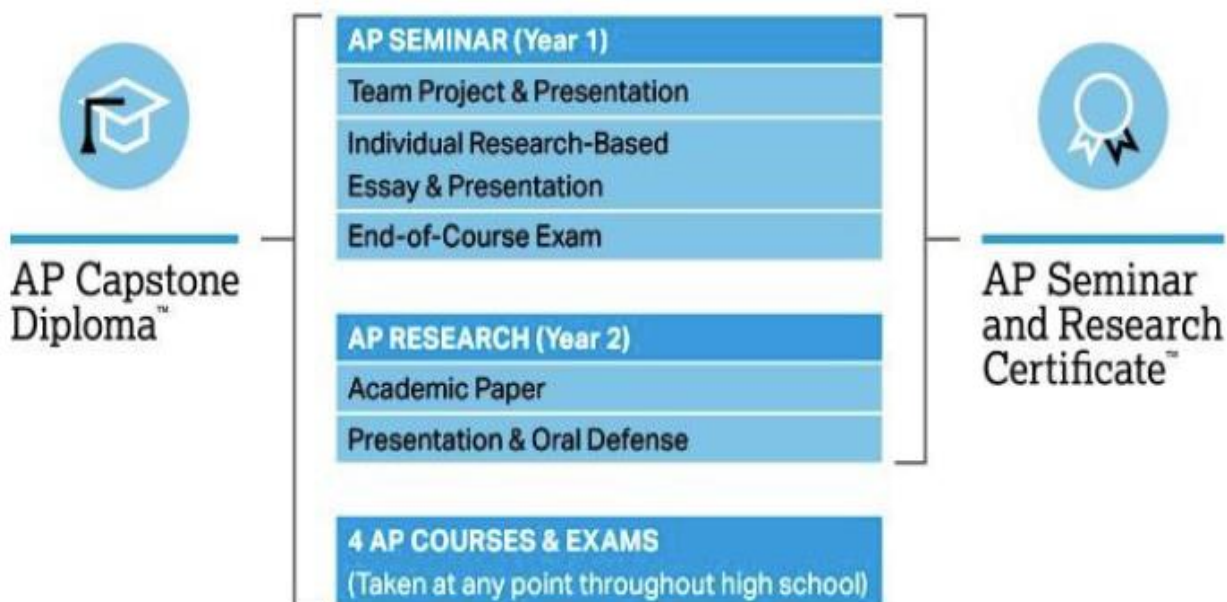
RESEARCH – ADVANCED PLACEMENT

Course Code: OA007X0CAP **Fee (if applicable):** n/a

Offered at: NHS, RHS **Grade(s):** 12

Prerequisite: AP Seminar

Second course in the AP Capstone experience. It allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. This course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.



AFJROTC I – MILESTONES IN AVIATION HISTORY, 2nd Edition

Course Code: 95012X0C

Fee (if applicable): \$20

Offered at: NHS

Grade(s): 9, 10, 11

Prerequisite: Must be able to participate in physical fitness program.

This is the introductory course to AFJROTC Aerospace Science and Leadership Education. Students develop skills and self-discipline through class instruction, hands-on activities, and military drill. Academic instruction covers the history of aviation, leadership education, and healthful living. The aviation history course focuses on the development of flight throughout the centuries. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials. Communication skills, problem solving, human relations, and logical thinking are a strong part of this course. Cadets are required to participate in physical education training and activities, including fitness training, personal fitness, and individual and team sport skills. All cadets are required to participate in at least one Saturday community service activity.

AFJROTC II – SCIENCE OF FLIGHT, 2nd Edition

Course Code: 95022X0C

Fee (if applicable): \$20

Offered at: NHS

Grade(s): 10, 11, 12

(Seniors must take JROTC III second semester)

Prerequisite: AFJROTC I and approval of instructor

This course is a continuation in the study of Aerospace Science and Leadership Education. Academic emphasis is on the aerospace environment, human requirements of flight, and the principles of flight and navigation. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Leadership emphasis is on understanding individual and group behavior, improving communication skills, and the introduction to leadership theories. Cadets continue to improve their drill skills and participate in physical training one day each week. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. The course also offers a wide variety of voluntary after-school activities, including a competitive drill team, cadet clubs and community service projects. Cadets can attend week-long summer leadership camps after completing the course. Cadets are required to participate in physical education training and activities, including fitness testing, personal fitness, team sports, aerobics, and outdoor education skills. All cadets are required to participate in at least one Saturday community service activity.

AFJROTC III-HONORS-EXPLORING SPACE-THE HIGH FRONTIER

Course Code: 95035X0C

Fee (if applicable): \$20

Offered at: NHS

Grade(s): 11, 12

Prerequisite: AFJROTC I, II and approval of instructor

This course is a continuation in the study of Aerospace Science and Leadership Education. Aerospace academics will focus on space such as the space environment, exploring space, and manned and unmanned spaceflight. Academic emphasis will begin a multidisciplinary course titled Global and Cultural Studies that introduces students to various regions of the world from a geographic, historical and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world. Leadership emphasis is on life skills such as career planning, managing others, stress management, financial management, citizenship, and ethics. Third year cadets put leadership skills learned in AFJROTC I and II into practice by holding leadership roles in the corps of cadets. The honors portion of this course introduces hands-on leadership using the AFJROTC organization as a leadership laboratory. Cadets will be required to plan and execute one flight or squadron-level activity. Advanced reading assignments, writing assignments, practical actions, and analysis are requirements for this course. As third year cadet leaders, students learn to analyze and determine the factors contributing to success and failure as they plan and execute projects and activities. All cadets are required to participate in at least one Saturday community service activity.

AFJROTC IV-HONORS-PRINCIPLES OF MANAGEMENT

Course Code: 95045X0C

Fee (if applicable): \$20

Offered at: NHS

Grade(s): 12

Prerequisite: AFJROTC I, II, III and approval of instructor

This is the advanced course of Aerospace Science and Leadership Education for students, subjects cover the basic elements of survival, principles of management, and preparation for life after high school. The fourth-year cadets apply leadership using AFJROTC organization as a basis for practical actions and analysis. Throughout the year, cadets manage all aspects of cadet corps activities. This hands-on experience affords senior cadets the opportunity to put theories into practice in communication, decision-making, personal interaction, managing, and organizing. At the honors level, cadets apply leadership skills using the AFJROTC organization as a leadership laboratory. Cadets will be required to complete an Honors Senior Project. Cadets will also be required to plan and execute one flight or squadron-level activity. Advanced reading assignments, writing assignments, practical actions, and analysis are requirements for this course. A variety of leadership and management styles, personalities, and traits are studied. Cadet corps leaders in the honors class are expected to be active in after-school preparation for corps projects and extracurricular activities, such as the corps competitive drill team. Numerous major group projects are required to fulfill the product requirements of this course. All cadets are required to participate in at least one Saturday community service activity.

AFJROTC V-HONORS-LEADERSHIP**Course Code:** 95055X0C**Fee (if applicable):** \$20**Offered at:** NHS**Grade(s):** 12**Prerequisite:** AFJROTC I, II, III, IV and approval of instructor.

This course is offered to cadets who have achieved the top 10% of fitness and academic standards throughout their ROTC career. This course is a further practical application of Leadership Education for students, enabling senior-level cadets to directly mentor underclass cadets and assist in planning squadron events. Academic emphasis will continue the multidisciplinary course titled Global and Cultural Studies that introduces students to various regions of the world from a geographic, historical and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world. Cadets will be required to plan and execute one flight or squadron-level activity. Advanced reading assignments, writing assignments, practical actions, analyses, and effective communication skills are requirements for this course. Cadet corps leaders in the honor class are expected to actively participate in after-school preparation for corps projects and extracurricular activities, such as the corps competitive drill team, Raider team, Adopt-A- Highway, etc. Numerous major group projects are required to fulfill the product requirements of this course. All cadets are required to participate in at least one Saturday community service activity.

**AFJROTC VI-HONORS-MENTORING AND FACILITATION****Course Code:** 95065X0C**Fee (if applicable):** \$20**Offered at:** NSH**Grade(s):** 12**Prerequisite:** AFJROTC I, II, III, IV, V and approval of instructor

This course is offered to cadets who have achieved the top 10% of fitness and academic standards throughout their ROTC career. This course is a practical application of Leadership Education for students, enabling senior-level cadet to facilitate leadership/mentorship of cadets in AFJROTC I, II, III, and IV. This course is designed to enhance student character and professional development. Academic emphasis will continue the multidisciplinary course titled Global and Cultural Studies that introduces students to various regions of the world from a geographic, historical and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world.



AVID

Course Code: 9th-96102X01VS
Fee (if applicable): n/a
Grade(s): 9,10,11,12

10th-96102X02VS
 11th-96102X03VS
 12th-96102X04VS

AVID -HONORS

9th-96105X01VY
 10th-96105X02VY
 11th-96105X03VY
 12th-96105X04VS

Offered at: JHS, NHS, OVS, RHS, SBHS, SWHS, WOHS

Prerequisite: Students new to AVID must complete an application/interview process and be accepted into the AVID program in the spring of each school year. Please contact the school of interest to set up an appointment.

This course/program is designed to prepare students for college success. Students will be taught the WICOR curriculum (Writing, Inquiry, Collaboration, Organization and Reading), as well as the Focused note-taking method. Special attention will be given to writing skills to prepare students for college application essays. The students will be required to keep and maintain a binder with materials from all their classes. Tutors will be available to assist students with work from all their classes. Motivational guest speakers and field trips will also be utilized. Upon completion of the school year, the students will turn in a portfolio, highlighting their accomplishments and evidence of their schoolwork.



ART HISTORY – ADVANCED PLACEMENT

Course Code: 5A007X0 **Fee (if applicable):** n/a
Offered at: NHS **Grade(s):** 9, 10, 11, 12
Prerequisite: None

AP Art History explores the history of art across the globe from prehistory to the Present. Students analyze works of art through observation, discussion, reading, and research. Students will evaluate works of art from different eras and cultures, see connections to artistic traditions, styles and practices in a work of art, then develop a theory about the meaning of a work of art. Students will be required to explain and support their interpretation.

BAND – INTERMEDIATE

Course Code: 52562X0C **Fee (if applicable):** \$10
Offered at: All High Schools **Grade(s):** 9, 10, 11, 12
Prerequisite: Eighth Grade Band

This course develops the performance skills of students and the performing ensemble to higher performance levels to play with increased technical accuracy and expression. Students refine their sight-reading and ear-training skills, use singing as appropriate, and gain an understanding of music theory and notation. Band-Intermediate is a performance-oriented class with emphasis on music at Levels II-IV that includes moderate technical demands, expanded ranges, and varied interpretive requirements. Students perform music of varied styles, cultures, and historical periods and continue to develop skills in listening to, analyzing, and evaluating musical experiences. Enrollment and instrumentation are at the discretion of the band director. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festival/concert contests, school sponsored events, and community activities.

BAND PROFICIENT

Course Code: 52575X0C **Fee (if applicable):** \$10
Offered at: All High Schools
Prerequisite: Band – Intermediate

This course focuses on providing advanced, more individualized work in research, analysis, reflection, applications and performance. Band-Proficient addresses the competency goals and objectives of the North Carolina Standard Course of Study for Instrumental Music III and provides additional extensions of these goals and objectives as foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work. Participation in Band-Intermediate prepares students for further instrumental studies in music.

BAND – ADVANCED

Course Code: 52585X0C **Fee (if applicable):** \$10
Offered at: All High Schools **Grade(s):** 9, 10, 11, 12
Prerequisite: Band – Proficient

This course focuses on providing more advanced, individualized work in research, analysis, reflection, applications, and performance. Band-Advanced is higher-level continuation of Band-Intermediate and addresses the competency goals and objectives of the North Carolina Standard Course of Study for Instrumental Music IV and provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festival/concert contests, school sponsored events, and community activities. Additionally, students must create and/or maintain a portfolio, which contains a combination of written, audio, or visual examples of their work.

ORCHESTRA – BEGINNING

Course Code: 52402X0C **Fee (if applicable):** \$10
Offered at: DHS, NSH, RHS, **Grade(s):** 9, 10, 11, 12
 SBHS, SWHS, WOHS
Prerequisite: None

This course is an entry level-performing ensemble for the high school orchestra program. It offers a continuation of instrumental skills, individual musical development, musicianship, and performance techniques learned in the middle school orchestra program. Instruction on individual and group technique is offered for the violin, viola, cello, and string bass. Orchestra-Beginning is a performance-oriented class that plays instrumental literature at levels I-IV, that include changes in tempi, keys, and meters and represent diverse genres, styles, cultures, and historical periods. Students develop skills in improvising, composing, and arranging music as well as listening to, analyzing, and evaluating musical experiences. Enrollment and instrumentation are at the discretion of the orchestra director. All scheduled activities are required, including concerts, assemblies, festivals/contests, school-sponsored events, and community activities during the school day, evening or weekend. Students must have an instrument for Orchestra.

ORCHESTRA – INTERMEDIATE**Course Code:** 52412X0C **Fee (if applicable):** \$10**Offered at:** DHS, JHS, NHS, RHS **Grade(s):** 9, 10, 11, 12
SBHS, SWHS, WOHS

Prerequisite: Orchestra – Beginning or 8th grade orchestra
This course offers refinement of orchestral and musical skills for high school strings students who have developed and demonstrated appropriate instrumental practices and play with increased technical accuracy and expression. Instruction on individual and group technique is offered for the violin, viola, cello, and string bass. This is a performance-oriented class with emphasis on music at levels II-IV, which includes moderate technical demands and expanded ranges. Students study and perform music of varied styles, cultures, and historical periods. Students develop skills in improvising, composing, and arranging music as well as listening to, analyzing, and evaluating musical experiences. Attendance at scheduled daytime, evening, and weekend rehearsals concerts and events is required. Students must have an instrument for Orchestra.

ORCHESTRA – PROFICIENT**Course Code:** 52425X0C **Fee (if applicable):** \$10**Offered at:** DHS, JHS, NHS, RHS **Grade(s):** 9, 10, 11, 12
SBHS, SWHS, WOHS**Prerequisite:** Orchestra – Intermediate

Orchestra-Proficient addresses the competency goals and objectives of the North Carolina Standard Course of Study for Instrumental Music III and provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Orchestra- Proficient prepares students for further instrumental studies in music. Activities may include daytime, evening, and weekend participation. All scheduled activities are required.

ORCHESTRA – ADVANCED**Course Code:** 52435X0C **Fee (if applicable):** \$10**Offered at:** DHS, JHS, NHS, RHS **Grade(s):** 9, 10, 11, 12
SBHS, SWHS, WOHS**Prerequisite:** Orchestra – Proficient

Orchestra-Advanced is an advanced continuation of Orchestra Proficient. Orchestra-Advanced addresses the competency goals and objectives of the North Carolina Standard Course of Study for Instrumental Music IV and provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Orchestra-Advanced prepares students for further instrumental studies in music. Activities may include daytime, evening, and weekend participation. All scheduled activities are required. Students must have an instrument for Orchestra.

VOCAL MUSIC – BEGINNING**Course Code:** 52302X0C **Fee (if applicable):** \$5**Offered at:** All High Schools **Grade(s):** 9, 10, 11, 12**Prerequisite:** None**VOCAL MUSIC – INTERMEDIATE****Course Code:** 52312X0C **Fee (if applicable):** \$5**Offered at:** All High Schools **Grade(s):** 9, 10, 11, 12**Prerequisite:** Vocal Music – Beginning

Vocal Music-Intermediate is a mixed performing ensemble in which class size and enrollment are determined by vocal balance and other musical factors as determined by the Choral Director. Vocal Music-Intermediate is a continuation of the skills learned in Vocal Music-Beginning and features music at Level III-IV, which includes moderate technical demands, expanded ranges, and varied interpretive requirements. Students should be able to sight-read and have a general understanding of music theory and notation. Music of various styles, cultures, and historical periods are included in the repertoire of choral literature studied and performed. Performance is important. All scheduled performances are required and may include evening and weekend participation. All concert rules apply.

VOCAL MUSIC – PROFICIENT**Course Code:** 52325X0C **Fee (if applicable):** \$5**Offered at:** All High Schools **Grade(s):** 9, 10, 11, 12**Prerequisite:** Vocal Music – Intermediate

The focus of this course is to provide more individualized work in research, analysis, reflection, application, and performance. Vocal Music-Proficient addresses the competency goals and objectives of the North Carolina Standard Course of Study for Vocal Music Proficient and provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Vocal Music-Proficient prepares students for further vocal studies in music. Performance is an important and required component of this course and may require evening and weekend participation. All concert rules apply.

VOCAL MUSIC – ADVANCED**Course Code:** 52335X0C **Fee (if applicable):** \$5**Offered at:** All High Schools **Grade(s):** 9, 10, 11, 12**Prerequisite:** Vocal Music – Proficient

Vocal Music-Advanced is an advanced continuation of Vocal Music Proficient. Vocal Music-Advanced addresses the competency goals and objectives of the North Carolina Standard Course of Study for Vocal Music Advanced and provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Vocal Music-Advanced prepares students for further vocal studies in music. Performance is an important and required component of this course and may require evening and weekend participation. All concert rules apply.

**VOCAL MUSIC – MIXED ENSEMBLE
BEGINNING AND INTERMEDIATE**

Course Code: 52302XOCME **Fee (if applicable):** \$5
Offered at: SBHS, WOHS **Grade(s):** 9, 10, 11, 12
Prerequisite: None

This is an entry level course that builds on the music education students received in Grade K-8. It is open to beginning and advanced vocal music levels. Vocal Music-Mixed Ensemble provides students with opportunities to sing vocal literature, which may include changes in tempi, keys, and meters and represent diverse genres, styles, historical periods, and cultures. The fundamentals of music sight-singing, vocal techniques, ensemble and performance techniques are included. Improvising, composing, and arranging music and listening to, analyzing, and evaluating musical experiences are also features of the content of this course. Activities are required and may include evening and weekend performances. All concert rules apply.

**VOCAL MUSIC – BELLE VOCI ENSEMBLE
PROFICIENT AND ADVANCED**

Course Code: 52325XOCWE **Fee (if applicable):** \$5
Offered at: SBHS, WOHS **Grade(s):** 10, 11, 12
Prerequisite: None

Vocal Music-Belle Voci is an honor level yearlong female ensemble course with a focus on performing and composing contemporary Capella music. This course addresses the competency goals and objectives of the North Carolina Essential Standards for Vocal Music Advanced and provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research. Participation in Vocal Music-Belle Voci prepares students for further vocal studies in music. Performance is an important and required component of this course and may require evening and weekend participation. All concert rules apply.

GUITAR – BEGINNING

Course Code: 52162XOCG **Fee (if applicable):** \$10
Offered at: DHS, RHS, SBHS, SWHS, WOHS **Grade(s):** 9, 10, 11, 12
Prerequisite: None

This course offers an introduction to instrumental playing and performance through the guitar. Students will acquire instrumental skills, reading music, and individual musical development, musicianship, and performance techniques. Beginning Guitar is a performance-oriented class with emphasis on music at level 1. This is primarily a classical guitar course. Some emphasis may include, other forms of guitar playing such as rock or jazz. Students will develop skills using chords, fingerpicking, and strumming techniques. Music of varied styles cultures and historical periods will be studied and played. Students will develop skills in listening to, analyzing, and evaluating musical experiences.

GUITAR – INTERMEDIATE

Course Code: 52172XOCG **Fee (if applicable):** \$10
Offered at: RHS, SBHS **Grade(s):** 9, 10, 11, 12
Prerequisite: None

Students in this course will increase their technical skills and artistic awareness through continued study of increasingly challenging music. They will further develop instrumental skills, reading music, and individual musical development, musicianship, and performance techniques. Intermediate Guitar is a performance-oriented class. Students will continue development of skills using chords, fingerpicking, and strumming techniques. Music of varied styles cultures and historical periods will be studied and played. Students will develop skills in listening to, analyzing, and evaluating musical experiences.

JAZZ ENSEMBLE – PROFICIENT

Course Code: 52162XOCJ **Fee (if applicable):** \$10
Offered at: JHS, SWHS, WOHS **Grade(s):** 9, 10, 11, 12
Prerequisite: None

The Jazz Ensemble dedicates itself to the study of jazz. The Jazz Ensemble studies many different styles and performs regularly throughout the community. Students will be exposed to theory, improvisation, and an introduction to the major contributors of this fine American art form. This class meets before or after school at some schools and during the school day at others. Please check with the band director at your school for scheduling specifics.

MARCHING BAND

Course Code: 52552XOCMB **Fee (if applicable):** \$10
Offered at: DHS, JHS, NHS, RHS, SBHS, WOHS **Grade(s):** 9, 10, 11, 12
Prerequisite: None

Marching Band is a highly motivated performance group. The Band's main goal is to develop, learn and provide a visual and musical experience for all its members and its audience. The Marching Band has many performance obligations. Through these performances the students will grow as musicians and performers. The students will learn music fundamentals according to the Beginning Music Specialization Essential Standards. Halfway through the semester, the students will transition to indoor ensembles. Please check with the band director at your school for scheduling and course specifics.

MARCHING BAND INTERMEDIATE

Course Code: 52562XOCMB **Fee (if applicable):** \$10
Offered at: NHS **Grade(s):** 10, 11, 12

Prerequisite: Teacher Approval

Marching Band is a highly motivated performance group. The Band's main goal is to develop, learn and provide a visual and musical experience for all its members and its audience. The Marching Band has many performance obligations. Through these performances the students will grow as musicians and performers. The students will learn music fundamentals according to the Beginning Music Specialization Essential Standards. Halfway through the semester the students will transition to indoor ensembles. Please check with the band director at your school for scheduling and course specifics. Students will participate in additional performances and competitions beyond those required in Marching Band Beginning.

MUSIC APPRECIATION**Course Code:** 52162X0CMA **Fee (if applicable):** n/a**Offered at:** JHS, OVS, RHS **Grade(s):** 9, 10, 11, 12**Prerequisite:** None

Through the study of a variety of music literature, students develop an understanding and appreciation of music as a fine arts form. Historical and contemporary contributions of various cultures and geographic influences are important elements of this course. Students will listen to, analyze, and evaluate music and develop an understanding of music in relation to history, culture, and other content areas. This course is designed for students that have not taken a performance ensemble class before, but it will enrich and increase understanding if those students chose to take the class.

MUSIC THEORY – ADVANCED PLACEMENT**Course Code:** 5A017X0CAP **Fee (if applicable):** \$10**Offered at:** DHS, SBHS **Grade(s):** 11, 12**Prerequisite:** 2 prior music classes

AP Music Theory is designed for the serious music student. The course reflects the content and level of skills of a first-year college music course. The goal of this course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. Students develop aural, sight-singing, written, compositional, and analytical skills through listening, performance, written, creative and analytical activities and assignments. Additional emphasis is placed on music styles and cultural and historical influences. Students taking this course are encouraged to take the AP exam.

MUSIC THEORY – PROFICIENT-HONORS**Course Code:** 52185X0CMT **Fee (if applicable):** \$10**Offered at:** SBHS **Grade(s):** 11, 12**Prerequisite:** One semester of vocal or instrumental music

This course is designed to prepare students for the rigors of a first-year college theory class. The class aims to introduce students to musicianship, theory, musical materials, and procedures. Integrated within the course content are aspects of melody, harmony, texture, rhythm, form, musical analysis, basic composition, and, to some extent, history and style. Students will learn musicianship skills such as dictation, sight-singing, and keyboard harmony. The student's ability to read and write music notation is fundamental to this course. Acquisition of at least basic performance skills in voice or on an instrument is strongly recommended.

PERCUSSION ENSEMBLE – INTERMEDIATE**Course Code:** 52552X0CP **Fee (if applicable):** \$10**Offered at:** NHS, SBHS, SWHS **Grade(s):** 9, 10, 11, 12**Prerequisite:** None

This course is designed for students who are participating in marching and front ensemble percussion during the fall semester. Students will also perform together as an ensemble using literature for percussion ensembles and wind bands after the marching season. In order to be in this class, the student must be a part of the marching percussion or front ensemble percussion of the marching band.

PIANO – BEGINNING**Course Code:** 52162X0CP **Fee (if applicable):** \$10**Offered at:** DHS, RHS, NHS **Grade(s):** 9, 10, 11, 12**SBHS, SWHS, WOHS****Prerequisite:** None

Beginning piano will provide a positive music learning experience for each student through the development of piano skills. The performance-based course will provide instruction so that varying degrees of ability can be effectively addressed. Students will receive an introduction to basic piano skills as a basis for further study should they desire to continue.

DANCE – BEGINNING**Course Code:** 51152X0C **Fee (if applicable):** n/a**Offered at:** NHS, RHS **Grade(s):** 9, 10, 11, 12**Prerequisite:** None

Dance-Beginning explores movement as a creative and technical art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument while exploring improvisational and expressive movement and basic ballet, jazz, and modern dance technique. Dance elements and basic principles of composition are studied and practiced. Through dance ensemble work, students use creative and critical thinking skills to create and communicate meaning through dance movement. Students experience the role of both choreographer and dancer and have opportunities to present their work. Through the study of dance in various cultures and historical periods, students broaden their understanding of dance as an art form. Students will explore a variety of career opportunities in dance as well as connections with other art forms and subject areas. No auditions required.

DANCE – INTERMEDIATE**Course Code:** 51162X0C **Fee (if applicable):** n/a**Offered at:** NHS, RHS **Grade(s):** 9, 10, 11, 12**Prerequisite:** Dance Beginning

Recommendation: NHS requires Teacher recommendation. Dance-Intermediate emphasizes students' acquisition of intermediate movement skills and refined motor control through the study of various ballet, jazz, and modern dance techniques. Students learn to take responsibility for their personal health and to care for their dance instrument. Through dance ensemble work, students continue to explore improvisation, dance elements, and composition as both dancer and choreographer. Students present the skills they have learned to selected audiences and learn basic technical/theatrical skills for dance production. Students extend their understanding of dance as an art form through a consideration of aesthetic and philosophical perspectives. Further awareness is enhanced through the study of dance history from ancient to medieval periods, the exploration of dance through a variety of cultural contexts, and dance as a career choice.

DANCE – PROFICIENT**Course Code:** 51175X0C**Fee (if applicable):** n/a**Offered at:** NHS, RHS**Grade(s):** 9, 10, 11, 12**Prerequisite:** Dance Intermediate

Recommendation: NHS requires Teacher recommendation. Dance-Proficient emphasizes the study of dance as a creative and expressive art form. Students demonstrate a commitment to personal fitness and to attaining an intermediate level of technical skill and performing with greater fluency, precision, and articulation. Students combine the use of improvisation, dance elements, choreographic principles, and technical/theatrical elements to explore the creation of meaningful dance compositions. Students are encouraged to communicate personal feelings, thoughts, ideas, and concepts through the skillful use of dance movement and to present their choreography to selected audiences. Through the use of aesthetic criteria, students analyze and evaluate in a constructive manner the impact of their own choreography and the work of others. Students explore integration through the creation of interdisciplinary projects and continue their study of dance through cultural and historical viewpoints. Students will maintain a dance portfolio of written and/or visual samples of student work. This portfolio will contain the student's choreographic works composed by them, written critiques of two dance performances that the student will attend on their own time, and ten self-evaluations that pertain to how the student sees themselves growing as a dancer and choreographer.

DANCE – ADVANCED**Course Code:** 51185X0C**Fee (if applicable):** n/a**Offered at:** NHS, RHS**Grade(s):** 9, 10, 11, 12**Prerequisite:** Dance Proficient

Recommendation: NHS requires Teacher recommendation. Dance-Advanced provides students with the opportunity to develop an advanced level of dance technique and refine their skills as both choreographer and performer. Students apply their creative and technical knowledge and skills through a variety of production and performance opportunities. Using expanded aesthetic criteria students will analyze and evaluate their own choreography as well as works of others. Students strive to clearly express ideas as they examine the creative process of integrating movement with choreographic intent. Studies include the purposes of dance, dance genres and styles, artistic conflicts and resolutions, innovations, social issues, technological applications, and significant contributors. Students learn to assess personal health and fitness, develop and achieve personal dance goals, and integrate knowledge and skills with a variety of other content areas. Students will expand their choreographic and teaching skills by leading warm-ups, center floor work, across the floor combinations, and center floor combinations. Students will also be expected to choreograph a dance composition that will be performed by the other students in the class.

THEATRE ARTS – BEGINNING**Course Code:** 553152X0C**Fee (if applicable):** n/a**Offered at:** JHS, RHS, SBHS**Grade(s):** 9, 10, 11, 12**Prerequisite:** None

Theatre Arts-Beginning promotes learning the essential vocabulary and processes of theatre as well as reading, writing, and researching theatre literature, acting and technical theatre. Acting experience in this course includes exploring the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing related to theatre study. In addition, students learn about and reflect on aspects of theatre through history and in different cultures, as well as the various forms of theatre and theatre-related media. Students have opportunities for practical application of knowledge in informal productions. This course develops creativity and spontaneity in those students wanting to explore theatre, as well as those who wish to commit to a theatre program. Students create a portfolio or collection of their work and related activities that can grow as a result of subsequent theatre arts courses.

