2025 - 2026 Catawba County Schools

Career and Technical Education (CTE)

Course Guide

Photo—Catawba County Agriculture









00





Board of Education

2025 - 2026

Tim Settlemyre Chair

Clayton C. Mullis Vice Chair

Dr. Leslie H. Barnette

David Goforth

Don Sigmon

Michelle Teague

April Underwood

Crystal Davis Board Attorney

Superintendent's Message

February 2025

The Career and Technical Education (CTE) program in Catawba County Schools plays a vital role in preparing our students for greater success in college and career opportunities during and after high school graduation. Students completing CTE courses and acquiring certifications serves as a major factor in the economic development within Catawba County. The purpose of this guide is to provide our high school students and parents with the up-to-date information about the CTE program opportunities and courses that lead to post-secondary education completion and their connection to making future career and job decisions.

As the registration process begins this spring, students and parents are encouraged to use this guide to assist in choosing CTE courses that complete North Carolina graduation requirements and the attainment of post-secondary credentials, degrees, and work-based learning opportunities that lead to future jobs and careers.

Catawba County Schools CTE program has strong partnerships with local businesses to offer internship opportunities for our students during the school year and summer. We also have educational partnerships with Catawba Valley Community College (CVCC) allowing students to participate in college courses, credential, and degree completion. These partnerships are excellent in providing students opportunities to take college courses while attending high school and serve to assist in saving parents and students on the rising costs of college tuition.

Sincerely,

Totto In

Matthew W. Stover, Ed.D. Superintendent



General Information

Superintendent's Message	2
Work-Based Learning Opportunities	4
Internships—Semester and Summer	5
Career Development Plans—Graduation	6
Requirement	0
CTE Courses	0
Understanding Pathways In Your Guide	9

CTE Pathways &

Course Descriptions

Agricultural Courses	10
Business, Finance, and Marketing Courses	14
Computer Science & Information Technology	21
Courses	
Family & Consumer Science Courses	25
Health Science Courses	31
Trade, Technology, Engineering & Indus-	33
try Courses	00
Advanced Studies Courses	37

CTE HS College Course Pathways

Automotive	39
Business Scholars	40
Early Childhood Education	41
Electrical	42
Graphic Design	43
Welding Technology Certificate	44
Welding Fabrication Certificate	45

School Directory and Contacts

School Principal & Lead Counselor

46



Table of Contents Importance of this Guide

This guide has been prepared to help both parents and students with career information and the identification of courses and opportunities that will benefit students throughout their high school, college, and life experiences. All students are encouraged to review the courses within each of the career pathways and select courses for the registration process that are related to future job and career interests. Likewise, parents are encouraged to review the information in this guide and assist their students with course choices that are of interest as well as beneficial for future career pathways and opportunities.

In compliance with federal laws, Catawba County Schools administers all locally operated education programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, marital status, pregnancy, military service, disability, or gender, and provides equal access to the Boy Scouts and other designated youth groups, except where exemption is appropriate and allowed by law. Questions related to the Catawba County Schools CTE program should be directed to Dr. Jeff Isenhour. CTE Director at (828) 695-2670.



Catawba County Schools Glenn E. Barger Building 10 East 25th Street Newton, NC 28658 Phone: 828-464-8333

Work-Based Learning Opportunities for All Catawba County High School Students

Catawba County Schools offers a variety of work-based learning experiences for high school students, including internships, pre-apprenticeships, and full apprenticeships that involve possible salary and tuition benefits.



Learning that works for America

Students participating in internships at the high school level are eligible to receive honors level credit. All high school students are encouraged to meet with their school's career development coordinator (CDC) for more information on internship participation and application.



"Students who participate in workbased learning have experiences that make them more competitive for employment opportunities."

SOURCE: TALENT DEVELOPMENT PIPELINE FOR YOUTH: CREATING A CAREER-READY WORKFORCE IN NC

Through work-based learning, students can gain a variety of skills that positively impact their education in the classroom and set them on a path to their futures. For instance, research points to higher postsecondary GPAs earned by students who participated in workbased experiences in high school. Data has also demonstrated better employment outcomes for students who participate in workplace learning.

SOURCE: CTE Policy Watch, ACTE (2017)



CTE Internships By Semester

The Catawba County Schools CTE Program is committed to providing work-ready students the opportunity to apply their skills and gain experiences with numerous business and community partners. An internship provides work-based learning opportunities for high school students to have hands-on experiences in areas of academic or career interests prior to college or postsecondary training. In addition, an internship helps students obtain a more realistic view of a career area, make better decisions concerning post-secondary education, gain experience, and develop contacts that may help them when applying for college programs, scholarships, and jobs. Internships can be paid or unpaid. Paid internships must receive prior approval from the Catawba County Schools CTE Director prior to the start of the internship.

Receiving Semester Academic Credit for Internship

Students participating in an internship during a regular semester are eligible to earn one full unit of credit. In order to receive one full unit of credit, a student must complete a *total of 120 internship hours* and all required documentation throughout the semester. Internships do not carry over into the next semester and must be completed by the end of the semester the internship began. The credit becomes part of the student's permanent high school transcript.

Schedule

The internship schedule is determined by the business sponsor and student. All participants are required to have reliable transportation to and from the internship location(s).

Internship Procedures and Eligibility

To be considered for an internship placement, applications must be received by closing deadlines. All applicants must:

- Complete the internship application
- Be in good standing (academic and behavior)
- Attend school regularly

CTE Summer Internships

Receiving Summer Academic Credit for Internships

Students earning one full unit of credit during the summer must complete a <u>total of 120 internship hours</u> and all required documentation within the summer period. Internships during the summer do not carry into the next semester or school year. The credit becomes part of the student's permanent high school transcript.



Students participating in internships are eligible to receive honors level credit by meeting requirements set forth by the Catawba County Schools CTE program.

CAREER DEVELOPMENT PLAN Graduation Requirement

All middle and high schools students enrolled in Catawba County Schools shall complete a Career Development Plan (CDP) that meets the requirements under <u>North Carolina State Law—General Statue 115C-158.10</u>. Any high school student who does not already have a CDP shall complete the plan within 90 days of enrollment in school. The Catawba County Schools Board of Education shall ensure that students are provided assistance in completion of the plan as well as instruction on how to access that plan throughout the student's enrollment. A student shall not be promoted from eighth grade until a career development plan is created and shall not be promoted from tenth grade until the career development plan is revised.

