

# 2025-2026

## HIGH SCHOOL PLANNING GUIDE



# HIGH SCHOOL PLANNING GUIDE

Craven County Schools provides a supportive, empowering, and academically rich learning environment that inspires and engages students, staff, families, and community to build a better tomorrow.

## VISION

Craven County Schools will be THE choice for students, staff, families, and communities as we prepare each and every learner to reach their fullest potential.

[Craven County Schools' Strategic Plan](#)

**Office of Curriculum and Instruction  
Craven County Schools**

3600 Trent Road  
New Bern, NC 28562



Dear Families of Craven County Schools,

At Craven County Schools, we are deeply committed to fostering an innovative, inclusive, and student-focused environment that encourages the growth of independent learners. Our district is dedicated to creating a pathway filled with opportunities for both our students and staff, while building strong relationships with families, community organizations, and various public and private partners.

To assist students and their families in this journey, we have created a High School Planning Guide. This resource is designed to help you make informed choices about course selections and programs that align with your child's individual interests and aspirations after graduation.

In addition to the planning guide, we invite you to connect with your child's school counselor or an administrative team member for personalized support in exploring the best options for your child. They are eager to offer guidance and support throughout this crucial planning phase, ensuring that students can access the wide array of courses and programs available to them.

We appreciate the opportunity to work alongside you in your child's educational journey, and we remain dedicated to providing exceptional service and collaboration.

With gratitude and partnership,

Dr. Shajuana Sellers  
Executive Director of Secondary Education  
#CCSUnited

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# HIGH SCHOOL DIRECTORY

## **CRAVEN EARLY COLLEGE.....252-637-5706**

800 College Court, New Bern, NC 28562

Craven Early College is an innovative educational institution that offers a unique and transformative learning experience to high school students in Craven County. Located in Eastern North Carolina, Craven Early College provides motivated and academically driven students with the opportunity to earn their high school diploma and simultaneously work towards an associate's degree or college credits. By partnering with Craven Community College, the school blends rigorous coursework with a supportive and nurturing environment, fostering personal growth, critical thinking, and a passion for lifelong learning. With a focus on individualized instruction, experiential learning, and career readiness, Craven Early College empowers students to excel academically, pursue their passions, and develop the skills necessary for success in higher education and the professional world.

## **CRAVEN VIRTUAL ACADEMY .....252-524-6300**

3600 Trent Road, New Bern, NC 28562

Craven Virtual Academy is a cutting-edge educational institution that provides a flexible and innovative learning experience for students in Craven County, North Carolina. As a fully online school, Craven Virtual Academy offers a dynamic and personalized approach to education, allowing students to learn at their own pace and in their own preferred environment. With a robust curriculum and interactive digital tools, the academy offers a wide range of courses that cater to diverse interests and learning styles. Through engaging instruction and individualized support from dedicated educators, Craven Virtual Academy ensures that students receive a high-quality education that prepares them for future success. By combining the convenience of online learning with a comprehensive and rigorous curriculum, Craven Virtual Academy empowers students to achieve their academic goals while fostering independence, critical thinking, and adaptability in the digital age.

## **EARLY COLLEGE EAST ..... 252-444-5194**

104 Middle School Lane, Havelock, NC 28532

Early College EAST is an extraordinary educational institution that provides a unique and transformative learning experience to high school students in Havelock, North Carolina. Located within Craven County, Early College EAST offers motivated and ambitious students an unparalleled opportunity to earn their high school diploma while concurrently pursuing an associate's degree or college credits. Through strategic partnerships with Craven Community College, the school seamlessly integrates rigorous academics with a nurturing and inclusive atmosphere, fostering intellectual curiosity, critical thinking, and a vibrant sense of community. With an unwavering commitment to personalized instruction, experiential learning, and career exploration, Early College EAST empowers students to soar academically, delve into their passions, and cultivate the essential skills required for success in higher education and the dynamic professional landscape.

## **HAVELOCK HIGH SCHOOL ..... 252-444-5112**

101 Webb Boulevard, Havelock, NC 28532

Havelock High School is a thriving educational institution nestled in the vibrant community of Havelock, North Carolina. With a strong tradition of academic excellence and a commitment to student success, Havelock High School offers a comprehensive and enriching learning environment for students of all backgrounds. The school boasts a diverse range of academic programs, extracurricular activities, and athletic opportunities, providing students with a well-rounded education and the tools they need to thrive in their future endeavors. Supported by a dedicated faculty and staff, Havelock High School promotes a culture of collaboration, critical thinking, and personal growth, empowering students to discover their passions, develop their talents, and become responsible and engaged citizens. With a focus on fostering a positive and inclusive community, Havelock High School is committed to nurturing the holistic development of each student while equipping them with the skills and knowledge necessary for success in college, careers, and beyond.

## **NEW BERN HIGH SCHOOL ..... 252-514-6400**

4200 Academic Drive, New Bern, NC 28562

New Bern High School is a vibrant and dynamic educational institution located in the heart of New Bern, North Carolina. With a rich history and a commitment to excellence, New Bern High School provides a comprehensive and engaging learning environment for students from diverse backgrounds.

The school offers a wide range of academic programs, extracurricular activities, and athletic opportunities, fostering the holistic development of students and preparing them for future success. With a dedicated faculty and staff, state-of-the-art facilities, and a supportive community, New Bern High School strives to empower students with the knowledge, skills, and values necessary to thrive in an ever-changing world. Whether pursuing rigorous academics, participating in clubs and organizations, or competing in sports, students at New Bern High School are encouraged to explore their passions, embrace challenges, and achieve their full potential.

## **WEST CRAVEN HIGH SCHOOL ..... 252-244-3200**

2600 Streets Ferry Road, Vanceboro, NC 28586

West Craven High School stands as a pillar of educational excellence in the vibrant community of Craven County, North Carolina. With a rich legacy and a commitment to student achievement, West Craven High School offers a dynamic and inclusive learning environment for students from diverse backgrounds. The school prides itself on providing a wide array of rigorous academic programs, extracurricular activities, and athletic opportunities, fostering a well-rounded education that prepares students for future success. With a dedicated team of educators and staff, state-of-the-art facilities, and a supportive community, West Craven High School empowers students to reach their full potential academically, socially, and personally. By fostering a culture of collaboration, critical thinking, and personal growth, West Craven High School equips students with the skills, knowledge, and values necessary to thrive in a rapidly changing world.

## **SCHOOL COUNSELING SERVICES**

The School Counselor:

- Consults with students, parents, and staff on topics related to academic and personal success.
- Meets with students annually to select appropriate courses to achieve graduation requirements, monitor academic progress, determine post-secondary plans, and create transition plans.
- Presents information to families and students to access postsecondary and career opportunities.
- Counsels with students, individually and in groups, on normal developmental issues.
- Serves as liaison and resource for students, school staff and parents to community resources.

The Career Development Coordinator:

- Supports Career and Technical Education (CTE) and coordinates career development services for all students.
- Works collaboratively with administrators, school counselors, and teachers to ensure the delivery of career development services.
- Facilitates linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and employment.

### **PREPARING FOR COLLEGE AND CAREERS**

Preparing for college and careers is a process that should begin before entering high school. Starting with the 2024-2025 school year, high school students are required to revise their career development plan within the first 90 days of enrolling in school. Students and parents are strongly encouraged to work directly with the student's school counselor and/or staff to create a personalized post-secondary plan, which includes selecting the most appropriate high school courses and preparing to take the needed assessments for college and career entrance (PreACT, PSAT, ACT, SAT, WorkKeys, ASVAB, etc.) Utilization of resources such as College Foundation of North Carolina ([www.CFNC.org](http://www.CFNC.org)) will be very helpful throughout the planning process. All courses taken during high school will appear on the student's official transcript, which will be assessed by all college admissions officers and by many employers and military recruiters. Extracurricular activities, enrichment programs, and volunteer service work are important to add to the student's resumé, which can be very helpful during the college and scholarship application processes. All federal aid and most college aid is based on the Federal Student Aid (FAFSA), which needs to be filed as soon as possible after October 1st. Check with the counseling office often for key information and opportunities (college fairs, scholarships, enrichment programs, assessments, etc.). Contact information for high school counselors is located in the back of this bulletin and on the school's websites.

The counseling and career team has information for you about college, career and military options. Our students also have access to Major Clarity which helps students to learn more about their interests, make a secondary plan, keep track of their courses, apply for scholarships and a plethora of other information.

## HIGH SCHOOL CURRICULUM SUPPORT

### ENGLISH AS A SECOND LANGUAGE PROGRAM

Enrolling students that speak another language are initially evaluated by an ESL teacher for English language proficiency on the WIDA screener assessment. Qualifying students receive services based on their proficiency levels. Annually, all English Learners (ELs) are assessed for language growth on the ACCESS 2.0.

### EXCEPTIONAL STUDENTS PROGRAM

A wide range of services is provided to exceptional students, including consultation, in-class resources (direct services within the regular classroom), curriculum assistance, and a variety of separate programs. In order to access services, a student must have a current, appropriate Individual Education Plan (IEP). Questions concerning courses for exceptional students should be addressed to the student's case manager.

### SECTION 504 OF THE REHABILITATION ACT OF 1973

It is the policy of the Craven County Board of Education to provide a free and appropriate public education to each disabled student within its jurisdiction, regardless of the nature or severity of the handicap. It is the intent of this school system to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate education services. Students may be disabled under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). Due process rights of disabled students and their parents under Section 504 will be enforced.

### HOMEBOUND EDUCATION PROGRAM

A student who is unable to attend school because of confinement at home or in a hospital may receive instructional services in his/her home or in the hospital. The home and hospital program may be provided to students with medical needs which, in the opinion of a licensed physician, will cause him/her to be absent from school for more than ten (10) consecutive days and who can educationally benefit from such a program. It is the responsibility of the student and/or parent to initiate a request for the program and supply necessary documentation. Homebound services are subject to the approval by a Central Services Homebound committee or IEP Team for identified exceptional students.

### SUMMER SCHOOL

Where student needs exist and district resources are available, Craven County Schools will establish summer school classes. To determine which classes are to be offered contact your high school counseling department.

## HIGH SCHOOL POLICIES

All Craven County School [Board Policies](#) and Regulations can be accessed from the [CCS Homepage](#).

## HIGH SCHOOL PROMOTION STANDARDS



Or Click Here: [Policy Code: 3460 Graduation Requirements](#)

The CPR graduation requirement is accomplished in the eighth grade healthful living course, delivered through a curriculum that meets the healthful living essential standards.

Students must meet the following requirements to be promoted from one grade to another.

- a. 9th to 10th Grade: Students must earn six (6) credits including English I.



- b. 10th to 11th Grade: Students must have earned a cumulative total of 13 credits (which must include English I and English II).
- c. 11th to 12th Grade: Students must have earned a cumulative total of 18 credits (which must include English I, English II and English III).  
*\*Satisfactory completion of College and Career Promise (CCP) courses ENG III and ENG 112 may replace English III for promotion to 12th Grade. The student must then register for and pass ENG 231 or ENG 232 during the summer after his or her junior year or during his or her senior year to fulfill the English 3 requirement as required by the Community College/NCDPI articulation agreement. If a student does not pass all three courses and the English 4 requirement, he/she will not be able to graduate.*
- d. Students should be promoted only at the end of the first semester (EXTENUATING circumstances) or second semester, upon completing the required courses and credits to be reclassified to the next level.

## DETERMINATION OF APPLICABLE GRADUATION REQUIREMENTS AND GRADUATING CLASS

For purposes of determining graduation requirements, each student is assigned to a graduating class when the student first enters ninth grade. In order to graduate from high school, the student must meet the CCS graduation requirements in effect for that particular class. This provision applies to a student who graduates before or after the graduating class to which the student was assigned upon entering the ninth grade.

## QUALITY POINTS AND GPA CALCULATION

### STANDARD

Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study with occasional content enrichment where appropriate. These courses provide credit toward a high school diploma and may require an end of course exam.

### HONORS

Course content, pace and academic rigor put high expectations on the student and surpasses standards specified by the North Carolina Standard Course of Study. Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and may require an end of course exam. See GRADING SCALES information below for additional quality points. Failing grades are not weighted.

### ADVANCED PLACEMENT (AP)

Course content, pace and academic rigor follow similar standards as specified by college level courses and as adopted by the College Board. Advanced Placement courses are designed to enable students to pass the AP Exam. These courses provide credit toward a high school diploma. See GRADING SCALES information below for additional quality points. Failing grades are not weighted.

### CAREER AND COLLEGE PLACEMENT

CCP is North Carolina's dual enrollment program for high school students, which allows eligible NC high school students, 11th and 12th graders, to enroll in college classes through their high school. In many cases, students can also earn dual credits through college transfer and career and technical education courses.

ACADEMIC COURSE LEVEL		
Standard	Honors courses**	Advanced Placement/College courses identified in Comprehensive Articulation Agreement
GRADE/TOTAL QUALITY POINTS		
Unweighted	Weighted	Weighted
A / 4 B / 3 C / 2 D / 1 F / 0	A / 4.5 B / 3.5 C / 2.5 D / 1.5 F / 0	A / 5 B / 4 C / 3 D / 2 F / 0



1. The number of quality points used in the GPA calculation formula shall be based upon the final course grade in all cases where the final course grade is available.
2. To determine an unweighted GPA, the total quality points (disregarding the additional quality points awarded for upper level courses) are divided by the total number of credit hours attempted.
3. To determine a weighted GPA, the total of quality points (weighted and unweighted) is divided by the number of credit hours attempted.