THEATRE ARTS – INTERMEDIATE**Course Code:** 53162X0C**Fee (if applicable):** n/a**Offered at:** SBHS**Grade(s):** 9, 10, 11, 12**Prerequisite:** None

Theatre Arts-Intermediate is for students who wish to continue their exploration of theatre arts. It is a more detailed study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. The acting experience in Theatre Arts-Intermediate furthers the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. In addition, students analyze, and critique work developed by themselves or other students, as well as that generated throughout history and in various cultures. This course develops students' knowledge base, expands their understanding of theatre, and begins the application of learning in forms of theatre and theatre-related media through informal and formal productions. Students continue to add to their portfolio or collection of their work and related activities to illustrate their growing comprehension of theatre arts.

THEATRE ARTS – PROFICIENT**Course Code:** 53175X0C**Fee (if applicable):** n/a**Offered at:** SBHS**Grade(s):** 9, 10, 11, 12**Prerequisite:** None

Theatre Arts-Proficient is for students who wish to continue to study and develop their knowledge of theatre arts on a more challenging level. This course involves the applied study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. Acting experience in Theatre Arts-Proficient continues and refines the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. In addition, students begin to practice individual analysis and critiquing of student work to develop a personal understanding of theatre arts by utilizing the knowledge base gained in previous study. Theatre study at this level places a greater emphasis on the execution of skills, ensemble work, and collaboration with other student artists. Students use a wider variety of theatre literature and styles from theatre and various cultures in forms of theatre and theatre related media through informal and formal productions. Students continue to add to their portfolio or collection of work and related activities to illustrate their growing understanding of accomplishments in theatre arts.

THEATRE ARTS – ADVANCED**Course Code:** 53185X0C**Fee (if applicable):** n/a**Offered at:** SBHS**Grade(s):** 9, 10, 11, 12**Prerequisite:** None

Theatre Arts-Advanced is for students who wish to complete the broad-based study of theatre arts. Through more independent study and increased production responsibilities, study in Theatre Arts-Advanced involves the application of expertise prepared for and acquired in previous theatre arts studies. Analysis of theatre processes, self-motivation, personal discipline, and more demanding projects in directing, design, and writing are emphasized. The acting experience in Theatre Arts-Advanced concludes the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. Independent work in this course develops commitment, helps students form aesthetic judgments and refine artistic choices. Students finish and evaluate their portfolio, or collection of their work and related activities, to illustrate their learning, experiences, accomplishments, and growth in theatre arts.

VISUAL ARTS – BEGINNING**Course Code:** 54152X0C**Fee (if applicable):** \$7**Offered at:** All High Schools**Grade(s):** 9, 10, 11, 12**Prerequisite:** None

Performing and Visual Arts-Beginning is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels. It is the foundation level for art study throughout high school. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Students will have experiences in producing two-dimensional and three-dimensional artworks. The course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing and vocabulary in a teacher-structured environment. Problem solving and decision making are emphasized throughout Performing and Visual Arts-Beginning.

VISUAL ARTS – INTERMEDIATE**Course Code:** 54162X0C**Fee (if applicable):** \$7**Offered at:** All High Schools**Grade(s):** 9, 10, 11, 12**Prerequisite:** Visual Art Beginning

Performing and Visual Arts-Intermediate builds on the student's technical skills and foundation of knowledge developed in Performing and Visual Arts-Beginning. The study of the elements of art and principles of design, color theory, vocabulary, and art history continue in Performing and Visual Arts-Intermediate in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner which allows for independent choices and personal solutions to problems. The approach to art experiences is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed in Performing and Visual Arts-Intermediate.

VISUAL ARTS – PROFICIENT**Course Code:** 54175X0C**Fee (if applicable):** \$7**Offered at:** DHS, JHS, NHS,**Grade(s):** 9, 10, 11, 12

OVS, RHS SWHS, SBHS

Prerequisite: Visual Art Intermediate

Recommendation: NHS requires Teacher recommendation
Performing and Visual Arts-Proficient builds on skills from Performing and Visual Arts-Intermediate with a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism and art history. Teachers help students form goals, become familiar with careers, and develop work habits of professionals. Knowledge of the arts in relation to culture, history, other disciplines, and careers will be promoted through visual, verbal, and written means. Art history, criticism, and aesthetics will be studied in conjunction with selected artworks and will lead to development of a personal philosophy of art. In Performing and Visual Arts-Proficient, students will assemble a portfolio based on technical quality, personal style, direction, and its intended purpose.

VISUAL ARTS – ADVANCED

Course Code: 54185X0C **Fee (if applicable):** \$7
Offered at: All High Schools **Grade(s):** 9, 10, 11, 12

Prerequisite: Visual Art Proficient

Recommendation: NHS requires Teacher recommendation
In Performing and Visual Arts-Advanced, students develop, clarify, and apply their philosophy of art and art making developed in Performing and Visual Arts-Proficient through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are expectations of the Performing and Visual Arts-Advanced student. A portfolio evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined. Students take part in planning and installing an exhibition of their work.

ART OF FASHION – INTERMEDIATE

Course Code: 54622X0CFD **Fee (if applicable):** \$7
Offered at: **Grade(s):** 9, 10, 11, 12

Prerequisite: Visual Arts – Beginning

In this course, you will learn methods of designing fashion, how to build a body of research on fashion, how to use inspirations in the design process, how fabric knowledge and color principles strengthen a designer's message, and how to evolve your own vision. History of fashion design is covered along with a recognition of the evolutions and revolutions in fashion. Intermediate art courses build on the technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continue in intermediate courses in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner that allows for independent choices and personal solutions to problems. The approach is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. Greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed.

CERAMICS – BEGINNING

Course Code: 54612X0CC **Fee (if applicable):** \$7
Offered at: DHS, JHS, SBHS, **Grade(s):** 9, 10, 11, 12
WOHS

Prerequisite: None

In this class, students will learn the properties of clay and how to utilize the material in a variety of materials. The student will be exposed to three-dimensional artwork creation by utilizing various media. Students will learn the proper use of ceramic's materials and experience the basic techniques of beginning building methods, clay characteristics, and glazing and firing procedures. Students will learn how to create a variety of functional objects which include coasters, pots, and figurines. Techniques learned include slab method, coiling, pinching, and carving. Student learning will also be constructed by research engagement using multi-media presentations, drawing, reading, journaling, and writing assignments designed to increase the student's levels of visual mastery. Vocabulary and history will be integrated to create a more holistic classroom experience.

CERAMICS – INTERMEDIATE

Course Code: 54622X0CC **Fee (if applicable):** \$7
Offered at: DHS, JHS, SBHS, **Grade(s):** 9, 10, 11, 12
WOHS

Prerequisite: None

Students will expand upon the basic skills developed in Ceramics I to create a variety of 3-D media that may include expansion upon previous projects to invoke a sense of proficiency with basic foundational techniques. Projects include but aren't limited to: serving trays, hidden compartments within sculptures, and figurines. Introduction and experimentation of the pottery wheel will also be addressed to create basic dinnerware such as mugs and pots. Also, the use of mentoring and collaboration with fellow students will be integrated into the program for a richer experience. Video discussions, introduction into contemporary sculptural artists, and journal entries will also be an integral part of the classroom process.

CERAMICS – PROFICIENT

Course Code: 54635X0CC **Fee (if applicable):** \$7
Offered at: DHS, JHS, SBHS, **Grade(s):** 9, 10, 11, 12
WOHS

Prerequisite: None

This class is a continuation of clay construction techniques, including hard and soft slab construction, coil building, pinch and wheel thrown forms. It is designed to work through the processes as well as the conceptual approaches inherent in contemporary art.

CERAMICS – ADVANCED

Course Code: 54645X0CC **Fee (if applicable):** \$7
Offered at: DHS, JHS, SBHS **Grade(s):** 10, 11, 12

Prerequisite: Ceramics – Beginning and Intermediate

This is an advanced level visual arts course will expand clay construction techniques including hard and soft slab construction, coil building, pinch and wheel thrown forms.

DRAWING AND PAINTING – INTERMEDIATE

Course Code: 54162X0CDP **Fee (if applicable):** \$7
Course Code: 54185X0CDP (ADV) **Grade(s):** 9, 10, 11, 12
Course Code: 54175X0CDP (PROF)

Offered at: DHS (Proficient, Advanced), SBHS

(Intermediate), WOHS (Intermediate, Proficient, Advanced)

Prerequisite: Visual Arts – Beginning

Students will experience activities using watercolor, acrylic, tempera, and oil paint, as well as graphite, charcoal, colored pencil, and ink techniques of drawing. Students will continue to refine skills in drawing and painting while exploring connections to history and culture. Intermediate art courses build on the technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continue in intermediate courses in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner that allows for independent choices and personal solutions to problems. The approach is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed. A proficient level of this course is also offered for further study.

FIBER ART – INTERMEDIATE

Course Code: 54622X0CFA **Fee (if applicable):** \$7
Offered at: WOHS **Grade(s):** 9, 10, 11, 12

Prerequisite: Visual Arts – Beginning

This course, focused on fiber and textile art, will include instruction in weaving, felting, papermaking, batik, quilting, and yarn crafts. Information will be learned about the cultures which participate in certain fiber crafts and the history of these crafts. Intermediate art courses build on the technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continue in intermediate courses in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner that allows for independent choices and personal solutions to problems. The approach is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed.

FINE CRAFTS – BEGINNING

Course Code: 54612X0CFC **Fee (if applicable):** \$7
Offered at: SBHS **Grade(s):** 9, 10, 11, 12

Prerequisite: None

This is an entry level course for students that have an interest in crafts, jewelry, stained glass, polymer clay, bead weaving, book arts, textile (silk-screen) Design and ceramics. This course addresses the competency goals and objectives of the North Carolina Standard Essential Standards.

FINE CRAFTS – INTERMEDIATE

Course Code: 54622X0CFC **Fee (if applicable):** \$7
Offered at: SBHS **Grade(s):** 10, 11, 12

Prerequisite: Visual Arts – Beginning

The focus of this course will be crafts, jewelry, stained glass, polymer clay, bead weaving, book arts, textile (silk-screen) design and ceramics. Students should have a good foundation in the elements of art, and the principles of design and art history to enter this course. In addition to designing and creating art, important parts of the visual arts curriculum include research, reading and writing.

GLOBAL FOLK ART – INTERMEDIATE

Course Code: 54622X0CGF **Fee (if applicable):** \$7
Offered at: **Grade(s):** 9, 10, 11, 12

Prerequisite: Visual Arts – Beginning

This course offers students the opportunity to explore world cultures through art. Systematic study of life events, rituals, and the art that surrounds them in different cultures provide the content for the course. This course will include craft-making from cultures from the Americas to Asia and Africa and beyond. A service-learning component involving fair – trade will be included. Intermediate art courses build on the technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continue in intermediate courses in a less teacher-directed situation. The approach is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed. A proficient level of this course is also offered for further study.

STUDIO ART: 2D DESIGN PORTFOLIO – ADVANCED PLACEMENT

Course Code: 5A027X0CAP **Fee (If applicable):** \$7
Offered at: RHS, WOHS **Grade(s):** 12

Prerequisite: None

The Advanced Placement (AP) Two-Dimensional Design Portfolio course enables highly motivated high school students to do college-level work. This portfolio is intended to address a very broad interpretation of 2-D issues. Students are asked to demonstrate proficiency in 2-D design using a variety of art forms. Students will fulfill the requirements for the submission of a portfolio to the AP College Board. The course will include, but not be limited to, graphic design, digital imaging, photography, collage, fabric design, illustration, painting, and printmaking. Each student is expected to submit a portfolio of work (either for the exam or for the instructor) for evaluation at the end of the school Year.

STUDIO ART: 3D DESIGN PORTFOLIO – ADVANCED PLACEMENT

Course Code: 5A037X0CAP **Fee (if applicable):** \$7
Offered at: SBHS, WOHS **Grade(s):** 11, 12

Prerequisite: None

Work on the 3D design portfolio is intended to address sculptural issues. Design involves purposeful decision making about using the elements and principles of art in an integrative way. In the 3D Design Portfolio, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture). For this portfolio, students are asked to demonstrate mastery of 3D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage, and 3D fabric/fiber arts. There is no preferred (or unacceptable) style or content.

STUDIO ART: DRAWING-ADVANCED PLACEMENT**Course Code:** 5A047X0CAP **Fee (if applicable):** \$7**Offered at:** WOHS**Grade(s):** 12**Prerequisite:** None

The Advanced Placement (AP) Studio Art program makes it possible for highly motivated high school students to do college-level work. Students will complete teacher-directed assignments, while also developing an individualized “concentration” that is an in-depth, personal commitment to a particular artistic concern. This course is designed to address a very broad interpretation of drawing issues. Students will be fulfilling the requirements for the submission of a portfolio to the AP College Board. Writing about artwork is a major component of the course. Each student is expected to submit a portfolio of work (either for the exam or for the instructor) for evaluation at the end of the school year. This course involves significantly more time and commitment than most high school art courses and is intended for students seriously committed to the study of art.



Specific performing and visual arts courses, along with their associated proficiency levels, are listed below. Please contact the individual school for more detailed information about any of the offerings listed in this Course of Study.

| Dixon High School | | Beginning | Intermediate | Proficient | Advanced |
|----------------------------|----------------------------|-----------|--------------|------------|----------|
| Concert Band | Band | X | X | X | X |
| Marching Band | Band | X | X | X | X |
| Marching Band – Percussion | Band | X | X | X | X |
| Wind Ensemble | Band | | | X | X |
| Guitar | Music Specialization | X | | | |
| Piano | Music Specialization | X | | | |
| Visual Arts | Visual Arts | X | X | | |
| Drawing and Painting | Visual Arts Specialization | | | X | X |
| Ceramics | Visual Arts Specialization | X | X | X | X |
| Chamber Chorus | Vocal Music | | | X | X |
| Vocal Music | Vocal Music | X | X | | |
| Orchestra | Orchestra | X | X | X | X |

| Jacksonville High School | | Beginning | Intermediate | Proficient | Advanced |
|--------------------------|----------------------------|-----------|--------------|------------|----------|
| Cardinal Jazz Band | Band | | X | X | |
| Concert Band | Band | | X | | |
| Marching Band | Band | | | | |
| Wind Ensemble | Band | | | X | X |
| Music Appreciation | Music Specialization | X | | | |
| Chamber Orchestra | Orchestra | | | X | X |
| Stringed Orchestra | Orchestra | | X | | |
| Visual Arts | Visual Arts | X | X | X | |
| Ceramics | Visual Arts Specialization | X | X | X | |
| Cardinal Singers | Vocal Music | | | X | X |
| Cardinal Voice | Vocal Music | | | X | X |
| Chamber Singers | Vocal Music | | | X | X |
| Mixed Chorale | Vocal Music | X | X | | |
| Theatre Arts | Theatre | X | | | |

| Northside High School | | Beginning | Intermediate | Proficient | Advanced |
|-----------------------|----------------------|-----------|--------------|------------|----------|
| Marching Band | Band | X | X | X | X |
| Concert Band | Band | X | X | | |
| Wind Ensemble | Band | | | X | X |
| Percussion Ensemble | Band | X | X | X | X |
| Dance | Dance | X | X | X | X |
| Piano | Music Specialization | X | | | |
| Orchestra | Orchestra | X | | | X |
| Concert Choir | Vocal Music | X | X | X | X |
| Show Choir | Vocal Music | | | | X |
| Visual Arts | Visual Arts | X | X | X | X |

| Richlands High School | | Beginning | Intermediate | Proficient | Advanced |
|-----------------------|-------------|-----------|--------------|------------|----------|
| Dance | Dance | X | X | X | X |
| Marching Band | Band | X | | | |
| Symphonic Band | Band | | | | |
| Guitar | Music | X | X | | |
| Music Theory | Music | | | | |
| Piano | Music | X | | | |
| Orchestra | Orchestra | X | X | X | X |
| Visual Arts | Visual Arts | X | X | X | X |
| Vocal Music | Vocal Music | X | X | X | X |
| Girls Chorus | Vocal Music | | | X | X |
| Theatre | Fine Arts | X | X | X | X |

| Southwest High School | | Beginning | Intermediate | Proficient | Advanced |
|-----------------------|----------------------|-----------|--------------|------------|----------|
| Band | Band | | X | X | X |
| Guitar | Music Specialization | X | | | |
| Music Appreciation | Music Specialization | | | | |
| Orchestra | Orchestra | X | X | X | X |
| Visual Arts | Visual Arts | X | X | X | X |
| Vocal Music | Vocal Music | X | X | X | X |

| Swansboro High School | | Beginning | Intermediate | Proficient | Advanced |
|-----------------------|----------------------------|-----------|--------------|------------|----------|
| Band | Band | | X | X | X |
| Marching Band | Music Specialization | X | | | |
| Percussion Ensemble | Music Specialization | X | | | |
| Guitar | Music Specialization | X | X | | |
| Piano | Music Specialization | X | | | |
| Music Theory | Music Specialization | | | X | |
| Theatre Arts | Theatre Arts | X | X | X | X |
| Visual Arts | Visual Arts | X | X | X | X |
| Ceramics | Visual Arts Specialization | X | X | X | X |
| Fine Crafts | Visual Arts Specialization | X | X | | |
| Vocal Music | Vocal Music | X | X | X | X |

| White Oak High School | | Beginning | Intermediate | Proficient | Advanced |
|----------------------------------|----------------------------|-----------|--------------|------------|----------|
| Concert Band | Band | | X | | |
| Freshman Band | Band | | X | | |
| Symphonic Band | Band | | | X | |
| Wind Ensemble | Band | | | | X |
| Beginning Guitar | Music Specialization | X | | | |
| Beginning Piano | Music Specialization | X | | | |
| Jazz Ensemble | Music Specialization | X | | | |
| Marching Band | Music Specialization | X | | | |
| Visual Arts | Visual Arts | X | | | |
| Drawing and Painting | Visual Arts Specialization | | X | X | |
| Fiber Art | Visual Arts Specialization | | X | | |
| Ceramics | Visual Arts Specialization | X | X | | |
| Chamber Choir | Vocal Music | | | X | X |
| Vocal Music-Mixed Ensemble | Vocal Music | X | X | | |
| Vocal Music-Belle Vocal Ensemble | Vocal Music | | | X | X |
| AP Studio Art: 2D Design | | | | | |
| AP Studio Art: 3D Design | | | | | |



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ONslow COUNTY SCHOOLS**

Career and Technical Education

The mission of Career and Technical Education (CTE) is to empower all students to be successful citizens, workers, and leaders in a global economy. CTE gives purpose to learning by emphasizing real-world skills and practical knowledge. Programs in Career and Technical Education are designed to contribute to the broad educational achievement of students, including basic skills such as reading, writing, and mathematics, as well as their ability to work independently and as part of a team, think creatively, solve problems, and utilize technology. These tools and experiences make school more relevant, and ensure students are ready for the real world. Whether students plan to further their education in community colleges, technical schools, four-year colleges, and universities, receive on-the-job training, or pursue careers in the military, CTE helps prepare students to succeed in high-demand, high-wage jobs in areas where new jobs will be available in the future. Many of the jobs identified by the Occupational Outlook Handbook as the fastest growing through 2027 are in areas that are part of the CTE program.

CTE Delivers for students:

- Real options for students for college and rewarding careers.
- CTE programs allow students to explore a range of options for their future - inside and outside of the classroom.
- Through CTE, students can start their path toward a career that they are passionate about, while earning valuable experience, college credits and more.
- CTE students are more likely to have a post-high school plan - including college - than other students; just 2% of CTE students say they "don't know" what they will do after high school.

Real-world skills for students

- CTE is a unique opportunity for hands on learning - putting students at the center of the action.
- CTE provides the skills and confidence students need to pursue career options, discover their passions, and get on a path to success.
- Students in CTE programs and their parents are three times as likely to report they are "very satisfied" with their and their children's ability to learn real-world skills as part of their current education compared to parents and students not involved in CTE.

Real experience with more value for students

- CTE programs are a part of middle and high school - students can participate in CTE and the other activities they enjoy, such as sports, the arts or whatever else their friends are doing.
- CTE takes students even further during their high school experience - providing opportunities for specialized classes, internships, and networking with members of the community.
- Students in CTE programs and their parents are twice as likely to report they are "very satisfied" with their high school education experience compared to prospective CTE students and their parents.

Students should work with their parents, counselors, and teachers to identify their interests, abilities, and talents. Students will develop an individualized high school plan that will prepare them for career goals and the postsecondary education needed to help them reach their goals.

Careers are as diverse as student interests; therefore, OCS offers more than 100 CTE courses in 15 Career Clusters. The selection of a CTE Career Cluster concentration is not a permanent commitment and can be changed if student interests change; however, students should work closely with their school counselor and Career Development Coordinator to determine the effect that changes may have on meeting CTE Career Cluster requirements.

Frequently Asked Questions:

- What is a pathway?
 - A pathway is a set of aligned courses to a specific career path. The pathways are designed to provide students with experiences with skills required by jobs within that career.
- What is a concentrator course?
 - *A Concentrator Course is defined as a second- or third-level course that builds upon skills acquired in a prerequisite course. In this guide, a concentrator course is indicated by being Highlighted in Yellow.*
- What is a concentrator?
 - *A CTE Concentrator is a student who has successfully completed a Concentrator Course in an approved Career Pathway Program of Study.*
- What is a Career Pathway Major?
 - *The Career Pathway Major may be earned when a student successfully completes an aligned course sequence within the same Career Pathway Program of Study and successfully completes a Career Pathway Major Course. A Career Pathway Major Course is one that provides aligned specificity in a Career Pathway Program of Study and can include either an Advanced Studies course, Work-based Learning course, or a course with aligned content.*

Earning College Credit While in High School

OCS and CCCC have adopted the North Carolina High School to Community College Statewide Articulation Agreement which awards college credit at North Carolina community colleges to students completing select CTE courses. Under these agreements, OCS high school students can earn college credit prior to graduation by earning a score of 93 or higher on the CTE EOC post-assessment and earning a grade of B or better in their high school CTE course. See your school counselor or Career Development Coordinator for additional information and an advanced standing agreement application.

AGRICULTURAL EDUCATION

Agricultural Education teaches students about agriculture, food and natural resources. Courses prepare students for career pathways in the animal and plant sciences. Careers include Agricultural Engineers, Agricultural and Food Scientists, Hydrologists, Veterinary Technicians, Soil and Plant Scientists, Agricultural Managers, Agricultural Equipment/Supplies Sales.

Animal Science Career Pathway (ANSC)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|-----------------------|--|---|-----------------------------------|
| AA21 Animal Science I | AA23 Animal Science II Companion Animal | AA41 Veterinary Assisting (H) OR CTE Advanced Studies (H) OR CTE Internship | DHS RHS JHS SWHS WOHS |

Plant Systems Career Pathway (PLSV)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|---------------------|----------------------|--|---------------------------|
| AP41 Horticulture I | AP42 Horticulture II | CTE Advanced Studies (H) OR CTE Internship | DHS JHS RHS WOHS |

Natural Resources (NR)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|--------------------------|---------------------------|--|---------|
| AN51 Natural Resources I | AN52 Natural Resources II | CTE Advanced Studies (H) OR CTE Internship | RHS |

Power, Structural, & Technical Systems Career Pathway (PSTE)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|-------------------------------|------------------------------------|--|----------------------------|
| AS31 Agricultural Mechanics I | AS32 Agricultural Mechanics II (H) | CTE Advanced Studies (H) OR CTE Internship | DHS RHS SWHS WOHS |

Sustainable Agriculture Career Pathway (SUAG)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|---|--|---|-------------|
| AU21 Sustainable Agriculture Production I | AU22 Sustainable Agriculture Production II | CTE Advanced Studies (H) OR CTE Internship | RHS WOHS |

COURSE DESCRIPTIONS

AGRICULTURAL MECHANICS I

Develop knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. Identify day-to-day maintenance and repair needs of agricultural mechanics equipment. Generate knowledge of agricultural mechanics safety and hand/power tool use and selection. Develop an understanding of electrical wiring and basic agricultural metal and wood fabrication. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Power, Structural and Technical Systems pathway.

| | | | |
|--|---|-----------------|--|
| Course Number: | AS312X0C | Pathway: | Power, Structural, & Technical Systems |
| Prerequisite: | None | | |
| School(s): | DHS, RHS, SWHS, WOHS | | |
| Aligned Industry Credential(s): | OSHA 10-Hour General Industry (Agriculture) Certification Certified | | |

AGRICULTURAL MECHANICS II-HONORS

Understand metal fabrication technology to implement hot/cold metal working skills and technology, advanced welding and metal cutting skills. Build non-metallic agricultural fabrication techniques. Utilize tools and equipment safely to work with plastics, plumbing, concrete, and masonry. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in Power, Structural and Technical Systems pathway.

| | | | |
|-------------------------------------|---|-----------------|--|
| Honors Course Number: | AS325X0C | Pathway: | Power, Structural, & Technical Systems |
| Prerequisite: | AS31 Agricultural Mechanics I | | |
| Schools: | DHS, RHS, SWHS, WOHS | | |
| Aligned Industry Credential: | Certified Welders for Welding Code AWS D.1. 2010 National Safe Tractor and Machinery Operation Certification | | |

ANIMAL SCIENCE I

Explore the impact animal physiology has on animal nutrition and health. Identify animals using physical traits and characteristics. Implement best management practices to select healthy animals. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway. *****Honors credit is available for this course.***

| | | | |
|-------------------------------------|--|-----------------|----------------|
| Course Number: | AA212X0C | Pathway: | Animal Science |
| Honors Course Number: | AA215X0C | | |
| Prerequisite: | None | | |
| Schools: | DHS, JHS, RHS, SWHS, WOHS | | |
| Aligned Industry Credential: | Youth for Quality Care of Animals (YQCA) Certification | | |

ANIMAL SCIENCE II-COMPANION ANIMAL

Integrate safe handling practices to groom and care for companion animals and identify companion animals using physical traits and characteristics. Illustrate knowledge of nutritional and digestive needs through experiential activities. Establish a foundation of veterinary medical terminology and procedures. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway. *****Honors credit is available for this course.***

| | | | |
|-------------------------------------|---------------------------|-----------------|----------------|
| Course Number: | AA232X0C | Pathway: | Animal Science |
| Honors Course Number: | AA235X0C | | |
| Prerequisite: | AA21 Animal Science I | | |
| Schools: | DHS, JHS, RHS, SWHS, WOHS | | |
| Aligned Industry Credential: | None | | |

VETERINARY ASSISTING-HONORS

Develop the skills, techniques, and knowledge to earn a veterinary assistant credential. Perform proper veterinary practice management and client relations through hands-on skills. Formulate veterinary medical dosages using appropriate medical terminology. Establish animal handling skills in practicum settings and establish surgical and radiological procedures through skill-based scenarios. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway.

| | | | |
|-------------------------------------|--|-----------------|----------------|
| Honors Course Number: | AA415X0C | Pathway: | Animal Science |
| Prerequisite: | AA23 Animal Science II - Companion Animal | | |
| Schools: | JHS | | |
| Aligned Industry Credential: | Elanco Veterinary Medical Applications Certified Veterinary Assistant | | |

HORTICULTURE I – INTRODUCTION TO PLANTS

Grow your knowledge of plant biology and environmental conditions plants need to thrive. Cultivate plant identification skills and experiment with propagation and production practices. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in Plant Systems pathway. ***Honors credit is available for this course.*

| | | | |
|-------------------------------------|---------------------|-----------------|---------------|
| Course Number: | AP412X0C | Pathway: | Plant Systems |
| Honors Course Number: | AP415X0C | | |
| Prerequisite: | None | | |
| Schools: | DHS, JHS, RHS, WOHS | | |
| Aligned Industry Credential: | None | | |

HORTICULTURE II – PLANT PRODUCTION

Cultivate skills related to greenhouse, nursery, floral, and edible plant production, and maintenance practices. Experience the requirements to grow and maintain healthy plants and floral products through work-based learning opportunities. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Plant Systems pathway. ***Honors credit is available for this course.*

| | | | |
|-------------------------------------|--|-----------------|---------------|
| Course Number: | AP422X0C | Pathway: | Plant Systems |
| Honors Course Number: | AP425X0C | | |
| Prerequisite: | AP41 Horticulture I – Introduction to Plants | | |
| Schools: | DHS, JHS, RHS, WOHS | | |
| Aligned Industry Credential: | None | | |

HORTICULTURE II – LANDSCAPE CONSTRUCTION-HONORS

Design landscapes that meet client demands. Implement landscape installation and maintenance skills through work-based learning opportunities. Gain the knowledge and skills for landscape careers in the horticulture pathway. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Plant Systems pathway.

| | | | |
|-------------------------------------|--|-----------------|---------------|
| Course Number: | AP445X0C | Pathway: | Plant Systems |
| Honors Course Number: | AP445X0C | | |
| Prerequisite: | AP41 Horticulture I – Introduction to Plants | | |
| Schools: | DHS, JHS, RHS, WOHS | | |
| Aligned Industry Credential: | None | | |

NATURAL RESOURCES I

Develop knowledge of renewable and non-renewable natural resources in an agricultural education setting. Explore forestry and wildlife habitat management procedures through hands-on activities. Practice skills and methods used to evaluate and classify soils. Examine land use regulations to support environmental quality. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Natural Resources pathway.

| | | | |
|-------------------------------------|------|-----------------|-------------------|
| Course Number: | AN51 | Pathway: | Natural Resources |
| Prerequisite: | None | | |
| Schools: | RHS | | |
| Aligned Industry Credential: | None | | |

NATURAL RESOURCES II

Examine best management practices and sampling techniques to support natural resource conservation. Develop forestry identification and management skills. Discover prescribed conservation techniques to enhance forestry and wildlife habitats and explore a variety of natural resources recreational opportunities. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in Natural Resources pathway.

| | | | |
|-------------------------------------|--------------------------|-----------------|-------------------|
| Course Number: | AN52 | Pathway: | Natural Resources |
| Prerequisite: | AN51 Natural Resources I | | |
| Schools: | RHS | | |
| Aligned Industry Credential: | None | | |

SUSTAINABLE AGRICULTURE PRODUCTION I

Investigate the increasingly complex world of producing enough food and fiber to meet the growing world demand through exploration activities. Examine the ecological balance to conserve natural resources in a local and global setting. Implement environmentally sound practices for various facets of agricultural production such as agroforestry, foods safety, and the farm-to-fork continuum. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Sustainable Agriculture pathway.

| | | | |
|-------------------------------------|-----------|-----------------|-------------------------|
| Course Number: | AU212X0C | Pathway: | Sustainable Agriculture |
| Prerequisite: | None | | |
| Schools: | RHS, WOHS | | |
| Aligned Industry Credential: | None | | |

SUSTAINABLE AGRICULTURE PRODUCTION II

Enhance knowledge of 21st century agriculture through the continued exploration of renewable energy, precision agriculture biotechnology and sustainable agriculture breeding programs in an experiential setting. Implement production methods to sustain a growing population in the areas of bees, aquaponics, mushrooms, and vermicomposting. Facilitate the business and marketing aspects of agriculture production systems. Convey food safety practices in each facet of agriculture production. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Sustainable Agriculture pathway.

| | | | |
|-------------------------------------|---|-----------------|-------------------------|
| Course Number: | AU222X0C | Pathway: | Sustainable Agriculture |
| Prerequisite: | AU21 Sustainable Agriculture Production I | | |
| Schools: | RHS, WOHS | | |
| Aligned Industry Credential: | Certified Beekeeper | | |

CTE INTERNSHIP IN AGRICULTURE, FOOD & NATURAL RESOURCES – HONORS

A CTE internship allows for additional development of career and technical competencies within Agriculture, Food, & Natural Resources related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about specific careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|--|
| Honors Course Number: | WI025X0 | Pathway: | Animal Science Natural Resources Plant Systems Power, Structural, & Technical Systems Sustainable Agriculture |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN AGRICULTURE, FOOD & NATURAL RESOURCES - HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|---|
| Course Number: | WS015X0 | Pathway: | Animal Science Natural Resources Plant Systems Power, Structural, & Technical Systems Sustainable Agriculture |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |



The National FFA Organization

The letters “FFA” stand for Future Farmers of America. These letters are a part of our history and our heritage that will never change. But FFA is not just for students who want to be production farmers; FFA also welcomes members who aspire to careers as teachers, doctors, scientists, business owners and more.