All CCS Students beginning in Grade 7 will begin the process of creating their respective Career Development Plan and complete their plan by the end of their 8th grade year. Career Development Plans (CDPs) must include the following components under state law:

- (1) Self-assessment of the student's aptitudes, skills, values, personality, and career interests
- (2) Exploration and identification of pathways for careers aligned with the student's self-assessment that include the following for each career:
 - a. Identification of needed education, training, and certifications
 - b. Information on the most cost-efficient path to entry
 - c. Opportunities within the school setting to explore and prepare for the career
- (3) Alignment of academic courses and extracurricular activities with the student's identified career interests, including the following:
 - a. Inventory of aligned courses in middle and high school in grades six through 10, and development of best strategies for course selection in grades 11 and 12 to achieve identified career interests, including courses that may lead to college credit
 - b. Available record of the following:
 - Completed Advanced Placement, International Baccalaureate, Cambridge Advanced International Certificate of Education (AICE), and dual-enrollment courses that may lead to college credit in high school
 - 2. Extracurricular activities
 - 3. Awards and recognitions
- (4) Creation of a career portfolio, which may include items such as the following:
 - a. Documentation of postsecondary plans
 - b. Completion of the Free Application for Federal Student Aid with parental consent
 - c. Résumé
 - d. Occupational outlook for identified career interests

CAREER DEVELOPMENT PLAN Graduation Requirement Importance of Parental Involvement and Notification

Parents are a vital component in the creation of Career Development Plans (CDPs). Each year, parents will be notified of CDP process and progress as well as the initial creation of a student's CDP. Catawba County Schools strongly encourages parents to monitor the evolution and progress of the CDP and provide guidance for students. *The CTE Curriculum Guide is an essential tool and reference for helping students choose courses and pathways that align with career goals and interests.*

The following outlines the process of the CDP for students from grades 6-12:

STUDENTS WILL:

Grades 6-8

Create a CDP before promotion from 8th grade.

Complete a self-assessment that includes:

- Aptitudes
- Skills
- Values
- · Personality
- Career interests

Grades 6-12

Explore and identify pathways for self-assessment aligned careers to include:

- Identify needed education, training, and certifications.
- Gather information on the most cost-efficient path to entry.
- Take advantage of opportunities within school setting to explore and prepare for the career.

Grades 9-12

Align academic courses and extracurricular activities with career interests to include:

- Inventory of aligned courses in middle and high school in grades 6 through 10, and development of best strategies for course selection in grades 11 and 12 to achieve identified career interests.
- Record the following:
 - Completed Advanced Placement, International Baccalaureate, Cambridge Advanced International Certificate of Education (AICE), and dualenrollment (including CCP and articulated) courses that may lead to college credit in high school.
 - Extracurricular activities.
 - Awards and recognitions.

Revise/update the CDP before promotion from 10th grade.

Grades 11-12

Create a career portfolio, which *MAY* include items such as the following:

- Documentation of postsecondary plans.
- Completion of the Free Application for Federal Student Aid with parental consent.
- Resume.
- Occupational outlook for identified career interests.

PARENTS WILL BE:

- Notified of student CDP creation.
- Provided with information necessary to access the student CDP portal.
- Encouraged to monitor the evolution of the CDP through post-secondary plans and provide guidance for student.







The CTE Course Guide is arranged by pathways and consists of course descriptions, recommended grade levels, course prerequisites, the number of credits per course upon successful completion, the locations where courses are being offered by high school, credential attainment, assessment requirements, and maximum enrollment. Students and parents are asked to carefully read through each of the course descriptions and select those courses of interest as well as those that are pertinent to future career choices and considerations.

CTE Honors and Advanced Placement (AP) level courses are designed to meet the needs of students whose cognitive skills are above grade level and are in an attempt to pursue higher level expectations and rigor. All CTE Honors and AP courses are weighted. Throughout the course guide, inherently honors level courses and AP courses have been identified for selection purposes.

At each high school, counselors and Career Development Coordinators (CDCs) can assist students in making course decisions involving Career Technical Education courses, pathways, and career advisement. Likewise, each CDC provides direct support for internships and all work-based learning opportunities provided for students.

NOTE: Some courses are not offered at all high schools or every semester. Students will need to be aware of course offerings at their respective high school. The purpose of this course catalog is to assist in that awareness. If students or parents have questions regarding if or when a course will be offered, contact the school's CTE Career Development Coordinator or counseling department. CTE course offerings are determined at each school based on teacher certification and student need; courses will vary among Catawba County High Schools. Recommended grade levels are based on ensuring students take courses in the proper sequence defined by required prerequisites and any requirements as required by the North Carolina Department of Public Instruction (NCDPI).

High School Codes for Course Offerings:

B—Bandys High School BH—Bunker Hill High School

F—Fred T. Foard High School

M—Maiden High School

S—St. Stephens High School

OC—Online Catawba

CTE Classes Online

The CCS CTE program offers students the opportunity to take several courses virtually through the Online Catawba program. Specific courses that are offered through this platform are listed within the course guide.



Know Your Career Development Coordinator

Each high school in Catawba County Schools is fortunate to have a Career Development Coordinator (CDC) assigned to that school. The job of a CDC is important in offering course and career guidance to students and provide direct assistance and monitoring in the placement of work-based learning opportunities related to internships, apprenticeships, and job shadowing.

Career Development Coordinators by Feeder:

Bandys High School—Kristen Lewis

Bunker Hill High School and Catawba Rosenwald Education Center—Shelly Isenhour-Essary

Challenger Early College High School and All Middle Schools—Angela Raby

Fred T. Foard High School—Daniel Cadle

Maiden High School—Adam Windham

St. Stephens High School—Jeanne Davis

Description of Course Levels

The course sections of this guide are organized in pathways under each program area within CTE. To better communicate and help understand the flow of courses that students must take, each program area contains a map of courses with directional arrows in order of sequence for registration purposes.

- Courses in <u>Yellow</u> serve as the first level or prerequisite course for the pathway and must be successfully completed before continuing to the next level course.
- Courses in Gray serve as step in the Pathway. These courses provide students with additional skills to prepare them for the Concentrator or Career Major Courses.
- Courses in Green serve as the concentrator course for the pathway. Concentrator courses are extremely important and show that a student has successfully completed a CTE Program of Study in a single pathway. Students who concentrate in a CTE Pathway have a strong foundation of technical knowledge and employability skills to complement their academic studies. Concentrator courses prepare students for both college and career options.
- Courses in Blue serve as Career Pathway Major Courses. These courses provide students with specific skills at the highest level within a pathway and include offerings such as an Advanced Studies Courses and/or Work-Based Learning Experiences (Internships).