#### **\*\*HONORS LEVEL COURSE DEFINITION:**

Honors level courses are distinguishable from standard level courses in depth and scope. These courses must be designed and implemented to:

- Meet the needs of students with advanced learning needs by providing a differentiated course of study and opportunities based on their aptitudes, achievement, and interests.
- Provide depth in rigor, complexity, challenge, and creativity beyond the standard level course.
- Adjust pacing to increase depth and scope.
- Foster growth and achievement for students with advanced learning needs.

Students enrolled in honors level courses will:

- Demonstrate the interest, ability, and motivation and/or the potential to interact with the honors level content.
- Exhibit personal responsibility for learning.
- Engage in an advanced level of learning through high quality work.
- Complete any prerequisite course(s) leading to the honors level course.
- Communicate with the teacher if additional support or challenge is needed to support achievement and growth.

Parents/Guardians of the student in an honors level course will:

- Recognize the requirements and expectations of an honors level course.
- Support students to perform at an advanced level of learning.
- Communicate with teachers as needed to maximize their student's success.

## **HIGH SCHOOL GRADING SCALE**

In each course, the academic grade a student earns shall reflect the student's achievement of grade level expectations and satisfaction of attendance requirements. Numeric grades will be used for courses except where specifically noted.

In each course, the conduct grade a student earns shall reflect the grade level expectations for work, study, and social habits. The conduct grade shall be determined independently of the content area grade.

#### **A. Grade Scale for Grades 9 - 13:**

##### **a. Academic Progress**

A = 90 - 100	Excellent Performance
B = 80 - 89	Very Good Performance
C = 70 - 79	Satisfactory Performance
D = 60 - 69	Inconsistent, Low Performance
F = 59 or Below	Unsatisfactory Performance
FF = Force Fail	Student failed the class based on content average & has Excessive Absences
INC = Incomplete	Course Requirements Incomplete

*\*Note: Incompletes are to be awarded only in situations when students have been unable to complete course requirements because of circumstances beyond their control. Principals must approve awarding a student an Incomplete. At the end of first semester, an "INC" will revert to an "F" if course requirements are not met within 30 days. Except for seniors, at the end of second semester, an "INC" will revert to an "F" if course requirements are not met within ten days of the last day of school. For seniors, no "INC's" will be awarded at the end of second semester. These time limits may be extended in extenuating circumstances.*

## CONVERSION CHART FOR TRANSFER GRADES

Beginning with the 2015-16 school year, the North Carolina Department of Public Instruction implemented a grade conversion chart that applies to the transferring of any letter grades from community colleges, colleges/universities, home schools, and private schools.

<b>A, A+, A- = 95</b>	<b>B, B+, B- = 85</b>	<b>C, C+, C- = 75</b>	<b>D, D+, D- = 65</b>	<b>F = 55</b>
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## ACADEMIC HONORS

### VALEDICTORIAN AND SALUTATORIAN

The student attaining the highest weighted grade point average will be designated the school valedictorian. The student with the second highest weighted grade point average will be the salutatorian. In the event of a tie, the qualifying students shall share valedictorian honors and there will be no salutatorian. A ranking in grade 12 shall be completed at the end of the second semester final exam period. A student who transfers to a Craven County high school from an accredited institution is eligible to be recognized if he or she has been enrolled in that high school for a minimum of 180 consecutive school days. A student who transfers to a Craven County high school from a non-accredited and non-public institution within the first 10 days of his or her ninth grade year will be eligible to be recognized if he or she continues to be enrolled in an accredited high school.

### GRADUATION MARSHALS

A ranking in grade 11 shall be completed at the end of the first semester final exam period. These rankings, based on weighted grade point averages, will be used to determine junior marshals. A student who transfers to a Craven County high school from an accredited institution is eligible to be recognized if he or she has been enrolled in that high school for a minimum of 180 consecutive school days. A student who transfers to a Craven County high school from a non-accredited and non-public institution within the first 10 days of his or her ninth grade year will be eligible to be recognized if he or she continues to be enrolled in an accredited high school.

### ALL-ACADEMIC TEAM

The "All-Academic Team" of the Craven County School System is composed of graduating students with a cumulative weighted GPA of 4.000 or higher for their high school experience. These students and their parents are honored at an event sponsored by the Craven County Board of Education in the spring of their senior year.

### NATIONAL HONOR SOCIETY

The purpose of the National Honor Society is to encourage and recognize academic excellence and scholarship, to stimulate the desire to render school and community service, to promote worthy leadership and to encourage the development of strong character. Selection for membership is based upon outstanding scholarship, character, leadership and service. To be eligible for consideration, a student must meet the standards established at each high school. A Faculty Selection Committee makes selections from eligible students who complete a candidate information form to be reviewed by the faculty council and accepted into membership.

### NATIONAL TECHNICAL HONOR SOCIETY

The mission of the National Technical Honor Society (NTHS) is to honor student achievement and leadership, promote educational excellence, award scholarships, and enhance career opportunities for the NTHS membership.

Membership in the Society and the local NTHS Chapter shall be composed of students enrolled in workforce education programs or majors, and who qualify for membership according to the regulations of the NTHS national office and the local chapter. Members may be from any and/or all occupational departments, programs or majors within the school and must have been duly approved by the local chapter advisor or school administration.

Membership selection shall be made, at all times, without regard to race, religion, color, national origin, sex, sexual orientation, gender, gender identity or expression, age, disability, genetic information, political affiliation, veteran's status, or other protected class of the individual candidate for membership.

Individuals under consideration as candidates for the Society, shall meet, at minimum, the following national membership criteria:

- \* Candidates must be a secondary student participating in a CTE pathway, program, major or coursework.

- \* Candidates must meet a minimum overall 3.0 unweighted GPA

Additional local membership criteria:

- \* Attendance - Members must attend at least 8 of 10 meetings throughout the year

- \* Perform 40 hours of community service throughout NTHS tenure

Any student that meets the national and local membership criteria may be eligible for membership regardless of their year in high school.

Individuals under consideration as candidates for the Society shall be selected based upon the following characteristics which the candidate regularly exhibits and which have been observed: a desire to pursue a career in his/her course of study, scholastic achievement, honesty, dependability, responsibility, high-quality task performance and pride in work performed, cooperation and ability to work well with others, interest in learning, initiative, leadership, and citizenship.

## PRINCIPAL'S LIST AND HONOR ROLL

Principal's List will consist of those students who make a grade of A and have satisfactory conduct grade in all subjects. Honor Roll will consist of those students who make a grade of B or above and have satisfactory conduct grades in all subjects.

## NORTH CAROLINA HIGH SCHOOL DIPLOMA ENDORSEMENTS

Beginning in 2024-2025, Students may earn the following [endorsements](#) as additional recognitions to their high school diploma: (1) Career Endorsement, (2) College Endorsement, (3) College/UNC Endorsement, (4) North Carolina Academic Scholars Endorsement, (5) Global Languages Endorsement, (6) Arts Proficiency Endorsement, and (7) Citizenship Proficiency Endorsement (this is an endorsement only and does not guarantee or grant citizenship). Students may earn more than one endorsement. A student does not have to earn an endorsement to receive a diploma.

### CAREER ENDORSEMENT

Except as limited by N.C.G.S. §115C-81(b), the student shall complete the Future-Ready Core mathematics sequence of NC Math 1, 2, 3; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III and a fourth mathematics course aligned with the student's post-secondary plans. Acceptable fourth math courses for the Career Endorsement include any math course that may be used to meet NC high school graduation requirements, including applied math courses found in the Career and Technical Education (CTE) domain.

- The student shall complete a CTE concentration in one of the approved CTE Cluster areas (<http://www.ncpublicschools.org/cte/curriculum/>):
  - Agriculture, Food and Natural Resources
  - Architecture and Construction
  - Arts, A/V Technology and Communications
  - Business, Management and Administration
  - Education and Training
  - Finance
  - Government and Public Administration
  - Health Science
  - Hospitality and Tourism
  - Human Services
  - Information Technology
  - Law, Public Safety, Corrections and Security
  - Manufacturing
  - Marketing, Sales and Service
  - Science, Technology, Engineering and Mathematics
  - Transportation, Distribution and Logistic
- The student shall earn an unweighted grade point average of at least 2.6.
- The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments **OR** another appropriate industry credential/certification.
- The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-referenced test as many times as necessary to achieve the required benchmark score.

## COLLEGE ENDORSEMENT

- The student shall complete the Future-Ready Core mathematics sequence of NC Math 1,2,3; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III; and a fourth mathematics course aligned with the student's post-secondary plans. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing college math class under the North Carolina Community College System's Multiple Measures Placement policy.
- The student shall earn an unweighted grade point average of at least 2.6.
- The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-referenced test as many times as necessary to achieve the required benchmark score.

## COLLEGE/UNC ENDORSEMENT

- The student shall complete the Future-Ready Core mathematics sequence of NC Math 1, 2, 3; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either NC Math 3, Algebra II, or Integrated Mathematics III as a prerequisite.
- The student shall complete three units of science including at least one physical science with a lab, one life science and one additional science course (Note: North Carolina's physical science course counts towards this requirement.)
- The student shall complete two units of a world language (other than English).
- The student shall earn a weighted grade point average of at least 2.5.
- The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-referenced test as many times as necessary to achieve the required benchmark score.

## NC ACADEMIC SCHOLARS ENDORSEMENT

- The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; and a fourth-level mathematics course that meets University of North Carolina system Minimum Course Requirements that include a mathematics course with Math III as a pre-requisite;
- The student shall complete three course credits of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include either physics or chemistry;
- For students entering ninth grade in 2012-13 or later, the student shall complete four course credits of social studies;
- The student shall complete two course credits of a world language (other than English);
- The student shall complete four elective course credits in any one subject area, such as Career and Technical Education (CTE), JROTC, Arts Education, World Languages, or in another content area;
- The student shall have completed at least three higher-level courses during junior and/or senior years which carry quality points such as Advanced Placement, International Baccalaureate or Dual Enrollment courses; Advanced CTE and CTE credentialing courses; honors level courses, or Project Lead the Way courses; and
- The student shall earn an unweighted grade point average of at least 3.50.

## GLOBAL LANGUAGES ENDORSEMENT

The student shall demonstrate mastery of the English language with one of the following:

- complete English IV or equivalent course and earn a cumulative, unweighted grade point average of at least 2.5 for all English coursework required for graduation; or
- use the Credit by Demonstrated Mastery policy to complete the English IV course required for graduation; or
- take a nationally norm-referenced external exam approved by NCDPI and achieve a score that meets the English requirement as noted on the approved list.

The student shall demonstrate mastery of a World Language by earning Intermediate Mid proficiency or higher on the ACTFL proficiency scale in each language with one of the following:

- complete a Level IV or higher course in a World Language and earn a cumulative, unweighted grade point average of at least 2.5 for all World Language coursework in that language; or
- use the Credit by Demonstrated Mastery policy to complete a Level IV or higher course in a World Language, including the home and heritage languages used across North Carolina; or
- take a nationally or internationally norm-referenced external exam approved by NCDPI and achieve a score of Intermediate Mid or higher in that language.

## ARTS PROFICIENCY ENDORSEMENT

In June 2024, the State Board of Education approved the Arts Education Proficiency Diploma Endorsement. The requirements are based on legislation. The Arts Education Quick Guide provides direction for LEAs implementing procedures for the 2024-25 school year. The document includes a student form for documenting the 40 hours of arts-related extracurricular activities as well as clarification on what activities can be approved by the local school board.

- Quick Guide: [go.ncdpi.gov/AE-Endorsement-Guide](https://go.ncdpi.gov/AE-Endorsement-Guide)
- 40-Hours Form: [go.ncdpi.gov/AE-Endorsement-Form](https://go.ncdpi.gov/AE-Endorsement-Form)

Student requirements are:

- The student shall complete a minimum of four NCSCOS arts courses.

- The student shall earn an unweighted GPA of 3.0 or higher in each arts credit.
- The student shall complete a minimum of 40 hours of arts-related extracurricular activities.
- The student shall participate in an arts-related extracurricular activity approved by the local board of education.
- The student shall complete all of the required hours outside of instructional hours.
- The student shall not receive any course credit for participation in the activity.
- In accordance with State Board guidance, the student shall document the hours on the form provided to local boards of education.

### CITIZENSHIP PROFICIENCY ENDORSEMENT

In June 2024 and revised in December 2024, the State Board of Education approved the Citizenship Proficiency Diploma Endorsement. The requirements are based on legislation. The Citizenship Proficiency Quick Guide provides direction for LEAs implementing procedures for the 2024-25 school year.

- Quick Guide: <https://docs.google.com/document/d/1Ns4oSRv2jSakjql3fQUuNO1ao3S1xJ6LwJxE35WXwQ/edit?usp=sharing>

Student requirements are:

- The PSU shall administer the endorsement test in the same format as the U.S. Citizenship and Immigration Services (USCIS) Naturalization Test using the questions publicly available.
- The student shall correctly answer at least 6 out of 10 questions asked of the civics portion of the USCIS Naturalization test.
- The opportunity to earn this endorsement shall be offered to interested high school students once/semester.
- Resources: [Civics \(History and Government\) Questions for the Naturalization Test](#)

## HIGH SCHOOL COMPREHENSIVE EXAMS

Where applicable, a comprehensive exam shall be administered at the end of each course, at a time determined according to the CCS school calendar. A comprehensive exam may be an examination provided by the teacher or a test required by the North Carolina Board of Education.