Today, the National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education.

FFA continues to help the next generation rise up to meet those challenges by helping its members to develop their own unique talents and explore their interests in a broad range of agricultural career pathways. So today, we are still the Future Farmers of America. But we are the Future Biologists, Future Chemists, Future Veterinarians, Future Engineers and Future Entrepreneurs of America, too.

Business, Financial, and Marketing Education

Business, Finance and Marketing Education encompasses business skills and techniques, an understanding of basic economics, an understanding of making socioeconomic decisions and producing goods and services to consumption, and business attitudes essential to become a globally engaged and productive citizen.

Accounting Career Pathway (ACCT)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|-------------------|------------------------|--|---------|
| BA10 Accounting I | BA20 Accounting II (H) | CTE Advanced Studies (H) OR CTE Internship | NHS |

Entrepreneurship Career Pathway (ENTRE)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|-------------------------|------------------------------|--|----------------------------|
| ME11 Entrepreneurship I | ME12 Entrepreneurship II (H) | CTE Advanced Studies (H) OR CTE Internship | DHS NHS SBHS SWHS |

Economics Career Pathway (ECON)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|--------------------------|--|--|---------|
| BF10 Business Essentials | A403 AP Macroeconomics OR A404 AP Microeconomics | CTE Advanced Studies (H) OR CTE Internship | NHS |

Financial Securities and Investments Career Pathway (FSIN)

| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major | Schools |
|---------------------------|---------------------------|----------------------------|--|--------------------|
| BF10 Business Essentials | BF21 Financial Planning I | BF22 Financial Planning II | CTE Advanced Studies (H) OR CTE Internship | DHS RHS WOHS |

| General Management Career Pathway (GMGT) | | | | |
|--|---|--------------------------------|--|--|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major | Schools |
| BF10 Business Essentials | BB40 Business Management I OR BI50 IB Business Management | BB42 Business Management II | CTE Advanced Studies (H) OR CTE Internship | JHS NHS OVS RHS SWHS SBHS |

| Marketing Management Career Pathway (MMGT) | | | |
|--|-----------------------------|---|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| MM51 Marketing | MA52 Marketing Applications | Cooperative Education OR CTE Advanced Studies (H) OR CTE Internship | SBHS |

| Sales Career Pathway (PRSM) | | | |
|-----------------------------|---------------|--|-------------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| MI31 Sales I | MI32 Sales II | Cooperative Education <i>OR</i> CTE Advanced Studies (H) <i>OR</i> CTE Internship | JHS WOHS |

| Sport & Event Marketing Career Pathway (SEMK) | | | |
|---|-------------------------------------|--|---------------------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| MH31 Sport & Event Marketing I | MH32 Sport & Event Marketing II (H) | CTE Advanced Studies (H) OR CTE Internship | JHS SBHS WOHS |



FBLA (Future Business Leaders of America) inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.

Did
You
Know ?

Human Resource Managers earn an average of \$61,218 in North Carolina.

COURSE DESCRIPTIONS

ACCOUNTING I

Investigate the basic principles of the accounting cycle. Analyze business transactions and the proper recording of these records. Interpret financial statements, accounting systems, banking and payroll activities, and basic types of business ownership. Gain the knowledge and skills for careers in accounting. ***Honors credit is available for this course.*

| | | | |
|-------------------------------------|----------|-----------------|------------|
| Course Number: | BA102X0C | Pathway: | Accounting |
| Honors Course Number: | BA105X0C | | |
| Prerequisite: | None | | |
| Schools: | NHS | | |
| Aligned Industry Credential: | None | | |

ACCOUNTING II-HONORS

Develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making managerial decisions. Explore departmental accounting, corporate accounting, cost accounting, and inventory control systems. Amplify accounting skills to accurately complete specialized accounting procedures. Gain the knowledge and skills for careers in accounting.

| | | | |
|-------------------------------------|----------------------------------|-----------------|------------|
| Honors Course Number: | BA205X0C | Pathway: | Accounting |
| Prerequisite: | BA10 Accounting I | | |
| Schools: | NHS | | |
| Aligned Industry Credential: | Intuit QuickBooks Certified User | | |

BUSINESS ESSENTIALS

Explore realistic business principles by examining the business environment and primary business activities. Conceptualize ethics, customer relations, and human resource management through workplace scenarios. Investigate the usage of financial analysis, economics, information management, marketing, operations, and technology in the business world of the 21st century. Gain the knowledge and skills for careers in multiple business pathways. ***Honors Credit is available for this course.*

| | | | |
|-------------------------------------|---|-----------------|--|
| Course Number: | BF102X0C | Pathway: | General Management Financial Planning |
| Honors Course Number: | BF105X0C | | |
| Prerequisite: | None | | |
| Schools: | DHS, JHS, NHS, OVS, RHS, SBHS, SWHS, WOHS | | |
| Aligned Industry Credential: | None | | |

IB BUSINESS MANAGEMENT

Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the socio- cultural and economic contexts in which those organizations operate.

| | | | |
|-------------------------------------|--------------------------|-----------------|--------------------|
| Course Number: | BI508X0D | Pathway: | General Management |
| Prerequisite: | BF10 Business Essentials | | |
| Schools: | | | |
| Aligned Industry Credential: | None | | |

BUSINESS MANAGEMENT I

Cultivate core management concepts. Investigate how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Explore ethical dilemmas and real-world situations utilizing customer service, academic, and critical-thinking skills. Gain the knowledge and skills for careers in general management.

| | | | |
|-------------------------------------|--------------------------------|-----------------|--------------------|
| Course Number: | BB402X0C | Pathway: | General Management |
| Prerequisite: | BF10 Business Essentials | | |
| Schools: | DHS, JHS, NHS, RHS, SBHS, SWHS | | |
| Aligned Industry Credential: | None | | |

BUSINESS MANAGEMENT II

Nurture the appreciation and significance of management to business organizations. Investigate how managers control financial resources, inventory, ensure employee safety, and protect customer data to enhance the effectiveness of their decision making. Investigate ethical dilemmas, practice problem solving, and build teamwork skills. Gain the knowledge and skills for careers in business management.

| | | | |
|-------------------------------------|--------------------------------|-----------------|--------------------|
| Course Number: | BB422X0C | Pathway: | General Management |
| Prerequisite: | BB40 Business Management I | | |
| Schools: | DHS, JHS, NHS, RHS, SBHS, SWHS | | |
| Aligned Industry Credential: | None | | |

ENTREPRENEURSHIP I

Conceptualize starting, opening, working for, and operating a small business. Explore feasibility, design thinking, entrepreneurial mindset, and the Lean Canvas Business Model. Investigate channel management, pricing, product/service management, and promotion. Gain the knowledge and skills for careers in entrepreneurship.

| | | | |
|-------------------------------------|------------------------------------|-----------------|------------------|
| Course Number: | ME112X0C | Pathway: | Entrepreneurship |
| Prerequisite: | None | | |
| Schools: | DHS, NHS, SBHS, SWHS | | |
| Aligned Industry Credential: | Venture Entrepreneurial Expedition | | |

ENTREPRENEURSHIP II-HONORS

Utilize business planning strategies to accelerate the implementation of a business idea. Construct plans for risk management, staffing, and promotions. Develop a business plan complete with a SWOT analysis and action plan. Gain the knowledge and skills for careers in entrepreneurship.

| | | | |
|-------------------------------------|--|-----------------|------------------|
| Honors Course Number: | ME125X0C | Pathway: | Entrepreneurship |
| Prerequisite: | ME11 Entrepreneurship I | | |
| Schools: | DHS, NHS, SBHS, SWHS | | |
| Aligned Industry Credential: | Entrepreneurship and Small Business Certification Exam | | |

FINANCIAL PLANNING I

Develop techniques to enhance personal wealth building for a secure financial future. Establish key strategies for wealth building through evaluating businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Gain the knowledge and skills for careers in financial planning.

| | | | |
|-------------------------------------|--------------------------|-----------------|--------------------|
| Course Number: | BF212X0C | Pathway: | Financial Planning |
| Prerequisite: | BF10 Business Essentials | | |
| Schools: | RHS, WOHS | | |
| Aligned Industry Credential: | None | | |

FINANCIAL PLANNING II

Develop the knowledge and skills to create a business financial plan, including loans, insurance, taxes, and corporate governance. Explore the various risks and returns associated with business activities and the impact of the global economy. Analyze ethical situations in various aspects of financial leadership in local, national, and global business environments. Gain the knowledge and skills for careers in financial planning.

| | | | |
|-------------------------------------|---------------------------|-----------------|--------------------|
| Course Number: | BF222X0C | Pathway: | Financial Planning |
| Prerequisite: | BF21 Financial Planning I | | |
| Schools: | RHS, WOHS | | |
| Aligned Industry Credential: | None | | |

HOSPITALITY AND TOURISM MANAGEMENT I

Discover the limitless possibilities in the hospitality and tourism industry. Explore this multi-faceted industry and the impact on society, environment, and economy. Investigate ways to engage in exceptional guest service. Gain the knowledge, skills, and industry certification for careers in hospitality and tourism management.

| | | | |
|-------------------------------------|---|-----------------|------------------------------------|
| Course Number: | FH312X0C | Pathway: | Hospitality and Tourism Management |
| Prerequisite: | None | | |
| Schools: | OVS, SBHS | | |
| Aligned Industry Credential: | American Hotel and Lodging Association Certified Guest Service Professionals (CGSP) | | |

HOSPITALITY AND TOURISM MANAGEMENT II

Recognize career opportunities for management in the hospitality and tourism industry. Apply knowledge of the industry to develop a marketing plan for a company. Practice financial management, sales, and leadership for this dynamic industry. Gain the knowledge, skills, and industry credential for careers in hospitality and tourism management.

| | | | |
|-------------------------------------|---|-----------------|------------------------------------|
| Course Number: | FH322X0C | Pathway: | Hospitality and Tourism Management |
| Prerequisite: | FH31 Hospitality and Tourism Management I | | |
| Schools: | OVS | | |
| Aligned Industry Credential: | Hospitality and Tourism Specialist | | |

MARKETING I

Implement dynamic marketing processes and activities. Develop an understanding of marketing functions and their impact on business operations. Conceptualize a comprehensive marketing plan. Gain the knowledge and skills for careers in marketing.

| | | | |
|-------------------------------------|-----------------------------|-----------------|----------------------|
| Course Number: | MM512X0C | Pathway: | Marketing Management |
| Prerequisite: | None | | |
| Schools: | SBHS | | |
| Aligned Industry Credential: | CIW Social Media Strategist | | |

MARKETING II

Understand marketing mix strategies and the marketing model. Explore the role of marketing research, marketing data, and marketing communications. Apply knowledge to prepare a strategic marketing plan. Gain knowledge and skills for careers in marketing.

| | | | |
|-------------------------------------|---|-----------------|----------------------|
| Course Number: | MM522X0C | Pathway: | Marketing Management |
| Prerequisite: | MM51 Marketing | | |
| Schools: | SBHS | | |
| Aligned Industry Credential: | Business of Retail Certified Specialist | | |

AP MICROECONOMICS

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

| | | | |
|-------------------------------------|--------------------------|-----------------|-----------|
| Course Number: | 4A047X0 | Pathway: | Economics |
| Prerequisite: | BF10 Business Essentials | | |
| Schools: | NHS | | |
| Aligned Industry Credential: | None | | |

MICROSOFT EXCEL-HONORS

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

| | | | |
|-------------------------------------|---|-----------------|------------------------------|
| Course Number: | CC112X0C | Pathway: | Business Supplemental Course |
| Prerequisite: | None | | |
| Schools: | DHS, RHS, SBHS, WOHS | | |
| Aligned Industry Credential: | Microsoft Office Specialist Excel Microsoft Office Specialist Excel Expert | | |

SALES I

Explore careers in selling and customer service. Recommend specific products to meet customer needs. Develop communication skills through public speaking opportunities. Gain the knowledge and skills for careers in sales.

| | | | |
|-------------------------------------|-----------|-----------------|-------|
| Course Number: | MI312X0C | Pathway: | Sales |
| Prerequisite: | None | | |
| Schools: | JHS, WOHS | | |
| Aligned Industry Credential: | None | | |

SALES II

Realize the art of selling and build upon the content from the MI31 Sales I course. Develop a personal brand while enhancing communication and customer service skills. Utilize role plays to engage in the selling process; learn to improvise and think critically. Gain the knowledge and skills for careers in sales.

| | | | |
|-------------------------------------|--------------|-----------------|-------|
| Course Number: | MI322X0C | Pathway: | Sales |
| Prerequisite: | MI31 Sales I | | |
| Schools: | JHS, WOHS | | |
| Aligned Industry Credential: | None | | |

SPORT AND EVENT MARKETING I

Explore sport and event industries, associated marketing strategies, and branding concepts. Develop an understanding of promotion and marketing data related to sports and events. Weave together the concepts to create a proposal for a unique event. Gain the knowledge and skills for careers in sport and event marketing.

| | | | |
|-------------------------------------|-----------------|-----------------|---------------------------|
| Course Number: | MH312X0C | Pathway: | Sport and Event Marketing |
| Prerequisite: | None | | |
| Schools: | JHS, SBHS, WOHS | | |
| Aligned Industry Credential: | None | | |

SPORT AND EVENT MARKETING II-HONORS

Utilize knowledge of promotion and marketing to create a plan for a unique event. Extrapolate marketing data to make informed communication decisions. Analyze the financial and economic impacts of sports and events. Gain the knowledge and skills for careers in sport and event marketing.

| | | | |
|-------------------------------------|----------------------------------|-----------------|---------------------------|
| Honors Course Number: | MH325X0C | Pathway: | Sport and Event Marketing |
| Prerequisite: | MH31 Sport and Event Marketing I | | |
| Schools: | JHS, SBHS, WOHS | | |
| Aligned Industry Credential: | None | | |

CTE INTERNSHIP IN BUSINESS, MANAGEMENT, AND ADMINISTRATION-HONORS

A CTE Internship allows for additional development of career and technical competencies within Business, Management, and Administration related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about specific careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|--|
| Honors Course Number: | WI045X0 | Pathway: | Entrepreneurship General Management |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE INTERNSHIP IN FINANCE-HONORS

A CTE Internship allows for additional development of career and technical competencies within Finance related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|----------------------------------|
| Honors Course Number: | WI065X0 | Pathway: | Accounting Financial Planning |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE INTERNSHIP IN HOSPITALITY AND TOURISM-HONORS

A CTE Internship allows for additional development of career and technical competencies within Hospitality and Tourism related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about specific careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|---|
| Honors Course Number: | WI095X0 | Pathway: | Sport and Event Marketing Travel and Tourism |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE INTERNSHIP IN MARKETING-HONORS

A CTE Internship allows for additional development of career and technical competencies within Marketing related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about specific careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|-------------------------------|
| Honors Course Number: | WI145X0 | Pathway: | Marketing Management Sales |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN BUSINESS, MANAGEMENT, AND ADMINISTRATION-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|--|
| Course Number: | WS045X0 | Pathway: | Entrepreneurship General Management |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN FINANCE-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|----------------------------------|
| Course Number: | WS065X0 | Pathway: | Accounting Financial Planning |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN HOSPITALITY AND TOURISM-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|---|
| Course Number: | WB335X0 | Pathway: | Sport and Event Marketing Travel and Tourism |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN MARKETING-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|-------------------------------|
| Course Number: | WS145X0 | Pathway: | Marketing Management Sales |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.



Computer Science & Information Technology Education

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

Adobe Academy Career Pathway (ADAC)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|--------------------------|--|--|---------|
| CD10 Adobe Visual Design | CD11 Adobe Visual Design II OR CD14 Adobe Video Design | CTE Advanced Studies (H) OR CTE Internship | NHS |

Computer Science Principles Career Pathway (CSPR)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|-------------------------|--------------------------|--|--|
| CS20 Computer Science I | CS21 Computer Science II | 2A02 AP Computer Science OR CTE Advanced Studies (H) OR CTE Internship | DHS JHS NHS OVS SWHS WOHS |

Game Art Design Career Pathway (GAAR) & 3D Modeling and Animation Pathway (TDMA)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|----------------------------------|------------------------|---|---------|
| CD20 3D Modeling and Animation I | CD30 Game Art Design & | CD31 Advanced Game Design CTE Advanced Studies AAVC (H) OR CTE Internship | ENCRSC |

Programming & Broadcasting Career Pathway (PRBR)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|-----------------------------------|------------------------------------|--|---------|
| IL71 Programming & Broadcasting I | IL72 Programming & Broadcasting II | CTE Advanced Studies (H) OR CTE Internship | SBHS |

3D Modeling and Animation Pathway (TDMA)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|----------------------------------|-----------------------------------|--|---------|
| CD20 3D Modeling and Animation I | CD21 3D Modeling and Animation II | CTE Advanced Studies (H) OR CTE Internship | SBHS |

ADOBE VISUAL DESIGN I

Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and communications. Gain knowledge and skills for careers in the Adobe Academy pathway.

| | | | |
|-------------------------------------|---|-----------------|---------------|
| Course Number: | CD102X0C | Pathway: | Adobe Academy |
| Prerequisite: | None | | |
| Schools: | NHS | | |
| Aligned Industry Credential: | Adobe Certified Professional-Graphic Design and Illustration Using Adobe Illustrator Adobe Certified Professional–Visual Communication Using Adobe Photoshop | | |

ADOBE VIDEO DESIGN I

Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for career possibilities in the Adobe Video Design pathway.

| | | | |
|-------------------------------------|---|-----------------|---------------|
| Course Number: | CD142X0C | Pathway: | Adobe Academy |
| Prerequisite: | None | | |
| Schools: | NHS | | |
| Aligned Industry Credential: | Adobe Certified Professional - Digital Video Using Adobe Premiere Pro | | |

ADOBE VISUAL DESIGN II

Explore elements that make an exceptional digital and print publications. Create print and digital publications in Adobe InDesign. Train to earn the industry-recognized Adobe Certified Professional InDesign credential. Gain knowledge and skills for careers in the Adobe Academy pathway.

| | | | |
|-------------------------------------|---|-----------------|---------------|
| Course Number: | CD112X0C | Pathway: | Adobe Academy |
| Prerequisite: | CD10 Adobe Visual Design I | | |
| Schools: | NHS | | |
| Aligned Industry Credential: | Adobe Certified Professional-Print and Digital Media Publication Using Adobe InDesign | | |

COMPUTER SCIENCE I

Explore how data is stored, transmitted, and used by computers. Investigate the benefits and harms of quickly advancing technology on society. Produce unique and interactive computer programs. Gain the knowledge and skills for careers in the Computer Science Principles pathway.

| | | | |
|-------------------------------------|--------------------------------|-----------------|------------------|
| Course Number: | CS202X0C | Pathway: | Computer Science |
| Prerequisite: | None | | |
| Schools: | DHS, JHS, NHS, OVS, SWHS, WOHS | | |
| Aligned Industry Credential: | None | | |

COMPUTER SCIENCE II

Code programs that use advanced creativity and large data sets. Create computer programs that make use of advanced algorithms and procedures. Explore the impacts of computers on a global scale. Gain the knowledge and skills for careers in the Computer Science Principles pathway. As an option, performance tasks may be included to obtain AP credit.

| | | | |
|-------------------------------------|---------------------------|-----------------|------------------|
| Course Number: | CS212X0C | Pathway: | Computer Science |
| Prerequisite: | CS20 Computer Science I | | |
| Schools: | DHS, NHS, OVS, SWHS, WOHS | | |
| Aligned Industry Credential: | None | | |

IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY

Students examine individuals and societies. The course uses an integrated approach, encouraging students to make informed judgements and decisions about the role of information and communication technologies in contemporary society. This course requires college-level performance and work habits and encompass two (2) full semesters.

| | | | |
|-------------------------------------|----------|-----------------|-----|
| Course Number: | BI058X0C | Pathway: | N/A |
| Prerequisite: | None | | |
| Schools: | | | |
| Aligned Industry Credential: | None | | |

GAME ART and DESIGN

Explore the basics of game theory and begin a journey into the gaming industry. Develop real-world soft skills by participating in a game development team. Design a prototype game to play with friends and family. Gain the knowledge and skills for careers in the Game Art Design pathway.

| | | | |
|-------------------------------------|--|-----------------|--|
| Course Number: | CD302X0C | Pathway: | Game Art Design 3D Modeling and Animation |
| Prerequisite: | CD20 3D Modeling and Animation I (Must enroll in CD31 Advanced Game Art Design concurrently) | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

ADVANCED GAME ART and DESIGN

Explore advanced game theory to continue the journey of the gaming industry. Level up production management skills on a real-world inspired game development team. Create 3D game levels and more using industry standard software. Gain the knowledge and skills for careers in the Game Art and Design pathway.

| | | | |
|-------------------------------------|--------------------------|-----------------|---------------------------|
| Course Number: | CD312X0C | Pathway: | 3D Modeling and Animation |
| Prerequisite: | CD30 Game Art and Design | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

3D MODELING AND ANIMATION I

Design 2D graphics using bitmap and vector editing applications. Record audio and video using electronic devices for editing. Build a scene in a 3D modeling program. Gain the knowledge and skills for careers in the 3D Modeling and Animation pathway.

| | | | |
|-------------------------------------|---|-----------------|---------------------------|
| Course Number: | CD202X0C | Pathway: | 3D Modeling and Animation |
| Prerequisite: | Must enroll in CD21 3D Modeling and Animation II concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

3D MODELING AND ANIMATION II

Amplify 3D models into reality by applying real-world materials and shaders. Deliver 3D character model to life with rigging and animation techniques. Forge creative potential with lights and cameras on a digital stage. Gain the knowledge, skills, and industry credential for careers in the 3D Modeling and Animation pathway.

| | | | |
|-------------------------------------|--|-----------------|---------------------------|
| Course Number: | CD212X0C | Pathway: | 3D Modeling and Animation |
| Prerequisite: | CD20 3D Modeling and Animation I Must enroll in CD20 3D Modeling and Animation concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | Autodesk Certified User Maya | | |

PROGRAMMING & BROADCASTING I

This course includes instruction in the various components used with television production including the use of video cameras, lighting, sound, props, editing, and recording. It assists students in production programs shown over a school's closed-circuit television system.

| | | | |
|-------------------------------------|----------|-----------------|----------------------------|
| Course Number: | CL082X0C | Pathway: | Programming & Broadcasting |
| Prerequisite: | None | | |
| Schools: | SBHS | | |
| Aligned Industry Credential: | None | | |

PROGRAMMING & BROADCASTING II

Learn advanced television production and programming skills and apply these skills in a studio setting. You will create productions to air on the school's television system, web page and social media.

| | | | |
|-------------------------------------|-------------------------------------|-----------------|----------------------------|
| Course Number: | CL092X0C | Pathway: | Programming & Broadcasting |
| Prerequisite: | CL08 - Programming & Broadcasting I | | |
| Schools: | SBHS | | |
| Aligned Industry Credential: | None | | |

AP COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world.

| | | | |
|-------------------------------------|----------------------|-----------------|------------------|
| Course Number: | 0A027X0CAP | Pathway: | Computer Science |
| Prerequisite: | None | | |
| Schools: | JHS, NHS, SWHS, WOHS | | |
| Aligned Industry Credential: | None | | |

MICROSOFT EXCEL-HONORS

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

| | | | |
|-------------------------------------|--|-----------------|-----------------------------|
| Course Number: | CC115X0C | Pathway: | Computer Science Principles |
| Prerequisite: | None | | |
| Schools: | DHS, RHS, SBHS, WOHS | | |
| Aligned Industry Credential: | Microsoft Office Specialist 2016 or above Excel Expert Microsoft Office Specialist 2016 or above Excel Core | | |

Did
You
Know

Its estimated that there will be over 16,000 new Software Developer jobs in North Carolina by 2028. Software Developers earn an average of \$126,520!

CTE INTERNSHIP IN ARTS, A/V TECHNOLOGY, & COMMUNICATIONS-HONORS

A CTE Internship allows for additional development of career and technical competencies within Arts, A/V Technology, & Communications related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|--|
| Honors Course Number: | WI015X0 | Pathway: | Adobe Academy Digital Design and Animation Game Art Design |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE INTERNSHIP IN INFORMATION TECHNOLOGY-HONORS

A CTE Internship allows for additional development of career and technical competencies within Information Technology related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|---|
| Honors Course Number: | WI115X0 | Pathway: | AP Computer Science Computer Science Principles Cybersecurity |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN ARTS, A/V TECHNOLOGY, & COMMUNICATIONS-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|--|
| Course Number: | WS015X0 | Pathway: | Adobe Academy Digital Design and Animation Game Art Design |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |



SkillsUSA-NC offers many activities including professional and leadership development conferences, competitions that measure both technical and employability skills, and opportunities for scholarships, employment, networking and competitive skills and leadership events are held for regional, state, national, and international levels.

Family & Consumer Sciences Education

Family and Consumer Sciences (FCS) provides the bridge needed by all students to deal with major societal issues such as work-and-family, health care, child and elder care, family and community violence and crime, global economics and politics, and technology usage.