Description of Course Levels



9

Agricultural Education Pathways

Power, Structural, and Technical Systems (PSTE)

AS31	
Agricultural	
Mechanics I	
Recommended	
Grades 9-11	

Agricultural Mechanics I Offered: BH, F Prerequisite: None Proof of Learning: State Assessment Credentials: OSHA 10-Hour General Industry Safety and Health Enrollment: Maximum 20 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

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.

Closed toe shoes are required for all students enrolled in this course.

Agricultural Mechanics II Offered: BH, F Prerequisite: Agricultural Mechanics I Proof of Learning: State Assessment Credentials: Certified Welders per Welding Code AWS D1.1 National Safe Tractor and Machinery Operation Certification Enrollment: Maximum 20 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 10-12

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.

Closed toe shoes are required for all students enrolled in this course.

AS32 Agricultural Mechanics II Recommended Grades 10 –12 Concentrator Course

AS33

Agricultural Mechanics II -

Small Engines

Recommended

Grades 10 – 12

Concentrator Course

Agricultural Mechanics II—Small Engines Offered: F Prerequisite: Agricultural Mechanics I Proof of Learning: Credential Credentials: North Carolina State Competency Exam (Briggs and Stratton) Enrollment: Maximum 20 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 10-12

Implement knowledge of four-cycle small engines to obtain an industry recognized credential. Execute skills in compression and ignition system repair and maintenance. Facilitate regulation of fuel and governor small engine function. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation.

Closed toe shoes are required for all students enrolled in this course.

Animal Science (ANSC)



Animal Science I Offered: B, F Prerequisite: None Proof of Learning: State Assessment Credentials: Youth for the Quality Care of Animals (YQCA) Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

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.

Closed toe shoes are required for all students enrolled in this course.

AA22

Animal Science II -

Food Animal

Recommended

Grades 10-12

Concentrator Course

AA23

Animal Science II -

Companion Animal

Recommended

Grades 10-12

Concentrator Course

Animal Science II—Food Animal Offered: B, BH, F Prerequisite: Animal Science I Proof of Learning: Performance Based Measure (PBM) Credentials: NC Beef Quality Assurance EnrolIment: Maximum 25 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 10-12

Expand knowledge of animal anatomy and physiology and utilize genetics to improve animal performance. Formulate nutrition plans to produce food animals and design facilities to manage animal production systems. Develop an understanding of veterinary terminology and practices. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation.

Closed toe shoes are required for all students enrolled in this course.

Animal Science II—Companion Animal Offered: B, F Prerequisite: Animal Science I Proof of Learning: Performance Based Measure (PBM) Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 10-12

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.

Closed toe shoes are required for all students enrolled in this course.

Plant Systems (PLSV)



Horticulture I—Introduction to Plants Offered: All High Schools Prerequisite: None Proof of Learning: Performance Based Measure (PBM) Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

Grow your knowledge of plant biology and environmental conditions that 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.

Closed toe shoes are required for all students enrolled in this course.

Horticulture II—Plant Production Offered: All High Schools Prerequisite: Horticulture I Proof of Learning: Performance Based Measure (PBM) Credentials: N/A Enrollment: Maximum 20 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 10-12

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.

Closed toe shoes are required for all students enrolled in this course.

Horticulture II—Landscape Construction Offered: B, BH Prerequisite: Horticulture I—Introduction to Plants Proof of Learning: Performance Based Measure (PBM) Credentials: N/A Enrollment: Maximum 20 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 10-12

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.

Closed toe shoes are required for all students enrolled in this course.

AP42

Horticulture II -

Plant Production

Recommended

Grades 10-12

Concentrator Course

AP44

Horticulture II -Landscape Construction Recommended Grades 10-12 Concentrator Course

Natural Resources (AGNR)



Natural Resources I Offered: S Prerequisite: None Proof of Learning: State Assessment Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

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. AN52 Natural Resources II Recommended Grades 10-12 Concentrator Course

Natural Resources II Offered: S Prerequisite: Natural Resources I Proof of Learning: State Assessment Credentials: NC Hunter Education Training Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 10-12

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.



Business, Finance & Marketing Education Pathways

Entrepreneurship (ENTRE)



Entrepreneurship I Offered: B, BH, F, S, OC Prerequisite: None Proof of Learning: Performance Based Measure (PBM) Credentials: Venture Entrepreneurial Expedition Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

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. **ME12**

Entrepreneurship II

Recommended

Grades 10-12

Concentrator Course

Entrepreneurship II Offered: B, BH, F, S Prerequisite: Entrepreneurship I Proof of Learning: Credential Credentials: Entrepreneurship and Small Business Enrollment: Maximum 25 Credit: 1 Unit (Inherently Honors Level Course) Grade Level: 10-12

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.



Financial Planning (FNPL)



Business Essentials Offered: BH, F, OC **Prerequisite:** None **Proof of Learning: State Assessment** Credentials: N/A **Enrollment: Maximum 30** Credit: 1 Unit (Honors or Regular Credit Available) **Recommended Grade Level: 9-11**

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.

Financial Planning I Offered: BH, OC **Prerequisite: Business Essentials Proof of Learning: State Assessment** Credentials: N/A **Enrollment: Maximum 30** Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 10-12

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.

Financial Planning II Offered: BH Prerequisite: Financial Planning I **Proof of Learning: State Assessment** Credentials: N/A **Enrollment: Maximum 25** Credit: 1 Unit (Honors or Regular Credit Available) **Recommended Grade Level: 10-12**

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.

Recommended

BF22

Financial Planning II Recommended Grades 10-12 **Concentrator Course**



Business Management and Administration (BMA)



Business Essentials Offered: F, M Prerequisite: None Proof of Learning: State Assessment Credentials: N/A Enrollment: Maximum 30 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

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.

Business Management I Offered: F, M Prerequisite: Business Essentials Proof of Learning: State Assessment Credentials: N/A Enrollment: Maximum 30 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 10-12

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.

Business Management II Offered: F, M Prerequisite: Financial Planning I Proof of Learning: State Assessment Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 10-12

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.



BB42

BB40

Business

Management I

Recommended

Grades 10-12

Business Management II Recommended Grades 10-12 Concentrator Course

Project Management (PMGT)



GS12 Project Management II Recommended Grades 10–12 Concentrator Course

Project Management I Offered: BH Prerequisite: None Proof of Learning: State Assessment Credentials: N/A Enrollment: Maximum 30 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

Explore the principles, concepts, and software applications used in the management of projects from conception to completion. Utilize project-based learning to exemplify the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Analyze the core concepts of scope, time, cost, and integration.