### TEACHER-PROVIDED COMPREHENSIVE EXAMS

The teacher-provided comprehensive exam will count as 25% of a student's final grade. The exam shall cover the entire course content.

### REQUIRED NORTH CAROLINA TESTS AND EXAMS

All high school final exams count as 25% of a student's final grade for all courses. High school exams may be an end-of-course test (State EOC Exam), a CTE post-assessment, a performance-based measurement, an industry-aligned credential, or a teacher-made test. Courses which have State EOC Exams are designated as such in the course descriptions section. State tests are provided by the Department of Public Instruction which local systems are required to administer at the end of certain courses. The assessments include End-of-Course and Career and Technical Education. In addition, students will be required to take the PreACT (10th grade), ACT (11th grade), and ACT WorkKeys (if criteria are met).

### ADVANCED PLACEMENT (AP)

This is an academic program of college-level courses and examinations sponsored by the College Board for secondary school students. The purpose of the AP program is to give students the opportunity to pursue college-level courses while still in high school and possibly to receive college credit. The College Entrance Examination Board (CEEB) will coordinate the national administration of the Advanced Placement exams during May. Post-secondary institutions use Advanced Placement test results for placement purposes and may award college credit. Students who choose to take an AP course are required to take the AP exam in May pending continued funding of NCDPI. The consequences to a student for not taking the AP exam are: (1) responsibility for payment of the unused exam fee charged by the College Board, (2) loss of weighted AP course credit, and (3) requirement of principal permission for future AP course enrollment.

### ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB) - OPTIONAL

The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students. Most ASVAB testing is conducted at a Military Entrance Processing Station (MEPS). If you do not live near a MEPS, you may take the ASVAB at a satellite location called a Military Entrance Test (MET) site. The ASVAB is administered by computer at all MEPS, and by paper and pencil at most MET sites. For more information: <http://official-asvab.com/>

### PRELIMINARY SCHOLASTIC ASSESSMENT TEST/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT)

The PSAT is nationally administered by the College Entrance Examination Board (CEEB) and assesses students in three areas: Critical Reading, Mathematics and Writing. The PSAT is an optional test used to help students practice for the Scholastic Assessment Test and to qualify for scholarships and recognition from such programs as National Merit Scholarships, National Achievement Scholarships for Outstanding Negro Students, National

Hispanic Scholar Recognition Program, Student Search Service, and some statewide and national industry scholarship competitions. All 11th grade students who have completed or are currently taking Math II are encouraged to take the PSAT. In order to qualify for the NMSQT, a student must take the PSAT in the 11th grade year even if a student has taken the PSAT or SAT previously. The PSAT will be administered nationally each year in October. Each of the high schools will offer this test to their students. Students must sign up in the Counseling Office of their school to take the PSAT. There is a fee to take this test.

## COLLEGE ADMISSIONS TESTS

College admissions tests are part of the admissions procedure at most colleges. These tests are administered at selected sites nationally. Students must pay and register by mail or online a month or more prior to the test date. It is recommended that college-bound students take the SAT and/or the ACT no later than the spring of their junior year. Information for both tests is available in the counseling office and online at [www.actstudent.org](http://www.actstudent.org) or [www.collegeboard.com](http://www.collegeboard.com). Students may qualify for a fee waiver for both tests and should visit the high school counseling office for a fee waiver form and visit (<https://www.fns.usda.gov/school-meals/income-eligibility-guidelines>) to access the most current income eligibility guidelines.

## TESTING CALENDAR

All tests and examinations shall be administered according to the district-wide testing calendar that is adopted and distributed annually.

# HIGH SCHOOL COURSE CREDIT

## ONE-CREDIT COURSES

In grades nine through thirteen, one unit of credit will be awarded for the satisfactory completion of a course. "Satisfactory completion" means that a student achieved a passing final course grade calculated from grades from the first and second semesters, an End-of-Course test, CTE Proof of Learning, or exams. Generally, only whole credits will be awarded for one-credit courses; partial or one-half units of credit will not be awarded for completion of only part of a one-credit course. However, in extenuating circumstances a student may be awarded one-half unit of credit for completion of one-half of a one-credit course. In all cases, this exception may be applied only in rare situations and only with the explicit approval of the principal. Examples of circumstances that qualify for this exception include but are not limited to:

1. When students transfer into CCS after completing one-half of a course and are not able to complete the second half of the course because of scheduling limitations or lack of course availability.
2. When students change schools after completing one-half of a course and are not able to complete the second half of the course because of scheduling limitations or lack of course availability.
3. When a student's schedule must be changed at the end of first semester so he/she is able to make-up a credit necessary for graduation and is therefore not able to complete the second half of the course because of scheduling limitations.

## COURSES TAKEN IN MIDDLE SCHOOL FOR HIGH SCHOOL CREDIT

1. Graduation credit will be awarded for high school courses taken while in middle school.
  - a. Students must complete the entire course, even if it is taken over two school years; one-half credit will not be awarded for passing only one-half of a course.
  - b. Courses must include comprehensive exams (a district or teacher-made exam or an EOC in courses for which the state has developed an EOC) that count for 25% of the final course grade.
2. Once having been awarded a credit in a course, a student may not repeat the same course for credit.
3. High school courses taken in middle school do not accrue quality points; therefore grades in these courses are not included in high school grade point average (GPA) calculations.

## CREDIT RECOVERY

Upon failure of a course, students in Craven County Schools may elect to retake the course for new credit, earn credit through credit recovery, or to demonstrate mastery through the Credit by Demonstrated Mastery process. Students who elect to retake a class for new credit will have the original, failing grade removed (suppressed) from their transcript. The classes are offered using an online platform. See a counselor to determine what courses are offered. CTE courses are not offered through credit recovery. If the final grade in a course is below 50, the student will have to retake the course, they are not eligible for credit recovery.



**Considerations:** For courses taken as credit recovery:

- Content is mastery-based and may take less time than retaking the entire course, allowing students to take more than one class if necessary, or avoid rearranging other classes in their schedule.
- Beginning with the 2025-26 school year, for non-elective graduation requirements, the PSU shall award a numeric grade for credit recovery. The numeric grade assigned to credit recovery shall be averaged with the failing course grade resulting in a new numeric grade for the course. For more information, refer to the new [Policy CCRE-001](#).
- Beginning with the 2025-26 school year, for elective courses, the PSU may award a numeric grade or Pass grading mark for credit recovery in accordance with local policy. This grade will replace the failing grade. For more information, refer to [Policy CCRE-001](#).
- *For Student-Athletes:* In the NCAA Eligibility Center transcript review process, credit recovery is not an acceptable means of earning course credit.

**Grade Suppression:** Retaking the entire course with the intention of replacing the current final grade.

- The entire course must be repeated, and the repeated course grade will replace the previous course grade on the student's transcript.
- If the course has an associated EOC or proof of learning, the higher of the two exam grades will be used in the calculation of the final grade.
- Depending on the course, a student's schedule may be changed and it may affect their ability to access electives or other core classes.
- If a student retakes a course for which he or she has earned a grade of C or lower, this new grade will replace the original grade, regardless of whether it is a higher grade. (Refer to Board [Policy 3420](#) for requirements.)

## DUAL CREDIT ALLOWANCES FOR CAREER & COLLEGE PROMISE

Effective 2016, Updated 2025

To support high school students who are earning college credit while in high school through [Career and College Promise, NCDPI](#) has determined dual credit allowances for courses included in the Universal General Education Transfer Component (UGETC) of the Comprehensive Articulation Agreement (CAA). UGETC courses will transfer for equivalency credit from NC Community Colleges to UNC Institutions. Students who enroll in and pass these college courses will also receive high school course credit based on the chart below. Eligible high school students may enroll in these courses year-round through CCP.

For purposes of calculating student Grade Point Averages on the high school transcript, courses included on this chart are weighted in accordance with SBE [Policy GRAD-009](#).

Note: Effective with the 2018-19 academic school year, the revised Course for Credit policy ([CCRE-001](#)) states that college and university courses of one and two credit hours will no longer receive high school dual credit but will continue to receive college credit. In certain circumstances, semester hour credit from community college courses with the same course prefix may be combined to meet the minimum three semester credit hours to be awarded high school credit.

Courses of three and four credit hours will continue to receive one high school dual credit. This change will only impact the high school transcript. The college transcript will continue to be the official record for the college.

High School Credit/ Graduation Requirement Satisfied	College Courses	Course Category
American History <i>*Student entering grade 9 in the 2021-22 school year</i>	HIS 131 – American History I <b>and</b> HIS 132 – American History II	Social Studies
Biology*	BIO 111 General Biology I <b>and</b> BIO 112 General Biology II <i>*Students are still required to take the Biology End of Course test.</i>	Science
English III	ENG 111 – Writing and Inquiry <b>and</b> ENG 112 – Writing/Research in the Disciplines <b>with</b> ENG 231 – American Literature I <b>or</b> ENG 232 – American Literature II	English Language Arts <i>(Students must enroll in and pass all required courses)</i>



English IV	ENG 111 – Writing and Inquiry <u>and</u> ENG 112 – Writing/Research in the Disciplines <u>with</u> ENG 241 – British Literature I <u>or</u> ENG 242 – British Literature II	English Language Arts (Students must enroll in and pass all required courses)
World History	HIS 111 – World Civilizations I <u>and</u> HIS 112 – World Civilizations II	Social Studies
Fourth Math credit	MAT 143 – Quantitative Literacy <u>or</u> MAT 152 – Statistical Methods I <u>or</u> MAT 171 – Precalculus Algebra <u>or</u> MAT 172 – Pre-calculus Trigonometry <u>or</u> MAT 263 – Brief Calculus <u>or</u> MAT 271 – Calculus I <u>or</u> MAT 272 – Calculus II	Mathematics
Physical Science credit	CHM 151 – General Chemistry I <u>and</u> CHM 152 – General Chemistry II <u>or</u> PHY 151 – College Physics I <u>and</u> PHY 152 – College Physics II <u>or</u> PHY 251 – General Physics I <u>and</u> PHY 252 – General Physics II	Science
Elective Credits	See School Counselor	

## CAREER AND COLLEGE PROMISE (CCP)

In its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the Craven County Board of Education will support high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity in accordance with the requirements of local school board policy, state law and State Board of Education policy. The Career and College Promise program is designed to offer qualified high school students **tuition-free** dual enrollment opportunities that provide both entry-level job skills as well as pathways leading to a certificate, diploma or degree. **Textbooks, supplies, or additional course fees are not covered and are the responsibility of the student.** Certain math and science courses will produce a fee included as a balance due on a CCP student's account once they are registered. This fee grants them access to an eBook for a much lower cost than a physical book. This fee does not cover the price of lab kits and/or Lab manuals. Students must pay this fee as soon as possible to prevent their entire set of Craven Community College classes from being dropped.

The State Board of Education, in collaboration with local community colleges, may provide for dual enrollment of qualified high school students in community college courses through (1) a Career and Technical Education Pathway leading to a certificate or diploma aligned with one or more high school Tech Prep Career Clusters or (2) a College Transfer Pathway leading to a college transfer certificate requiring the successful completion of 30 semester hours of transfer courses.

### THE FOLLOWING STANDARDS APPLY TO 11th & 12th GRADE STUDENTS

To be eligible for enrollment in the Career/Technical Education Pathway, a student must have an unweighted GPA of 2.8, or higher or have the recommendation of the principal/his or her designee or demonstrate college readiness on an approved assessment (PreACT, PSAT, SAT or ACT) in all domains and meet the prerequisite for the designated Career Pathway. To maintain eligibility for continued enrollment, students must continue to make progress toward high school graduation, maintain a 2.0 GPA in college course work after completing two courses, and complete 80% of their attempted course work.

To be eligible for enrollment in a College Transfer Pathway, a high school student must be a junior or senior, have an unweighted GPA of 2.8 or higher or demonstrate college readiness on an approved assessment (PreACT, PSAT, SAT or ACT) in all domains.

If you are interested in enrolling for the Career and College Promise Program at Craven Community College, you can find additional information at <https://cravencc.edu/admissions/application/high-school-students/> Refer to the CCP Operational Procedures on the NC Community College website

## COLLEGE TRANSFER PATHWAY

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

College transfer pathways include:

- Associate in Arts (AA)\*
- Associate in Engineering (AE)\*
- Associate Degree Nursing (ADN)\*
- Associate in Science (AS)\*

[Career & College Promise College Transfer Pathways \(PDF\)](#)

## NORTH CAROLINA VIRTUAL PUBLIC SCHOOL

The North Carolina Virtual Public School (NCVPS), established by the North Carolina State Board of Education, is an online school community serving public school students throughout the state of North Carolina. When an NCVPS course is successfully completed, the credit is transferred to the local school of record for placement on the student's transcript. Students are required to take any state mandated tests for the courses. Students must get approval to enroll in a NCVPS course from their school counselor and principal. Principals may approve enrollments after verifying need for online vs face-to-face setting **and** student readiness for online work. Enrollment in CTE courses requires additional approval from the Career Development Coordinator and the CTE Director. The Distance Learning Advisor (DLA) handles registration for the courses. For more information, please visit the NCVPS website at [www.ncvps.org](http://www.ncvps.org).