Counseling and Mental Health Career Pathway (CMHC)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|--|---|--|-------------|
| FC13 Counseling and Mental Health I | FC14 Counseling and Mental Health II | CTE Advanced Studies (H) OR CTE Apprenticeship OR CTE Internship | DHS SWHS |

Food & Nutrition Career Pathway (FONU)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|---------------------------|----------------------------|--|--|
| FN41 Food and Nutrition I | FN42 Food and Nutrition II | FN43 Food Science and Technology OR CTE Advanced Studies (H) OR CTE Internship | DHS JHS NHS RHS SBHS SWHS WOHS |

Culinary Arts Applications Career Pathway (CULA)

| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major | Schools |
|--------------------------------------|--|--|--|---------|
| FH10 Culinary Arts and Hospitality I | FH11 Culinary Arts and Hospitality II Applications (H) | FH13 Culinary Arts and Hospitality III (H) | FH14 Culinary Arts and Hospitality IV Applications (H) OR CTE Advanced Studies HOSP (H) OR CTE Internship | ENCRSC |

Food Products & Processing Systems Career Pathway (FPPR)

| Prerequisite | Concentrator | Career Pathway Major | Schools |
|---------------------------|---|---|----------------------------|
| FN41 Food and Nutrition I | FN43 Food Science and Technology (H) | Cooperative Education OR CTE Advanced Studies (H) OR CTE Internship | DHS RHS SBHS WOHS |

| Interior Design Career Pathway (INDE) | | | |
|---------------------------------------|-----------------------------|--|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| FI21 Interior Design Fundamentals | FI22 Interior Design Studio | CTE Advanced Studies (H) OR CTE Internship | SWHS |

| Teaching/Training Career Pathway (TETR) | | | |
|---|----------------------------------|---|-------------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| FE21 Teaching as a Profession I | FE22 Teaching as a Profession II | FE23 Teaching as a Profession Field Experience | SBHS JHS |



Family, Career and Community Leaders of America (FCCLA) offers intra-curricular resources and opportunities for students to pursue careers that support families. Since 1945, FCCLA members have been making a difference in their families, careers, and communities by addressing important personal, work, and societal issues through Family and Consumer Sciences education.

Today over 175,000 members in more than 5,300 chapters are active in a network of associations in all 50 states, in addition to the Virgin Islands and Puerto Rico. The work of FCCLA helps students and teachers focus on a variety of youth concerns, including parenting, family relationships, substance abuse, peer pressure, sustainability, nutrition and fitness, teen violence, and career preparation.

COURSE DESCRIPTIONS

CULINARY ARTS AND HOSPITALITY I

Utilize foodservice equipment and tools in preparation of numerous types of cuisines. Practice culinary skills in baking, garde manger, and basic cooking methods. Practice safety and sanitation to prepare for the foodservice industry. Gain the knowledge and skills for careers in culinary arts and hospitality.

| | | | |
|-------------------------------------|---|-----------------|----------------------------|
| Course Number: | FH102X0C | Pathway: | Culinary Arts Applications |
| Prerequisite: | Must enroll in FH11 Culinary Arts & Hospitality II concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

CULINARY ARTS AND HOSPITALITY II APPLICATIONS-HONORS

Execute the planning of foodservice operations in a school-based enterprise. Design a variety of cuisines to apply learned cooking methods. Explore United States' regional soups and global baking and pastry arts. Gain the knowledge, skills, and certification for careers in culinary arts and hospitality.

| | | | |
|-------------------------------------|--|-----------------|----------------------------|
| Course Number: | FH112X0C | Pathway: | Culinary Arts Applications |
| Prerequisite: | Must enroll in FH10 Culinary Arts & Hospitality I concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | ANSI – Accredited Food Protection Manager Certification | | |

CULINARY ARTS AND HOSPITALITY III-HONORS

Build knowledge of management and menu planning within a foodservice operation. Establish understanding of food preservation techniques, yeast bread and pastries preparation. Learn the skills to earn a certification for advancement in the food service industry. Gain the knowledge, skills, and industry credential for careers in culinary arts and hospitality.

| | | | |
|-------------------------------------|--|-----------------|----------------------------|
| Course Number: | FH135X0C | Pathway: | Culinary Arts Applications |
| Prerequisite: | Must enroll in FH14 Culinary Arts & Hospitality IV Applications concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | ProStart National Certificate of Achievement, Certified Fundamentals Cook (CFC) Pre-Professional Certification in Culinary Arts | | |

CULINARY ARTS AND HOSPITALITY IV APPLICATIONS-HONORS

Design menus for a food service operation. Demonstrate advanced skills in food operation, baking, and pastry. Operate a school-based enterprise by preparing, marketing, and selling a variety of food products. Gain the knowledge and skills for careers in culinary arts and hospitality.

| | | | |
|-------------------------------------|--------------------------------------|-----------------|----------------------------|
| Course Number: | FH145X0C | Pathway: | Culinary Arts Applications |
| Prerequisite: | FH13 Culinary Arts & Hospitality III | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

FOOD AND NUTRITION I

Formulate an understanding of nutrition for a healthy lifestyle by preparing foods in each food group. Develop kitchen skills that promote proper food handling practice. Plan and execute meal management. Gain the knowledge, skills, and industry credential for careers in food and nutrition.

| | | | |
|-------------------------------------|--|-----------------|--|
| Course Number: | FN412X0C | Pathway: | Food & Nutrition Food Products & Processing Systems |
| Prerequisite: | FC11 Principles of Family and Human Services recommended | | |
| Schools: | DHS, JHS, NHS, RHS, SBHS, SWHS, WOHS | | |
| Aligned Industry Credential: | ANSI - Accredited Food Handler Certificate | | |

FOOD AND NUTRITION II

Expand knowledge of nutrient needs for a healthy lifestyle through the lifespan. Discover the impact of food systems on the environment, economy, society, and the individual. Develop an entrepreneurial venture idea using the Lean Canvas Business Model. Gain the knowledge, skills, and industry credential in food protection management for careers in food and nutrition.

| | | | |
|-------------------------------------|--|-----------------|------------------|
| Course Number: | FN422X0C | Pathway: | Food & Nutrition |
| Honors Course Number: | FN425X0C | | |
| Prerequisite: | FN41 Food and Nutrition I | | |
| Schools: | DHS, JHS, NHS, RHS, SBHS, SWHS, WOHS | | |
| Aligned Industry Credential: | ANSI – Accredited Food Protection Manager Certification Pre-Professional Certification in Nutrition, Food, and Wellness | | |

FOOD SCIENCE AND TECHNOLOGY-HONORS

Explore the food industry from the farm to the table using skills in food science and technology. Realize the functions of food and how it affects the food individuals eat. Design food packaging to deploy a new food product to the market. Gain the knowledge and skills careers in food products and processing.

| | | | |
|-------------------------------------|--|-----------------|------------------------------------|
| Honors Course Number: | FN435X0C | Pathway: | Food Products & Processing Systems |
| Prerequisite: | FN41 Food and Nutrition I AND Completion of 1 Science | | |
| Schools: | RHS | | |
| Aligned Industry Credential: | Food Safety and Science Certification Pre-Professional Certification in Food Science Fundamentals | | |

INTERIOR DESIGN FUNDAMENTALS

Build the knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Explore design thinking and utilize the interior design process. Apply interior design principles and illustrate design solutions through visual communication. Gain the knowledge and skills for careers in interior design.

| | | | |
|-------------------------------------|----------|-----------------|-----------------|
| Course Number: | FI212X0C | Pathway: | Interior Design |
| Prerequisite: | None | | |
| Schools: | SWHS | | |
| Aligned Industry Credential: | None | | |

INTERIOR DESIGN STUDIO

Devise an understanding of the multiple roles of an interior designer. Utilize artistic and design factors in planning, selection, and arrangement of interior spaces to meet the needs of families in the interior environment. Participate in creating a portfolio that includes a diverse understanding of multiple areas of design. Gain the knowledge and skills for careers in interior design.

| | | | |
|-------------------------------------|--|-----------------|-----------------|
| Course Number: | FI222X0C | Pathway: | Interior Design |
| Prerequisite: | FI21 Interior Design Fundamentals | | |
| Schools: | SWHS | | |
| Aligned Industry Credential: | Pre-Professional Certification in Interior Design Fundamentals | | |

COUNSELING AND MENTAL HEALTH I

Develop an understanding of healthy relationships on an individual's personal development. Engage in effective communication strategies for strengthening relationships. Explore the correlation of family systems on an individual's well-being throughout one's lifespan. Gain the knowledge and skills for careers in counseling and mental health.

| | | | |
|-------------------------------------|-----------|-----------------|------------------------------|
| Course Number: | FC132X0C | Pathway: | Counseling and Mental Health |
| Prerequisite: | None | | |
| Schools: | DHS, SWHS | | |
| Aligned Industry Credential: | None | | |

COUNSELING AND MENTAL HEALTH II

Focus on the classification of mental health disorders. Inspire an understanding of mental health theories and treatments. Explore how human brain functions affect mental health. Gain the knowledge and skills for careers in counseling and mental health.

| | | | |
|-------------------------------------|---|-----------------|------------------------------|
| Course Number: | FC142X0C | Pathway: | Counseling and Mental Health |
| Prerequisite: | FC13 Counseling and Mental Health II | | |
| Schools: | DHS, SWHS | | |
| Aligned Industry Credential: | Pre-Professional Certification in Family and Community Services | | |

Did
You
Know ?

Substance Abuse, Behavioral Disorder, and Mental Health Counselor jobs earn an average of \$45,887 in the Jacksonville/New Bern region.



TEACHING AS A PROFESSION I-HONORS

Analyze the present-day education system with emphasis on historical background and development, aims of education, duties of the teacher, purpose and development of curriculum, facilities, support, and control of schools. Create a foundation for understanding learners, the teaching environment, and the impact on student achievement. Develop a vision for teaching, learning, and leading in the 21st century school. Gain the knowledge and skills for careers in teaching and training.

| | | | |
|-------------------------------------|------------------------------|-----------------|--------------------------|
| Course Number: | FE215X0C | Pathway: | Teaching/Training (TETR) |
| Prerequisite: | None | | |
| Schools: | JHS, SBHS | | |
| Aligned Industry Credential: | Basic School Age Care (BSAC) | | |

TEACHING AS A PROFESSION II-HONORS

Develop a perspective into the teaching-learning process by exploring the role of the teacher and studying the nature of the learner in the classroom environment. Analyze educational instructional activities and their value to the classroom while discovering the lesson planning process. Expand on the foundation for understanding learners, the teaching environment, and the impact on student achievement. Gain the knowledge and skills for careers in the teaching and training.

| | | | |
|-------------------------------------|--|-----------------|--------------------------|
| Course Number: | FE225X0C | Pathway: | Teaching/Training (TETR) |
| Prerequisite: | FE21 Teaching as a Profession I Honors | | |
| Schools: | JHS, SBHS | | |
| Aligned Industry Credential: | None | | |

TEACHING AS A PROFESSION FIELD EXPERIENCE-HONORS

Integrate course knowledge into practical application while completing a hands-on field experience. Facilitate learning opportunities for students that align with NC Standard Course of Study while assisting cooperating teachers. Develop pedagogical skills and characteristics necessary for effective teaching. Gain the knowledge and skills for careers in teaching and training. ** This course can be taken at the same time as FE22 Teaching as a Profession II Honors*

| | | | |
|-------------------------------------|----------------------------------|-----------------|-----|
| Course Number: | FE235X0C | Pathway: | N/A |
| Prerequisite: | FE22 Teaching as a Profession II | | |
| Schools: | JHS, SBHS | | |
| Aligned Industry Credential: | None | | |

CTE INTERNSHIP IN AGRICULTURE, FOOD, AND NATURAL RESOURCES-HONORS

A CTE internship allows for additional development of career and technical competencies within Agriculture, Food, and Natural Resources related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|--------------------------------------|
| Honors Course Number: | WI025X0 | Pathway: | Food Products and Processing Systems |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE INTERNSHIP IN ARCHITECTURE & CONSTRUCTION-HONORS

A CTE internship allows for additional development of career and technical competencies within Architecture & Construction related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about careers, and perform certain job tasks.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|-----------------|
| Honors Course Number: | WI035X0 | Pathway: | Interior Design |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE INTERNSHIP IN HOSPITALITY & TOURISM-HONORS

A CTE internship allows for additional development of career and technical competencies within Hospitality and Tourism related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|----------------------------|
| Honors Course Number: | WI095X0 | Pathway: | Culinary Arts Applications |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

Did
You
Know ?

Food Service Managers earn an average of \$57,076 in the Jacksonville/New Bern region many of which don't require a 4-year degree!

CTE INTERNSHIP IN HUMAN SERVICES-HONORS

A CTE internship allows for additional development of career and technical competencies within Human Services related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|--|
| Honors Course Number: | WI105X0 | Pathway: | Counseling and Mental Health Food & Nutrition |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN AGRICULTURE, FOOD, AND NATURAL RESOURCES-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|--------------------------------------|
| Course Number: | WS025X0 | Pathway: | Food Products and Processing Systems |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN ARTS A/V TECHNOLOGY, & COMMUNICATIONS-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|------------------------------|
| Course Number: | WS015X0 | Pathway: | Apparel & Textile Production |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN ARCHITECTURE & CONSTRUCTION-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|-----------------|
| Course Number: | WS035X0 | Pathway: | Interior Design |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN HOSPITALITY & TOURISM-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|----------------------------|
| Course Number: | WB335X0 | Pathway: | Culinary Arts Applications |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN HUMAN SERVICES-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|---|
| Course Number: | WS105X0 | Pathway: | Counseling and Mental Health Food & Nutrition Financial Planning |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

Interior designers make indoor spaces functional, safe, and beautiful by determining space requirements and selecting essential and decorative items, such as colors, lighting, and materials. They must be able to draw, read, and edit blueprints. They also must be aware of building codes, inspection regulations, and other considerations, such as accessibility standards.

What do they typically do?

- Search for and bid on new projects.
- Determine the client's goals and requirements of the project.
- Consider how the space will be used and how people will move through the space.
- Sketch preliminary design plans, including electrical and partition layouts.
- Specify materials and furnishings, such as lighting, furniture, wall finishes, flooring, and plumbing fixtures.
- Create a timeline for the interior design project and estimate project costs.
- Place orders for materials and oversee the installation of the design elements.
- Oversee construction and coordinate with general building contractors to implement the plans and specifications for the project.
- Visit the site after the project is complete, to ensure that the client is satisfied.

Health Science Education

Health Science Education provides a comprehensive program to meet the needs of the healthcare industry. Courses motivate students and prepare them to pursue a career as a future health professional. Emphasis is placed on the various domains of healthcare and related skills such as: employability skills, prevention (wellness), diagnostics, therapeutics, and rehabilitation.

| Healthcare Professional (HPCP) | | | |
|--------------------------------|------------------------|---|---|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| HU40 Health Science I | HU42 Health Science II | HN43 Nursing Fundamentals and Practicum (H) (2 credits) OR HH32 Pharmacy Technician (H) OR CTE Advanced Studies (H) OR CTE Internship | DHS JHS NHS OVS RHS SBHS WOHS ENCRSC |

| PLTW Biotechnology Research and Development (PLWB) | | | | |
|--|------------------------------|---------------------------------|--|---------|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major | Schools |
| HP70 PLTW Principles of Biomedical Sciences | HP71 PLTW Human Body Systems | HP72 PLTW Medical Interventions | CTE Advanced Studies HLTH (H) OR CTE Internship HLTH | SBHS |

| Biomedical Technology Career Pathway (BTCP) | | | |
|---|----------------------------|--|----------------------------------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| HU40 Health Science I | HB11 Biomedical Technology | CTE Advanced Studies (H) OR CTE Internship | DHS JHS NHS OVS SBHS |



HOSA Future Health Professionals is a career and technical student organization of, by, and for students who are or have been enrolled in a Health Science Education program, or are interested in, planning to pursue, or pursuing a career in the health professions. HOSA Future Health Professionals provides a unique program of leadership development, motivation, and recognition exclusively for students enrolled in Health Science programs. There are more than 50 competitive events in HOSA, including health science events, health professions events, emergency preparedness events, leadership events, teamwork events, recognition events, and other opportunities for recognition.

COURSE DESCRIPTIONS

HEALTH SCIENCE I

Explore anatomy, physiology, diseases, and disorders within human body systems. Understand structural organization of the human body as it applies to recognizing and responding to first aid emergencies. Engage in projects, teamwork, collaboration, and demonstration to reinforce curriculum content. Gain knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway. **Honors Credit is available for this course**

| | | | |
|-------------------------------------|--------------------------------------|-----------------|--|
| Course Number: | HU402X0C | Pathway: | Healthcare Professional Biomedical Technology |
| Honors Course Number: | HU405X0C | | |
| Prerequisite: | None | | |
| Schools: | DHS, JHS, NHS, RHS, SWHS, SBHS, WOHS | | |
| Aligned Industry Credential: | First Aid | | |

HEALTH SCIENCE II

Understand the healthcare industry, including employability skills, cultural awareness, safety, and infection control procedures used by healthcare professionals. Develop an understanding of the cardiovascular and respiratory systems to apply knowledge and skills toward earning industry recognized credentials. Demonstrate understanding of curriculum content through projects, collaborations, and teamwork. Gain the knowledge, skills, and credentials for careers in the Healthcare Professional pathway. ***Honors credit is available for this course.*

| | | | |
|-------------------------------------|---|-----------------|-------------------------|
| Course Number: | HU422X0C | Pathway: | Healthcare Professional |
| Honors Course Number: | HU425X0C | | |
| Prerequisite: | HU40 Health Science I <i>or</i> HP71 PLTW Human Body Systems | | |
| Schools: | DHS, JHS, NHS, RHS, SWHS, SBHS, WOHS | | |
| Aligned Industry Credential: | OSHA 10-Hour General Industry Safety and Health, Stop the Bleed | | |

BIOMEDICAL TECHNOLOGY

Investigate trends in healthcare and research to include ethics and medicine. Explore trends in forensic medicine, infectious disease(s), and organ transplants. Examine cell biology related to cancer and biomedical research. Gain the knowledge and skills for careers in the Biomedical Technology pathway. ***Honors credit is available for this course.*

| | | | |
|-------------------------------------|--|-----------------|-----------------------|
| Course Number: | HB112X0C | Pathway: | Biomedical Technology |
| Honors Course Number: | HB115X0C | | |
| Prerequisite: | HU40 Health Science I <i>or</i> HP71 PLTW Human Body Systems | | |
| Schools: | DHS, JHS, NHS, SBHS | | |
| Aligned Industry Credential: | None | | |

NURSING FUNDAMENTALS AND PRACTICUM-HONORS

Explore the role of a Nurse Aide as defined by North Carolina Department of Health and Human Services, and Health Care Personnel Education and Credentialing Section. Perform nurse aide skills to care for patients and residents in a healthcare clinical setting. Build communication skills and learn to function as a healthcare team member. Gain the knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway. **This is a two-period course.**

| | | | |
|-------------------------------------|-----------------------------|-----------------|-------------------------|
| Honors Course Number: | HN435X03 | Pathway: | Healthcare Professional |
| Prerequisite: | HU42 Health Science II | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | North Carolina Nurse Aide I | | |

PHARMACY TECHNICIAN-HONORS

Explore the science of how medications act on biological systems and how the body responds to specific medications as it relates to the role of the pharmacy technician in preparing prescriptions. Understand pharmacy law and regulation, product inventory, compounding procedures, and medication safety. Learn the practices for billing and reimbursement in pharmacy operations. Gain the knowledge, skills, and credentials for careers in the Healthcare Professional pathway.

| | | | |
|-------------------------------------|---|-----------------|-------------------------|
| Honors Course Number: | HH325X0C | Pathway: | Healthcare Professional |
| Prerequisite: | HU42 Health Science II <i>or</i> HB11 Biomedical Technology | | |
| Schools: | DHS, SBHS, WOHS | | |
| Aligned Industry Credential: | Certified Pharmacy Technician (CPhT) | | |

PUBLIC HEALTH FUNDAMENTALS

Discover the unique challenges and strategies in delivering healthcare outside traditional facilities and without the traditional supervision structure. Focus on the role of the home care aide, legal and ethical issues, cultural considerations, and safety in the home environment. Explore palliative and end-of-life care in the home environment. Gain the knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway.

| | | | |
|-------------------------------------|---|-----------------|-------------------------|
| Honors Course Number: | HN452X0C | Pathway: | Healthcare Professional |
| Prerequisite: | HN42 Health Science II | | |
| Schools: | DHS | | |
| Aligned Industry Credential: | Nurse Aide I - Home Care Aide Endorsement | | |

PLTW PRINCIPLES OF BIOMEDICAL SCIENCES-HONORS

From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.

| | | | |
|-------------------------------------|----------------|-----------------|--|
| Course Number: | HP705X0C | Pathway: | PLTW Biomedical Research and Development |
| Prerequisite: | None | | |
| Schools: | SBHS | | |
| Aligned Industry Credential: | Stop the Bleed | | |

PLTW HUMAN BODY SYSTEMS-HONORS

This course is designed for students to examine interactions of human body systems and apply knowledge to solve real-world medical cases.

| | | | |
|-------------------------------------|---|-----------------|--|
| Course Number: | HP715X0C | Pathway: | PLTW Biomedical Research and Development |
| Prerequisite: | HP70 PLTW Principles of Biomedical Sciences | | |
| Schools: | SBHS | | |
| Aligned Industry Credential: | First Aid | | |

PLTW MEDICAL INTERVENTIONS-HONORS

This course allows students to investigate the interventions involved in the prevention, diagnosis, and treatment of disease. English language arts and science are reinforced in this course.

| | | | |
|-------------------------------------|------------------------------|-----------------|--|
| Course Number: | HP725X0C | Pathway: | PLTW Biomedical Research and Development |
| Prerequisite: | HP71 PLTW Human Body Systems | | |
| Schools: | SBHS | | |
| Aligned Industry Credential: | CPR/AED | | |

CTE INTERNSHIP IN HEALTH SCIENCE-HONORS

A CTE Internship allows for additional development of career and technical competencies within Health Science related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|--|
| Honors Course Number: | WI085X0 | Pathway: | Healthcare Professional Biomedical Technology PTLW Biomedical Research and Development |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN HEALTH SCIENCE-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|--|
| Course Number: | WS085X0 | Pathway: | Healthcare Professional Biomedical Technology PTLW Biomedical Research and Development |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

Trade, Technology, Engineering, and Industrial Education

Do you like working with your hands? Want to design and build a house, fight fire, save a life, design products, repair things or even take them apart? TTE&I programs provide students with the skills and conceptual knowledge needed for careers in industry, engineering and design. Pathway groups include Construction, Engineering, Animation, Emergency Services, Advanced Manufacturing, and Automotive.

CONSTRUCTION AND MANUFACTURING PATHWAYS

| Advanced Manufacturing (ADMA) | | | |
|-----------------------------------|-----------------------------|--|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| IM11 Advanced Manufacturing I (H) | IM14 Manufacturing Robotics | CTE Internship OR CTE Advanced Studies (H) | ENCRSC |

| Carpentry Career Pathway (CARP) | | | | |
|---------------------------------|------------------|-----------------------|---|------------------------------------|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major | Schools |
| IC00 Construction Core | IC21 Carpentry I | IC22 Carpentry II (H) | IC23 Carpentry III (H) OR CTE Advanced Studies (H) OR CTE Internship | JHS NHS SWHS SBHS WOHS |

| Drafting Architectural Career Pathway (DRFA) | | | |
|--|--------------------------------------|--|---------------------------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| IC61 Drafting I (H) | IC62 Drafting II – Architectural (H) | IC63 Drafting III – Architectural (H) OR CTE Advanced Studies (H) OR CTE Internship | JHS NHS RHS SWHS |

| Electrical Trades Career Pathway (ELTR) | | | | |
|---|---------------------------------|----------------------------------|--|--------------------|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major | Schools |
| IC00 Construction Core | IC41 Electrical Trades I (H) | IC42 Electrical Trades II (H) | IC43 Electrical Trades III OR CTE Advanced Studies (H) OR CTE Internship | JHS NHS SBHS |

| HVACR (HVAC) | | | | |
|---|------------------|-------------------|--|---------|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major | Schools |
| IC00 Construction Core (Must be completed at home high school) | IC31 HVACR I (H) | IC32 HVACR II (H) | IC33 HVACR III (H) OR CTE Advanced Studies (H) OR CTE Internship | ENCRSC |

| Marine Trades Career Pathway (MATR) | | | | |
|-------------------------------------|-------------------------|----------------------------|---|---------|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major | Schools |
| IC00 Construction Core | IL53 Marine Occupations | IL54 Marine Occupations II | IL73 Marine Occupations III OR CTE Advanced Studies (H) OR CTE Internship | DHS |

| Masonry Career Pathway (MASO) | | | | |
|-------------------------------|----------------|---------------------|--|-------------|
| Foundational Prerequisite | Prerequisite | Concentrator | Career Pathway Major | Schools |
| IC00 Construction Core | IC11 Masonry I | IC12 Masonry II (H) | IC13 Masonry III (H) OR CTE Advanced Studies (H) OR CTE Internship | RHS WOHS |

| Welding Career Pathway (WELD) | | | |
|--|---------------------------------|----------------------|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| WC25 Welding Technology I (H) & WC26 Welding Technology II (H) | WC53 Welding Technology III (H) | CTE Internship | ENCRSC |

| Woodworking Career Pathway (WOWO) | | | |
|-----------------------------------|-------------------------|--|-------------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| IM21 Woodworking I | IM22 Woodworking II (H) | CTE Advanced Studies (H) OR CTE Internship | DHS SBHS |

SkillsUSA is a national Career and Technical Student Organization serving high school, college and middle school students who are preparing for careers or further education in more than 130 trade, technical and skilled service occupations areas. It is an integral part of the classroom and serves more than 360,000 members nationwide. Originally found as V.I.C.A. (Vocational Industrial Clubs of America), SkillsUSA has been developing champions at work since 1965. SkillsUSA works as a partnership of students, teachers and industry working together to ensure America has a skilled workforce. The organization improves the quality of our nation's future skilled workforce through the development of Framework skills that include personal, workplace and technical skills grounded in academics. We do this through a variety of local, state, and national opportunities that include leadership development conferences, educational resources and curriculum for instructors, industry-driven competitive events, and local chapters activities that provide students with the opportunity to lead and grow in their schools and communities.