Project Management II Offered: BH Prerequisite: Project Management I Proof of Learning: Credential Credentials: PMI Project Management Ready Enrollment: Maximum 25 Credit: 1 Unit (Inherently Honors Course) Recommended Grade Level: 10-12

Develop advanced project management skills. Utilize project-based learning to understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Explore concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management.



Sport and Event Marketing (SEMK)



Sport and Event Marketing I Offered: B, F, M, S, OC Prerequisite: None Proof of Learning: Performance Based Measurement (PBM) Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

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.

Sport and Event Marketing II Offered: B, F, M, S Prerequisite: Sports and Entertainment Marketing I Proof of Learning: Performance Based Measurement (PBM) Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 10-12

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. Sport and Event Marketing II

MH32

Recommended

Grades 10-12

Concentrator Course



ML08 Sport and Event Marketing III Recommended Grades 11-12 Local Course Option

Sport and Event Marketing III Offered: B, F, M, S Prerequisite: Sports and Entertainment Marketing II Proof of Learning: Local Assessment & Project Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Inherently Honors Level Course—Local Course Option) Recommended Grade Level: 11-12

The Sport and Event Marketing III course is designed to give students a more advanced look at the sports and entertainment industry. Students will be exposed to new industry advancements like NIL (Name, Image and Likeness), esports, and advanced digital marketing that would not be covered in traditional or lower-level courses. The class will also expose students to the hard and soft skills required to pursue a career within the industry. All of the learning will culminate in an end-of-year project where students will rebrand an existing professional franchise and create a launch plan that incorporates all of their learning.

Sales (PRSM)



Sales I Offered: BH Prerequisite: None Proof of Learning: Performance Based Measurement (PBM) Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

Explore careers in selling and customer service. Recommend specific products to meet customer needs. Develop communication skills through public speaking opportunities. **MI32**

Sales II

Recommended

Grades 10-12

Concentrator Course

Sales II Offered: BH Prerequisite: Sales I Proof of Learning: Performance Based Measurement (PBM) Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available)

Recommended Grade Level: 10-12

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.



Business Supplemental Technical Course Offerings

Catawba County Schools CTE Program offers several opportunities for students to take supplemental technical courses. A supplemental technical course does not require a prerequisite in order to take the courses. Additionally, supplemental technical courses do not belong to any specific pathway nor does the course count towards the earning of concentrator status.

CC11

Microsoft Excel Offered: All High Schools and OC Prerequisite: None Proof of Learning: Credential Credentials: Microsoft Office Specialist Excel and Excel Expert Enrollment: Maximum 25 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 9-12

Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros.

CC10 Microsoft Word and PowerPoint Offered: All High Schools and OC Prerequisite: None Proof of Learning: Credential Credentials: Microsoft Office Specialist PowerPoint and Microsoft Office Specialist Word—Must pass both Enrollment: Maximum 30 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-12

Craft, enhance, customize, and create various documents using Microsoft Word. Design, customize, and present presentations using Microsoft PowerPoint. Utilize the various features of both programs to produce relevant 21st Century documents.

ED45 Career Management Offered: BH, F, M Prerequisite: None Proof of Learning: Performance Based Measurement (PBM) Credentials: Conover Credential Workplace Readiness Job-Conover Company and Express Employment Professionals Career Preparedness-iCEV Enrollment: Maximum 30 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-12

Focus on leadership, career development and management, essential employability skills, and career exploration through hands-on experiences. Develop an understanding of personal learning styles, speaking skills development, and team management skills. Build understanding of the National Career Development Guidelines, including communications skills, personal management, and teamwork.

BB30 Business Ethics and Law I Offered: OC Prerequisite: None Proof of Learning: State Assessment Credentials: N/A Enrollment: 30 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 11-12



Cultivate the knowledge of basic legal and ethical principles governing the business industry and its consumers. Explore the role federal and state government plays in criminal and civil court cases. Investigate issues that arise in the topics of business ownership, contract law, employment law, cyber law, property law, and environmental law.

Computer Science, IT and Technology Education

Adobe Academy (ADAC)



Adobe Visual Design I Offered: All High Schools Prerequisite: None Proof of Learning: Credential Credentials: Adobe Certified Professional (Adobe Illustrator and Adobe Photoshop) Students Must Pass Both Enrollment: Maximum 25 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 9-11

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. CD11 Adobe Visual Design II Recommended Grades 10-12 Concentrator Course

Adobe Visual Design II Offered: All High Schools Prerequisite: Adobe Visual Design I Proof of Learning: Credential Credentials: Adobe Certified Professional (Adobe InDesign) Enrollment: Maximum 25 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 10-12

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.



Python Programming (PYPR)



Python Programming II

Recommended

Grades 10-12

Concentrator Course

Python Programming I Offered: M Prerequisite: None Proof of Learning: Credential Credentials: PCEP - Certified Entry-level Python Programmer Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

Craft basic programs utilizing Python programming language. Execute functions, loops, operations, and data sets in various programs. Design programs with considerations for ethics, security, and how to implement the problem-solving process throughout the coding process.

Python Programming II Offered: M Prerequisite: Python Programming II Proof of Learning: Credential Credentials: PCAP Certified Associate in Python Programming Enrollment: Maximum 25 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 10-12

Design, write, debug, and run programs encoded in the Python language. Formulate program using Internet of Things (IoT) programs. Develop stories utilizing data sets, visualizations, and Python programming.



Computer Science Principles (CSPR)



Computer Science I Offered: S Prerequisite: None Proof of Learning: Performance Based Measurement (PBM) Credentials: N/A Enrollment: Maximum 30 Credit: 1 Units (Honors or Regular Credit Available) Recommended Grade Level: 9-11

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.

CS21

Computer Science II

Recommended

Grades 10-12

Concentrator Course

Computer Science II Offered: S Prerequisite: Computer Science I Proof of Learning: Performance Based Measurement (PBM) Credentials: N/A Enrollment: Maximum 30 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 10-12

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.

Advanced Placement (AP) Computer Science (APCS)



AP Computer Science Principles Offered: B, F, M, OC Prerequisite: None—Recommendation for successful completion of Math I Proof of Learning: AP Exam Credentials: N/A Enrollment: Maximum 30 Credit: 1 Units Recommended Grade Level: 10-12

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.