## NORTH CAROLINA SCHOOL OF SCIENCE AND MATH (NCSSM) COURSES

Students may enroll in online "open enrollment" courses offered through the North Carolina School of Science and Math. Courses vary per semester in synchronous and asynchronous models. Here are some examples of the courses offered: Honors Forensics, Honors Genetics, Biotechnology, Honor Public Health, and Infectious Disease, Honors Tech Art (Art, technology and the building of video games). Some prerequisites are required. There is no tuition cost; however, if a book is required, the cost would be the responsibility of the student/parent. Students who need financial assistance should indicate that with their counselor. Visit the following website for additional information: <http://www.ncssm.edu/openenrollment>.

## CREDIT BY DEMONSTRATED MASTERY

Credit by Demonstrated Mastery (CDM) is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content, without course enrollment or seat time. CDM was designed to respond to the needs of students, families, AIG community, school personnel and leadership.

CDM specifically offers North Carolina students the opportunity to personalize and accelerate their learning, thus allowing for optimal student growth while providing an opportunity to have effective seat time to learn new content.

Students shall demonstrate mastery through a multiphase assessment, consisting of:

- Phase 1: A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally; and
- Phase 2: An artifact which requires the student to apply knowledge and skills relevant to the content standards.

While the CDM process is open to all students, it is not designed for whole groups of students. Likewise, it is not intended to replace the general accelerated pathways local school districts often provide for advanced students. Visit the following website for additional information:

<https://www.cravenk12.org/academics/high-school-education/credit-by-demonstrated-mastery>.

# WANT TO GO TO COLLEGE? TAKE THESE STEPS.

Stay competitive by planning ahead.

## COLLEGE ENTRANCE AND SCHOLARSHIP CRITERIA

If you plan to attend a four-year college or university or a community college, you should enroll in a rigorous course of study. Some of the most common college admission criteria include:

### COURSES TAKEN

You will need to take the most challenging courses in high school in which you can succeed, courses that meet admissions requirements and prepare you for college level work. If you plan to attend a community college for a technical program, be sure to take courses aligned with your goal. Consider earning college credit through Advanced Placement, Career and College Promise, Early College, Learn & Earn, or North Carolina Virtual Public School courses. These paths will provide you with opportunities for advanced credit and scholarships.

### GRADES

Work hard, study, and be prepared for class each day. Seek help when you need to from your family, teachers, school counselors, and tutors.

### SAT OR ACT SCORES

Challenging classes and reading each day will help boost your scores! The SAT or the American College Test (ACT) is required for admission to most four-year colleges and universities. It is recommended that you take the SAT and/or ACT twice beginning in the spring of your junior year. Most colleges will accept the highest combination of scores on either test even if they were achieved on different test dates. Some colleges and universities also require you to take the SAT Subject Tests. You should review the specific admission requirements for the colleges that you are considering. Community colleges do not require either the SAT or ACT for admission. However, they will require you to take a placement test in reading and math.

### GPA AND CLASS RANK

Grade point average (GPA) and class rank are calculated twice each school year beginning in the 9th grade. Know your cumulative GPA, both weighted and unweighted. Students can enroll in one of the comprehensive ACT and/or SAT online prep tools available at no cost to families.

### SCHOOL AND COMMUNITY ACTIVITIES

Leadership development and community service are particularly important when you compete for scholarships. Well chosen activities in which you have a genuine interest and which require significant time and energy are more important than a long list of random activities. Maintain a resumé of activities.

### RECOMMENDATIONS

Build strong, positive relationships with your teachers, school counselors and administrators, coaches, club advisors, and other adults in the community. Recommendations are required for most scholarships and by some colleges.

### ESSAYS AND INTERVIEWS

Reading widely and taking electives in English, social studies, and marketing education will improve your writing and speaking abilities.

## TYPES OF FINANCIAL AID

A financial aid “package” may include any or a combination of the following:

- **SCHOLARSHIP** - gift aid which does not have to be repaid usually given to students with outstanding ability in general scholarship, athletics, or the arts.
- **LOAN** - money borrowed from federal, state, college sources or commercial banks. Loans may or may not be interest-free. Usually, students must begin to repay loans nine months after leaving college or university.
- **WORK-STUDY PROGRAM** - a federal program which provides part-time employment on campus and in community agencies. Students typically work 10 to 15 hours per week according to their class schedules.
- **CAMPUS JOB** - employment by the school as a clerical assistant, lab assistant, teaching assistant, tutor, or other role offered as part of a financial aid package.

- GRANTS - funds given to subsidize one's education that do not have to be repaid.

## FIVE WAYS TO RESEARCH FINANCIAL AID

1. There is a wealth of scholarship information on-line including free scholarship searches. FinAid ([www.finaid.org](http://www.finaid.org)), Fastweb ([www.fastweb.com](http://www.fastweb.com)), Federal Student Aid for Students ([www.studentaid.ed.gov](http://www.studentaid.ed.gov)) are but a few. Your school counselor can provide additional information and resources.
2. Contact the financial aid offices at the schools to which you are applying. If you must file a CSS/Financial Aid profile, request information from your counselor.
3. Apply for scholarships from community agencies. See your counselor for information about scholarships publicized at your school. Pay attention to criteria and deadlines.
4. Attend financial aid workshops. Look for aid from all possible sources. Persistence is the key!
5. All students, including student-athletes, should complete the Free Application for Federal Student Aid (FAFSA). Many colleges will require the FAFSA before awarding scholarships. Complete and file in January. It is recommended that you complete this process online at [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/).

## COMPLETE THESE YEARLY TASKS

### FRESHMAN YEAR - GRADE 9

- Talk with your parents and school counselor about future plans. Put your plan in writing and update it yearly.
- Review college entrance requirements.
- Take challenging classes to prepare you for college and/or your career goals.
- Attend school each day and prepare daily for your classes so that your grades are the best. Grade point average (GPA) and class rank are calculated beginning in grade 9. Remember that honors/AP classes earn extra quality points.
- Explore careers (through job shadowing, interest inventories, and internships).
- Attend college fairs with your parents.
- Participate in extracurricular activities. Keep a record of them.

### SOPHOMORE YEAR - GRADE 10

- Review your selection of high school courses, keeping in mind your postsecondary plans.
- Talk with your parents and school counselor about your future goals. Begin to think about choices of college majors.
- Initiate inquiry into possible careers.
- Do well in all courses to maintain or improve your GPA and class rank.
- Take the PreACT (required) or the PSAT (optional).
- Attend college fairs with your parents.
- Continue school and community activities and keep a record of them.
- Select challenging courses for your junior year during spring registration. Consider taking Advanced Placement courses in your best academic areas.
- Participate in a summer enrichment program.

### JUNIOR YEAR - GRADE 11

- Renew your commitment to take challenging courses. If you have not yet taken a world language, it is now time to begin one. Some colleges require a minimum of two years of the same language.
- Take the PSAT again. The PSAT/NMSQT is the qualifying test for the National Merit Scholarship, the National Achievement Scholarship, and the National Hispanic Scholar Recognition Program. You can qualify for these scholarship opportunities only by taking the PSAT in your junior year.
- Make a list of your abilities, interests, needs and goals, and explore your college and career options with your parents and school counselor.
- Make an initial list of colleges and careers that interest you and seek out information about them.
- Use the Internet or computer software (Visit [www.cfnc.org](http://www.cfnc.org))
- Interview people who have attended colleges in which you are interested.
- Visit prospective colleges.
- Check college websites for specific entrance requirements (tests, courses, timeline).
- Consider a work-based learning opportunity (co-op and internships).
- Sign up at school to talk with college representatives as they visit your school.

- In March, May, or June take the SAT (optional) or ACT (required) and request that the scores be sent to colleges. Registration information is available in your school's counseling department and online.
- In May/June take SAT Subject Tests if required by colleges you're considering.
- Attend the Financial Aid workshop at your school with your parents. (It is usually held in the fall or winter.)
- Investigate sources of financial aid (scholarships, grants, and loans). There is a wealth of resources available online.
- Participate in SAT/ACT preparation activities offered at your school.
- Take AP examinations in May if you are enrolled in those courses.
- If you are a potential college athlete, register with the NCAA Eligibility Center. Information is available in your school's Student Services department.
- Plan your senior year schedule to include the remaining courses you need for graduation and college admission.
- Continue participation in school and community activities. Volunteer for community service.
- Investigate pre-college and enrichment programs for the summer or secure a part-time summer job in your area of career interest.
- Begin preparing your high school resume and essays for college and scholarship applications. Visit colleges you are interested in attending.

## SENIOR YEAR - GRADE 12

- Take classes that will best prepare you for college level work. Remember, some colleges recommend that you take a math and a world language course in your senior year.
- Meet with your school counselor to update your list of post secondary options and narrow your college list down to five.
- If applying to a four-year college for early decision, submit your applications in October or November. Try to submit all applications to four-year colleges by December 1.
- Meet all deadlines.
- Have an official transcript sent to all colleges to which you are applying. Transcripts are sent only when you request them. You should submit your request(s) based upon procedures outlined at your high school.
- Attend fall college fairs; continue to meet with college representatives who come to your school.
- Take the SAT/ACT again in October or November. Take SAT Subject Tests if required by your choice of colleges.
- Visit colleges; teacher workdays are good times for these visits.
- If you did not participate in a work-based learning opportunity last year, consider one now.
- If you plan to attend a community college, begin by January to complete the admissions form, apply for financial aid, submit an official transcript, take the placement tests, and make an appointment with your community college program counselor.
- As soon as possible, complete the FAFSA and other required financial aid forms.
- In January, request first semester grades be sent to those colleges requiring them.
- Avoid "senioritis" — stay focused on your coursework.
- Respond to college offers of admission and scholarship by May 1. Notify all colleges to which you have been accepted of your final decision.
- Submit required deposits and make plans to take any required placement tests.
- Take Advanced Placement examinations in May if you are enrolled in those courses.
- Request that a final transcript be sent to the college you plan to attend.
- Graduate!

## PREPARING FOR COLLEGE IN NORTH CAROLINA

Students who are planning to continue academic studies beyond high school should select courses that will meet admission requirements. Each college has its own admission requirements. **Minimum** admission requirements for the 16 constituent institutions of the University of North Carolina Systems are below:

The 16 Campuses of the University of North Carolina	
Appalachian State University	UNC-Asheville
East Carolina University	UNC-Chapel Hill
Elizabeth City State University	UNC-Charlotte
Fayetteville State University	UNC-Greensboro
NC A & T State University	UNC-Pembroke
NC Central University	UNC-Wilmington
NC School of Arts	Western Carolina University
NC State University	Winston-Salem State University

## MINIMUM COURSE REQUIREMENTS FOR INCOMING, FIRST YEAR STUDENTS

To earn admission into the University, you'll need to have completed some core high school-level coursework. These requirements apply to recent high school graduates only. Older applicants are exempt. For more information, refer to the "GPA and Test Scores" table below. The "course units" listed below may have been taken while you were enrolled in high school, but they may also include courses you have completed after graduating:

Six course units in language, including

- four units in English emphasizing grammar, composition, and literature, and
- two units of a language other than English.

Four course units of mathematics, in any of the following combinations

- algebra I and II, geometry, and one unit beyond algebra II,
- algebra I and II, and two units beyond algebra II, or
- integrated math I, II, and III, and one unit beyond integrated math III.

The University strongly encourages future students to take at least one mathematics course unit in the 12th grade.

Three course units in science, including

- at least one unit in a life or biological science (for example, biology),
- at least one unit in physical sciences (for example, physical science, chemistry, physics), and
- at least one laboratory course.

Two course units in social studies, including one unit in U.S. history. Students who do not have the unit in U.S. history may be admitted on the condition that they pass at least three semester hours in that subject by the end of the sophomore year.

## GPA AND TEST SCORES

In order to predict student success, the University also considers how well students perform in their high school coursework and in national achievement tests.

The UNC System is committed to serving students from all walks of life and at every stage in their intellectual and professional development. Older students seeking admission to the University for the first time, transfer students, veterans, and active members of the military all have encountered immersive learning experiences that enhance their academic histories. Consequently, the University's expectations regarding GPAs and scores differ according to the applicants' age and previous experience in higher education and the military.

The chart below maps out the minimum requirements for GPA and national test scores based on age and experience.

Student's Age and College Credits	Minimum Admission Requirements for High School Graduates and GED		
	High School GPA	Test Scores	High School Courses
20** years and younger with fewer than 24 transferable credits	2.5 cumulative weighted GPA	SAT of 880 on new or 800 on old version (verbal and math) or ACT composite of 17	See UNC Minimum Course Requirements on page 1
21** years or older	Exempt from minimum High School GPA, test scores and course requirements***		
Any age with 24** or more transferable college credits (does not include AP, IB or credit by exam)	Exempt from minimum High School GPA, test scores and course requirements***		
Active duty service member or veteran with 3**	Exempt from minimum High School GPA, test scores and course requirements***		

or more years of active duty service	
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\*\* Criteria must be met by the time of enrollment at the UNC institution

\*\*\* Being exempt from these requirements does not guarantee admission. While applicants are not required to meet these GPA, test score and course requirements, institutions will only admit applicants who meet all campus-specific admission requirements

### RESIDENCY DETERMINATION SERVICE (RDS)

The state of North Carolina partially subsidizes the cost of North Carolina public college and university tuition for all students whose domicile, or permanent legal residence, is in North Carolina. Residency determination establishes if students should have in-state or out-of-state tuition. Because North Carolina residency status is governed solely by North Carolina statute, lack of eligibility for in-state status in another state does not guarantee in-state status in North Carolina. The residency statute mandates only those who can demonstrate a minimum of twelve months of uninterrupted domicile (legal residence) in North Carolina are eligible for in-state tuition. The statute also places the burden of proof on the student to establish, by a preponderance of evidence, that they are a bona fide domiciliary rather than mere residents of North Carolina.