COURSE DESCRIPTIONS

ADVANCED MANUFACTURING I-HONORS

Prepare for an entry-level production worker in the manufacturing environment. Develop basic manufacturing skills in safety and maintenance. Engage in group activities utilized in manufacturing, including the use of personal protective equipment. Gain the knowledge, skills, and industry credentials for careers in advanced manufacturing.

| | | | |
|-------------------------------------|---|-----------------|------------------------|
| Course Number: | IM115X0C | Pathway: | Advanced Manufacturing |
| Prerequisite: | Must be enrolled in IM14 Manufacturing Robotics concurrently. | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | Certified Production Technician (CPT) - Safety Certified Production Technician (CPT)- Maintenance Awareness OSHA 10-Hour General Industry Safety and Health | | |

MANUFACTURING ROBOTICS

Perform tasks associated with robotics in manufacturing. Program robotic equipment to execute commands in the manufacturing environment. Utilize manufacturing robots to accomplish tasks as programmed. Gain the knowledge, skills, and industry credentials for careers in advanced manufacturing technology.

| | | | |
|-------------------------------------|---|-----------------|------------------------|
| Course Number: | IM142X0C | Pathway: | Advanced Manufacturing |
| Prerequisite: | Must be enrolled in IM11 Advanced Manufacturing I concurrently. | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | FANUC Certified Robot Operator | | |

CONSTRUCTION CORE

Perform basic safety procedures required for construction and industrial project sites. Engage in proper techniques required to safely operate hand and power tools used in the construction industry. Practice material handling tasks using appropriate personal protective equipment (PPE) procedures and techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|--|-----------------|-----------|
| Course Number: | IC002X0C | Pathway: | Carpentry |
| Prerequisite: | None | | |
| Schools: | DHS, JHS, NHS, RHS, SWHS, SBHS, WOHS | | |
| Aligned Industry Credential: | NCCER Construction Core OSHA 10 Hour Construction Safety and Health | | |

CARPENTRY I

Develop basic skills to interpret and lay out basic construction plans and documents used by carpenters. Engage in procedures for laying out and constructing floor and wall systems. Practice essential stairway design and construction techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|----------------------------|-----------------|-----------|
| Course Number: | IC212X0C | Pathway: | Carpentry |
| Prerequisite: | IC00 Construction Core | | |
| Schools: | JHS, NHS, SWHS, SBHS, WOHS | | |
| Aligned Industry Credential: | NCCER Carpentry I | | |

CARPENTRY II-HONORS

Engage in procedures for laying out, constructing, and installing roofing components for residential and commercial buildings. Practice skills related to moisture and insulation control concepts for building envelop systems installation. Participate in exterior finish materials installation procedures. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|----------------------------|-----------------|-----------|
| Honors Course Number: | IC225X0C | Pathway: | Carpentry |
| Prerequisite: | IC21 Carpentry I | | |
| Schools: | JHS, NHS, SWHS, SBHS, WOHS | | |
| Aligned Industry Credential: | NCCER Carpentry II | | |

CARPENTRY III-HONORS

Develop a working knowledge of skills required to read and interpret commercial drawings and specifications. Engage in procedures for drywall installation and finishing. Participate in the installation of door and door hardware installation procedures. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|----------------------------|-----------------|-----------|
| Honors Course Number: | IC235X0C | Pathway: | Carpentry |
| Prerequisite: | IC22 Carpentry II | | |
| Schools: | JHS, NHS, SWHS, SBHS, WOHS | | |
| Aligned Industry Credential: | NCCER Carpentry III | | |

DRAFTING I-HONORS

Investigate essential concepts, trends, and career options in the architectural and engineering industry. Practice fundamental sketching skills and techniques required in architectural and engineering graphic communications. Perform CAD (computer aided drafting/design) procedures required to produce basic technical drawings. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|---------------------------------|-----------------|--|
| Course Number: | IC615X0C | Pathway: | Drafting Architectural Drafting Engineering |
| Honors Course Number: | IC615X0C | | |
| Prerequisite: | None | | |
| Schools: | JHS, NHS, RHS, SWHS | | |
| Aligned Industry Credential: | Autodesk Certified User AutoCAD | | |

DRAFTING II – ARCHITECTURAL-HONORS

Investigate commonly accepted styles, trends, trade terminology, and career options found in the architectural industry. Practice procedures to plan and draw a single-floor residential floor plan using CAD (computer aided drafting/design). Engage in the design of foundation, roof, and floor system to create a complete set of residential construction documents. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|-------------------------------|-----------------|------------------------|
| Honors Course Number: | IC625X0C | Pathway: | Drafting Architectural |
| Prerequisite: | IC61 Drafting I | | |
| Schools: | NHS, RHS, SWHS, JHS | | |
| Aligned Industry Credential: | Autodesk Certified User Revit | | |

DRAFTING III – ARCHITECTURAL-HONORS

Practice procedures to create a multi-floor residential structure using CAD (computer aided drafting/design). Engage in the design of electrical systems, stair/railing, and advanced kitchen and bath details used in residential architectural planning. Engage in the development of a site plan for a residential structure. Gain the knowledge and skills for careers in architecture and construction.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|------------------------|
| Honors Course Number: | IC635X0C | Pathway: | Drafting Architectural |
| Prerequisite: | IC62 Drafting II – Architectural | | |
| Schools: | NHS, SWHS, JHS | | |
| Aligned Industry Credential: | Autodesk Certified Professional Revit | | |

ELECTRICAL TRADES I-HONORS

Develop a working knowledge of basic electrical theory, Ohm's law, and methods for calculating electrical energy. Utilize the National Electric Code (NEC) to find installation requirements. Engage in basic skills required for installation of electrical device boxes, conduit, and raceways systems. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|------------------------------|-----------------|-------------------|
| Course Number: | IC415X0C | Pathway: | Electrical Trades |
| Prerequisite: | IC00 Construction Core | | |
| Schools: | JHS, NHS, SBHS | | |
| Aligned Industry Credential: | NC NCCER Electrical Trades I | | |

ELECTRICAL TRADES II-HONORS

Develop a working knowledge of skills required to read and interpret electrical construction drawings and specifications. Practice laying out branch circuits, sizing outlet boxes, and wiring device installation for residential electrical systems. Develop a working knowledge of AC and DC motor theory and application. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|-------------------------------|-----------------|-------------------|
| Honors Course Number: | IC425X0C | Pathway: | Electrical Trades |
| Prerequisite: | IC41 Electrical Trades I | | |
| Schools: | JHS, NHS, SBHS | | |
| Aligned Industry Credential: | NC NCCER Electrical Trades II | | |

ELECTRICAL TRADES III-HONORS

Practice the techniques required to make conduit bends and to install pull and junction boxes. Engage in a cable pulling operation including conductor installation and cable end preparation. Develop a working knowledge of the operation of circuit breakers, fuses, contactors, and relays used in electrical systems. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|--------------------------------|-----------------|-------------------|
| Honors Course Number: | IC435X0C | Pathway: | Electrical Trades |
| Prerequisite: | IC42 Electrical Trades III | | |
| Schools: | JHS, NHS, SBHS | | |
| Aligned Industry Credential: | NC NCCER Electrical Trades III | | |

HVACR I-HONORS

Practice basic skills required to read and interpret wiring diagrams as it relates to common electrical components used in the HVACR field. Develop a working knowledge of fundamental heating and cooling types and components found in typical HVACR systems. Utilize the National Electric Code (NEC) to find installation requirements. Engage in basic copper, carbon steel, and plastic piping practices used in preparation and installation of HVACR systems. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|---|-----------------|-------|
| Honors Course Number: | IC315X0C | Pathway: | HVACR |
| Prerequisite: | IC00 Construction Core / Must enroll in IC32 HVACR concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | NC NCCER HVACR Credential | | |

HVACR II-HONORS

Develop a working knowledge of principles and operating cycles of heat pumps found in HVACR systems. Engage in troubleshooting procedures for heat pumps and cooling components found in HVACR systems. Practice refrigerant handling and equipment servicing procedures for HVACR systems. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|--|-----------------|-------|
| Honors Course Number: | IC325X0C | Pathway: | HVACR |
| Prerequisite: | Must enroll in IC31 HVACR concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | NC NCCER HVACR Credential | | |

HVACR III-HONORS

Develop a working knowledge of the principles and operation of compressors found in HVACR systems. Engage in the operation, application, installation, and adjustment of expansion devices used in HVACR equipment. Practice troubleshooting gas-fired components, control circuits, and electric motors found in HVACR equipment. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|--|-----------------|-------|
| Honors Course Number: | IC332X0C | Pathway: | HVACR |
| Prerequisite: | IC32 HVACR II / Must enroll in WS03 Advanced Studies in Architecture & Construction concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | NC NCCER HVACR Credential | | |

MASONRY I-HONORS

Develop basic skills to interpret measurements, drawings, and specifications common in masonry work. Engage in safely operating masonry tools and equipment. Participate in setting up, laying out, and bonding block and brick using an appropriate mortar mixture. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|-------------------------------|-----------------|---------|
| Honors Course Number: | IC115X0C | Pathway: | Masonry |
| Prerequisite: | IC00 Construction Core | | |
| Schools: | RHS, WOHS | | |
| Aligned Industry Credential: | NC NCCER Masonry I Credential | | |

MASONRY II-HONORS

Participate in masonry construction techniques for residential and small structure foundations. Focus on the use of grout and the application of other reinforced masonry elements. Engage in the installation of metal components and masonry openings. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|--------------------------------|-----------------|---------|
| Course Number: | IC125X0C | Pathway: | Masonry |
| Prerequisite: | IC11 Masonry I | | |
| Schools: | RHS, WOHS | | |
| Aligned Industry Credential: | NC NCCER Masonry II Credential | | |

MASONRY III-HONORS

Participate in advanced masonry construction techniques and the interaction with structural components. Develop an understanding of the effects of hot and cold weather climate conditions on masonry construction. Develop a working knowledge of quality control requirements for masonry construction. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|---------------------------------|-----------------|---------|
| Honors Course Number: | IC135X0C | Pathway: | Masonry |
| Prerequisite: | IC12 Masonry II | | |
| Schools: | RHS, WOHS | | |
| Aligned Industry Credential: | NC NCCER Masonry III Credential | | |

MARINE OCCUPATIONS I

Do you like boating? If you answered yes Marine Occupations is the class for you. Students learn about safe boating and have the opportunity earn their NC Boating License. Students also get experience in welding, fiberglass repair, engine repair, and vessel navigation.

| | | | |
|-------------------------------------|---|-----------------|---------------|
| Course Number: | IL532X0C | Pathway: | Marine Trades |
| Prerequisite: | IC00 Construction Core | | |
| Schools: | DHS | | |
| Aligned Industry Credential: | North Carolina Boater Education Certificate | | |

MARINE OCCUPATIONS II

Do you want to learn more about welding and marine trades? Students will learn how to stick weld and MIG weld, use a plasma cutter and various other metal working tools used in marine trades. This is a project-based class that requires students to work in the shop daily. Students design and build projects based on skills acquired during the course.

| | | | |
|-------------------------------------|---|-----------------|---------------|
| Course Number: | IL542X0C | Pathway: | Marine Trades |
| Prerequisite: | IL53 Marine Occupations I | | |
| Schools: | DHS | | |
| Aligned Industry Credential: | North Carolina Boater Education Certificate | | |

MARINE OCCUPATIONS III

Have you enjoyed the Marine Occupations courses? Do you want a job in the Maritime industry? If you answered yes, this is the class for you? Students will continue to learn and refine their welding and maritime skills. They will complete projects, make connections, and prepare for jobs.

| | | | |
|-------------------------------------|-----------------------------------|-----------------|---------------|
| Course Number: | IL732X0C | Pathway: | Marine Trades |
| Prerequisite: | IL54 Marine Occupations II | | |
| Schools: | DHS | | |
| Aligned Industry Credential: | NCCER Maritime Structural Fitting | | |

WELDING TECHNOLOGY I-HONORS

Engage in thermal cutting tasks. Cultivate safety practices and the importance of personal protective equipment. Explore the procedures for metal preparation and its characteristics. Gain the knowledge, skills, and industry credentials for careers in welding.

| | | | |
|-------------------------------------|--|-----------------|---------|
| Course Number: | WC255X0C | Pathway: | Welding |
| Prerequisite: | Must enroll in WC26 Welding Technology II concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | OSHA-10- Hour Industry Certification S/P2 - Welding Safety and Pollution Prevention | | |

WELDING TECHNOLOGY II-HONORS

Analyze various welding defects by inspection and testing methods. Explore various drawing and welding symbol used in blueprints. Produce multiple position shielded metal arc welding (SMAW) welds. Gain the knowledge, skills, and industry credentials for careers in welding.

| | | | |
|-------------------------------------|---|-----------------|---------|
| Course Number: | WC265X0C | Pathway: | Welding |
| Prerequisite: | Must enroll in WC25 Welding Technology I concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | AWS SENSE- Shielded Metal Arc Welding (SMAW) | | |

WELDING TECHNOLOGY III – HONORS

Improve overall welding skills. Create accurate welds from a variety of positions. Produce flux-cored arc welding (FCAW) and gas metal arc welding (GMAW) fillet and groove welds. Gain the knowledge, skills, and industry credentials for careers in welding.

| | | | |
|-------------------------------------|--|-----------------|---------|
| Course Number: | WC535X0C | Pathway: | Welding |
| Prerequisite: | WC26 Welding Technology II | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | AWS SENSE- Gas Metal Arc Welding (GMAW) AWS Sense – Flux Cored Arc Welding (FCAW) | | |

WOODWORKING I

Develop a working knowledge of Health and Safety Hazards practices in the woodworking industry. Practice techniques required to safely operate hand tools, portable power tools, and stationary power tools used in the woodworking industry. Engage in procedures for designing, laying out, and constructing a cabinet assembly. Gain the knowledge, skills, and industry credentials for careers in manufacturing.

| | | | |
|-------------------------------------|--|-----------------|-------------|
| Course Number: | IM212X0C | Pathway: | Woodworking |
| Prerequisite: | None | | |
| Schools: | DHS, SBHS | | |
| Aligned Industry Credential: | OSHA 10-Hour Construction Industry Certification | | |

WOODWORKING II-HONORS

Practice advanced techniques required to safely operate hand tools, portable power tools, and stationary power tools used in the woodworking industry. Develop a working knowledge of material characteristics, advanced surface preparation, and finish techniques used in the woodworking industry. Engage in advanced procedures for designing, laying out, and constructing a cabinet assembly. Gain the knowledge, skills, and industry credentials for careers in manufacturing.

| | | | |
|-------------------------------------|---|-----------------|-------------|
| Course Number: | IM225X0C | Pathway: | Woodworking |
| Prerequisite: | IM21 Woodworking II | | |
| Schools: | DHS, SBHS | | |
| Aligned Industry Credential: | Woodwork Career Alliance Sawblade Certificate OSHA 10-Hour Construction Industry Certification | | |

CTE INTERNSHIP IN ARCHITECTURE & CONSTRUCTION-HONORS

A CTE Internship allows for additional development of career and technical competencies within Architecture & Construction related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|------------------|---|
| Honors Course Number: | WI035X0 | Pathways: | Carpentry Drafting Architectural Electrical Trades HVACR Interior Design Masonry |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE INTERNSHIP IN MANUFACTURING-HONORS

A CTE Internship allows for additional development of career and technical competencies within Manufacturing related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|---|
| Honors Course Number: | WI135X0 | Pathway: | Advanced Manufacturing Marine Trades Welding Woodworking |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN ARCHITECTURE & CONSTRUCTION-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|---|
| Course Number: | WS035X0 | Pathway: | Carpentry Drafting Architectural Electrical Trades HVACR Interior Design Masonry |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN MANUFACTURING-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|---|
| Course Number: | WB495X0 | Pathway: | Advanced Manufacturing I Marine Trades Welding Woodworking |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

ENGINEERING PATHWAYS

| Drafting Engineering Career Pathway (DREN) | | | |
|--|------------------------------------|---|--------------------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| IC61 Drafting I (H) | IV22 Drafting II – Engineering (H) | IV23 Drafting III – Engineering (H) OR CTE Advanced Studies OR CTE Internship | JHS NHS SWHS |

| PLTW Engineering Career Pathway (PLWE) | | | |
|---|---|--|---------------------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| CE10 PLTW Introduction to Engineering Design (H) OR CE11 PLTW Principles of Engineering (H) | CE13 PLTW Digital Electronics (H) OR CE14 PLTW Civil Engineering & Architecture (H) | CE16 PLTW Engineering Design & Development (H) OR CTE Advanced Studies OR CTE Internship | RHS SBHS WOHS |

| Robotics Engineering Career Pathway (DREN) | | | |
|--|------------------------------------|--|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| CL13 Robotics I - Engineering | CL14 Robotics II – Engineering (H) | CTE Advanced Studies OR CTE Internship | ENCRSC |

DRAFTING I-HONORS

Investigate essential concepts, trends, and career options in the architectural and engineering industry. Practice fundamental sketching skills and techniques required in architectural and engineering graphic communications. Perform CAD (computer aided drafting/design) procedures required to produce basic technical drawings. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

| | | | |
|-------------------------------------|---------------------------------|-----------------|--|
| Course Number: | IC615X0C | Pathway: | Drafting Architectural Drafting Engineering |
| Honors Course Number: | IC615X0C | | |
| Prerequisite: | None | | |
| Schools: | JHS, NHS, RHS, SWHS | | |
| Aligned Industry Credential: | Autodesk Certified User AutoCAD | | |

DRAFTING II ENGINEERING-HONORS

Investigate design concepts, principles, trade terminology, and career options found in the engineering industry. Practice techniques to create 3D-solid modeled parts and working drawings using CAD (computer aided drafting/design). Practice conventional dimensioning and tolerancing techniques used in engineering design and production. Gain the knowledge, skills, and industry credentials for careers in science, technology, engineering, and mathematics.

| | | | |
|-------------------------------------|----------------------------------|-----------------|----------------------|
| Honors Course Number: | IV225X0C | Pathway: | Drafting Engineering |
| Prerequisite: | IC61 Drafting I | | |
| Schools: | JHS, NHS, SWHS | | |
| Aligned Industry Credential: | Autodesk Certified User Inventor | | |

DRAFTING III ENGINEERING-HONORS

Investigate education and professional requirements for engineering and manufacturing employment. Practice advanced techniques to create parametric 3D-solid modeled parts, assemblies, and working drawings using CAD (computer aided drafting/design). Engage in procedures of geometric dimensioning and tolerancing techniques used in engineering design and production. Gain the knowledge and skills for careers in science, technology, engineering, and mathematics.

| | | | |
|-------------------------------------|--|-----------------|----------------------|
| Honors Course Number: | IV235X0C | Pathway: | Drafting Engineering |
| Prerequisite: | IV22 Drafting Engineering II | | |
| Schools: | JHS, NHS, SWHS | | |
| Aligned Industry Credential: | Autodesk Certified Professional Inventor | | |

PLTW INTRODUCTION TO ENGINEERING DESIGN-HONORS

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

| | | | |
|-------------------------------------|-----------------|-----------------|------------------|
| Course Number: | CE107X0CAP | Pathway: | PLTW Engineering |
| Prerequisite: | None | | |
| Schools: | RHS, SBHS, WOHS | | |
| Aligned Industry Credential: | None | | |

PLTW PRINCIPLES OF ENGINEERING-HONORS

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

| | | | |
|-------------------------------------|-----------------|-----------------|------------------|
| Course Number: | CE117X0CAP | Pathway: | PLTW Engineering |
| Prerequisite: | None | | |
| Schools: | RHS, SBHS, WOHS | | |
| Aligned Industry Credential: | None | | |

PLTW DIGITAL ELECTRONICS-HONORS

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry. Art, English language arts, mathematics and science are reinforced.

| | | | |
|-------------------------------------|---|-----------------|------------------|
| Course Number: | CE137X0CAP | Pathway: | PLTW Engineering |
| Prerequisite: | CE10 PLTW Introduction to Engineering Design OR CE11 PLTW Principles of Engineering | | |
| Schools: | RHS, SBHS, WOHS | | |
| Aligned Industry Credential: | None | | |

PLTW CIVIL ENGINEERING AND ARCHITECTURE-HONORS

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

| | | | |
|-------------------------------------|---|-----------------|------------------|
| Course Number: | CE147X0CAP | Pathway: | PLTW Engineering |
| Prerequisite: | CE10 PLTW Introduction to Engineering Design OR CE11 PLTW Principles of Engineering | | |
| Schools: | RHS | | |
| Aligned Industry Credential: | None | | |

PLTW CAPSTONE-HONORS

In this capstone Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers.

| | | | |
|-------------------------------------|---|-----------------|------------------|
| Course Number: | CE165X0C | Pathway: | PLTW Engineering |
| Prerequisite: | CE13 PLTW Digital Electronics OR CE14 PLTW Civil Engineering & Architecture | | |
| Schools: | RHS, SBHS, WOHS | | |
| Aligned Industry Credential: | None | | |

ROBOTICS I

This course focuses on engineering concepts including physics, programming, mechanical systems, and electrical and electronics systems. Students will complete STEM based activities and capstone projects during the semester. Core concepts are delivered with a robotics emphasis through relevant activities and projects.

| | | | |
|-------------------------------------|----------|-----------------|----------------------|
| Course Number: | CL132X0C | Pathway: | Robotics Engineering |
| Prerequisite: | None | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

ROBOTICS II

This course builds upon the theories learned in the Robotics I course. Students will learn to analyze and apply concepts of electronics. They will also learn advanced programming including proportional, integral, and derivative algorithms. Students will use software to program and control a robot.

| | | | |
|-------------------------------------|-----------------|-----------------|----------------------|
| Course Number: | CL1402X0C | Pathway: | Robotics Engineering |
| Prerequisite: | CL13 Robotics I | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

TECHNOLOGY ENGINEERING & DESIGN

Explore how technology evolved throughout human history. Discover the universal systems model in products and processes society uses every day. Build a scale model of a structure by applying the Engineering Design Process. Gain the knowledge and skills for careers in the Technology Engineering, and Design pathway.

| | | | |
|-------------------------------------|----------|-----------------|--------------------------------|
| Course Number: | CT102X0C | Pathway: | Technical Engineering & Design |
| Prerequisite: | None | | |
| Schools: | RHS | | |
| Aligned Industry Credential: | None | | |

TECHNOLOGICAL DESIGN

Explore engineering through energy, manufacturing, and other industries. Fabricate prototypes to test design concepts. Engineer a solution to a problem in a community. Gain the knowledge and skills for careers in the Technology Engineering, and Design pathway.

| | | | |
|-------------------------------------|--------------------------------------|-----------------|--------------------------------|
| Course Number: | CT1102X0C | Pathway: | Technical Engineering & Design |
| Prerequisite: | CT10 Technology Engineering & Design | | |
| Schools: | RHS | | |
| Aligned Industry Credential: | None | | |

ENGINEERING DESIGN

Explore the elements of design as a team to analyze factors that lead to design improvements. Establish constraints from outside factors within designs. Engineer a solution for a problem within one of the grand challenges of engineering. Gain the knowledge and skills for careers in the Technology, Engineering, and Design pathway.

| | | | |
|-------------------------------------|---|-----------------|--------------------------------|
| Course Number: | CT1202X0C | Pathway: | Technical Engineering & Design |
| Prerequisite: | CT10 Technology Engineering & Design CT11 Technological Design | | |
| Schools: | RHS | | |
| Aligned Industry Credential: | None | | |

CTE INTERNSHIP IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS-HONORS

A CTE Internship allows for additional development of career and technical competencies within STEM related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|--|
| Honors Course Number: | WI155X0 | Pathway: | Drafting Engineering PLTW Engineering Robotics Engineering |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|--|
| Course Number: | WS155X0 | Pathway: | Drafting Engineering PLTW Engineering Robotics Engineering |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

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



EMERGENCY SERVICES PATHWAYS

| Emergency Management Career Pathway (EMMG) | | | |
|--|--------------------------------|--|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| IP11 Public Safety I | IP51 Emergency Management I | IP52 Emergency Management II (H) OR CTE Advanced Studies (H) OR CTE Internship | SWHS |

| Firefighter Technology Career Pathway (FIFI) | | | |
|--|--------------------------------|--|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| IP31 Firefighter Technology I | IP32 Firefighter Technology II | IP33 Firefighter Technology III (H) OR IP51 Emergency Management I OR CTE Advanced Studies (H) OR CTE Internship | ENCRSC |

| Public Safety Career Pathway (PUSA) | | | |
|-------------------------------------|---------------------------|--|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| IP11 Public Safety I | IP12 Public Safety II (H) | CTE Advanced Studies (H) OR CTE Internship | SWHS |

PUBLIC SAFETY I

Develop a basic understanding of careers and skills in the public safety pathway. Perform basic skills with these different careers, including firefighting, EMT, and law enforcement. Create a student personal plan for a career in public safety. Gain the knowledge, skills, and industry credentials for careers in public safety.

| | | | |
|-------------------------------------|-------------------------------------|-----------------|---------------------------------------|
| Course Number: | IP112X0C | Pathway: | Public Safety Emergency Management |
| Prerequisite: | None | | |
| Schools: | SWHS | | |
| Aligned Industry Credential: | National Incident Management System | | |

PUBLIC SAFETY II-HONORS

Develop a deeper understanding of careers and skills in the public safety pathway. Perform skills associated with being part of a community emergency response team. Prepare for a career in 9-1-1 telecommunication through demonstrated activities. Gain the knowledge, skills, and industry credentials for careers in public safety.

| | | | |
|-------------------------------------|---|-----------------|---------------|
| Course Number: | IP125X0C | Pathway: | Public Safety |
| Prerequisite: | IP11 Public Safety I | | |
| Schools: | SWHS | | |
| Aligned Industry Credential: | Community Emergency Response Team (CERT) NECI 911 Basic Communications | | |

EMERGENCY MANAGEMENT I

Explore fundamentals of Emergency Management operations. Develop knowledge and skills to lead all emergency resources in a public safety emergency. Perform basic communication skills required to coordinate with all other public safety agencies during an emergency. Gain the knowledge, skills, and industry credentials for careers in emergency management.

| | | | |
|-------------------------------------|---|-----------------|----------------------|
| Course Number: | IP512X0C | Pathway: | Emergency Management |
| Prerequisite: | IP11 Public Safety I OR IP32 Firefighter Technology II | | |
| Schools: | SWHS | | |
| Aligned Industry Credential: | NC Emergency Management I Certification | | |

EMERGENCY MANAGEMENT II-HONORS

Develop knowledge and skills used in an Emergency Management Operation Center. Develop rapid needs assessments, including weather-related data used in hazard mitigation of Emergency Management operations. Perform advanced communication skills required to lead other professionals in public safety during an emergency. Gain the knowledge, skills, and industry credentials for careers in emergency management.

| | | | |
|-------------------------------------|---|-----------------|----------------------|
| Course Number: | IP525X0C | Pathway: | Emergency Management |
| Prerequisite: | IP51 Emergency Management I | | |
| Schools: | SWHS | | |
| Aligned Industry Credential: | NC Emergency Management II Certification - Management | | |

FIREFIGHTER TECHNOLOGY I

Gather basic knowledge and skills required in firefighting. Develop skills in communications, use of personal protective equipment, forcible entry, fire extinguishers, and building construction. Perform basic firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology.

| | | | |
|-------------------------------------|--|-----------------|------------------------|
| Course Number: | IP312X0C | Pathway: | Firefighter Technology |
| Prerequisite: | None | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | NCOSFM Credential – Firefighter Technology I | | |

FIREFIGHTER TECHNOLOGY II

Enhance knowledge and skills required in firefighting. Develop skills in ladders, ventilation, ropes and knots, water supplies, hoses, appliances for search and rescue, and emergency medical care operations. Perform intermediate firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology.

| | | | |
|-------------------------------------|--|-----------------|------------------------|
| Course Number: | IP322X0C | Pathway: | Firefighter Technology |
| Prerequisite: | IP31 Firefighter Technology I – Must be enrolled in IP31 - Firefighter Technology concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | NCOSFM Credential – Firefighter Technology II | | |

FIREFIGHTER TECHNOLOGY III-HONORS

Maximize knowledge and skills required in firefighting. Develop tasks related to skills used in rescue, fire protection, fire and life safety, mayday, HAZMAT, and traffic incident management. Perform advanced firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology.

| | | | |
|-------------------------------------|--|-----------------|------------------------|
| Honors Course Number: | IP335X0C | Pathway: | Firefighter Technology |
| Prerequisite: | IP32 Firefighter Technology II | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | NCOSFM Credential – Firefighter Technology III | | |

CTE INTERNSHIP IN LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY-HONORS

A CTE Internship allows for additional development of career and technical competencies within Public Safety related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|---|
| Honors Course Number: | WI125X0 | Pathway: | Emergency Management Firefighter Technology Public Safety |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|---|
| Course Number: | WB455X0 | Pathway: | Emergency Management Firefighter Technology Public Safety |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

AUTOMOTIVE SERVICES PATHWAYS

| Automotive Services Career Pathway (AUTO) | | | |
|--|--|---|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| IT11 Automotive Service Fundamentals & IT16 Automotive Service I | IT17 Automotive Service II (H) & IT18 Automotive Service III (H) | CTE Advanced Studies <i>OR</i> CTE Internship | ENCRSC |

| Collision Repair Career Pathway (COLL) | | | |
|---|---|---|---------|
| Prerequisite | Concentrator | Career Pathway Major | Schools |
| IT35 Auto Body Repair I & IT36 Auto Body Repair I | IT32 Collision Repair II Non-Structural (H) & IT33 Collision Repair III Refinishing (H) | CTE Advanced Studies <i>OR</i> CTE Internship | ENCRSC |

AUTOMOTIVE SERVICE FUNDAMENTALS

Prepare for an entry-level position in the Automotive Service industry. Develop basic skills in shop safety, shop equipment, and hand tool usage. Engage in identifying vehicle systems, system components, and various vehicle fluids. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway.

| | | | |
|-------------------------------------|--|-----------------|---------------------|
| Course Number: | IT112X0C | Pathway: | Automotive Services |
| Prerequisite: | Must enroll in IT16 Automotive Service I concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | S/P2 Mechanical Safety S/P2 Mechanical Pollution Prevention | | |

AUTOMOTIVE SERVICE I

Develop skills and knowledge needed to service modern vehicles. Perform basic brake inspection and service. Explore Ohm's law in basic electrical service applied to vehicles. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway.

| | | | |
|-------------------------------------|--|-----------------|---------------------|
| Course Number: | IT162X0C | Pathway: | Automotive Services |
| Prerequisite: | Must enroll in IT11 Automotive Service Fundamentals concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

AUTOMOTIVE SERVICE II-HONORS

Perform basic suspension and steering inspections and service. Research vehicle information, service bulletins, and recalls on vehicles being serviced. Gather information on vehicle codes and module data used to diagnose vehicle systems. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway.

| | | | |
|-------------------------------------|--|-----------------|--------------------|
| Course Number: | IT175X0C | Pathway: | Automotive Service |
| Prerequisite: | IT16 Automotive Service I Must enroll in IT18 Automotive Service III concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | ASE Entry-Level Certification Maintenance and Light Repair ASE Entry-Level Certification-Brakes | | |

AUTOMOTIVE SERVICE III-HONORS

Explore more advanced and in-depth vehicle repairs and services. Perform basic system diagnosis. Expand knowledge in heating and air conditioning system operations. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway.

| | | | |
|-------------------------------------|---|-----------------|--------------------|
| Course Number: | IT185X0C | Pathway: | Automotive Service |
| Prerequisite: | Must enroll in IT17 Automotive Service II concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | ASE Auto Maintenance and Light Repair Certification (Test G1) ASE Entry-Level Certification- Electrical/Electronic Systems | | |

AUTO BODY REPAIR I

Develop an understanding of hazardous materials, personal safety, and refinishing safety. Gain an understanding of tools, equipment, and the numerous attachment methods used in collision repair. Focus on various hands-on activities used in vehicle detailing. Gain the knowledge, skills, and industry credentials for careers in the Collision Repair pathway.

| | | | |
|-------------------------------------|--|-----------------|------------------|
| Course Number: | IT352X0C | Pathway: | Collision Repair |
| Prerequisite: | Must enroll in IT36 Auto Body Repair II concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | S/P2 Collision Repair and Refinish Safety S/P2 Collision Repair and Refinish – Pollution Prevention | | |

AUTO BODY REPAIR II

Explore the talents needed for non-structural vehicle repairs using the I-CAR curriculum. Develop basic skills in plastic repair. Focus on hands-on activities involving vehicle trim, hardware, and bolted-on parts replacement. Gain the knowledge, skills, and industry credentials for careers in the Collision Repair pathway.

| | | | |
|-------------------------------------|---|-----------------|------------------|
| Course Number: | IT362X0C | Pathway: | Collision Repair |
| Prerequisite: | Must enroll in IT35 Auto Body Repair 1 concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | None | | |

COLLISION REPAIR II- NON-STRUCTURAL-HONORS

Develop the basic skills needed to produce non-structural vehicle repairs for damaged vehicles. Develop the basic skills needed using body filler and sanding in the vehicle repair process. Engage in activities involving cosmetic straightening of steel panels. Gain the knowledge, skills, and industry credentials for careers in the Collision Repair pathway.

| | | | |
|-------------------------------------|--|-----------------|------------------|
| Course Number: | IT325X0C | Pathway: | Collision Repair |
| Prerequisite: | Must enroll in IT33 Collision Repair II - Refinishing concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | I-CAR Platinum™- ProLevel® 1 for Non-Structural | | |

COLLISION REPAIR II – REFINISHING-HONORS

Prepare vehicle surfaces for topcoat applications. Develop the basic skills needed for minor paint repairs. Practice environmentally safe approaches when refinishing vehicles. Gain the knowledge, skills, and industry credentials for careers in the Collision Repair pathway.

| | | | |
|-------------------------------------|--|-----------------|------------------|
| Course Number: | IT335X0C | Pathway: | Collision Repair |
| Prerequisite: | Must enroll in IT32 Collision Repair II – Non-Structural concurrently | | |
| Schools: | ENCRSC | | |
| Aligned Industry Credential: | I-CAR I-CAR Platinum™- ProLevel® 1 for Refinishing ASE Entry-Level Certification – Painting and Refinishing | | |

CTE INTERNSHIP IN TRANSPORTATION-HONORS

A CTE Internship allows for additional development of career and technical competencies within Public Safety related businesses. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about careers, and perform certain job tasks. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

| | | | |
|-------------------------------------|---------------------------------------|-----------------|---|
| Honors Course Number: | WI165X0 | Pathway: | Automotive Services Collision Repair |
| Prerequisite: | Completion of at least one CTE course | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

CTE ADVANCED STUDIES IN TRANSPORTATION-HONORS

This project-based course is designed for juniors and seniors who want to go deeper into the study of a particular pathway after completing that pathway. Students work under the guidance of a teacher with expertise in the content area in collaboration with business and industry partners. Students must complete four parts of the advanced studies program. The four parts are writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

| | | | |
|-------------------------------------|--|-----------------|---|
| Course Number: | WS165X0 | Pathway: | Automotive Services Collision Repair |
| Prerequisite: | Completion of 2 courses within the same pathway with one being a designated concentrator course. | | |
| Schools: | All Schools | | |
| Aligned Industry Credential: | None | | |

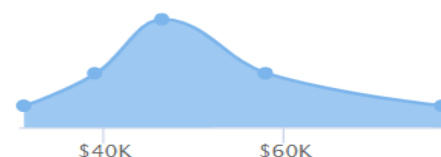
Automotive body and glass repairers restore, refinish, and replace vehicle bodies and frames, windshields, and window glass.