AP Computer Science Offered: OC Prerequisite: None—Recommendation for successful completion of AP Computer Science Principles Proof of Learning: AP Exam Credentials: N/A Enrollment: Maximum 30 Credit: 1 Units Recommended Grade Level: 11-12

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

Technology Engineering and Design (TEND)



Technology Engineering and Design Offered: BH, M, S Prerequisite: None Proof of Learning: TBD Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

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.

CT12

Engineering Design Recommended Grades 10-12 Concentrator Course

Engineering Design Offered: BH, M, S Prerequisite: Technology Engineering and Design Proof of Learning: TBD Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 10-12

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.



Family and Consumer Science Education Pathways

Apparel and Textile Production (ATPR)



Apparel and Textile Production I Offered: All High Schools Prerequisite: None Proof of Learning: State Assessment Credentials: N/A Enrollment: Maximum 20 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

Discover the diverse landscape of the apparel and textile industry, with a focus on design, textiles, and apparel engineering. Explore a range of topics, including fibers and finishes, sewing patterns and techniques, and the elements and principles of design. Construct a sewn project using knowledge learned in the course. FA32 Apparel and Textile Production II Recommended Grades 10-12 Concentrator Course

Apparel and Textile Production II Offered: All High Schools Prerequisite: Apparel and Textile Production I Proof of Learning: State Assessment Credentials: Pre-Professional Certification in Fashion, Textiles, and Apparel Enrollment: Maximum 20 Credit: 1 Unit (Honors or Regular Credit Available)

Recommended Grade Level: 10-12

Design apparel utilizing the design process. Implement advanced sewing skills to engineer an apparel product. Simulate marketing and business experience to explore the apparel industry.



Interior Design (INDE)



Interior Design Fundamentals Offered: B, F, M, S Prerequisite: None Proof of Learning: State Assessment Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Grade Level: 9-11

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.

FI22

Interior Design Studio

Recommended

Grades 10-12

Concentrator Course

Interior Design Studio Offered: B, F, M, S Prerequisite: Interior Design Fundamentals Proof of Learning: Performance Based Measurement (PBM) Credentials: Pre-Professional Certification in Interior Design Fundamentals Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Grade Level: 10-12

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.



Culinary Arts Applications (CULA)

Culinary Arts and Hospitality I Offered: BH, M, S Prerequisite: None Proof of Learning: State Assessment Credentials: N/A Enrollment: Maximum 20 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

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.

A culinary jacket is required for all students enrolled in this course.



Culinary Arts and Hospitality II Applications Offered: BH, M, S Prerequisite: Culinary Arts and Hospitality I Proof of Learning: Performance Based Measurement (PBM) Credentials: ANSI—Accredited Food Protection Manager Enrollment: Maximum 20 Credit: 1 Units (Honors or Regular Credit Available)

Recommended Grade Level: 10-12

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.

A culinary jacket is required for all students enrolled in this course.



FH11

Culinary Arts and Hospitality II Applications

- Applications
- Recommended

Grades 10-12



Culinary Arts Applications (CULA)

Culinary Arts and Hospitality III Offered: BH, M, S Prerequisite: Culinary Arts and Hospitality II Proof of Learning: Credential Credentials: Pre Professional Certification in Culinary Arts Enrollment: Maximum 20 Credit: 1 Units (Inherently Honors Course Credit) Recommended Grade Level: 10-12

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. A culinary jacket is required for all students enrolled in this course.

FH13

Culinary Arts and Hospitality III

Recommended

Grades 10-12

Concentrator Course

Culinary Arts and Hospitality IV App Offered: M Prerequisite: Culinary Arts and Hospitality III Proof of Learning: Performance Based Measurement (PBM) Credentials: N/A Enrollment: Maximum 20 Credit: 1 Units (Inherently Honors Course Credit) Recommended Grade Level: 11-12

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.

A culinary jacket is required for all students enrolled in this course.

FH14

Culinary Arts and Hospitality IV Recommended Grades 11-12

Career Major Course



Early Childhood Development and Services (EACH)

Child Development Offered: F, M, S Prerequisite: None Proof of Learning: State Assessment Credentials: N/A Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

Investigate the major influences on child development including culture, heredity, and environmental factors. Explore the importance of early relationships and how they promote healthy brain development while identifying characteristics of children birth through age five. Identify the different theories of child development and their impact on the physical, social, emotional, and cognitive domains of development in children.

Early Childhood Education I Offered: M, S Prerequisite: Child Development Students must be 15 by the 10th Day of Class Proof of Learning: Performance Based Measurement (PBM) Credentials: First Aid/CPR/AED North Carolina Early Childhood Credential Enrollment: Maximum 20 Credit: 2 Units (Inherently Honors Level Course) Grade Level: 10-12

Acquire the knowledge and skills needed to provide developmentally appropriate practices in high quality early childhood education programs. Explore ways of creating a childcentered approach to curriculum planning that includes the use of space, materials, relationships, play, and observations. Participate in practical hands-on internship working within the early childhood classroom, learn how to meet the individual needs of children with varying abilities, and reflect on learning experiences and their impact on children.

A background check and TB test are required for this course. Students are required to provide their own transportation to and from child care centers.

Early Childhood Education II Offered: M Prerequisite: Early Childhood Education I Students must be 16 by the 10th Day of Class Proof of Learning: Local Assessment Credentials: N/A Enrollment: Maximum 20 Credit: 2 Units (Inherently Honors Level Course) Grade Level: 11-12

Participate in the planning, creation, and adaptation of developmentally appropriate learning environments. Focus on curriculum, teaching practices, and learning materials through the internship experience. Teach children the importance of art and creativity.

A background check and TB test are required for this course. Students are required to provide their own transportation to and from child care centers.

FE11 Early Childhood Education I Recommended **Grades 10-12 FE12 Early Childhood** Education II Recommended **Grades 10-12 Career Major Course**

FF60

Child Development

Recommended

Grades 9-11

Food and Nutrition (FONU)



FN42

Food and Nutrition II Recommended Grades 10-12 Concentrator Course

Food and Nutrition I Offered: B, F, S Prerequisite: None Proof of Learning: State Assessment Credentials: ANSI—Accredited Food Handler Certification Enrollment: Maximum 20 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

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.

Food and Nutrition II Offered: B, F, S Prerequisite: Food and Nutrition I Proof of Learning: State Assessment Credentials: ANSI—Accredited Food Protection Manager Certification Enrollment: Maximum 20 Credit: 1 Unit (Honors or Regular Credit Available) Grade Level: 10-12

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.



Health Science Education Pathways

Biomedical Technology (BTCP)



Health Science I Offered: All High Schools Prerequisite: None Proof of Learning: State Assessment Credential: First Aid Enrollment: Maximum 30 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

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.