The Residency Determination Service (RDS) was established in coordination with the University of North Carolina (UNC), the North Carolina Community College System (NCCCS), the North Carolina State Education Assistance Authority (NCSEAA), and the North Carolina Independent Colleges and Universities (NCICU) as the centralized service for determining residency for students. This service enables a student to use one residency determination for admissions applications to multiple North Carolina public colleges and universities and to demonstrate residency for state aid programs consideration at all (public and private) North Carolina colleges and universities.

RDS Website: <https://ncresidency.cfnc.org/residencyInfo/#>

Students will use the same login and password for CFNC and Residency Determination Service.

### NORTH CAROLINA RESIDENCY

Military families who claim residency in any state other than North Carolina are not considered residents for admission purposes. However, if you are military-associated and stationed in North Carolina, your dependents qualify for in-state tuition rates.

### ADDITIONAL OPPORTUNITIES

The North Carolina Independent Colleges and Universities (NCICU) and colleges outside of North Carolina also offer post-secondary educational opportunities. Students should seek graduation and college testing requirements from the college/university admissions websites. There are 36 colleges in the NCICU and they each have specific requirements in which high school graduates must reach in order to be eligible for admissions. General information can be found at [ncicu.org](http://ncicu.org). The North Carolina Community College System offers two-year degrees from 57 campuses. Admissions is determined by multiple measures and students should review the admissions website for programs, requirements, placement testing and GPA requirements.

## GRADUATION REQUIREMENTS

Effective with Class of 2024 unless otherwise stated:

Course of Study	Future Ready Course of Study Leads to NC Diploma	Occupational Course of Study Leads to NC Diploma	Extended Content Standard Leads to Certificate of Graduation
English	<b>4 Credits</b> English I, II, III, IV (taken in sequence)	<b>4 Credits</b> English I, II, III, IV	<b>4 Credits</b> English/LA I, English/LA II, English/LA III, English/LA IV
Mathematics	<b>4 Credits</b> (See Note 1) <ul style="list-style-type: none"> <li>NC Math 1, and NC Math 2, and NC Math 3 and</li> <li>A 4th math aligned with the student's post high school plans; other alternative math courses- choices are listed <a href="#">here</a>.</li> </ul>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>Introduction to Mathematics</li> <li>NC Math 1</li> <li>Financial Management</li> <li>Employment Preparation IV: Math <i>(to include 150 work hours)</i></li> </ul>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>Financial Management I</li> <li>Financial Management II</li> <li>NC Math 1 A</li> <li>NC Math 1 B</li> </ul>



Science	<b>3 Credits</b> <ul style="list-style-type: none"> <li>• An earth/environmental science</li> <li>• Biology</li> <li>• A physical science course</li> </ul>	<b>3 Credits</b> <ul style="list-style-type: none"> <li>• Applied Science</li> <li>• Biology</li> <li>• Employment Preparation I: Science (to include 150 work hours)</li> </ul>	<b>3 Credits</b> <ul style="list-style-type: none"> <li>• Life Science</li> <li>• Biology A</li> <li>• Biology B</li> </ul>
Social Studies	<b>4 Credits</b>  <b>9th grade entry during the 2021-22 school year and beyond:</b> <ul style="list-style-type: none"> <li>• World History, and</li> <li>• Founding Principles of the United States of America and North Carolina: Civic Literacy, and</li> <li>• Economics and Personal Finance, and</li> <li>• An American History course</li> </ul>	<b>4 Credits</b>  <b>9th grade entry during the 2021-22 school year and beyond:</b> <ul style="list-style-type: none"> <li>• Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>• Economics and Personal Finance</li> <li>• Employment Preparation II: Citizenship 1A (to include 75 work hours)</li> <li>• Employment Preparation II: Citizenship 1B (to include 75 work hours)</li> </ul>	<b>4 Credits - Please note the varying requirements for students based on their 9th grade entry year into high school.</b>  <b>9th grade entry during the 2021-22 school year.</b> Four Social Studies credits that shall be: <ul style="list-style-type: none"> <li>• Economics and Personal Finance</li> <li>• American History I</li> <li>• American History II</li> <li>• Civics and Governance</li> </ul> <b>9th grade entry during the 2022-23 school year.</b> Four Social Studies credits that shall be: <ul style="list-style-type: none"> <li>• Economics and Personal Finance</li> <li>• Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>• American History</li> <li>• World History</li> </ul>
Health and Physical Education	<b>1 Credit</b>	<b>1 Credit</b>	<b>1 Credit</b>
Electives	<b>6 Credits</b> A concentration of three courses in one subject area or a cross-disciplinary area, focused on student interests and postsecondary goals, providing an opportunity for the student to participate in a rigorous, in-depth and linked study, is recommended. The concentration may include but is not limited to courses in CTE, ROTC, Advanced Placement, or Arts Education*; students may also take courses through Career and College Promise or university dual enrollment. Two remaining electives must be any combination of courses in Career & Technical Education, Arts Education and World Languages. (See Notes 1 & 2) *1 Arts course required beginning with students entering 9th grade in 2025-2026.	<b>4 Credits</b> Career/Technical Education   Career Portfolio (See Notes 4 & 5)	<b>6 Credits</b> <ul style="list-style-type: none"> <li>• NC Vocational Preparation</li> <li>• NC Health, Safety &amp; Independent Living</li> <li>• Four additional courses from Occupational Preparation and/or Career Technical Education</li> </ul>
Employment Preparation	<b>Not applicable</b>	<b>2 Credits which consist of:</b> <ul style="list-style-type: none"> <li>• Employment Prep III:</li> </ul>	

		Citizenship II A (to include 75 work hours) • Employment Prep III: Citizenship II B (to include 75 work hours)	Additional years requirements are found <a href="#">here</a> .
Totals	<b>22 Credits</b>	<b>22 Credits</b>	

Notes:

1. To meet minimum admission requirements for the UNC University System, a student must: a) complete a specific math sequence with 4th Math course with NC Math III as a prerequisite; and b) have a minimum of two years of credit in the same World Language.
2. Students must earn four elective credits constituting a concentration in CTE, JROTC, Arts Education, World Languages or any other subject area in order to be named a North Carolina Academic Scholar.
3. Additional graduation requirements: CPR certification. CPR certification is required beginning with students entering the 9 grade in 2011. This is suspended for the 2021-2022 school year per North Carolina Session law 2021-130. This provision was suspended for the 2020-2021 school year per North Carolina Session Law 2020-3.
4. Students following the Occupational Course of Study and entering 9th grade in the 2014-2015 or later school years must complete 150 School Based-Training hours, 225 Community-Based Training hours, and 225 Paid Employment Hours or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.
5. Graduation requirements for the Occupational Course of Study requires an IEP team decision.
6. The following CTE Courses may be used to satisfy the fourth science credit: Animal Science II, Horticulture II, Health Science II, Emergency Medical Technology II.

### ARTS EDUCATION GRADUATION REQUIREMENT

Beginning in Fall 2022, students entering Grade 6 and subsequently entering Grade 9 for the first time in 2025-2026 shall have at least one arts education course in grades 6-12. Students must complete the standard course of study (no local electives) for a given arts education course in its entirety to satisfy this requirement. Exception: Students moving from another state to North Carolina in the ninth grade or later may be exempt from the arts education graduation requirement if requiring them to do so would keep them from graduating with the cohort to which they are assigned. The new requirement is embedded as part of the 6 elective credits of the 22 required credits for graduation.

### COMPUTER SCIENCE GRADUATION REQUIREMENT

Beginning in Fall 2024, students entering 9th grade shall have at least one credit of a computer science course. For more information, visit [NCDPI Computer Science Graduation Requirement](#). The new requirement is embedded as part of the 6 elective credits of the 22 required credits for graduation. There are two exemptions to the Computer Science graduation requirement for two student groups: Students entering a public high school after completing the eleventh grade will be exempt from the Computer Science graduation requirement; students on an individualized education program may be exempted if their disability would prevent them from completing the graduation requirement.

## COURSE SELECTION

Craven County Schools' Course Description and Registration Handbook contains information and prerequisites needed to select courses for next year. It will be especially important for you to talk with your counselor, parents and teachers concerning your course selections. REGISTRATION IS A COMMITMENT to take the courses you have selected. All students are required to take a full course load each semester. Exceptions to this requirement are only granted by the school principal. Qualified students may enroll in any course regardless of ethnic origin, sex, bilingual skills, or handicapping condition.

Students are encouraged to schedule courses for the entire school year carefully during the registration period. It is the individual student's responsibility to ensure that the quality of their coursework meets requirements for graduation and college admission.

### WHEN DECIDING WHICH COURSES TO TAKE...

- Consider courses required for high school graduation.
- Consider courses that are related to your plans after high school (educational and career).

- Discuss your course options with parents, teachers, and counselors.
- Ensure the courses fulfill career pathway requirements.
- Remember you are requesting a specific course, NOT a specific teacher or period.

## SCHEDULE CHANGES

- The criteria for schedule changes is set by each school. The drop/add window is 10 days; after this time period, students are not allowed to drop or add a course without the permission of the administrator (or director as applicable).
- Schedule changes are limited because of conflicts in the master schedule, enrollment numbers and graduation/pathway requirements.
- Some course offerings may not be scheduled because of low enrollment. In this case, alternate selections made by the student during registration will be used. First priority for schedule changes is given to seniors who need a required course for graduation.
- All courses listed may not be offered at all high schools, for questions, please see your school counselor.

# SPECIAL PROGRAMS

## MILITARY SCIENCE

The CCS JROTC Program emphasizes character education, student achievement, wellness, leadership, citizenship, service to community and diversity. Its focus is reflected in its mission "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while fostering in each school a more constructive and disciplined learning environment. The attributes of self-discipline, teamwork, self-confidence, responsiveness to constituted authority and patriotism are developed. JROTC Levels I, II, III and IV Honors Curriculums (with appropriate .5 quality point) have been added to all CCS JROTC Programs. Integrated-curricular activities include drill teams, rifle teams, archery teams, adventure training teams, athletic/orienteering/academic competitions, community parades, summer summer camps and field trips to Service installations and national historical sites. Each cadet is issued a uniform, earns leadership promotions and has the opportunity to exercise command. Uniforms, textbooks, and training materials are furnished by the Services at no cost to the student. There is no military obligation as a result of participation in JROTC.

In addition, cadets learn about selected topics in the history of flight. The course emphasizes character development, self-discipline, and teamwork. The course also offers a wide variety of voluntary after-school activities, including a competitive drill team, and community service projects. Top-performing cadets will be invited to attend a week-long summer leadership camp after completing the course. All cadets are required to participate in one Saturday activity--the squadron field meet.

## AIR FORCE JROTC I, II, III Honors, & IV Honors

West Craven High School

### AIR FORCE JROTC I

**Prerequisite:** Must be a citizen or national of the United States or an alien admitted for permanent residence, capable of participating in the entire AFJROTC curriculum (includes drill and physical fitness training), and/or approval of the Senior Aerospace Science Instructor. Cadets and parents must sign forms relating to uniform wear, grooming standards, and cadet training.

**Course Description:** The course provides an introduction to the Air Force and a military environment. Cadets are taught military customs and courtesies, flag courtesy, and other basic military topics. In addition, they learn military drill and ceremonies. Cadets wear the AIR FORCE JROTC uniform one day each week and must conform to Air Force grooming standards. One class each week is dedicated to physical training.

### AIR FORCE JROTC II

**Prerequisite:** AIR FORCE JROTC I. Cadets and parents must sign forms relating to uniform wear, grooming standards, and cadet training.

**Course Description:** The course addresses the flying environment from aviation weather, to the effects of flight on the human body, and to how planes fly. Leadership training emphasizes communication skills, individual and group behavior, wellness, and basic leadership principles. Cadets demonstrate their leadership skills and participate in practical, dynamic leadership situations. They continue to improve their drill skills and participate in physical training one day each week. In addition to emphasizing character development, self-discipline, and teamwork, the course focuses on leadership and personal accountability. Cadets will continue to have the opportunity to participate in extracurricular activities. In addition, cadets identified as potential leaders in AIR FORCE JROTC will be invited to attend summer leadership school. All cadets are required to participate in one Saturday activity--the squadron field meet.

### AIR FORCE JROTC III Honors

**Prerequisite:** AIR FORCE JROTC II. Cadets and parents must sign forms relating to uniform wear, grooming standards, and cadet training.

**Course Description:** AIR FORCE JROTC III concentrates on life after high school, astronomy, and/or the US space program. Life after high school topics includes choosing a path after high school, job search, financial planning and career opportunities. Cadets will be evaluated on their drill skills and will participate in physical training one day per week. Cadets wear the uniform a minimum of one day per week and receive a uniform grade. Cadets are eligible to participate in extracurricular activities and must attend one Saturday event—the squadron field meet. This course continues the emphasis on character development, self-discipline, team building, personal accountability and leadership. Cadets who show the potential for assuming additional responsibility will be invited to attend summer leadership school. AS3 cadets must show the ability to work in a cooperative, responsible and independent manner and set the example for other cadets to be eligible for the AS4 course.