What do they typically do

- Review damage reports, prepare cost estimates, and plan work
- Inspect cars for structural damage
- Remove damaged body parts, including bumpers, fenders, hoods, grilles, and trim
- Realign car frames and chassis to repair structural damage
- Hammer out or patch dents, dimples, and other minor body damage
- Fit, attach, and weld replacement parts into place
- Sand, buff, and prime refurbished and repaired surfaces
- Apply new finish to restored body parts

Annual Salary (Wages)

\$40K\$60K



Lower End Wage (10th Percentile)

\$31,090(\$14.95/hr)

Middle Wage (50th Percentile)

\$46,490(\$22.35/hr)

Higher End Wage (90th Percentile)

\$77,540(\$37.28/hr)

| Program Area | Course # | CTE Course Name | Max Enrollment | Notes | DHS | JHS | NHS | RHS | SWHS | SBHS | WOHS | ENCR | OVS |
|--------------|----------|--|----------------|---|-----|-----|-----|-----|------|------|------|------|-----|
| AED | AA212X0C | Animal Science I | 25 | | X | X | | X | X | | X | | |
| AED | AA215X0C | Animal Science I Honors | 25 | | X | | | | | | | | |
| AED | AA225X0C | Animal Science II-Food Animal-Honors | 25 | | | | | | | | | | |
| AED | AA232X0C | Animal Science II-Companion Animal | 25 | | X | X | | X | X | | X | | |
| AED | AA415X0C | Veterinary Assisting-Honors | 15 | For safety reasons, enrollment is not to exceed 15 | | X | | | | | | | |
| AED | AP412X0C | Horticulture I | 20 | | X | X | | X | | | X | | |
| AED | AP415X0C | Horticulture I Honors | 20 | | X | | | | | | | | |
| AED | AP422X0C | Horticulture II | 20 | | X | X | | X | | | X | | |
| AED | AS312X0C | Agricultural Mechanics I | 20 | For safety reasons, enrollment is not to exceed 20 | X | | | X | X | | X | | |
| AED | AS335X0C | Agricultural Mechanics II-Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | | | X | X | | X | | |
| AED | AU212X0C | Sustainable Agricultural Production I | 25 | | | | | X | | | X | | |
| AED | AU222X0C | Sustainable Agricultural Production II | 25 | | | | | X | | | X | | |
| AED | AN51 | Natural Resources I | 25 | | | | | X | | | | | |
| AED | AN52 | Natural Resources II | 25 | | | | | X | | | | | |
| BFME | BA102X0C | Accounting I | 25 | Enrollment must not exceed number of available computers in classroom | | | X | | | | | | |
| BFME | BA105X0C | Accounting I Honors | 25 | Enrollment must not exceed number of available computers in classroom | | | | | | | | | |
| BFME | BA205X0C | Accounting II Honors | 25 | Enrollment must not exceed number of available computers in classroom | | | X | | | | | | |
| BFME | BB402X0C | Business Management I | 30 | | | X | X | X | X | X | | | |
| BFME | BB422X0C | Business Management II | 30 | | | X | X | X | X | X | | | |
| BFME | BF102X0C | Business Essentials | 30 | | X | X | X | X | X | X | X | | X |
| BFME | BF212X0C | Financial Planning I | 30 | | X | | | X | | | X | | |
| BFME | BF222X0C | Financial Planning II | 30 | | X | | | X | | | X | | |
| BFME | BI508X0C | IB Business Management | 25 | | | X | | | | | | | |
| BFME | ME112X0C | Entrepreneurship I | 25 | | | | X | | X | X | | | |
| BFME | ME125X0C | Entrepreneurship II Honors | 25 | | | | X | | X | X | | | |
| BFME | MH312X0C | Sports & Event Marketing I | 30 | | | X | | | | X | X | | |
| BFME | MH322X0C | Sports & Event Marketing II Honors | 30 | | | X | | | | X | X | | |
| BFME | MI312X0C | Sales I | 30 | | | X | | | | | X | | |
| BFME | MI322X0C | Sales II | 30 | | | X | | | | | X | | |
| BFME | MM512X0C | Marketing | 30 | | | | | | | X | | | |
| BFME | MM522X0C | Marketing Applications | 30 | | | | | | | X | | | |

| Program Area | Course # | CTE Course Name | Max Enrollment | Notes | DHS | JHS | NHS | RHS | SWHS | SBHS | WOHS | ENCR | OVS |
|--------------|------------|-----------------------------------|----------------|---|-----|-----|-----|-----|------|------|------|------|-----|
| BFME | 4A037X0 | AP Macroeconomics | 30 | | | | X | | | | | | |
| BFME | 4A047X0 | AP Microeconomics | 30 | | | | X | | | | | | |
| CSIT | OA027X0CAP | AP Computer Science Principles | 25 | Enrollment must not exceed number of available computers in classroom | | X | X | | X | | X | | |
| CSIT | GS115X0 | Microsoft Excel-Honors | 25 | Enrollment must not exceed number of available computers in classroom | X | | | X | | X | X | | |
| CSIT | CS202X0C | Computer Science I | 25 | Enrollment must not exceed number of available computers in classroom | X | X | | X | X | | X | | X |
| CSIT | CS212X0C | Computer Science II | 25 | Enrollment must not exceed number of available computers in classroom | X | | X | X | X | | X | | X |
| CSIT | CD102X0C | Adobe Visual Design I | 25 | Enrollment must not exceed number of available computers in classroom | | | X | X | | | | | |
| CSIT | CD112X0C | Adobe Visual Design II | 25 | Enrollment must not exceed number of available computers in classroom | | | X | X | | | | | |
| CSIT | CD142X0C | Adobe Video Design I | 25 | Enrollment must not exceed number of available computers in classroom | | | X | X | | | | | |
| CSIT | IL712X0C | Programming & Broadcasting I | 25 | Enrollment must not exceed number of available computers in classroom | | | | | | X | | | |
| CSIT | IL722X0C | Programming & Broadcasting II | 25 | Enrollment must not exceed number of available computers in classroom | | | | | | X | | | |
| CSIT | CD202X0C | 3D Modeling and Animation I | 20 | Enrollment must not exceed number of available computers in classroom | | | | | | | | X | |
| CSIT | CD212X0C | 3D Modeling and Animation II | 20 | Enrollment must not exceed number of available computers in classroom | | | | | | | | X | |
| CSIT | CD302X0C | Game Art Design | 20 | Enrollment must not exceed number of available computers in classroom | | | | | | | | X | |
| CSIT | CD312X0C | Advanced Game Art Design | 20 | Enrollment must not exceed number of available computers in classroom | | | | | | | | X | |
| FCS | FC132X0C | Counseling and Mental Health I | 25 | | X | | | | X | | | | |
| FCS | FC142X0C | Counseling and Mental Health II | 25 | | X | | | | X | | | | |
| FCS | FH102X0C | Culinary Arts and Hospitality I | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| FCS | FH112X0C | Culinary Arts and Hospitality II | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| FCS | FH132X0C | Culinary Arts and Hospitality III | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |

| Program Area | Course # | CTE Course Name | Max Enrollment | Notes | DHS | JHS | NHS | RHS | SWHS | SBHS | WOHS | ENCR | OVS |
|--------------|------------|--|----------------|--|-----|-----|-----|-----|------|------|------|------|-----|
| FCS | FH142X0C | Culinary Arts and Hospitality IV | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| FCS | FI512X0C | Interior Design Fundamentals | 25 | | | | | | X | | | | |
| FCS | FI522X0C | Interior Design Studio | 25 | | | | | | X | | | | |
| FCS | FN412X0C | Food and Nutrition I | 20 | For safety reasons, enrollment is not to exceed 20 | X | X | X | X | X | X | X | | |
| FCS | FN422X0C | Food and Nutrition II | 20 | For safety reasons, enrollment is not to exceed 20 | X | X | X | X | X | X | X | | |
| FCS | FN435X0C | Food Science and Technology Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | | | X | | | | | |
| HSE | HB112X0C | Biomedical Technology I | 30 | | X | X | X | | | X | | | |
| HSE | HB115X0C | Biomedical Technology I Honors | 30 | | X | X | | | | | | | |
| HSE | HH325X0C | Pharmacy Technician Honors | 20 | | X | | | | | X | X | | |
| HSE | HN435X0C | Nursing Fundamentals Honors | 10 | NC Nursing Regulation Requirement, enrollment shall not be more than 10 at any time. | | | | | | | | X | |
| HSE | HU402X0C | Health Science I | 30 | | X | X | X | X | X | X | X | | |
| HSE | HU405X0C | Health Science I Honors | 30 | | X | X | | X | | | | | |
| HSE | HU422X0C | Health Science II | 20 | | X | X | X | X | X | X | X | | |
| HSE | HU425X0C | Health Science II Honors | 20 | | X | X | | X | | | | | |
| HSE | HN452X0C | Public Health Fundamentals | 20 | | X | | | | | | | | |
| HSE | HP705X0C | PLTW Principles of Biomedical Sciences | 20 | | | | | | | | | | |
| HSE | HP715X0C | PLTW Human Body Systems | 20 | | | | | | | X | | | |
| HSE | HP725X0C | PLTW Medical Interventions | 20 | | | | | | | X | | | |
| IB | OI008X0CAB | IB Personal and Professional Skills | 20 | | | X | | | | X | | | |
| TTEIE | IC002X0C | Construction Core | 20 | For safety reasons, enrollment is not to exceed 20 | X | X | X | X | X | X | X | | |
| TTEIE | IC115X0C | Masonry I Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | | | X | | | X | | |
| TTEIE | IC122X0C | Masonry II Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | | | X | | | X | | |
| TTEIE | IC135X0C | Masonry III Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | | | X | | | X | | |

| Program Area | Course # | CTE Course Name | Max Enrollment | Notes | DHS | JHS | NHS | RHS | SWHS | SBHS | WOHS | ENCR | OVS |
|--------------|----------|------------------------------|----------------|---|-----|-----|-----|-----|------|------|------|------|-----|
| TTEIE | IC212X0C | Carpentry I | 20 | For safety reasons, enrollment is not to exceed 20 | | X | X | | X | X | X | | |
| TTEIE | IC225X0C | Carpentry II Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | X | X | | X | X | X | | |
| TTEIE | IC235X0C | Carpentry III Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | X | X | | X | X | X | | |
| TTEIE | IC422X0C | Electrical Trades I Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | X | X | | X | | | | |
| TTEIE | IC425X0C | Electrical Trades II Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | X | X | X | X | | | | |
| TTEIE | IC435X0C | Electrical Trades III Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | X | X | | X | | | | |
| TTEIE | IC615X0C | Drafting I Honors | 25 | Enrollment must not exceed number of available computers in classroom | | X | X | X | X | | | | |
| TTEIE | IC625X0C | Drafting-Architr II Honors | 25 | Enrollment must not exceed number of available computers in classroom | | X | X | X | X | | | | |
| TTEIE | IC635X0C | Drafting-Architr III Honors | 25 | Enrollment must not exceed number of available computers in classroom | | | X | | X | | | | |
| TTEIE | IL532X0C | Marine Occupations I | 20 | For safety reasons, enrollment is not to exceed 20 | X | | | | | | | | |
| TTEIE | IL542X0C | Marine Occupations II | 20 | For safety reasons, enrollment is not to exceed 20 | X | | | | | | | | |
| TTEIE | IL732X0C | Marine Occupations III | 20 | For safety reasons, enrollment is not to exceed 20 | X | | | | | | | | |
| TTEIE | IC315X0C | HVACR I Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IC322X0C | HVACR II Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IC332X0C | HVACR III Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IM212X0C | Woodworking I | 20 | For safety reasons, enrollment is not to exceed 20 | X | | | | | X | | | |
| TTEIE | IM222X0C | Woodworking II Honors | 20 | For safety reasons, enrollment is not to exceed 20 | X | | | | | X | | | |
| TTEIE | IM612X0C | Welding Tech I | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IM622X0C | Welding Tech II | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IM632X0C | Welding Tech III | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IP112X0C | Public Safety I | 25 | | | | | | X | | | | |
| TTEIE | IP122X0C | Public Safety II Honors | 25 | | | | | | X | | | | |

| Program Area | Course # | CTE Course Name | Max Enrollment | Notes | DHS | JHS | NHS | RHS | SWHS | SBHS | WOHS | ENCR | OVS |
|--------------|------------|--|----------------|---|-----|-----|-----|-----|------|------|------|------|-----|
| TTEIE | IP312X0C | Fire Fighter Technology I | 25 | | | | | | | | | X | |
| TTEIE | IP322X0C | Fire Fighter Technology II | 25 | | | | | | | | | X | |
| TTEIE | IP332X0C | Fire Fighter Technology III Honors | 25 | | | | | | | | | X | |
| TTEIE | IP512X0C | Emergency Management I | 25 | | | | | | | | | X | |
| TTEIE | IP522X0C | Emergency Management II | 25 | | | | | | | | | X | |
| TTEIE | IT112X0C | Automotive Service Fundamentals | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IT162X0C | Automotive Service I | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IT172X0C | Automotive Service II Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IT182X0C | Automotive Service III Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IT352X0C | Auto Body I | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IT36CL2X0C | Auto Body II | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IT322X0C | Collision Repair II Nonstructural Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IT332X0C | Collision Repair II Refinishing Honors | 20 | For safety reasons, enrollment is not to exceed 20 | | | | | | | | X | |
| TTEIE | IV225X0C | Drafting-Engnrng II Honors | 25 | Enrollment must not exceed number of available computers in classroom | | X | X | | X | | | | |
| TTEIE | IV235X0C | Drafting-Engnrng III Honors | 25 | Enrollment must not exceed number of available computers in classroom | | X | X | | X | | | | |
| TTEIE | CL132X0C | Robotics I - Engineering | 20 | | | | | | | | | X | |
| TTEIE | CL142X0C | Robotics II - Engineering | 20 | | | | | | | | | X | |
| TTEIE | CE107X0C | PLTW Introduction to Engineering Design | 20 | | | | | X | | X | X | | |
| TTEIE | CE117X0C | PLTW Principles of Engineering | 20 | | | | | X | | X | X | | |
| TTEIE | CE137X0C | PLTW Digital Electronics | 20 | | | | | X | | X | X | | |
| TTEIE | CE147X0C | PLTW Civil Engineering and Architecture | 20 | | | | | X | | | | | |
| TTEIE | CE165X0C | PLTW Capstone | 20 | | | | | X | | X | X | | |
| ADMA | IM115X0C | Advanced Manufacturing-Honors | 15 | | | | | | | | | X | |
| ADMA | IM142X0C | Manufacturing Robotics | 20 | | | | | | | | | X | |
| NEAD | CI202X0C | Network Administration I | 25 | | | | | | | | | X | |
| NEAD | CI215X0C | Network Administration II-Honors | 25 | | | | | | | | | X | |
| NESE | CI302X0C | Cybersecurity I | 25 | | | | | | | | | X | |
| NESE | CI315X0C | Cybersecurity II-Honors | 25 | | | | | | | | | X | |

ACT PREP**Course Code:** 96072X0C**Fee (if applicable):** n/a**Offered at:****Grade(s):** 11**Prerequisite:** None

ACT Prep is designed to ensure students are fully prepared for the ACT. Through face-to-face instruction, online materials and training in Sylvan speed reading, students are provided the best ACT prep opportunity available. In addition, SylvanTestPrep.com features engaging, expert and personalized instruction, available 24/7 for a full year through on-demand videos and interactive lessons. Instructors will teach an array of test taking strategies to handle every ACT question type. Teachers will review appropriate academic concepts in the areas of grammar, writing skills, vocabulary enrichment, reading comprehension, arithmetic, Algebra, Geometry, trigonometry, interpretation of graphs and tables, and scientific analysis. Each student will receive diagnostic score reports based on their practice ACT performances. Parents will have access to a parent portal which allows them to view their student's progress and test scores.

SAT PREP**Course Code:** 96022X0C**Fee (if applicable):** n/a**Offered at:****Grade(s):** 9, 10, 11, 12**Prerequisite:** Successful completion of English I and II**Recommendation:** Completion of Geometry and intent to attend a college or university that requires the SAT for admission.

This course is intended for college-bound juniors and seniors. This course focuses on strategies needed to be successful on the SAT and is designed to improve overall performance in PSAT/SAT scores. Students can further develop reading skills and mathematical problem solving. Practice tests will be administered throughout the semester for building test-taking skills.



HIGH SCHOOL COURSES

ENGLISH

ENGLISH LANGUAGE AND COMPOSITION-Advanced Placement

Course Code: 1A007X0CAP **Fee (if applicable):** n/a
Offered at: DHS, JHS, NHS, OVS, RHS, SBHS, SWHS, WOHS **Grade(s):** 11, 12

Prerequisite: English II

Course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts- including images as forms of text- from a range of disciplines and historical periods.

ENGLISH LITERATURE AND COMPOSITION- Advanced Placement

Course Code: 1A017X0CAP **Fee (if applicable):** n/a
Offered at: DHS, JHS, NHS, OVS, RHS, SBHS, SWHS, WOHS **Grade(s):** 11, 12

Prerequisite: English III

Course focuses on reading, analyzing, and writing about imaginative literature to deepen a student's understanding of the way writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

ENGLISH I

Course Code: 10212X0C **Fee (if applicable):** n/a
Offered at: All High Schools **Grade(s):** 9, 10, 11, 12
Prerequisite: None

ENGLISH I HONORS – Course Code: 10215X0C

English I is a concept-based foundational study of literary genres which include influential documents of historical and literary significance as well as literary works from outside the U.S. Students will analyze specific perspectives or cultural experiences reflected in literature. Through scaffolded and close reading experiences of appropriately complex texts, students analyze the effects of author choice, such as time, plot structure, source material use, order of information, and specific words; provide strong and thorough textual evidence to support analysis of texts; and delineate the claim and evidence of an argument. Students demonstrate knowledge and understanding through supported and independent opportunities to produce logical, clear and coherent writing in argument, informational, and narrative modes; research questions on topics related to the unit concepts from multiple sources; develop knowledge and skill with language, speaking, listening, and technology, utilizing technology daily as a tool for learning.

ENGLISH II

Course Code: 10222X0C **Fee (if applicable):** n/a
Offered at: All High Schools **Grade(s):** 10, 11, 12
Prerequisite: English I

ENGLISH II HONORS – Course Code: 10225X0C

English II is a concept-based study of global perspectives including influential documents of historical and literary significance as well as literary works from outside the U.S. Students will analyze particular perspectives and cultural experiences. Through reading experiences of appropriately complex texts, students analyze effects of author choices. Readers support analysis of texts with strong and thorough textual evidence, including analysis of a point-of-view or cultural experience outside of the US; and evaluate the reasoning and evidence in arguments. Students demonstrate knowledge and understanding through increasingly independent opportunities to produce logical, clear and coherent writing in argument, informational, and narrative modes; in addition, students research questions on topics related to the unit concepts from multiple sources continue to develop knowledge and skill with language, speaking, listening, and technology, utilizing technology daily as a tool for learning. Students are required to take a state EOC exam.

ENGLISH III

Course Code: 10232X0C **Fee (if applicable):** n/a
Offered at: All High Schools **Grade(s):** 11, 12
Prerequisite: English II

ENGLISH III HONORS – Course Code: 10235X0C

English III is a concept-based in-depth study of U.S. and British literature and literary nonfiction. Students will develop deeper comprehension skills as they navigate U.S. and British documents of historical and literary significance. Students provide strong textual evidence to support their analysis and evaluation of the impact of authors' choices in texts. In addition, this course provides frequent writing experiences based on readings to develop skills for writing in the argumentative, informational, and narrative modes for authentic purposes and audiences; experiences in research and use of technology; language development (grammar, mechanics, usage, syntax and word study) through purposeful reading and writing; and practical use of speaking and listening skills. Independent reading is expected.

ENGLISH IV**Course Code:** 10242XOC**Fee (if applicable):** n/a**Offered at:** All High Schools**Grade(s):** 12**Prerequisite:** English III**ENGLISH IV-HONORS****Course Code:** 10245XOC

English IV is a concept-based course completing the study Of literary global perspectives, focusing on European Literature and foundational U.S. documents and literature Influenced by European philosophy or action. Readers Analyze and evaluate authors' choices on the meaning, structure, and aesthetic impact of texts, and how style and content add to the power of text; students will support with strong, thorough textual evidence and evaluate reasoning and evidence in arguments. Knowledge and understanding are demonstrated through frequent independent and collaborative logical, clear, and coherent writing in argument, informational, and narrative modes. Students will synthesize information from multiple sources, answering independent research questions and continuing to develop language, speaking, listening, and technology skills through purposeful reading and writing. Students become aware of the writer's purpose, audience expectations, and the importance of clear thinking and writing in the effectiveness of the text.

FOUNDATIONS OF ENGLISH I**Course Code:** 10282XOC1**Fee (if applicable):** n/a**Offered at:** JHS, RHS, SBHS, SWHS**Grade(s):** 9, 10, 11, 12**Prerequisite:** None

This course is designed to reinforce the foundational pre-requisite skills related to the English I curriculum. The course is designed to improve basic reading skills, increase vocabulary knowledge, increase reading fluency, and teach comprehension strategies. The curriculum, which is based on the North Carolina Standard Course of Study, will provide students with a review of foundational concepts necessary for reading and writing proficiency. Students will engage in opportunities to read a variety of informational and literary texts to explore multiple styles of writing.

FOUNDATIONS OF ENGLISH II**Course Code:** 10282XOC2**Fee (if applicable):** n/a**Offered at:** JHS, RHS, SBHS, SWHS**Grade(s):** 10, 11, 12**Prerequisite:** None

This course is designed to reinforce the foundational pre-requisite skills related to the English II curriculum of the North Carolina Standard Course of Study. This course is designed to refine literary terms, writing skills, and reading strategies before moving on to English II. The course is a concept-based study of global perspectives. Students will continue to develop knowledge and skills with language, speaking, and listening as they prepare for the rigor of English II and the North Carolina Final Exam.

ELA LOCAL ELECTIVE**Course Code:** 10252XOC**Fee (if applicable):** n/a**Offered at:** All High Schools**Grade(s):** 10, 11,12**Prerequisite:** None**ELA LOCAL ELECTIVE-HONOR****Course Code:** 10255X0

This course offers a variety of rich texts that engage students in analysis of literary and informational text, as well as poetry, drama, and fiction. It is designed for students to develop skills in the areas of research, effective studying, and communication that will be needed in all high school courses. Students are challenged to develop and demonstrate their depth of understanding, knowledge, and application of language arts skills through discussion and through collaborative and independent research presentations. The honors component of this course will require the students to delve more deeply into literature, informational text, writing, speaking, and listening standards. Assignments will promote in-depth critical thinking skills.

HOLOCAUST & GENOCIDE STUDIES-HONORS**Course Code:** 48035X0**Offered at:** SBHS**Grade(s):** 10, 11, 12

As students progress through this course, they will become equipped with the knowledge and skills to identify how factors such as ideology, propaganda, prejudice, and complicity contribute to the perpetration and interpretation of genocide. To accomplish this goal, the class will incorporate a multidimensional study of literature, personal narratives, and primary documents, enhancing lessons in critical reading, empathy, and analytical writing.

JOURNALISM I**Course Code:** 10312XOC**Fee (if applicable):** n/a**Earliest Grade Offered:****Grade(s):** 9, 10, 11, 12

Grade: 9 – NHS, SBHS

Grade: 10 – DHS, JHS, RHS

Grade: 11 – DHS, SWHS

Prerequisite: Completion of course application with sample writings, and teacher approval with reference from one English teacher.

JOURNALISM I-HONORS**Course Code:** 10315XOC**Offered at:** JHS, RHS, SWHS, WOHS

Students in this class are responsible for planning, designing, and creating various school publications. The course stresses communication skills and techniques of basic journalism, as well as all aspects of desktop publishing. Students may be expected to attend after school events and to write assignments covering those events. Students may be required to enroll in Journalism both semesters. They will earn two credits if they complete both semesters.

JOURNALISM II-HONORS**Course Code:** 10325XOC**Fee (if applicable):** n/a**Offered at:** DHS**Grade(s):** 10, 11, 12

This course is an honors level course that allows junior and senior level publication staff members to develop advanced journalistic skills in addition to leadership skills. Students enrolled for honors credit would be required to fill an editor's position or take a leadership role on a publication staff.

HEALTH & PHYSICAL EDUCATION

Course Code: 60492X0C **Fee (if applicable):** n/a
Offered at: All High Schools **Grade(s):** 9, 10, 11, 12
Prerequisite: None

Health and Physical Education is a required course offered during the freshman year. The Health Curriculum consists of life skills that will help students in coping with daily situations. These skills include: wellness, mental health, nutrition, relationships, family life, CPR, stress management, as well as the negative effects of tobacco, alcohol, and drug use. Physical Education Units are planned to enhance each of the four components of health-related fitness: cardiovascular endurance, strength and muscular endurance, flexibility, and body composition. Units of individual and team sports will be included as well. Students will be given the opportunity to earn American Red Cross certifications in CPR/First Aid/AED. Furthermore, this class will prepare students for the successful completion of further certification in Certified Personal Trainer (CPT), and Certified Strength and Conditioning Specialist (CSCS) and will provide students with the knowledge for entrance into the college program of Athletic Trainer-Certified (ATC).