HB11

Biomedical Technology I

Recommended

Grades 10-12

Concentrator Course

Biomedical Technology I Offered: All High Schools Prerequisite: Health Science I Proof of Learning: State Assessment Credential: N/A Enrollment: Maximum 30 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 10-12

Investigate trends in healthcare and research to include ethics and medicine. Explore trends in forensic medicine, infectious diseases, and organ transplants. Examine cell biology related to cancer and biomedical research. Gain the knowledge and skills for careers in the Biomedical Technology pathway.



Healthcare Professional (HPCP)



Health Science I Offered: All High Schools Prerequisite: None Proof of Learning: State Assessment Credential: First Aid Enrollment: Maximum 30 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-11

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.



Health Science II Offered: All High Schools Prerequisite: Health Science I Proof of Learning: Performance Based Measure (PBM) Credentials: Basic Life Support (BLS), Stop The Bleed, and OSHA 10 - Hour General Safety & Health Enrollment: Maximum 20 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 10-12

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.

Nursing Fundamentals Offered: All High Schools Prerequisite: Health Science II and BLS Credential Age Requirement: Students Must Be Age 16 1/2 on the First Day of the Course Proof of Learning: Credential Credential: North Carolina Nurse Aide I Examination Enrollment: Maximum 10 Credit: 2 Units (Inherently Honors Level Course) Recommended Grade Level: 12

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. Healthcare agencies may require testing for tuberculosis and/or other diseases, vaccinations for COVID, and a criminal record check for felonies related to drugs. **Students must be able to provide their own transportation to the clinical site.**

Note: Due the demand for this course students will be placed in a lottery for selection purposes where necessary.

Trade, Technology, Engineering & Industrial Education

Carpentry (CARP)



Construction Core Offered: F, M, S Prerequisite: None Proof of Learning: Credential Credentials: NC NCCER Construction Core— Must pass all Modules with a 70 or higher and meet Performance Evaluation Requirements and OSHA 10-Hour Construction Safety and Health Enrollment: Maximum 20 Credit: 1 Unit (Honors or Regular Credit Available) Grade Level: 9-11

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.

Closed toe shoes are required for all students enrolled in this course.





Carpentry (CARP)



Carpentry I Offered: F, M, S Prerequisite: Construction Core Proof of Learning: Credential Credentials: NC NCCER Carpentry I —Must pass all Modules with a 70 or higher and meet Performance Evaluation Requirements Enrollment: Maximum 20 Credit: 1 Unit (Honors or Regular Credit Available) Grade Level: 10-12

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. **Closed toe shoes are required for all students enrolled in this course.**

Carpentry II Offered: F, M, S Prerequisite: Carpentry I Proof of Learning: Credential Credentials: NC NCCER Carpentry II —Must pass all Modules with a 70 or higher and meet Performance Evaluation Requirements Enrollment: Maximum 20 Credit: 1 Unit (Inherently Honors Level Course) Grade Level: 10-12

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.

Carpentry III Offered: F, M, S Prerequisite: Carpentry II Proof of Learning: Completion of Credentials Credentials: NC NCCER Carpentry III —Must pass all Modules with a 70 or higher and meet Performance Evaluation Requirements Enrollment: Maximum 20 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 11-12

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. **Closed toe shoes are required for all students enrolled in this course**.

Drone Technology (DRON)



Drone Technology Fundamentals Offered: B, BH, M Prerequisite: None Proof of Learning: Performance Based Measure (PBM) Credentials: FAA Trust Enrollment: Maximum 25 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 9-10

Explore the basic skills and knowledge needed to be a recreational drone pilot. Develop a sectional chart using legends for planned drone mission flights. Develop a basic program to conduct an autonomous flight using small drones in the classroom.

Drone Technology I Offered: B, BH, M Prerequisite: Drone Technology Fundamentals Proof of Learning: Credential Credentials: CFR 14 Part 107 UAS Remote Pilot Certification Enrollment: Maximum 15 Credit: 1 Unit (Honors or Regular Credit Available) Recommended Grade Level: 10-11

on t: Maximum 15 Jnit (Honors or Regular Credit Available) nded Grade Level: 10-11

Develop drone piloting knowledge and skills needed to obtain an FAA Remote Pilot certification. Participate in drone mission planning, basic flight operations, and drone aircraft maintenance. Execute communication needed as a flight crew team member.

Minimum 16 age requirement for enrollment by the end of the course.

Drone Technology II Offered: B, BH, M Prerequisite: Drone Technology I Proof of Learning: Credential Credentials: ESRI Drone2Map and NFPA 2400 Must pass both Enrollment: Maximum 15 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 11-12



Execute drone missions that include autonomous flight and mapping. Utilize mapping software to produce 2D and 3D images. Develop a business plan needed to start a drone piloting company.



ID11

Drone Technology I

Masonry (MASO)

Masonry I Offered: M Prerequisite: None Proof of Learning: Credential Credentials: NC NCCER - Masonry I Must pass all Module Tests with 70 or higher and meet Performance Evaluation requirement (where required) Enrollment: Maximum 20 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 9-10

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.

Closed toe shoes are required for all students enrolled in this course.

Masonry II Offered: M Prerequisite: Masonry I Proof of Learning: Credential Credentials: NC NCCER - Masonry II Must pass all Module Tests with 70 or higher and meet Performance Evaluation requirement (where required) Enrollment: Maximum 20 Credit: 1 Unit (Inherently Honors Level Course) Grade Level: 10-12 IC12 Masonry II Recommended Grades 10-12

IC11

Masonry I

Recommended

Grades 9-10

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. **Closed toe shoes are required for all students enrolled in this course.**

Masonry III Offered: M Prerequisite: Masonry II Proof of Learning: Credential Credentials: NC NCCER - Masonry III Must pass all Module Tests with 70 or higher and meet Performance Evaluation requirement (where required) Enrollment: Maximum 20 Credit: 1 Unit (Inherently Honors Level Course) Recommended Grade Level: 11-12 IC13 Masonry III Recommended Grades 11-12 Career Pathway Major

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.

Closed toe shoes are required for all students enrolled in this course.

Courses in Advanced Studies

Catawba County Schools CTE offers all students opportunities to take courses in advanced studies. An advanced studies course is a career major level course designed to prepare students for success in transitioning to post-secondary education or the workforce. Students requesting an advanced studies course must first gain permission from the supervising teacher and meet with their school's career development coordinator and counselor for registration purposes.