### AIR FORCE JROTC IV Honors

**Prerequisites:** AIR FORCE JROTC III Honors and approval of the Senior Aerospace Science Instructor. Cadets and parents must sign forms relating to uniform wear, grooming standards, and cadet training.

**Course Description:** The course focuses on principles of management and management of the corps. Each cadet will have a leadership or staff position and must complete tasks associated with their job. These projects will require cadets to supervise squadron functions after school and on weekends. Cadets maintain proficiency in drill and participate in physical training.

## NAVAL SCIENCE JROTC I, II, III Honors, & IV Honors

Havelock High School, New Bern High School

### NAVAL SCIENCE JROTC I

**Prerequisites:** Must be a citizen or national of the United States or an alien admitted for permanent residence, capable of participating in the entire Navy JROTC curriculum (includes drill and physical fitness training), and/or approval of the Naval Science Instructor. Cadets and parents must sign forms relating to uniform wear, grooming standards, and cadet training.

**Requirements:** Student and parent must sign letter of agreement stating the student will:

- maintain acceptable standards of conduct at all times
- maintain acceptable academic achievement leading towards graduation
- comply with all of the personal grooming standards set forth in the NJROTC Cadet Field Manual
- participate in mandatory events (i.e. area manager's inspection and fundraisers)
- wear the uniform properly once a week
- accept the authority of senior cadets.

A second semester of unit activities is optional but strongly encouraged.

**Course Description:** The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. Emphasis is on self-control, discipline and respect for authority. Additional subjects include instruction in basic drill movements, Navy mission and organization, military customs, health and first aid. Rigorous physical training is conducted at least one day a week.

### NAVAL SCIENCE JROTC II

**Prerequisites:** A grade of C or higher in Naval Science I AND instructor approval.

**Requirements:** Same as Naval Science I

**Course Description:** The purpose of this course is to engender a sound appreciation for the heritage and traditions of America with recognition that the historically significant role of sea power will be important in America's future. The course of study will cover naval historical, political and economic impact of sea power and sea control from 2500 BC through to present day. Additional subjects include instruction in military drill movements (armed) and ceremonies, team skills and physical training.

### NAVAL SCIENCE JROTC III Honors

**Prerequisites:** A grade of C or higher in Naval Science II AND instructor approval.

**Requirements:** Same as Naval Science I

**Course Description:** Cadets will further develop the traits of leadership and be introduced to naval science topics including military justice, the U.S. Navy in American democracy, naval history and operations in World War II, sea power, astronomy, small boat seamanship, intermediate individual and squad close order (armed/unarmed) drill, team skills and physical conditioning. Students will be required to write essays on leadership and citizenship for honors credit.

## NAVAL SCIENCE JROTC IV Honors

**Prerequisites:** A grade of C or higher in Naval Science III AND instructor approval.

**Requirements:** Same as Naval Science I

**Course Description:** Cadets will build on the basic qualities of a good follower and an effective leader provided in Naval Science I through III. Emphasis will be placed on a more in-depth look at what leadership is and to maximize leadership abilities. Specifically, multiple case studies on ethics, group dynamics, leadership techniques, constructive criticism, effective communication and avoiding communication pitfalls are discussed in a group setting. In addition, personal finance, stocks, and mutual funds, personal checking/savings accounts and wealth building are discussed. Students will be required to write essays on leadership and citizenship for honors credit.

## NAVAL SCIENCE TEAMWORK

**Prerequisites:** MUST SIGN UP FOR ONE ADDITIONAL NAVAL SCIENCE CLASS IN THE SAME SCHOOL YEAR. Must have completed NS-I with a minimum grade of "C" AND instructor approval. Daily drills will emphasize exhibition routines and competition.

**Requirements:** Same as for Naval Science I

**Course Description:** This class teaches teamwork, leadership and management by preparing cadets to compete in NJROTC academic, drill, marksmanship, and field meet competitions. Cadets are responsible for planning and conducting the competition schedule, fund-raising projects, practice sessions and for selecting team members for each event.

# ARTS EDUCATION

Arts Education courses are aligned directly with the North Carolina Arts Education Standards as part of the North Carolina Standard Course of Study, and sequentially organized by four proficiency levels of Beginning, Intermediate, Accomplished, and Advanced.

Students who demonstrate mastery of all course objectives should move to the next proficiency level at the end of the course. If there is evidence that the student has achieved all of the standards within a given proficiency level mid-course, it is up to the teacher to ensure that the student has opportunities to either extend the standards or complete initial work toward the next level of proficiency.

State Board of Education Policy GCS-L-004 (approved in March 2012), states that under Item 3 of the policy that arts education courses will receive weighted (honors) credit of .5 at the proficient and advanced levels. AP and IB courses retain their designations because the standards and designation are guided by outside organizations. Students may repeat arts education courses for credit at any proficiency level, including accomplished and advanced.

PERFORMING ARTS COURSES				
<b>Dance</b> Dance (Beg) Dance (Int) Dance (Acc) Dance (Adv)	<b>Choral Music</b> Chorus (Beg) Mixed Chorus (Int) Mixed Chorus (HN) Vocal Ensemble (Int) Vocal Ensemble (HN))	<b>Band</b> Band (Beg) Concert Band (Int) Symphonic Band (Int) Symphonic Band (Acc)* Wind Ensemble (Acc)* Wind Ensemble (Adv)* Jazz Ensemble (Acc)* Marching Band -Winds(Int) Marching Band -Percussion (Int) Marching Band -Color Guard (Int)	<b>Music Theory</b> Music Appreciation/Theory (Int) AP Music Theory (available online)	<b>Theatre</b> Theatre Arts (Beg) Theatre Arts (Int) Theatre Arts (Acc)* Theatre Arts (Adv)* Technical Theatre (Beg)
VISUAL ARTS COURSES				
<b>Visual Arts</b> Beginning Visual Arts Intermediate Visual Arts Accomplished Visual Arts* Advanced Visual Arts* * Denotes Honors Credit			Drawing Beginning Drawing Intermediate Drawing Accomplished Sculpture Beginning	

## ARTS EDUCATION - DANCE

### DANCE (BEGINNING)

**Course Description:** This is a highly disciplined class that focuses on the creative process of choreographing dances. In this class the dancers will focus on how the body is their artistic instrument; how their instrument moves and relates to time, space, and energy; how to maintain correct body alignment while performing different locomotive movements; and all of this comes together to create and communicate through their own choreograph. This class is a prerequisite for Intermediate Dance and Jazz Dance.

### DANCE (INTERMEDIATE)

**Prerequisite:** Dance (Beginning); or demonstrated proficiency with high school course teacher recommendation.

**Course Description:** Students will progress in their learning and understanding of dance technique, the use of choreographic structure, choreographic principles, choreographic forms, and theatrical elements that help communicate the meaning of a dance. This class is a prerequisite for Proficient Dance.

### DANCE (ACCOMPLISHED) HONORS

**Prerequisite:** Demonstrated proficiency in Dance (Intermediate), audition, and teacher recommendation.

**Course Description:** Expands student knowledge of anatomy, choreography, and designs for a solo work.

### DANCE (ADVANCED) HONORS

**Prerequisite:** Demonstrated proficiency in Dance (Accomplished) Honors, audition, and teacher recommendation.

**Course Description:** More in-depth study of anatomy and choreography, and designs for an ensemble work.

## ARTS EDUCATION - CHORAL MUSIC

### BEGINNING CHORUS

**Course Description:** This course serves as an introduction for the beginning high school choral music student. Students will be given instruction in the proper use of the singing voice, emphasizing proper tone placement and breath support, as well as the study of sight singing and music. The repertoire will be chosen from all genres: seasonal, sacred, and secular. All rehearsals and performances are mandatory and will be part of the course grade.

### MIXED CHORUS INTERMEDIATE / MIXED CHORUS ACCOMPLISHED HONORS

**Prerequisite:** Audition/Teacher Approval; Participation for both semesters is recommended.

**Course Description:** This course is designed for students who have had musical experience in singing. Students will demonstrate their ability to follow a soprano, alto, tenor, or bass part. The repertoire will be chosen from all genres: seasonal, sacred, and secular. All rehearsals and performances are mandatory and will be part of the course grade. Tuxedos and gowns are purchased by the student. Concert attire will be required. Honors credit is available for any grade level and based on the student's demonstration of music theory knowledge and vocal ability as related to the assessment of the NC Standards for Arts Honors Education during the first twenty days of the course. Due to the nature of this course, honors students will be required to fulfill additional requirements.

### VOCAL ENSEMBLE INTERMEDIATE / VOCAL ENSEMBLE HONORS

**Prerequisite:** Grades 10, 11, or 12; Audition/Teacher Approval; Participation for both semesters is recommended.

**Course Description:** This course is designed for students who demonstrate advanced choral skills and music theory knowledge. Emphasis is placed on performing at various functions in and out of school. The repertoire will be chosen from all genres: seasonal, sacred, and secular. Outstanding vocal quality and music reading are required. All rehearsals and performances are mandatory and will be part of the course grade. Students will be required to wear uniforms for performances. Tuxedos and gowns are purchased by the students. Concert attire will be required. Honors credit is available for any grade level and based on the student's demonstration of music theory knowledge and vocal ability as related to the assessment of the NC Standards for Arts Honors Education during the first twenty days of the course. Due to the nature of this course, honors students will be required to fulfill additional requirements.

## ARTS EDUCATION - BAND

### CONCERT BAND / CONCERT BAND HONORS

**Prerequisite:** Demonstrated proficiency with high school course instructor recommendation and three years instrumental (band) or private instruction.

**Course Description:** The purpose of this course is two-fold: To serve as an alternative to Marching Band during the fall semester and to help students who are delayed in their instrumental development. This instrumental course provides intermediate training to the student on his/her instruments and is designed to improve musicianship in all areas of instrumental performance through the use of the concert band medium and solo literature. This class is a performing organization. Attendance at performances and some after-school rehearsals is required for credit. *HHS: A section of strings meets with the Concert Band. Students must provide his/her own string instrument and continue to take private lessons. Contact the HHS band directors for more information.*

### SYMPHONIC BAND / SYMPHONIC BAND HONORS

**Prerequisite:** Teacher approval and three years of instrumental (band) or private instruction. *NBH: Participation in Marching Band or Concert Band during Fall Semester.*

**Course Description:** This spring semester instrumental music course provides intermediate musical training to the student on his or her wind or percussion instrument. This course is designed to improve musicianship in all areas of instrumental performance through use of the concert band medium. This class is a performing organization. Attendance at performances and some after-school rehearsals is required for credit. *NBH: This instrumental course is offered in the spring and is comprised of freshmen and developing upperclassmen. Honors credit is available for all grade levels and is based on playing and music theory assessments. Due to the nature of this course, honors students will be required to fulfill additional requirements.*

### WIND ENSEMBLE / WIND ENSEMBLE HONORS

**Prerequisite:** Teacher selection or Audition. *NBH: Audition and fall semester participation in Marching Band, Concert Band, or continued private instruction. HHS: Students are strongly encouraged to take Marching Band in the fall. Students who sign up for Wind Ensemble, but are not selected, will be moved into Symphonic Band.*

**HHS Course Description:** This course will be offered only as honors for the 11th and 12th graders. 10th graders will receive an unweighted credit and will not have to complete the honors project. This course will provide advanced musical training to the instrumentalist. This course is designed to improve musicianship in all areas of instrumental performance through the use of the wind ensemble medium. There will be high expectations placed on students and practice at home will be mandatory. This class is a performing organization. Attendance at performances and after-school rehearsals is required for credit. Students will be expected to wear uniforms for performances.

**NBH Course Description:** This course is comprised of the most advanced student musicians in the school. This class is available as an honors course for 11th and 12th graders only. Students taking the course for honors credit are required to complete an honors project. This course provides advanced musical training to the instrumentalist. It is designed to further improve upon and refine musicianship in all areas of instrumental performance. Practice and instrumental proficiency is required. This is a performing organization. Attendance at performances and after-school rehearsals is required for credit. Students will be expected to wear concert uniforms for performances.

### JAZZ ENSEMBLE / JAZZ ENSEMBLE HONORS

**Prerequisite:** Approval of director, audition (held during the first 10 days of class), parental approval & signature. This year-long course meets 1/2 period each semester. Upon successful completion of both semesters, the student will receive one credit. No credit will be awarded at the end of the first semester.

**Course Description:** This instrumental course and performance organization is designed to provide advanced musical training and to improve musicianship in all areas of jazz playing: solos, improvisation, articulations, and memorization. This course is designed as a zero-period class that meets every morning before the regular school day. On the tenth day of school, students will audition for the director during class. In order to receive credit, students must attend after school rehearsals and approximately 15 performances per year. Students will be required to wear uniforms for performances. THE FAMILY MUST PROVIDE TRANSPORTATION TO CLASS.

### MARCHING BAND - WINDS/MARCHING BAND - WINDS HONORS

**Prerequisite:** Teacher approval; Three years of instrumental (band) study or private instruction. *NBHS: Participation meets the prerequisite requirement for Symphonic Band and Wind Ensemble in the spring.*

**Course Description:** This instrumental course provides intermediate to advanced musical training on wind instruments and is designed to improve musicianship in all areas of instrumental performance through the marching arts. This class is a performing organization. Students are required to attend



Band Camp, after-school rehearsals, and Friday and Saturday performances to receive credit. The marching band performs at home and away football games, parades, band competitions, holiday concerts, and other community events.