ADVANCED PHYSICAL EDUCATION I - 60292X0CA1**ADVANCED PHYSICAL EDUCATION II - 60292X0CA2****ADVANCED PHYSICAL EDUCATION III - 60292X0CA3****ADVANCED PHYSICAL EDUCATION IV - 60292X0CA4**

Course Code: See Above **Fee (if applicable):** n/a
Offered at: DHS, NHS, SWHS, SBHS, WOHS **Grade(s):** 9, 10, 11, 12

Prerequisite: Health & Physical Education

This course is designed to allow the students an opportunity to gain a well-rounded physical education for life-long activities. The students are given an opportunity to participate in a variety of activities such as: basketball, softball, track, volleyball, soccer, flag football, weight training, physical conditioning, and tennis. Emphasis is placed on the development of cardiovascular fitness, flexibility and muscular strength/endurance.

WEIGHT TRAINING

Offered at: All High Schools **Fee (if applicable):** n/a
 Not offered at OVS

Prerequisite: Successful Completion of Health and Physical Education

BOYS/SPRING-Grade: 9 **Course Code:** 60292X0W1S
BOYS/FALL-Grade: 10 **Course Code:** 60292X0W2F
BOYS/SPRING-Grade: 10 **Course Code:** 60292X0W2S
BOYS/FALL-Grade: 11 **Course Code:** 60292X0W3F
BOYS/SPRING-Grade: 11 **Course Code:** 60292X0W3S
BOYS/FALL-Grade: 12 **Course Code:** 60292X0W4F
BOYS/SPRING-Grade: 12 **Course Code:** 60292X0W4S
GIRLS/SPRING-Grade: 9 **Course Code:** 60292X0W5S
GIRLS/FALL-Grade: 10 **Course Code:** 60292X0W6F
GIRLS/SPRING-Grade: 10 **Course Code:** 60292X0W6S
GIRLS/FALL-Grade: 11 **Course Code:** 60292X0W7F
GIRLS/SPRING-Grade: 11 **Course Code:** 60292X0W7S
GIRLS/FALL-Grade: 12 **Course Code:** 60292X0W8F
GIRLS/SPRING-Grade: 12 **Course Code:** 60292X0W8S

PHYSICAL FITNESS I

Course Code: 60602X0C **Fee (if applicable):** n/a
Offered at: SWHS **Grade(s):** 10, 11, 12
Prerequisite: Health & Physical Education

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

SPORTS MEDICINE I

Course Code: 60632X0C **Fee (if applicable):** n/a
Offered at: SBHS, WOHS **Grade(s):** 10, 11, 12
Prerequisite: None

This course is for those who have interest in human anatomy and physiology, biology, and medicine. Course emphasis will be on the role of an athletic trainer, the legal aspects of sports medicine, basic taping and bandaging, first aid and CPR, anatomy and physiology, EMT skills, sports equipment, and emergency procedures. The sports medicine students may also voluntarily work in a managerial status with the athletic teams. Students will be given the opportunity to earn American Red Cross certifications in CPR/First Aid/AED. Furthermore, this class will prepare students for the successful completion of further certification in Certified Personal Trainer (CPT), and Certified Strength and Conditioning Specialist (CSCS) and will provide students with the knowledge for entrance into the college program of Athletic Trainer-Certified (ATC).

SPORTS MEDICINE II

Course Code: 60642X0C **Fee (if applicable):** n/a
Offered at: SBHS, WOHS **Grade(s):** 11, 12
Prerequisite: Sports Medicine I

Recommendation: Biology

This course is a continuation course for those students with a demonstrated proficiency or interest in sports medicine. This course is by teacher selection only. Each student may voluntarily work with an athletic team, for which they will have the responsibility of carrying out the fundamentals of sports medicine. All student athletic trainers will work under the guidance of the Athletic Trainer and the coach. The course will emphasize injury prevention, evaluation of injuries, and rehabilitation of injuries. There will also be a thorough review and further teaching in anatomy and physiology. Students will be given the opportunity to earn American Red Cross certifications in CPR/First Aid/AED. Furthermore, this class will prepare students for the successful completion of further certification in Certified Personal Trainer (CPT), and Certified Strength and Conditioning Specialist (CSCS) and will provide students with the knowledge for entrance into the college program of Athletic Trainer-Certified (ATC).

SPORTS MEDICINE III-HONORS**Course Code:** 60655X0C **Fee (if applicable):** n/a**Offered at:** WOHS **Grade(s):** 11, 12**Prerequisite:** Sports Medicine II

This course is a continuation course for those students with a demonstrated proficiency or interest in sports medicine. This course is by teacher selection only. Each student may voluntarily work with an athletic team, for which they will have the responsibility of carrying out the fundamentals of sports medicine. All student athletic trainers will work under the guidance of the Athletic Trainer and the coach. The course will emphasize injury prevention, evaluation of injuries, and rehabilitation of injuries. There will be an expansion in fields of biomechanics, physiology, sports psychology, sports management, and nutrition. Advanced taping and bracing techniques will be taught. Students will be directly involved in the rehabilitation process. Select students will be provided internships at a Physical Therapy clinic. Students will be given the opportunity to earn American Red Cross certifications in CPR/First Aid/AED. Furthermore, this class will prepare students for the successful completion of further certification in Certified Personal Trainer (CPT), and Certified Strength and Conditioning Specialist (CSCS) and will provide students with the knowledge for entrance into the college program of Athletic Trainer-Certified (ATC).

TEAM SPORTS**Course Code:** 60292X0CTS**Fee (if applicable):** n/a**Offered at:** All High Schools**Grade(s):** 10, 11, 12

Not offered at OVS

Prerequisite: Health & Physical Education

This is a high-level fitness class offered to students who wish to participate in athletics. The focus of the class will be improving sport specific skills and sports related fitness components such as: muscular strength and endurance, balance, coordination, speed, agility, and cardiorespiratory endurance.



IB BIOLOGY (HL) A
Course Code: 3I018X0CAB

Fee (if applicable): \$5

Offered at: JHS

Grade(s): 11, 12

Prerequisite: Honors Biology, Chemistry, Math III or higher

IB BIOLOGY (HL) B
Course Code: 3I018X0CBB

Fee (if applicable): \$5

Offered at: JHS

Grade(s): 12

Prerequisite: Honors Biology, Chemistry, Math III or higher
Higher level International Baccalaureate Biology is a two-year course of study, which emphasizes basic biochemistry, cell structure and function, genetic patterns of inheritance, plant form and function, evolution, ecology, animal physiology and the international nature of science. An interdisciplinary group project helps students realize that one discipline is not isolated from another and that scientists can work together on problems to discover solutions to a common goal. Requiring structured labs, research papers and experimental design projects emphasizes laboratory work. Instruction is student-centered with cooperative learning as well as teacher directed, thus offering the student a college-level biology experience. Students will sit for the higher-level International Baccalaureate Biology exam in the spring of their senior year. The IB Internal Assessment for this course includes formal lab reports, informal lab notebook excerpts, and participation in the IB Group 4 Project.

IB FRENCH THROUGH PAMOJA
Course Code: 1I068X0DIB

Fee (if applicable): n/a

Offered at: JHS

Grade(s): 11, 12

Prerequisite: None

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students develop their receptive, productive & interactive skills while learning to communicate in the target language in familiar & unfamiliar contexts. Students develop the ability to communicate through the study of language, themes & texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. While the themes are common to both language ab initio and language, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for the total of 20 topics that must be addressed over the two years of the course.

IB HISTORY OF THE AMERICAN (HL) PART A
Course Code: 4I008X0DAB

Fee (if applicable): n/a

Offered at: JHS

Grade(s): 11, 12

Prerequisite: None

Recommendation: World History and American History: The Founding Principles, Civics and Economics

IB HISTORY OF THE AMERICAN (HL) PART B
Course Code: 4I008X0DBB

Fee (if applicable): n/a

Offered at: JHS

Grade(s): 12

Prerequisite: None

The IB Diploma Program (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

IB LANGUAGE A (ENGLISH) – LITERATURE (HL) A
Course Code: 1I038X0CAB

Fee (if applicable): n/a

Offered at:
Grade(s): 12

Prerequisite: None

Recommendation: English II Honors or English III Honors

IB LANGUAGE A (ENGLISH) – LITERATURE (HL) B
Course Code: 1I038X0CBB

Fee (if applicable): n/a

Offered at: JHS

Grade(s): 12

Prerequisite: None

This two-year course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a wide range of literature, this course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. HL students will study at least 13 works of which at least five must be written originally in the language studied, at least four must be works in translation, and four can be chosen freely. Written and oral assignments are graded both internally and externally by the International Baccalaureate Organization.

IB LANGUAGE B – SPANISH (SL) A**Course Code:** 11158X0CAB **Fee (if applicable):** n/a**Offered at:** JHS **Grade(s):** 11, 12**IB LANGUAGE B – SPANISH (SL) B****Course Code:** 11158X0CBB **Fee (if applicable):** n/a**Offered at:** JHS **Grade(s):** 12**Prerequisite:** None

Prior to these courses, students have successfully completed high school Level I-III. Students enrolled in these IB courses, will develop international mindedness through the study of the target language, culture, and ideas and issues of global significance while increasing their competency in understanding, speaking, reading, and writing in the target the language. The courses will enable students to communicate in the language in a range of contexts and for a variety of purposes. Discussions, conversations and study of the culture will be enhanced by the readings of selected, short stories, essays, drama, poetry, newspapers, and magazines. The courses will provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills. The development of listening, speaking, reading, and writing skills continues through questions, discussion, and oral and written presentations. The target language is used exclusively as the vehicle for communication. By the end of the courses, students will have the required skills to successfully pass the IB examinations.

IB MANDARIN CHINESE THROUGH PAMOJA**Course Code:** 11148X0DIB **Fee (if applicable):** n/a**Offered at:** JHS **Grade(s):** 11, 12**Prerequisite:** None

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

IB MUSIC A (SL)**Course Code:** 51048X0CAB **Fee (if applicable):** n/a**Offered at:** **Grade(s):** 11, 12**IB MUSIC B (SL)****Course Code:** 51048X0CBB **Fee (if applicable):** n/a**Offered at:** **Grade(s):** 12**Prerequisite:** None

This course will help students to develop their knowledge and potential as musicians, both personally and in their work with others. IB Diploma Program music students study musical perception and actively listen to music from many different countries, cultures, and time periods. Students develop their aural perception and understanding of music by learning about form, notation systems, musical terminology, and context. Students will become informed, reflective, and critical practitioners in the arts, understand the dynamic and changing nature of the arts, and explore and value the diversity of the arts across time, place and cultures. Students will express their knowledge of music by writing about music, and through creating and performing music.

IB PERSONAL AND PROFESSIONAL SKILLS A**Course Code:** 01008X0CAB **Fee (if applicable):** n/a**Offered at:** JHS **Grade(s):** 11, 12**IB PERSONAL AND PROFESSIONAL SKILLS B****Course Code:** 01008X0CBB **Fee (if applicable):** n/a**Offered at:** JHS **Grade(s):** 12**Prerequisite:** None

This course challenges International Baccalaureate Career-related Program (IBCP) students in the following five themes: thinking processes, intercultural understanding, effective communication, applied ethics and personal development. The focus of the PPS course is studying what we know in a specified career and technical field of knowledge and how we know it. Students are led to make connections among their classroom and non-classroom knowledge and experience, and they examine the ethics, value judgments, and belief systems of the various disciplines. Through the PPS course, students will develop good intellectual habits; practical problem-solving skills; ethical, creative and lateral thinking skills; thinking critically about the ethical dimensions of situations; self-awareness; individual strengths and limitations; intercultural awareness through increasing their understanding of cultural characteristics and differences; communication skills through refinement or their oral and written communication skills; personal and interpersonal skills of management and organization for the workplace and beyond; the skills of reflection and critical thinking in personal, social and professional situations; and an understanding that many questions, issues or problems do not always have simple right or wrong answers.

IB PSYCHOLOGY A**Course Code:** 4I108X0DIB**Fee (if applicable):** n/a**Offered at:** JHS**Grade(s):****IB PSYCHOLOGY B****Course Code:** 4I108X0DIB**Fee (if applicable):** n/a**Offered at:** JHS**Grade(s):****Prerequisite:** None

The course will help students to develop an understanding of the biological, cognitive and socio[1]cultural factors affecting mental processes and behavior. They will apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior to at least one applied area of study and developing an understanding of diverse methods of inquiry while examining the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries. Students will develop an awareness of how psychological research can be applied to address real-world problems and promote positive change. The course will provide students with a basis for further study, work, and leisure through the use of an additional language. It will foster curiosity, creativity, and a lifelong enjoyment of language learning.

IB SPORTS EXERCISE AND HEALTH SCIENCE**Course Code:** 3I108X0DIB**Fee (if applicable):** n/a**Offered at:** JHS**Grade(s):** 11, 12**Prerequisite:** None

Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and carry out practical (experimental) investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise, and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context. Apart from being worthy of study in its own right, SEHS is good preparation for courses in higher or further education related to sports fitness and health and serves as useful preparation for employment in sports and leisure industries.

IB THEORY OF KNOWLEDGE**Course Code:** 0I018X0CIB**Fee (if applicable):** n/a**Offered at:** JHS**Grade(s):** 11, 12**Prerequisite:** None

A unifying element in the Diploma Program centered on student reflection and questioning, the Theory of Knowledge course encourages critical thinking about knowledge itself to help young people make sense of what they encounter. This year-long course examines the philosophical framework of each academic discipline while reflecting critically and logically on ideas originating in the other courses. One essay of 1200-1600 words, numerous shorter length written papers, and oral presentations are required.

IB Visual Art (SL) PART A**Course Code:** 5I088X0CAB**Fee (if applicable):** n/a**IB Visual Art (SL) PART B****Course Code:** 5I088X0CBB**Grade(s):** 11, 12**Offered at:** JHS**Prerequisite:** None

The IB visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

IB Environmental Systems & Societies (HL) PART A**Course Code:** 3I118X0CAB**IB Environmental Systems & Societies (HL) PART B****Course Code:** 3I118X0CBB**Fee (if applicable):** n/a**Offered at:** JHS**Grade(s):** 11, 12**Prerequisite:** None

ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level. *Students will be able to study this course successfully with no specific previous knowledge of science or geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods, a course that shares these aims would be good preparation.



CALCULUS AB-ADVANCED PLACEMENT

Course Code: 2A007X0CAP **Fee (if applicable):** n/a

Offered at: DHS, NHS, RHS, **Grade(s):** 10, 11, 12

SWHS, SBHS, WOHS

Prerequisite: Math 3

Recommendation: Honors Pre-Calculus

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Students taking this course are encouraged to take the AP exam.

CALCULUS BC-ADVANCED PLACEMENT

Course Code: 2A017X0CAP **Fee (if applicable):** n/a

Offered at: DHS, NHS, RHS

Prerequisite: Math 3 **Grade(s):** 11, 12

Recommendation: Honors Pre-Calculus

AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. This course contains all the units found in AP Calculus AB in addition to units on parametric equations, polar coordinates, vector-valued functions and infinite sequences and series. Students taking this course are encouraged to take the AP exam.

COMPUTER SCIENCE PRINCIPLES-ADVANCED PLACEMENT

Course Code: 2A027X0CAP **Fee (if applicable):** n/a

Offered at: JHS, NHS, SWHS, **Grade(s):** 9,10,11,12

WOHS

Prerequisite: Math I

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems— including the internet network, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students taking this course are encouraged to take the AP exam.

FOUNDATION OF NC MATH I

Course Code: 20902X0C

Fee (if applicable): n/a

Offered at: DHS, JHS, NSH, OVS, **Grade(s):** 9,10,11,12 RHS, SWHS, WOHS

Prerequisite: None

Fundamentals in addition, subtraction, multiplication, and division of decimals, fractions, and percentages are stressed. Basic functions in geometry and pre-algebra are introduced along with measurement, problem solving, computation, and elementary statistics and probability.

FOUNDATION OF NC MATH II

Course Code: 20912X0C

Fee (if applicable): n/a

Offered at: SWHS, SBHS **Grade(s):** 9,10,11,12

Prerequisite: NC Math I

Foundations of NC Math II is a course designed for students who have earned a NC Math I credit but require additional support in mastering the skills necessary for success in the second course. This course will allow students to develop the understanding of geometric terminology and concepts through the use of manipulatives, technology, algebraic representation, and development of problem-solving skills. This course provides one unit of elective credit but does not count as one of the four math credits required to graduate meeting the future-ready core requirements.

FOUNDATION OF NC MATH III

Course Code: 20922X0C

Fee (if applicable): n/a

Offered at: RHS, **Grade(s):** 9,10,11,12

SWHS, SBHS

Prerequisite: NC Math II

Foundations of NC Math III is a course designed for students who have earned a NC Math II credit but need additional support in mastering the skills necessary for success in the third math course. This course will give students the opportunity to build on prior algebraic concepts that include radicals, functions, equations, and systems. This course provides one unit of elective credit.

INTRODUCTION TO MATH

Course Code: 20202X0C

Fee (if applicable): n/a

Offered at: All High Schools **Grade(s):** 9, 10, 11, 12

Prerequisite: None

Fundamentals in addition, subtraction, multiplication, and division of decimals, fractions, and percentages are stressed. Basic functions in geometry and pre-algebra are introduced along with measurement, problem solving, computation, and elementary statistics and probability.

NC MATH I**Course Code:** 21092XOC**Fee (if applicable):** n/a**Offered at:** All High Schools**Grade(s):** 9, 10, 11, 12**Prerequisite:** None**NC MATH I-HONORS – Course Code:** 21095XOC

NC Math 1 includes the study of linear, exponential, and quadratic functions, extending from the work in middle school where proportional reasoning skills were emphasized along with an introduction of the concept of a function. NC Math 1 students apply and extend their understandings of functions from grade 8 to the formal definition of a function and the use of function notation when expressing functions symbolically. The Algebra, Geometry and Statistics & Probability standards also support the study of functions in NC Math 1. Students will: Interpret the structure of expressions; Create equations that describe numbers or relationships; Solve systems of equations; Represent and solve equations and inequalities graphically; Interpret functions that arise in applications in terms of the context; Analyze functions using different representations; Use coordinates to prove simple geometric theorems algebraically; and summarize, represent, and interpret data on a single count or measurement variable. All students are required to take Math 1 End-Of-Course test.

NC MATH II**Course Code:** 22092XOC**Fee (if applicable):** n/a**Offered at:** All High Schools**Grade(s):** 9, 10, 11, 12**Prerequisite:** NC Math 1**NC MATH II-HONORS – Course Code:** 22095XOC

In NC Math 2, quadratic, square root and inverse variation function families are added to the study of functions along with the more complex algebra skills to support working with more advanced algebraic expressions. NC Math 2 is also where students begin to apply transformational geometry learned in the middle grades to the study of functions. Geometric reasoning and proof are also emphasized in NC Math 2 as students focus on the study of triangles and their relationship to other planar figures. Students will: Use properties of rational and irrational numbers; Defining complex numbers; Understand solving equations as a process of reasoning and explain the reasoning; Analyze functions using different representations; Experiment with transformations in the plane; Understand congruence in terms of rigid motions; Understand similarity in terms of similarity transformations; Define trigonometric ratios and solve problems involving right triangles; Understand independence and conditional probability and use them to interpret data; and Use the rules of probability to compute probabilities of compound events in a uniform probability model.

NC MATH III**Course Code:** 23092XOC**Fee (if applicable):** n/a**Offered at:** All High Schools**Grade(s):** 9, 10, 11, 12**Prerequisite:** NC Math II**NC MATH III-HONORS – Course Code:** 23095XOC

NC Math III capstones the required standard mathematics progression with the study of more complex function families and geometric modeling as an application of concepts learned in previous years from number sense, algebra, functions, and geometry. Students will: Understand the relationship between zeros and factors of polynomials; Rewrite rational expressions; Create equations that describe numbers or relationships; Represent and solve equations and inequalities graphically; Interpret functions that arise in applications in terms of the context; Analyze functions using different representations; Build a function that models a relationship between two quantities; Build new functions from existing functions; Extend the domain of trigonometric functions using the unit circle; Prove geometric theorems; Understand and apply theorems about circles; Apply geometric concepts in modeling situations; and Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Students are required to take state EOC exam.

NC MATH IV**Course Code:** 24092XOC**Fee (if applicable):** n/a**Offered at:** All High Schools**Grade(s):** 10, 11, 12**Prerequisite:** NC Math III**NC MATH IV-HONORS – Course Code:** 24095XOC

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry, and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

PRE-CALCULUS-HONORS**Course Code:** 24035XOC**Fee (if applicable):** n/a**Offered at:** NHS, RHS, SWHS**Grade(s):** 9, 10, 11, 12

SBHS, WOHS

Prerequisite: NC Math III

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

PRE-CALCULUS-ADVANCED PLACEMENT

Course Code: ZA058XO

Fee (if applicable): n/a

Offered at: DHS, NHS, RHS,
SWHS, SBHS, JHS

Grade: 10, 11, 12

Prerequisite: NC Math III

In AP Precalculus, students explore everyday situations using Mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, and important practice for thriving in an ever-changing world. AO Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science

STATISTICS-ADVANCED PLACEMENT

Course Code: 2A037X0CAP

Fee (if applicable): n/a

Offered at: NHS, RHS, SWHS,
SBHS, WOHS, JHS

Grade(s): 10, 11, 12

Prerequisite: Math III

Advanced Placement Statistics is an introductory non-calculus based, college course in statistics. The four major topics studied include organizing data, producing data samples and experiments, analyzing data, probability, foundations of inference, and drawing conclusions with statistical significance. Students entering the course should be proficient in reading mathematical text and be willing to research independently outside of the class time. A grade of B or higher in Algebra II and/or NC Math III is recommended for this course. Students are expected to take the AP examination. The student may earn college credit for successful completion of the course and AP examination.



LOCAL ELECTIVE-MULTI-LANGUAGE LEARNERS SUPPORT

Course Code: 96102X0MLS

Fee (if applicable): \$0

Offered at: NHS

Grade(s): 9, 10, 11, 12

This elective course is designed to provide targeted support for multi-language learners as they navigate their academic journey and enhance their language skills.

Through individualized and group instruction, students will build foundational and advanced skills in English language development, while receiving guidance tailored to their unique academic and communication needs.

The course emphasizes fostering confidence and independence in both social and academic settings.

Students will receive assistance with classwork, develop strategies for effective learning, and improve their ability to engage in meaningful communication. By bridging language and cultural barriers, this course prepares multi-language learners to succeed in high school and beyond, empowering them to fully participate in the school community and achieve their personal goals. *Students who qualify for Limited English Proficient Status can receive services in addition to this course.*



ANATOMY & PHYSIOLOGY HONORS**Course Code:** 33305X0C **Fee (if applicable):** \$5**Offered at:** NHS, RHS, SBHS, SWHS, WOHS **Grade(s):** 11, 12**Recommendation:** Biology

This class is designed for students who wish to pursue a career in a medically related field. Topics covered will be the skeletal, muscular, and organ systems of the body, and the effect of both diet and disease on the body.

ANTHECOLOGY AND APICULTURE**Course Code:** TBD **Fee (if applicable):** n/a**Offered at:** WOHS **Grade(s):** 10, 11, 12**Prerequisite(s):** Earth and Environmental Science and Biology

Explore the fascinating realm of Anthecology and Apiculture. Unravel the intricate connections between flowers and their pollinators. Covering diverse disciplines such as botany, horticulture, entomology, ecology, agriculture, and apiculture, the curriculum delves into mutualistic interactions between flowers and pollinating animals. From comparing natural histories and understanding honeybee anatomy to mastering colony management techniques and addressing pests and diseases, students gain comprehensive insights to the world of beekeeping. The course extends beyond traditional learning, students will interact with local elementary classes visiting the apiary/education center, where they serve as role models, delivering presentations to different grade levels. The course also encourages summer involvement, urging students to volunteer in the Apiary, take the practical exam and earn a lifetime certification as a North Carolina State Beekeeper. This immersive experience not only imparts knowledge but instills a sense of responsibility in nurturing the next generation's understanding of pollinators and honeybees.

BIOLOGY**Course Code:** 33202X0C **Fee (if applicable):** \$5**Offered at:** All High Schools **Grade(s):** 9, 10, 11, 12**Recommendations:** None**BIOLOGY-HONORS – Course Code:** 33205X0C

The North Carolina Essential Standards for Biology was written to provide deeper understanding of life science content learned throughout Grades K–8. Biology is designed to meet graduation requirements. Emphasis is on the nature of science and scientific inquiry. These are developed by use of process skills and manipulative skills through laboratory activities. Laboratory and content study combine to help the student develop a positive attitude toward science and to understand the contributions of science and technology in shaping society. The course is constructed around three major themes: Chemical and Physical Basis of Life, Continuity of Life, and Ecology. Students are required to take a state EOC exam.

BIOLOGY-ADVANCED PLACEMENT**Course Code:** 3A007X0CAP **Fee (if applicable):** \$5**Offered at:** DHS, *NHS, RHS, SBHS, SWHS, WOHS **Grade(s):** *10, 11, 12**Recommendation:** Biology I, Biology II-Chemistry

This course is an in-depth and detailed study of Biology, which includes topics in cell physiology, genetics, evolution, anatomy, and ecology. AP Biology is intended to provide a rigorous introductory college level biology course with intense inquiry-based laboratory activities. Students should consider the extensive time that is required for reading assignments, lab reports, and independent study. Students are encouraged to take the Advanced Placement Biology exam in the Spring.

BIOLOGY II-HONORS**Course Code:** 33215X0C **Fee (if applicable):** \$5**Offered at:** SBHS **Grade(s):** 11, 12**Recommendation:** None

This lab-based college prep course is a prerequisite to the AP Biology Course. The course includes the following topics: Biochemistry, Cell Biology, Heredity, Molecular Genetics, and Evolutionary Biology. Independent research and in-depth laboratory experiences are integral parts of the program.

CHEMISTRY**Course Code:** 34102X0C **Fee (if applicable):** \$5**Offered at:** All High Schools **Grade(s):** 9, 10, 11, 12**Recommendation:** Math I**CHEMISTRY-HONORS****Course Code:** 34105X0C**Offered at:** DHS, JHS, NHS, OVS, RHS, WOHS**Recommendation:** Math I

The Chemistry curriculum is designed to continue the investigation of the concepts introduced in earlier grades that guide inquiry in the disciplines of Chemistry and Physics. The curriculum includes Forces and Motion, Matter: Properties and Change, Energy: Conservation and Transfer. Inquiry and laboratory activities will be an integral part of the curriculum experience. This is not a required course but can fulfill one of the science credits required for graduation.

CHEMISTRY-ADVANCED PLACEMENT**Course Code:** 3A017X0CAP **Fee (if applicable):** \$5**Offered at:** SBHS **Grade(s):** 11, 12**Recommendation:** Chemistry

Students must be able to work at an accelerated pace independently. Students will be expected to work independently in the laboratory and problem-solving coursework that will add greater scope and detail to topics already covered in Chemistry. Principles and concepts concerning thermodynamics, kinetics, molecular structure, equilibria, and electrochemistry will be discussed and applied. When scheduling, students should consider the extensive time requirements that accompany a course of this type, including outside review sessions. Students will be encouraged to take the Advanced Placement Chemistry exam.

EARTH AND ENVIRONMENTAL SCIENCE

Course Code: 35012X0C **Fee (if applicable):** \$5
Offered at: All High Schools **Grade(s):** 9, 10, 11, 12
Recommendation: None

EARTH AND ENVIRONMENTAL SCIENCE-HONORS-

Course Code: 35015X0C

This course is designed to expand students' knowledge of matter, energy, environmental awareness, material availability, and the cycles that circulate energy and material through the earth. The unifying concepts for the earth and environmental curriculum include Earth in the Universe, Earth Systems, Structures and Processes, and Human Impact on the Earth and its Systems. 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 results of student investigation should be communicated through presentations and formal laboratory reports. Enrichment and integration with other disciplines is encouraged. Students should design, conduct, and evaluate independent scientific investigations. Earth and Environmental Science is a required course for graduation in the state of North Carolina.

ENVIRONMENTAL SCIENCE-ADVANCED PLACEMENT

Course Code: 3A027X0CAP **Fee (if applicable):** \$5
Offered at: DHS, JHS, NHS, **Grade(s):** 10, 11, 12
OECHS, RHS, SBHS, SWHS, WOHS
Recommendation: Earth and Environmental Science, Biology, Chemistry

This course is a rigorous program focusing on the application of scientific concepts and principles to the understanding and solution of environmental problems and issues. A broadly interdisciplinary course, it builds upon the scientific principles from Chemistry, Physics, Biology, Ecology and Earth Science. The course includes a substantial laboratory and field component to help students learn about the environment through careful observation and experimentation. The course utilizes problem-solving, critical thinking and communication skills. Students are encouraged to take the Advanced Placement Environmental Science exam.