Students participating in Advanced Studies are required to follow the components of the NC CTE Advanced Studies Curriculum Guide and complete all requirements as outlined in the guide.

CTE Advanced Studies Offered: All High Schools Prerequisite: Two technical credits in one career cluster Proof of Learning: Performance Based Measurement (PBM) Credentials: N/A Credit: 1 Unit (Inherently Honors Level Course) Grade Level: 11-12

Prepare for postsecondary education and future careers through analysis and research of selected career pathway. Experience real-world application of course/pathway content through a work-based learning lens acquired by utilizing employability skills in an authentic workforce activity. Evaluate and plan for a postsecondary career while educating others. Gain the knowledge and skills for careers in the pathway of choice.



Catawba Valley Community College (CVCC) Career Technical Education Pathways Classes Offered at All High Schools

Catawba County Schools, in partnership with Catawba Valley Community College, offers Career and College Promise (CCP) Career and Technical Education (CTE) Pathways for students. Students eligible for the CTE CCP Pathways can earn both high school and college credit towards certification in a specific area. To be eligible for CTE CCP Pathway enrollment, students must meet the following criteria:

- Students must be juniors or seniors in a North Carolina public, private or home school setting.
- CTE pathway students will have the option to qualify for the program with a cumulative unweighted high school GPA of 2.8 (or higher) **or** approved assessment scores.
- Principals (or their designee) may submit a waiver to allow a student entry into a CTE pathway. If a
 waiver is submitted, the principal (or their designee) will need to provide rationale for why the GPA
 requirement was waived. CTE pathways that include UGETC (Universal General Education Transfer
 Component) courses will not be eligible for the principal waiver/designee waiver for entry into the
 CCP program.

CCP CTE Pathways are currently offered in the following areas:

- Welding Technology Certificate
- Welding Technology Fabrication Certificate
- Automotive Certificate
- Electrical Systems Technology
- Early Childhood Education
- Business Scholars

Qualified students interested in the CCP CTE Pathways should seek assistance from school counselors on registering for these courses.

Students participating in CCP courses are charged a fee of \$40 for each semester enrolled and a fee of \$80 for access to online textbooks each semester.

Students seeking financial assistance for fees are encouraged to speak to their school counselor.



CVCC Automotive Certificate Pathway **Classes Offered at Maiden High School and St. Stephens High School**

Total Credit Hours: 18 Courses

TRN 110: Intro to Transport Tech Credit Hours: 2

This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

TRN 120: Basic Transp Electricity

Credit Hours: 5

This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

AUT 151: Brake Systems

Credit Hours: 3

This course covers principles of operation and types, customer relations, cost effectiveness and work place ethics. diagnosis, service, and repair of brake systems. Topics Upon completion, students should be able to describe basic include drum and disc brakes involving hydraulic, vacuum automotive shop operation from a management standpoint. boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

AUT 151A : Brake Systems Lab

Credit Hours: 1

This course is an optional lab to be used as an alternative to co-op placement in meeting the ASE Education Foundation standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

AUT 141: Suspension & Steering Sys Credit Hours: 3

This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

AUT 141A : Suspension & Steering Lab

Credit Hours: 1

This course is an optional lab to be used as an alternative to co-op placement in meeting the ASE Education Foundation standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

AUT 212 : Auto Shop Management

Credit Hours: 3

This course covers the principles of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization,

CVCC Business Scholars Cohort Classes Offered at Fred T. Foard High School

Total Credit Hours: 12 Courses

BUS 115 - Business Law I

College Credit Hours

- 3 (Fall Semester)
- 3 (Fall Semester)
- 3 (Spring Semester)
- 4 (Spring Semester)

BUS 110 - Introduction to Business Credit Hours: 3

BUS 110 - Introduction to Business

BUS 137 - Principles of Management

ACC 120 - Prin of Financial Accounting

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

BUS 115 - Business Law I Credit Hours: 3

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

ACC 120 - Principles of Financial Accounting Credit Hours: 4

This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making, and address ethical considerations.

BUS 137 - Principles of Management Credit Hours: 3

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

Maximum Enrollment: TBD

CVCC reserves the right to adjust schedules based on student enrollment numbers and faculty resources.

CVCC Infant-Toddler Early Childhood Education Pathway Classes Offered at All High Schools ONLINE ONLY

Total Credit Hours: 12 Courses

EDU 119 - Intro to Early Child Educ EDU 144 - Child Development I EDU 131 - Child, Family, and Community EDU 153 - Health, Safety and Nutrition EDU 234 - Infants, Toddlers, and Twos

EDU 119 - Intro to Early Child Education Credit Hours: 4

College Credit Hours

- 4 (Fall & Spring Semester)
- 3 (Fall Semester)
- 3 (Spring Semester)
- 3 (Spring Semester)
- 3 (Fall Semester)*

Maximum Enrollment: TBD

CVCC reserves the right to adjust schedules based on student enrollment numbers and faculty resources.

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

EDU 144 - Child Development I Credit Hours: 3

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/ communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.

EDU 131 - Child, Family, and Community Credit Hours: 3

This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

EDU 153 - Health, Safety and Nutrition Credit Hours: 3

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

EDU 234 - Infants, Toddlers, and Twos— * Course offered at CVCC after Graduation from HS for Program Completion Credit Hours: 3 (Pre-requisite EDU 119)

This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, positive early learning experiences, supporting and engaging diverse families, providing safe, warm and nurturing interactions, and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.

CVCC Electrical Systems Pathway Classes Offered at Bandys, Bunker Hill, and St. Stephens High School

Total Credit Hours: 13 Courses

ELC 113—Residential Wiring ISC 121—Envir Health & Safety ELC 114—Commercial Wiring ELC 118—National Electrical Code

College Credit Hours

4 (Fall Semester)
3 (Fall Semester)
4 (Spring Semester)
2 (Spring Semester)

ELC 113 - Residential Wiring Credit Hours: 4

This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.

ISC 121 - Envir Health & Safety Credit Hours: 3

This course covers workplace environmental, health, and safety concepts. Emphasis is placed on managing the implementation and enforcement of environmental health and safety regulations and on preventing accidents, injuries, and illnesses. Upon completion, students should be able to demonstrate an understanding of basic concepts of environmental health and safety along with OSHA compliance.

ELC 114 - Commercial Wiring Credit Hours: 4

This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations.

ELC 118– National Electrical Code Credit Hours: 2

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

Maximum Enrollment: 16

CVCC reserves the right to adjust schedules based on student enrollment numbers and faculty resources.