### MARCHING BAND - PERCUSSION /MARCHING BAND - PERCUSSION HONORS

**Prerequisite:** Teacher approval; Three years of instrumental (band) study or private instruction.

*NBHS: Participation meets the prerequisite requirement for Symphonic Band and Wind Ensemble in the spring.*

**Course Description:** This instrumental course provides intermediate to advanced musical training on percussion instruments and is designed to improve musicianship in all areas of percussion performance through the marching arts. This course provides individualized attention to the various aspects of percussion performance techniques. This class is a performing organization. Students are required to attend Band Camp, after-school rehearsals, and Friday and Saturday performances to receive credit. The marching band performs at home and away football games, parades, band competitions, holiday concerts, and other community events.

### MARCHING BAND - COLORGUARD

**Prerequisite:** Student audition and teacher approval.

**Course Description:** Focusing on body alignment, creative movement, and choreography, students will learn the basic skills needed in Colorguard routines. This class is a performing organization. Students will be expected to attend summer camp, after-school rehearsals, and Friday and Saturday performances to receive credit. Color Guard performs at home and away football games, parades, band competitions, holiday concerts and other community events.

## ARTS EDUCATION - MUSIC THEORY

### MUSIC APPRECIATION / THEORY

**Course Description:** Music appreciation will explore the evolution of Western Music. The course will cover a variety of musical genres ranging from classical to jazz and pop music. No prior musical background is necessary.

### AP MUSIC THEORY (VIRTUAL OPTION)

**Prerequisite:** Basic understanding of musical notation and performance experience are recommended.

**Course Description:** Advanced Placement Music Theory is a college-level course that introduces students to first-year musicianship and theory. Emphasis will be placed on music literacy, composition, and analysis. Aural skills will be developed through melodic, harmonic, and rhythmic dictation. Students are required to take the AP Music Theory Exam.

## ARTS EDUCATION - THEATRE

### THEATER ARTS (BEGINNING)

**Course Description:** This is the introductory course in theater designed to develop an understanding of the purposes of theater throughout history and its growth into the twentieth century. Theater Arts Beginning curriculum includes vocabulary development, reading, viewing, and preparing to perform. Students become involved in the creative process in the study of plays for performance information.

### THEATRE ARTS (INTERMEDIATE)

**Prerequisite:** Theater Arts (Beginning) with grade of 80 or better. *WCH: Audition required.*

**Course Description:** Further developing skills and concepts introduced in Theater Arts (Beginning), the focus on acting and directing becomes more intense as students gain more in-depth experience in stage aesthetics, scenic design and theater organization and students are involved in public performances.

### THEATER ARTS ACCOMPLISHED HONORS

**Prerequisite:** Theater Arts (Intermediate) with grade of 80 or better. Audition required

**Course Description:** Theater Arts Accomplished Honors is an advanced continuation of Theater Arts (Beginning) and Theater Arts (Intermediate). This course involves additional in-depth application of theater arts knowledge, skills and processes. This course involves the applied study of theater vocabulary, reading and writing of theater literature, acting, and technical theater. Acting experience in Theatre Arts Accomplished Honors 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 theater arts by utilizing the knowledge base gained in previous study. Theater 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 theater literature and styles from theater history and various cultures in forms of theater and theater 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 theater arts.

### THEATER ARTS ADVANCED HONORS

**Prerequisite:** Theater Arts Accomplished Honors with grade of 85 or better. Audition or teacher interview required

**Course Description:** Theater Arts Advanced Honors is an even more advanced continuation of Theater Arts Accomplished Honors and will require students to become initiators of learning and accomplishment, as well as demonstrate leadership and expertise in theater arts. Through more independent study and increased production responsibilities, students in Theater Arts Advanced Honors involve the application of expertise prepared for and acquired in previous theater arts studies. Analysis of theater processes, self-motivation, personal discipline and more demanding projects in directing, design, and writing are emphasized. The acting experience in Theater Arts Advanced Honors includes continued exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. Independent work in this course develops commitment and 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 theater arts.

### TECHNICAL THEATER

**Prerequisite:** None

**Course Description:** This course is an exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Topics covered will include design research and principles; scene shop organization; painting and construction techniques; equipment use and maintenance; principles and application of sound, lighting, and computer technology; the use of special effects; costume and makeup considerations and selection; publicity and business management; theater safety; and the function of technical stage personnel and production work. Technical Theatre will incorporate academic study and hands-on application of knowledge and skills.

## ARTS EDUCATION - VISUAL

### VISUAL ARTS BEGINNING

**Course Description:** 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 Visual Arts Beginning.

### VISUAL ARTS INTERMEDIATE

**Prerequisite:** Visual Arts Beginning

**Course Description:** Visual Arts Intermediate builds on the student's technical skills and foundation of knowledge developed in Visual Arts Beginning. The study of the elements of art and principles of design, color theory, vocabulary, and art history continue in Visual Arts Intermediate in a teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner, which allows for moving towards independent choices and personal solutions to problems. Visual Arts Intermediate focuses on global themes, concepts of civics, economics, marketing, art movement, style and artist allowing student research and growth in understanding past and present forms. A greater flexible and fluent use of the elements of art and principles of design, color, history, theory, and vocabulary is stressed in Visual Arts Intermediate.

### VISUAL ARTS PROFICIENT HONORS

**Prerequisite:** Visual Arts Intermediate

**Course Description:** Visual Arts Accomplished builds on skills from Visual Arts Intermediate with an in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism and art history. Teachers help students set personal signatures, goals, and developing original solutions to artistic problems. The students will develop an understanding of the role of visual arts in United States history, technology, preservation, and sustainability resources. Students will become well-versed in personal aesthetics and criticisms, and developing a personal philosophy of art. In Visual Arts

Accomplished, students will assemble a portfolio based on technical quality, personal style, direction, and its intended purpose. Students at NBHS will share their talents by participating in community events.

### VISUAL ARTS ADVANCED HONORS

**Prerequisite:** Visual Arts Accomplished

**Course Description:** In Visual Arts Advanced, students develop, clarify, and apply their philosophy of art and art making developed in Visual Arts III through in-depth, independent, and advanced explorations with media techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are expectations of the 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, as well as contributing to community events.

### DRAWING BEGINNING/DRAWING INTERMEDIATE

**Prerequisite:** Visual Arts Beginning

**Course Description:** Students will learn concepts fundamental to the design and creation of all forms of drawing. They will understand drawing and its historical context and will explore it critically as well. They will learn to use exercises to help them develop hand-eye coordination and compositional skills. Drawing students will explore the potentials of various media and develop mixed media skills, while creating meaningful creative and expressive drawings. Students are required to maintain a drawing journal.

### DRAWING ACCOMPLISHED HONORS

**Prerequisite:** Visual Arts Beginning and Drawing Beginning

**Course Description:** This course continues building on concepts learned in Drawing Beginning. Students explore more complex compositional processes and work on a larger scale. Students are required to maintain a drawing journal.

### SCULPTURE BEGINNING

**Prerequisite:** Visual Arts Beginning and Intermediate Visual Arts

**Course:** Sculpture Beginning is a visual arts honors specialization course. It focuses on student projects that explore different media areas of three dimensional design. The emphasis of this course is to expose students to 3-D art mediums and processes, build creative skills through the elements and principles of design, analyze art with three dimensional qualities, familiarize students with 3-D artists both contemporary and historic, and understand and apply vocabulary associated with each medium. Students will know and apply best studio practices including safety and cleanliness. Students will engage in several sculptures based lesson plans culminating in a final exam project.

### ARTS EDUCATION GRADUATION REQUIREMENT

Beginning in Fall 2022, students entering Grade 6 and subsequently entering Grade 9 for the first time in 2025-2026 shall have at least one arts education course in grades 6-12. Students must complete the standard course of study (no local electives) for a given arts education course in its entirety to satisfy this requirement. Exception: Students moving from another state to North Carolina in the ninth grade or later may be exempt from the arts education graduation requirement if requiring them to do so would keep them from graduating with the cohort to which they are assigned. The new requirement is embedded as part of the 6 elective credits of the 22 required credits for graduation.

## SPECIAL COURSES

### TEACHER CADET I HONORS

**Prerequisites:** Junior/Senior. Student application and/or teacher recommendations may be required at your school. **Course Description:** The Teacher Cadet classes designed for high school juniors and seniors who are interested in the field of education. It is an honors program that details many components of the education environment and involves students in content, application, observations and teaching in preschool, elementary, middle school and high school settings. The students will have the opportunity to work with a specific teacher for 15 days in the level of their choice. Access to transportation is required.

## TEACHER CADET II HONORS

**Prerequisites:** Teacher Cadet I and completed application

**Offered at:** Grade(s): 11,12

**Course Description:** 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.

## AVID I

**Prerequisites:** Interview/Selection by AVID Team

**Course Description:** This 9th grade AVID course is an elective class for students who are college-bound. The AVID curriculum focuses on writing, inquiry, collaboration, organization, and reading (WICOR) through the AVID High School curriculum in both teacher and tutor-led activities. While concurrently enrolled in college-prep course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities and intensive preparation for the ACT and SAT.

## AVID II

**Prerequisites:** AVID I or teacher recommendation

**Course Description:** Please refer to the course description of AVID I for program information. AVID II is for 10th graders and will include the following activities: Review time and study management, information on AVID binder, Cornell note taking skills II, introduction of Socratic seminars, tutorials, skills to improve thinking critically and creatively, concept mapping, managing your memory and training for college admissions testing.

## AVID III HONORS

**Prerequisites:** AVID II

**Course Description:** This 11th grade AVID course will focus on readiness for college testing and selection. Students should have been introduced to all of these ideas previously, but now the spotlight is on serious preparation in these areas. In particular, document-gathering for the impending college and financial application process. AVID III Honors will also include the activities: Self-awareness and personal development, intensive training for college entrance examinations (SAT and ACT), information and discussion in choosing a college, tutorials, and continuation of study and time management skills.

## AVID IV HONORS (NBHS, WCHS)

**Prerequisites:** AVID III Honors

**Course Description:** Please refer to the course description of AVID III Honors for program information. AVID IV Honors is for 12th graders and will also include the following activities: college application assistance, writing workshops, scholarship assistance, college entrance exam preparation, resume building and tutorials.

# ENGLISH

## ENGLISH I

**Course Description:** To be college-and-career ready, students will consider task, purpose, and audience to determine appropriate word choice, information, structures, and formats when producing complex pieces of writing. This course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It should include influential U.S. documents and one Shakespearean play. Students will begin to analyze literature from various angles, to view literature in historical context, and study works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Students will gain a reservoir of literary and cultural knowledge, references, and images through extensive reading of literature and literary nonfiction of steadily increasing sophistication.

Students will:

- Study short stories, novels, poetry, drama, epic poetry, informational text and literary nonfiction
- Read and respond to literary criticism
- Explore influential U.S. Documents
- Combine elements of different kinds of writing to produce complex writing pieces

- Research, gather information, evaluate sources, cite material accurately, and report findings in a clear and cogent manner
- Engage in collaborative conversations about broad themes or ideas
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

## ENGLISH I HONORS

**Prerequisite:** A final average of 90 in 8th grade English/Language Arts and an 8th grade score of 4 or 5 on the Reading EOG

**Course Description:** This course will meet the needs of the academically advanced students. To be college-and-career ready, students will consider task, purpose, and audience to determine appropriate word choice, information, structures, and formats when producing complex pieces of writing. This course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It should include influential U.S. documents and one Shakespearean play. Students will analyze literature from various in-depth angles, view literature in historical context, and study works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Students will gain a reservoir of literary and cultural knowledge, references, and images through extensive reading of literature and literary nonfiction of steadily increasing sophistication \*\*If applicable, required summer reading will be evaluated and will serve as a basis for the opening of the course. Books are available through the school and public libraries. It is the student's responsibility to obtain the required summer reading list.

## ENGLISH II (State EOC Exam)

**Course Description:** To be college-and-career ready, students will consider task, purpose, and audience to determine appropriate word choice, information, structures, and formats when producing complex pieces of writing. This course introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included. Students will continue to view literature in historical context and study works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Students will gain a reservoir of literary and cultural knowledge, references, and images through extensive reading of literature and literary nonfiction of steadily increasing sophistication.

Students will:

- Study short stories, novels, poetry, drama, epic poetry, informational text and literary nonfiction
- Read and respond to literary criticism from a global perspective
- Explore influential U.S. Documents
- Combine elements of different kinds of writing to produce a complex writing piece
- Research, gather information, evaluate sources, cite material accurately, and report findings in a clear and cogent manner
- Engage in collaborative conversations about broad themes or ideas
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

## ENGLISH II HONORS (State EOC Exam)

**Prerequisite:** A final average of 90 in English I or a final average of 80 in English I Honors

**Course Description:** This course will meet the needs of the academically advanced student. To be college-and-career ready, students will consider task, purpose, and audience to determine appropriate word choice, information, structures, and formats when producing complex pieces of writing. This course introduces a literary global perspective focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included. Students will continue to view literature in historical context and study works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Students will gain a reservoir of literary and cultural knowledge, references, and images through extensive reading of literature and literary nonfiction of steadily increasing sophistication. \*\*If applicable, required summer reading will be evaluated and will serve as a basis for the opening of the course. Books are available through the school and public libraries. It is the student's responsibility to obtain the required summer reading list.