GENETICS

Course Code: 33602X0C **Fee (if applicable):** \$5
Offered at: SWHS **Grade:** 11, 12
Recommendation: Biology

This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles. (\$12198)

MARINE SCIENCE-HONORS

Course Code: 35355X0C **Fee (if applicable):** \$5
Offered at: NHS, SBHS **Grade(s):** 9, 10, 11, 12
Recommendation: Earth/Environmental Science

This course is designed to reinforce scientific concepts as they relate to the ocean. Students will become familiar with many aspects of marine science. Some of the topics to be studied include geology, public policy relating to marine science, and marine biology to include a survey of plants

and animals that live in the sea, their habitats and marine ecosystems. Special emphasis will be placed on factors that are relevant to the North Carolina coast.

MICROBIOLOGY-HONORS

Course Code: 33705X0C **Fee (if applicable):** \$5
Offered at: SBHS **Grade(s):** 10, 11, 12
Recommendation: Biology

Students in Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Students will develop a working understanding of the skills necessary to cultivate and study bacteria. In this course, students learn microbiological techniques, such as preparation of agar plates, isolation of bacteria from food, serial dilution, and plating. Focus of study on viruses and bacteria includes a survey of infectious diseases caused by these microorganisms. Students should expect to develop an understanding of infectious diseases and the prevention/control of its spread.

PHYSICAL SCIENCE

Course Code: 34102X0C **Fee (if applicable):** \$5
Offered at: All High Schools **Grade(s):** 9, 10, 11, 12
Recommendation: Math I

The Physical Science curriculum is designed to continue the investigation of the concepts as introduced in earlier grades that guide inquiry in the disciplines of Chemistry and Physics. The curriculum includes Forces and Motion, Matter: Properties and Change, Energy: Conservation and Transfer. Inquiry and laboratory activities will be an integral part of the curriculum experience. This is not a required course but can fulfill one of the science credits required for graduation.

PHYSICS-ADVANCED PLACEMENT

Course Code: 3A057X0CAP **Fee (if applicable):** \$5
Offered at: **Grade(s):** 11, 12
Recommendation: Honors Math III

This course provides instruction in each of the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. A knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be the major goals of the course. Consequently, the course should utilize guided inquiry and student-centered learning to foster the development of critical thinking skills.

PHYSICS-HONORS

Course Code: 34305X0C

Fee (if applicable): \$5

Offered at: DHS, NHS, RHS,

Grade(s): 11, 12

SBHS, SWHS, WOHS

Recommendation: Math III, Chemistry

Honors Physics uses the North Carolina Essential Standards for Physics as a foundation for more challenging and advanced study that enriches key topics and broadens the student's view of the larger physics community including current research. Substantial class time should be devoted to student-directed exploration and experimentation, and independent student investigation. Honors Physics is an appropriate course for students with a strong mathematics and chemistry background. Success in Honors Physics will require the student to: 1) operate with algebraic expressions to solve complex equations which include trigonometric functions, 2) use exponents to solve problems, and 3) describe graphically, algebraically, and verbally real-world phenomena as functions. This course will stress problem solving over a wide range of topics: Kinematics, Mechanics, Thermodynamics, Waves, Optics and Electromagnetism.



AMERICAN INDIAN STUDIES-HONORS**Course Code:** 46025X0C **Fee (if applicable):** n/a**Offered at:** SBHS **Grade(s):** 10, 11, 12**Prerequisite:** World History, American History

American Indian Studies introduces students to the exploration of the rich and diverse history and culture of American Indian societies. Students will learn about the histories, cultures, legacies and achievements of American Indians from prehistoric to present-day. The course will emphasize interactions between and within American Indian groups as well as with the government of the United States. Issues of policy, law, economic and cultural change as well as shared beliefs concerning human-environment interaction will be taught. Students will immerse themselves in some of America's oldest continuous societies and cultures. The many American Indian groups of North Carolina will be a focus of instructional content; however, the course will expose students to all American Indian societies and tribes.

AMERICAN HISTORY**Course Code:** 43112X0C **Fee (if applicable):** n/a**Offered at:** All High Schools **Grade(s):** 10, 11, 12**Prerequisite:** None**AMERICAN HISTORY-HONORS****Course Code:** 43115X0C

American History is a survey course providing a foundation to understand our nation's past and present. The American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Rooted in Inquiry-based skills, students will trace American development, while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

EUROPEAN HISTORY-ADVANCED PLACEMENT**Course Code:** 4A017X0CAP **Fee (if applicable):** n/a**Offered at:** SBHS, NHS **Grade(s):** 10, 11, 12**Prerequisite:** World History

In AP European History, students will analyze primary and secondary sources, develop historical arguments, make historical comparisons, and utilize reasoning about change over time to investigate four historical periods from approximately 1450 to the present: Renaissance and Reformation; Colonization and the Napoleonic Wars; European Imperialism and Nationalism; Global Wars, decolonization, and the European Union. The course will explore themes such as the interaction of Europe and the World and poverty and prosperity that encourage students to make connections among historical developments in different times and places.

ECONOMICS & PERSONAL FINANCE**Course Code:** 43192X0C **Fee (if applicable):** n/a**Offered at:** All High Schools **Grade(s):** 11, 12**Prerequisite:** None**ECONOMICS & PERSONAL FINANCE-HONORS****Course Code:** 43195X0C

The Economic and Personal Finance course shall provide instruction on economic principles and shall provide personal financial literacy instruction that shall include the following: the true cost of credit, choosing and managing a credit card, borrowing money for an automobile or other large purchase, home mortgages, credit scoring and credit reports, planning and paying for postsecondary education and other relevant financial literacy issues. The EPF course supports the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students will be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

FOUNDING PRINCIPLES OF THE U.S. OF AMERICA AND NC: CIVIC LITERACY

Course Code: 43182X0 **Fee (if applicable):** n/a
Offered at: All High Schools **Grade(s):** 10, 11, 12
Prerequisite: None

FOUNDING PRINCIPLES OF THE U.S. OF AMERICA AND NC: CIVIC LITERACY-HONORS

Course Code: 43185X0

Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

HUMAN GEOGRAPHY-ADVANCED PLACEMENT

Course Code: 4A027X0CAP **Fee (if applicable):** n/a
Offered at: RHS **Grade(s):** 10, 11, 12
Prerequisite: None

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction.

MICROECONOMICS – ADVANCED PLACEMENT

Course Code: 4A047X0CAP **Fee (if applicable):** n/a
4A077X0DAP YEAR-LONG **Grade(s):** 10, 11, 12
Offered at: NHS
Prerequisite: Math II

The intent of the course is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of the product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

PSYCHOLOGY – ADVANCED PLACEMENT

Course Code: 4A057X0CAP **Fee (if applicable):** n/a
Offered at: NHS, RHS, SBHS **Grade(s):** 10, 11, 12
SWHS, WOHS

Prerequisite: None

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Topics include History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Behavior, Treatment of Abnormal Behavior, and Social Psychology. Students taking this course are encouraged to take the Advanced Placement exam.

PSYCHOLOGY-HONORS

Course Code: 44035X0C **Fee (if applicable):** n/a
Offered at: SWHS, WOHS **Grade(s):** 11, 12

The elective course, Psychology, 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. The course 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.

SOCIOLOGY

Course Code: 44002X0C **Fee (if applicable):** n/a
Offered at: NHS, WOHS **Grade(s):** 10, 11, 12

Prerequisite: None

SOCIOLOGY-HONORS

Course Code: 4405X0C

This course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students will develop a sociological imagination in which they will observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made.

TURNING POINTS IN AMERICAN HISTORY-HONORS

Course Code: 43095X0C

Fee (if applicable): n/a

Offered at: SWHS

Grade(s): 10, 11, 12

Prerequisite: None

This course emphasizes in great depth 10-15 key turning points in American History. These are “hinge” events in our nation’s history, caused by, and subsequently contributing to, major social, cultural, political, and/or economic events. The continuum of the turning point timeline should have “ripple effects” between each point. These turning points when considered chronologically should ultimately provide a narrative of United States history. A major element of each turning point should be an understanding of historical methods and the use of historical inquiry. Students should essentially become historians to better understand and appreciate the narrative of a people, a nation, and a world. (Possible Turning Points: 9/11, Roanoke Island/Jamestown Settlement, Salem Witch Trials, Proclamation of 1763, Election of 1800, Invention of the Cotton Gin, The Liberator/Nat Turner’s Rebellion, The Mexican War, The Compromise of 1877, Chicago’s World Fair, McKinley’s Assassination, The 19th Amendment, The Scopes-Monkey Trial, The New Deal Coalition, The Little Rock 9, 1968, The Fall of the Berlin Wall).

UNITED STATES GOVERNMENT AND POLITICS – ADVANCED PLACEMENT

Course Code: 4A067X0CAP

Fee (if applicable): n/a

Offered at: All High Schools

Grade(s): 9, 10, 11, 12

Prerequisite: Civics & Economics or Civic Literacy Advanced Placement

U.S. Government and Politics will provide students an intellectual foundation for observing, analyzing, and understanding national politics in the United States. Using primary and secondary source documents, as well as analysis of specific examples, students will examine and evaluate the institutions of American government, political parties and elections, mass media, political behavior, public policies, and the development of individual rights and liberties and their impact on citizens. The content of this course is the equivalent to that of an introductory college course in U.S. government and politics. Students taking this course are encouraged to take the Advanced Placement exam.



UNITED STATES HISTORY – ADVANCED PLACEMENT

Course Code: 4A077X0CAP

Fee (if applicable): n/a

Offered at: DHS, OECHS,

Grade(s): 10, 11, 12

NHS, RHS, SBHS, SWHS, WOHS

Prerequisite: Turning Points in American History-Honors-SWHS

Recommendation: American History

AP US History is a semester-long course. AP US History is a survey course covering American History from the Pre-Columbian period to the present. The class is taught in accordance with the College Board AP US curriculum framework and is designed to prepare students for the AP US History Exam in May. The AP US History course focuses on the development of historical thinking skills (chronological reasoning, comparing, and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and American in the world. The purpose of the course is to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The AP United States History course will develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

WORLD HISTORY: Global issues and Patterns since 1200

Course Code: 43032X0C

Fee (if applicable): n/a

Offered at: All High Schools

Grade(s): 9, 10, 11, 12

Prerequisite: None

WORLD HISTORY-HONORS

Course Code: 43035X0C

World History is designed to be a study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization and cultural diffusion; and individual and group identity. This course seeks to move beyond the rote teaching of World History to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization.

WORLD HISTORY: MODERN-ADVANCED PLACEMENT

Course Code: 4A097X0CAP

Fee (if applicable): n/a

Offered at: All High Schools

Grade(s): 9, 10, 11, 12

Prerequisite: None

Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

TEACHER CADET

TEACHER CADET I-HONORS

Course Code: 96045X0C **Fee (if applicable):** n/a

Offered at: NHS, RHS, WOHS **Grade(s):** 11

Prerequisite: Teacher Cadet Application

The North Carolina Teacher Cadet Program is an innovative, activity-based curriculum designed for high school juniors and seniors who are interested in pursuing a career in the field of education. It is an honors program that details many components of the educational environment and involves students in content, application, observations and teaching in preschool, elementary, middle, and high school. The curriculum is divided into five units of study: the learner, the teacher and training, human growth and development, special education, field experience, and the school. Students learn about different personality types, learning styles, and physical, social and moral development. Field studies, portfolios, journals, and projects are required. Students are required to travel to school sites for observations and field experience. Students may be required to provide their own transportation.

TEACHER CADET II-HONORS

Course Code: 96065X0C **Fee (if applicable):** n/a

Offered at: NHS, RHS, WOHS **Grade(s):** 11, 12

Prerequisite: Teacher Cadet I and completed application

Students will spend a majority of the course outside of the classroom. The field experiences are the strongest component of the Teacher Cadet Program. It is the students' first glimpse at education "from the other side of the desk," and allows them to discover the joy of teaching first-hand. The purpose of the field experience is to help students formulate an image of what it is like to be a teacher and to implement the knowledge and teaching strategies they acquired in Teacher Cadet I. Field studies, portfolios, journals, and projects are required. Students are required to travel to school sites for observations and field experience. Students may be required to provide their own transportation.



SPANISH I**Course Code:** 11412X0C**Fee (if applicable):** n/a**Offered at:** All High Schools**Grade(s):** 9, 10, 11**Prerequisite:** None

This course is an introduction to the study of the Spanish language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. Emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. A general introduction to the culture, its products (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

SPANISH II**Course Code:** 11422X0C**Fee (if applicable):** n/a**Offered at:** All High Schools**Grade(s):** 9, 10, 11, 12

Prerequisite: Spanish Level I or have placed out of Level 1 due to previous language study and/or established proficiency.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students will participate in short conversational situations by utilizing learned elements of the language orally and in writing. Students are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time through conversation and by composing related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple texts and developing a better understanding of the similarities and differences between cultures and languages. Students examine the influence of the beliefs and values on the target culture(s)

SPANISH III-HONORS**Course Code:** 11435X0C**Fee (if applicable):** n/a**Offered at:** DHS, JHS, NHS, OVS, RHS, SWHS, SBHS

Prerequisite: Students enrolled in this course have either successfully completed the Level I and II courses or have placed out of Levels I and II due to previous language study and/or established proficiency.

Students receive additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials (short literary texts, authentic materials, technical manuals and other media) on generally familiar topics. Students satisfy limited communication and social interaction demands, as well as initiate and maintain face-to-face communication. Through the use of various verb tenses, students will create, narrate, compose and describe culturally relevant topics in a series of sentences. Students continue to refine their knowledge and understanding of the target language/culture(s) and their own by examining the interrelationship cultures, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

SPANISH IV-HONORS**Course Code:** 11445X0C**Fee (if applicable):** n/a**Offered at:** DHS, NHS, RHS,**Grade(s):** 10, 11, 12

SWHS, SBHS, (see IB section for continued Spanish courses)

Prerequisite: Students enrolled in this course have successfully completed Level III or have placed out of Levels I-III due to previous language study and/or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar is studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to use the language inside and outside of the classroom setting.

SPANISH III FOR HEALTHCARE CAREERS-HONORS

Course Code: 11435X0CHC **Fee (if applicable):** n/a

Offered at: SBHS **Grade(s):** 11

Prerequisite: Spanish I and II

Students in this course have either successfully completed high school Level I and II courses or have placed out of Level I and II due to previous language study as well as be enrolled in the Health/Science Academy. This is an introductory course designed with the objective of exposing students, interested in the health care field, to the specialized language they will need when working with Spanish speakers. The course is organized in units under which students will be introduced to vocabulary and situations found in the health care environment. These situations will provide the opportunity to use the Spanish language in the setting of a variety of hospital procedures.

AP SPANISH LANGUAGE AND CULTURE

Course Code: 1A097X0CAP **Fee (if applicable):** n/a

Offered at: RHS **Grade(s):** 11, 12

Prerequisite: Spanish III

The AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

FRENCH I

Course Code: 11012X0C **Fee (if applicable):** n/a

Offered at: SBHS **Grade(s):** 9, 10, 11

Prerequisite: None

This course is an introduction to the study of the French language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. Emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. A general introduction to the culture, its products (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

FRENCH II

Course Code: 11022X0C **Fee (if applicable):** n/a

Offered at: SBHS **Grade(s):** 9, 10, 11, 12

Prerequisite: Students enrolled in this course have either successfully completed a Level I course or have placed out of Level I due to previous language study and/or established proficiency.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students will participate in short conversational situations by utilizing learned elements of the language orally and in writing. Students are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time through conversation and by composing related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple texts and developing a better understanding of the similarities and differences between cultures and languages. Students examine the influence of the beliefs and values on the target culture(s).

FRENCH III-HONORS

Course Code: 11035X0C **Fee (if applicable):** n/a

Offered at: SBHS **Grade(s):** 10, 11, 12

Prerequisite: Students enrolled in this course have either successfully completed the Level I and II courses.

Students receive additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials (short literary texts, authentic materials, technical manuals and other media) on generally familiar topics. Students satisfy limited communication and social interaction demands, as well as initiate and maintain face-to-face communication.

Through the use of various verb tenses, students will create, narrate, compose and describe culturally relevant topics in a series of sentences. Students continue to refine their knowledge and understanding of the target language/culture(s) and their own by examining the interrelationship cultures, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

FRENCH IV-HONORS

Course Code: 11045X0C **Fee (if applicable):** n/a

Offered at: SBHS **Grade(s):** 10, 11, 12

Prerequisite: Students enrolled in this course have successfully completed Levels I-III and/or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to use the language inside and outside of the classroom setting.

Yearbook

Course Code: 96102X0C4

Fee (if applicable): n/a

Offered at: WOHS

Grade: 9, 10, 11, 12

This interactive, hands-on course will involve exposure to yearbook production & photography that will develop skills that include interviewing, writing captions and headlines; digital photography; desktop publishing and other technology tools. Students will be required to photograph on and off campus (sports, clubs, concerts, dances, etc.) & sell ads. Students will be provided with digital cameras; yearbook pass and other tools for yearbook production.





2025-2026 NC High School Athletic Association (NCHSAA)

AGE

Student may not participate if he/she becomes 19 years of age on or before August 31, 2025.

ATTENDANCE

Student must be present 85% of the Instructional Days, regardless of excused or unexcused.

Attendance is regulated by local PSU policy in terms of length of day required to be counted in attendance.

ACADEMICS

Student must pass 70% of the classes taken each semester.

ENROLLMENT/RESIDENCE

Student must be a regularly enrolled member of the school's student body. Student must participate at the school to which he/she is assigned by the local board of education. School assignment is based on the residence of the parent or legal custodian (court ordered custody, **not** guardian) within the administrative unit. Student must live with the parents or legal custodian. A **"legal custodian"** is a person or agency awarded legal, court-ordered custody of a child. If no custody order has been entered by a court, the residence shall be deemed to be that of **the parent with whom the student begins the school year's first semester**. A student may not have two residences for eligibility purposes.

Students enrolled at the Onslow Early College or at the Onslow Virtual School are NOT eligible to participate in athletics.

In order for a change of residence to be bona fide, at least the following facts must exist:

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

NCHSAA TRANSFER POLICY

After initial entry into the ninth grade, and absent a bona fide move as provided in the Residence section of the NCHSAA Handbook:

- a) A student transferring from one-member school to another member school within the same LEA must sit out 2 consecutive semesters, or 365 days, whichever is less, for athletic participation. The LEA may create criteria for immediate athletic eligibility for transfers within the LEA.

- b) A student transferring from one-member school in one LEA to another member school in a different LEA must sit out 2 consecutive semesters, or 365 days, whichever is less, for athletic participation. Exceptions for immediate athletic eligibility for transfers from one LEA to a different LEA will be heard by a special NCHSAA transfer committee.

Transfers within the same administrative unit are governed by the local board of education. A student transferred from one administrative unit to another by mutual agreement, is immediately eligible for athletic participation in the receiving unit, if eligible in all other respects.

Student must be properly enrolled at the member school no later than the 15th day of the present semester and must be in regular attendance at that school. No student may participate at a second school in the same sport in the same sport season except in the event of a bona fide change of residence of the parent(s) or legal custodian. Change of schools must be contemporaneous with change of residence.

MEDICAL REQUIREMENTS

Student must receive a medical examination once every 365 days by a duly licensed physician, nurse practitioner, or physician's assistant. Students absent from athletic practice for five (5) or more days due to illness or injury shall receive a medical release by a physician licensed to practice medicine before re-admittance to practice or contests. No student may be eligible to participate at the high school level for a period lasting longer than eight (8) consecutive semesters, beginning with the student's first entry into ninth grade or participation on a high school team, whichever occurs first.

NCHSAA REGULATIONS

Falsification of information in terms of eligibility will result in the student athlete(s) being declared ineligible for a period of 365 days from the point of notification by the NCHSAA.

No student may participate at the high school level for more than four (4) seasons in a sport (one season per year), i.e. A student could not play fall women's soccer in one state and then play NCHSAA women's soccer in the spring. A student must not be convicted of a felony in this or any other state or be adjudicated as a delinquent for an offense that would be a felony if committed by an adult in this or any other state. A student may not play, practice or be on the roster in any capacity (manager, for example) if ineligible. This does not apply to summer workouts, but the student should be enrolled in school. A student may not dress for a game or scrimmage when he/she is not eligible to participate in the game. If serving an "ejection", student may be in the bench area but may not be in uniform. To maintain amateur status, a student must not accept money or awards having utilitarian value (golf balls, clubs, tennis rackets, etc.) For participation in athletics, a student must not have signed a professional contract or played on a junior college/community college team.

SCHOOL REQUIREMENTS

Each coach must sign off on the eligibility summary form that is signed by the principal and athletic director. A mandatory parent/guardian meeting must be held to have the parent sign the parental permission form to acknowledge eligibility, the Gfeller-Waller Concussion Awareness Act (Session Law 2011-147, House Bill 792) and sportsmanship policies/expectations have been reviewed.

HOME SCHOOL DUAL ENROLLMENT FOR ATHLETICS

1. A home school student is eligible to become dual enrolled and participate in athletics at the high school level in Onslow County Schools only if their domicile is located within the administrative boundaries of Onslow County Schools. Home school students can become dual enrolled and participate in athletics only within the LEA that their unit of residence is located.
2. Home school students must enroll in Onslow County Schools following the enrollment and assignment procedures/policies established by the Onslow County Board of Education (Policy 3102). Additionally, home school students must submit/complete or adhere to the following:

- a. Must present a home school card from the Division of Non-Public Education for the previous and current years as well as a transcript, attendance record, and record of immunizations.
 - b. Must submit proof that the student has been enrolled in a registered home school for 365 days prior to being eligible to participate in athletics in an Onslow County School.
 - c. Prior to the first date of practice the student must provide a nationally standardized achievement test, taken within the last year, which indicates the overall grade level proficiency of the student. If the grade level indicated by the test is below the grade level for the year it was taken (determined by ninth grade entry date) then the student is ineligible for the current semester.
 - d. Must participate in a class schedule within an Onslow County School that is at least one half of the assigned school's instructional day.
 - e. Must take a minimum of two home school classes each semester that have been preapproved by student's assigned Onslow County School to maintain athletic eligibility after the initial semester. Dual enrolled students must continue to meet NCHSAA academic standards of attaining a minimum of three academic credits each semester and must meet Onslow County School's promotion standards at the end of each academic year.
 - f. To maintain athletic eligibility the dual enrolled student must pass all Onslow County School's classes that he/she is enrolled in.
 - g. Once dual enrolled and deemed eligible to participate in athletics at an Onslow County School, the student must maintain continuous dual enrollment. Failure to maintain continuous dual enrollment would render the student ineligible at all NCHSAA member schools for 365 days.
 - h. Home school students must notify in writing the Principal or Principal's designee of their intent to try out for an athletic team at least ten days prior to the first practice date of the sport season they wish to participate in. Eligibility would be pending for this athlete until the enrollment process is verified complete and the athlete has been determined to be eligible. A student who does not meet this ten-day requirement is ineligible for that sport season.
- Fall Sports Start Date – July 31, 2025
 - Winter Sports Start Date – October 30, 2025
 - Spring Sports Start Date – February 14, 2026
- i. Dual enrolled students must meet all other applicable NCHSAA rules and Onslow County athletic policies/rules to be eligible for athletic participation at an Onslow County School (e.g. – Age of Player, Eight Semester Rule, Medical Examination, Proof of Residence, Felony Policy, etc.).
 - j. A dual enrolled student in an Onslow County School that transitions to and becomes a fully enrolled student will then be governed by NCHSAA rules regarding fully enrolled students.

FELONY POLICY

Any student who (1) is convicted of a crime classified as a felony under North Carolina or federal law; or (2) is adjudicated delinquent for an offense that would be a felony if committed by an adult, is not eligible to participate in the North Carolina High School Athletic Association sports program. (a) Such ineligibility shall be immediate and shall prohibit participation in the NCHSAA sports program from the date of conviction or adjudication of delinquency through the end of the student's high school career. (b) Appellate or other post-conviction review of the conviction or adjudication of delinquency does not affect the student's immediate ineligibility. (c) "Convicted" and "conviction," for the purpose of this policy, includes the entry of: (1) A plea of guilty; or (2) A plea of no contest, nolo contendere, or the equivalent; or (3) A verdict or finding of guilty by a jury, judge, magistrate, or other duly constituted, established, and recognized adjudicating body, tribunal, or official, either civilian or military. (4) A person is "convicted" or "adjudicated delinquent" for the purposes of this policy, in North Carolina state courts, the courts of the United States, another state, the armed services of the United States, or another country.

Onslow County Schools Athletic policy further states that: Any student with pending felony charges will not be allowed to participate in any athletic contests until the case is adjudicated or charges are dropped.

DRIVER'S LICENSE AND ACADEMIC PROGRESS

Access the most current information on the [Onslow County Schools Driver's Education website](#).

Who Is Affected by The Driving Eligibility Certificate Legislation?

Under [NCGS 20-11\(n\)](#), this legislation is directed to all North Carolina students under the age of 18 who are eligible for a driving permit or license. This includes public school, federal school, charter school, home school, private school, and community college students.

Who Is Not Affected by This Legislation?

Students who have attained a high school diploma, a G.E.D., or an adult high school diploma as issued by a community college are not affected by this legislation. In addition, students who received a driving permit or license prior to the Graduated Driver's License program (before 12/1/97) are not affected.

What Is a Driving Eligibility Certificate (DEC)?

A Driving Eligibility Certificate (DEC) is a printed document that is issued by the school principal and/or the principal's designee. The Driving Eligibility Certificate certifies that the student is currently enrolled in school and has demonstrated adequate academic progress toward graduation.

Who Issues Driving Eligibility Certificates?

The principal and/or the Driving Eligibility Certificate (DEC) Representative is responsible for signing and issuing a Driving Eligibility Certificate. A DEC is needed when a student plans to apply for a driving permit or license.

Does This Meet the Family Education Right to Privacy Act (FERPA)?

Yes. The current DEC requires parents, guardians, or emancipated juveniles to provide their written irrevocable consent for a school to disclose to the Division of Motor Vehicles when a student no longer meets the conditions under G.S. 20-11. A Driving Eligibility Certificate cannot be issued without the parent's written consent.

Who Is Not Eligible to Receive a Driving Eligibility Certificate?

Students who are not making adequate academic progress or have dropped out of school. According to [NCGS 20-11\(n1\)](#), some students are ineligible to receive a Driving Eligibility Certificate. Students expelled, suspended or placed in an alternative educational setting for more than ten (10) consecutive days for possessing or selling alcohol, illegal or controlled substances on school property; bringing, possessing or using a weapon or firearm on school property, pursuant to [NCGS 115C-391 \(d1\)](#); or assaulting any school personnel on school property are ineligible.

What Are the Requirements for a Driving Eligibility Certificate?

The Driving Eligibility Certificate will be issued only if the student has demonstrated adequate academic progress in the prior semester and has not dropped out of school. Students must not be in violation of [NCGS 20-11\(n1\)](#) as described in the above statement. Students who do not meet these requirements will not be issued a Driving Eligibility Certificate. All school fees must be paid for a DEC to be issued. If the DEC expires or the student fails to obtain their license, only one DEC is issued per semester.

What If a Student Has Already Been Issued a Driver's Permit or License?

The Division of Motor Vehicles will be notified to revoke the driving privileges of students who are not making adequate academic progress or have dropped out of school. This notification of DMV will take place after the parents have been given written notification of the pending action. In addition, DMV will be notified to revoke of driving privileges of students expelled, suspended or placed in an alternative educational setting for more than ten (10) consecutive days for possessing or selling alcohol, illegal or controlled substances on school property; bringing, possessing or using a weapon or firearm on school property, pursuant to [NCGS 115C-391 \(d1\)](#); or assaulting any school personnel on school property.

What Is Adequate Progress?

A student must have passing grades in 70% or more of his or her classes. The 70% relates to passing 3 of 4 courses during the semester. Any semester course load of less than 4 courses will require passing 100% (all) the courses during the semester. Adequate academic progress will be evaluated at the midpoint of the school year (first semester grades) and at the end of the school year.

Are There Hardship Rules?

Yes, principals and/or DEC Representatives will be able to issue Driving Eligibility Certificates to students based on hardship. Students must have already been issued a driver's permit/license in order to request a hardship. Cases of hardship must reflect specific circumstances that are beyond the control of the student, his or her parents, or the school. In all cases of hardship, documented proof must be submitted. The specific hardship circumstances are divided into three categories:

Hardship Guidelines**1. Medical Considerations**

- a. Student – Documented proof must be submitted to the school from a doctor (on letterhead) citing reasons why the student missed school, dates of illness, etc.
- b. Parent – Documented proof must be submitted to the school as to the parent's medical illness or impairment. Evidence must demonstrate the absolute necessity of the student to have a driver's license.

2. Work-related Considerations

- a. Student must demonstrate that he/she required transportation to/from a job that is necessary to the family's financial welfare and is unable by any other means to do so.
- b. There should be documented proof that the student is working and that the student's earnings go directly to support the basic needs of the family. In addition, there must be proof that the student is unable by any other means to get to and from work.

3. Exceptional Children Considerations

- a. A DEC can be issued to a student when it has been determined that the student is unable to make progress toward obtaining a diploma/certificate. This ruling is not intended to apply to exceptional students who have the ability to obtain a high school diploma.
- b. Input from the IEP Committee and other sources should help guide in the decision.