CVCC Graphic Design Pathway Classes Offered at Fred T. Foard High School

Associate in Applied Science – Graphic Design H.S. Pathway

Fall Semester 2025	Spring Semester 2026	Fall Semester 2026	Spring Semester 2027
GRD 141:	GRD 110:	GRD 154:	GRD 155:
Graphic Design I	Typography I	Vector Imaging Software	Publication Design
PreReq: None	PreReq: None	PreReq: None	PreReq: None
CoReq: None	CoReq: None	CoReq: None	CoReq: None
2 class hr/4 lab hr	2 class hr/3 lab hr	1 class hr/4 lab hr	1 class hr/4 lab hr

GRD 110 - Typography I Class Hours: 2 Lab Hours: 3 Clinical/Work Exp. Hours: 0 Credit Hours: 3

This course introduces the history and mechanics of type and its application to layout and design. Topics include typographic fundamentals, anatomy, measurements, composition, identification, and terminology. Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements.

GRD 141 - Graphic Design I Class Hours: 2 Lab Hours: 4 Clinical/Work Exp. Hours: 0 Credit Hours: 4

This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles to projects.

GRD 154 - Vector Imaging Software Class Hours: 1 Lab Hours: 4 Clinical/Work Exp. Hours: 0 Credit Hours: 3

This course is an introduction to the creation of vector imagery using industry-standard software. Topics include drawing illustrations, transforming objects, working with layers, generative AI, patterns, brushes, and filters, and using effects. Upon completion, students should be able to create vector-based illustrations and design solutions.

GRD 155 - Publication Design Class Hours: 1 Lab Hours: 4 Clinical/Work Exp. Hours: 0 Credit Hours: 3

This course introduces students to the fundamental principles of publication layout and design in an industry-standard page layout software application. Topics include typography, digital assets, generative content, color, grid systems, paragraphs and character styles, parent pages, and pre-flighting. Upon completion, students should be able to create single and multiple-page print and digital publications.

Maximum Enrollment: TBD

CVCC reserves the right to adjust schedules based on student enrollment numbers and faculty resources.

CVCC Welding Technology Certificate Pathway Classes Offered at

Bandys, Bunker Hill, and St. Stephens High School

Total Credit Hours: 18 Courses

WLD-110 - Cutting Processes WLD-115AB - SMAW (Stick) Plate-AB WLD-115BB – SMAW (Stick) Plate-BB WLD-121 – GMAW (MIG) FCAW/Plate WLD-131 – GTAW (TIG) Plate WLD-141 – Symbols & Specifications

WLD-110 Cutting Processes

College Credit Hours: 2

This Course introduces oxy-fuel and plasma-arc



cutting systems. Topics includes safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thicknesses.

Prerequisites: None.

Corequisites: None.

WLD-115AB SMAW (Stick) Plate-AB

College Credits Hours: 3

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in the flat and horizontal positions with SMAW electrodes. Upon completion, students should be able to perform fillet and groove welds on carbon plate with prescribed electrodes. Prerequisites: None.

Corequisites: WLD 110 or WLD 112

WLD-115BB SMAW (Stick) Plate-BB

College Credits Hours: 2

This course is a continuation of WLD-115AB, the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in the vertical and overhead positions with SMAW electrodes. Upon competition, students should be able to perform groove and fillet welds on carbon steel with prescribed electrodes Prerequisites: None.

Corequisites: WLD 110 or WLD 112, WLD 115AB

WLD-121 GMAW (MIG) FCAW/Plate

College Credit Hours: 4

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions. Prerequisites: None.

Corequisites: WLD 110 or WLD 112.

WLD-131 GTAW (TIG) Plate

College Credit Hours: 4

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler metals. Prerequisites: None.

Corequisites: WLD 110 or WLD 112.

WLD-141 Symbols & Specifications

College Credit Hours: 3 This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding Prerequisites: None. Corequisites: None.

CVCC Welding Technology Fabrication Certificate Pathway Classes Offered at Bandys High School and St. Stephens High School

Total Credit Hours: 16

2
4
3
4
3

WLD-110 Cutting Processes

College Credit Hours: 2

This Course introduces oxy-fuel and plasma-arc cutting systems. Topics includes safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thicknesses. Prerequisites: None.

Corequisites: None.

WLD-121 GMAW (MIG) FCAW/Plate

College Credit Hours: 4

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions. Prerequisites: None.

Corequisites: WLD 110 or WLD 112.

WLD-141 Symbols & Specifications

College Credit Hours: 3 This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding Prerequisites: None. Corequisites: None.

WLD 151 Fabrication I

College Credit Hours: 4

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment. Prerequisites: None.

Corequisites: WLD-110, WLD 121

WLD 251 Fabrication II

College Credit Hours: 3

This course covers advanced fabrication skills. Topics include advanced layout and assembly methods with emphasis on the safe and correct use of fabrication tools and equipment. Upon completion, students should be able to fabricate projects from working drawings. Prerequisites: WLD 151

Corequisites: WLD-141

High School Directory



Bandys High School

5040 East Bandys Road Catawba, NC 28609 (828) 241-1471 FAX (828) 241-1476 **Dr. Chad Maynor, Principal** Karen McClure, Lead Counselor

Bunker Hill High School

4675 Oxford School Road Claremont, NC 28610 (828) 241-3355 FAX (828) 241-9401 **Dr. Preston Clarke, Principal** Gigi Moore, Lead Counselor

Catawba Rosenwald Center

403 6th Avenue SW Catawba, NC 28609 (828) 241-2734 FAX (828) 241-4999 **Tim Adams, Principal** Nanette Moss, Lead Counselor

Challenger Early College High School

CVCC Campus 2550 Hwy 70 SE Hickory, NC 28602 (828) 485-2980 FAX (828) 485-2981 **Dr. Rene Spry, Principal** Catie Kale, Lead Counselor

Fred T. Foard High School

3407 Plateau Road Newton, NC 28658 (704) 462-1496 FAX (704) 462-1988 **Samy Shreitah, Principal** Brooke Ward, Lead Counselor

Maiden High School

600 W Main Street Maiden, NC 28650 (828) 428-8197 FAX (828) 428-8341 **Brian Hefner, Principal** Judy Craft, Lead Counselor

St. Stephens High School

3205 34th Street Drive NE Hickory, NC 28601 (828) 256-9841 FAX (828) 256-7159 **Kyle Stocks, Principal** Amber Moulton, Lead Counselor



All school websites can be located at: www.catawbaschools.net