## ENGLISH III

**Course Description:** To be college-and-career ready, students will consider task, purpose, and audience to determine appropriate word choice, information, structures, and formats when producing complex pieces of writings. Students will study U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play should be included. Students will study works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Students will gain a reservoir of literary and cultural knowledge, references, and images through extensive reading of literature and literary nonfiction of steadily increasing sophistication. Students will:

- Study short stories, novels, poetry, drama, informational text and literary nonfiction

- Read and respond to literary criticism from a global perspective
- Explore influential U.S. Documents
- Combine elements of different kinds of writing to produce a complex writing piece
- Research, gather information, evaluate sources, cite material accurately, and report findings in a clear and well-organized manner
- Engage in collaborative conversations about broad themes or ideas
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

### ENGLISH III HONORS

**Prerequisite:** A final average of 90 in English II or a final average of 80 in English II Honors

**Course Description:** This course will meet the needs of the academically advanced student. To be college-and-career ready, students will consider task, purpose, and audience to determine appropriate word choice, information, structures, and formats when producing complex pieces of writings. Students will study, in-depth, U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play should be included. Students will continue to view literature in historical context and study works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Students will gain a reservoir of literary and cultural knowledge, references, and images through extensive reading of literature and literary nonfiction of steadily increasing sophistication \*\*If applicable, required summer reading will be evaluated and will serve as a basis for the opening of the course. Books are available through the school and public libraries. It is the student's responsibility to obtain the required summer reading list.

### AP ENGLISH LANGUAGE AND COMPOSITION

**Prerequisite:** A final average of 80 in English II Honors

**Course Description:** This is a college-level course and meets the graduation requirement for English III. It is designed to train the student to become a skilled reader of prose written in a variety of historical periods, academic disciplines, and rhetorical contexts. The course emphasizes expository, analytical, and argumentative essays and will offer the student the practice and helpful criticism necessary to become a flexible writer who can compose in a variety of modes for a variety of purposes. Students are required to take the AP exam in May. \*\*If applicable, required summer reading will be evaluated and will serve as a basis for the opening of the course. Books are available through the school and public libraries. It is the student's responsibility to obtain the required summer reading list.

### ENGLISH IV

**Prerequisite:** English III

**Course Description:** To be college-and-career ready, students will consider task, purpose, and audience to determine appropriate word choice, information, structures, and formats when producing complex pieces of writings. Students will complete the global perspective initiated in English 2 by focusing on European (Western, Southern, Northern) literature and important U.S. Documents and literature through texts influenced by European philosophy or action. Students will continue to view literature in historical context and study works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Students will gain a reservoir of literary and cultural knowledge, references, and images through extensive reading of literature and literary nonfiction of steadily increasing sophistication.

Students will:

- Study short stories, novels, poetry, drama, epic poetry, informational text and literary nonfiction
- Read and respond to literary criticism from a global perspective
- Explore influential U.S. Documents
- Combine elements of different kinds of writing to produce a complex writing piece
- Research, gather information, evaluate sources, cite material accurately, and report findings in a clear and cogent manner
- Engage in collaborative conversations about broad themes or ideas
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

### ENGLISH IV HONORS

**Prerequisite:** A final average of 90 in English III or a final average of 80 in English III Honors

**Course Description:** This course will meet the needs of the academically advanced student. To be college-and-career ready, students will consider task, purpose, and audience to determine appropriate word choice, information, structures, and formats when producing complex pieces of writings. Students will complete the global perspective initiated in English 2 by focusing on European (Western, Southern, Northern) literature and important U.S. Documents



and literature through texts influenced by European philosophy or action. Students will continue to view literature in historical context and study works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Students will gain a reservoir of literary and cultural knowledge, references, and images through extensive reading of literature and literary nonfiction of steadily increasing sophistication. \*\*If applicable, required summer reading will be evaluated and will serve as a basis for the opening of the course. Books are available through the school and public libraries. It is the student's responsibility to obtain the required summer reading list.

### AP ENGLISH LITERATURE AND COMPOSITION

**Prerequisite:** A final average of 80 in English III Honors OR complete AP Language and Composition/English III

**Course Description:** This course is a college-level course designed for the student with a strong background in English. This course meets the graduation requirement for English IV. Students will complete an in-depth study of literary selections from the 16th Century to the present and will demonstrate their understanding through oral and written literary analysis and research to include a research project. Supplemental novels and plays will be studied in addition to the standard anthology. Students are required to take the AP exam in May. \*\*\*Outside summer reading is required. Books are available through the school and public libraries. It is the student's responsibility to obtain the required summer reading list.

### JOURNALISM I

**Prerequisite:** Students will be required to complete an application to be approved for enrollment.

**Course Description:** Students enrolled in this course are responsible for assisting with the planning, layout, and design of school publications. Students learn the basics of yearbook design: drawing, photography, layouts, fitting copy, sales, and cropping photographs. Above average composition and grammar skills, as well as basic typing and math skills, are necessary. Students may be required to attend summer workshops and after-school sessions. Students may also be responsible for the sale of ad space in the yearbook and the sale of the yearbook itself. Students will learn basic business and marketing skills. Students may be required to enroll in Journalism I both semesters. They will earn two credits if they complete both semesters.

### JOURNALISM I HONORS (WCHS)

**Prerequisite:** Submission of an application and approval of a journalism teacher.

**Course Description:** Along with the content of Journalism I, Journalism I Honors will offer advanced work in the course, distinguishing itself through more demanding requirements of students' time, leadership and expertise. Students will lead the class in determining content of the yearbook and teach students basic skills while building their own skills.

### JOURNALISM II

**Prerequisite:** Journalism I and completion of application to be approved for enrollment.

**Course Description:** Students enrolled in this course are responsible for leading in the planning, layout, and design of school publications. Above average composition and grammar skills, as well as basic typing and math skills, are necessary. Students may be required to attend summer workshops and after-school sessions. Students may also be responsible for the sale of ad space in the yearbook and the sale of the yearbook itself. Students will learn basic business and marketing skills. Students may be required to enroll in Journalism II both semesters. They will earn two credits if they complete both semesters.

### ENGLISH AS A SECOND LANGUAGE

**Course Description:** Students receive instruction on English language skills, and individual students are reinforced on subject matter taught in the regular classroom, as needed. All instruction is aligned to the North Carolina English Language Development standard course of study with the goal of assisting students in becoming proficient in listening, speaking, reading, and writing the English language.

## OCCUPATIONAL COURSE OF STUDY COURSES

### ENGLISH I

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

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



## ENGLISH II (State EOC Exam)

**Prerequisite:** Occupational English I

**Course Description:** Students will analyze and employ effective communication skills in daily living and employment settings and will use standard rules of convention and syntax to give and request information. Students will: give and request verbal directions, demonstrate appropriate communication skills when addressing peers, write sentences to form paragraphs, read and comprehend information found in a variety of printed material, use basic word processing skills for written communication, and expand self-advocacy skills.

## ENGLISH III

**Prerequisite:** Occupational English II

**Course Description:** Students will read, write, and orally express information required in a variety of daily living and employment settings and will identify main concepts and supporting information from printed material. Students will examine the speaking skills used in a variety of settings and demonstrate effective oral communication in each.

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

## ENGLISH IV

**Prerequisite:** Occupational English III

**Course Description:** Students will integrate oral, written and visual skills to communicate effectively in a variety of daily living and employment situations and will use written communication skills to locate and research information.

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

# WORLD LANGUAGES

World languages are essential in the college preparatory curriculum. Many four-year colleges require two years of the same world language, and some require three years. It is recommended that classes should be taken in consecutive semesters for the first two levels. Students must have above average reading comprehension skills. Excellent spelling and writing skills in English are needed. It is highly recommended for students who take the first level online to continue with online classes.

## FRENCH I

**Course Description:** French I is an introduction to the language, culture, and customs of French-speaking countries. The basic structure of the language is covered, with an emphasis on listening and reading in French and an introduction to speaking and writing skills in French. An emphasis will be placed on interpretive skills with a focus on description and narration in the present tense.

## FRENCH II

**Prerequisite:** French I

**Course Description:** French II reinforces and expands skills from French I. Emphasis continues to be on the interpretive skills of listening, reading, speaking, and writing in the present and past tense. The culture and customs of French-speaking countries will be included. An emphasis will be placed on interpretive and interpersonal skills with a focus on description within narration and informational writing.

## FRENCH III HONORS

**Prerequisite:** A minimum grade of 75 in French II

**Course Description:** French III reinforces and expands skills from French I and II. Emphasis will be on interpretive, interpersonal, and presentational skills of listening, reading, speaking, and writing in the past, present, and future. The culture and customs of French-speaking countries will be included. The course will also introduce historical literature and informational writing.

## FRENCH IV HONORS

**Prerequisite:** A minimum grade of 75 in French III Honors

**Course Description:** This course reinforces and expands skills from French I, II, and III. Students will gain in-depth knowledge of complex grammatical structures in addition to continued study of culture and customs of French-speaking countries. Emphasis will be placed on interpretive, interpersonal, and presentational skills. The course will expand the students' exposure to historical literature and informational writing.

## LATIN I

**Course Description:** Latin I introduces students to the language and culture of Latin speaking countries. Students should have a good background in English grammar and enjoy grammar, memorization and spelling. Students learn vocabulary that will enable them to talk and to write about their immediate surroundings and create basic conversations. Memorization and spelling skills are essential. Class participation is required.

## LATIN II

**Prerequisite:** Latin 1

**Course Description:** Students continue to review and expand listening and speaking skills while developing reading and writing skills. Increasing vocabulary, verb tenses and grammar will be emphasized. Students will then use these skills to read, converse, write, and give oral presentations. There will be continued exposure to Latin culture.

## SPANISH I

**Course Description:** Spanish I introduces students to the language and culture of Spanish speaking countries. Students should have a good background in English grammar and enjoy grammar, memorization and spelling. Students learn vocabulary that will enable them to talk and to write about their immediate surroundings and create basic conversations. Memorization and spelling skills are essential. Class participation is required.

## SPANISH II

**Prerequisite:** Spanish I

**Course Description:** Students continue to review and expand listening and speaking skills while developing reading and writing skills. Increasing vocabulary, verb tenses and grammar will be emphasized. Students will then use these skills to read, converse, write, and give oral presentations. There will be continued exposure to Spanish culture.

## SPANISH III HONORS

**Prerequisite:** A minimum grade of 75 in Spanish II

**Course Description:** Students combine the four skills of listening, speaking, reading, and writing to further their competency. Students will read short stories, write compositions, give oral presentations, and participate in unrehearsed conversation. Students will be involved in an in-depth study of grammar constructions. There will be continued exposure to Spanish culture.

## SPANISH IV HONORS

**Prerequisite:** A minimum grade of 75 in Spanish III Honors

**Course Description:** Spanish IV involves reading short stories and refining grammar skills through writing compositions and journals. Oral presentations are required. Listening skills are practiced through the use of the Internet (if available), unrehearsed conversations, presentations, and various media sources. There will be continued exposure to Spanish culture.

## AP SPANISH LANGUAGE AND CULTURE

**Prerequisite:** A minimum grade of 75 in Spanish IV Honors

**Course Description:** This course is intended for those who have chosen to develop their proficiency in listening, speaking, reading and writing. Students who enroll should have attained a reasonable proficiency in the four skills listed above. Students should be in the final stages of their language training presentations. There will be continued exposure to Spanish culture. Students are required to take the AP exam.

## AP SPANISH LITERATURE AND CULTURE

**Prerequisite:** A minimum grade of 75 in Spanish IV Honors

**Course Description:** The AP Spanish Literature course is conducted exclusively in Spanish. All introductions to authors, cultural aspects depicted in reading and background information will be in lecture form. The course is designed to utilize writing and speaking reinforcement while becoming proficient in reading and the analysis of peninsular and Latin American literature. The students are expected to actively participate in class discussions, group activities and presentations. This course will require that students possess a strong background in Spanish. Students will interpret and analyze literary

texts, including poetry, and will conduct research on authors. Students will communicate both orally and in writing in extended discussion on selected text. Emphasis is placed on both independent and guided reading and interpretation. Students are required to take the AP exam.

## HEALTH AND PHYSICAL EDUCATION

### HEALTH AND PHYSICAL EDUCATION

**Course Description:** This course is required for graduation. It is offered upon entry to the ninth grade, but can be taken in grades 10, 11, or 12. Healthful Living is a combination of health education and physical education. This program enhances behaviors that contribute to improving a student's quality of life. The strands include: Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationship, Nutrition and Weight Management, Substance Abuse prevention, Movement Forms, Fitness and Sport Literacy, Personal Fitness, and Appreciation for Diversity. Assessment of physical education is based on student performance and daily participation. Students must dress out in proper attire during the physical education portion of the course.

### PHYSICAL EDUCATION II

**Prerequisite:** Health and Physical Education

**Course Description:** The purpose of the Physical Education program is to develop and maintain physical fitness. The program also strives to develop basic skills, proper social attitudes, and good sportsmanship through fair play. The following activities are offered: physical fitness, tennis, volleyball, basketball, bowling, flag football, softball, archery, track & field, etc. Students must dress out in proper attire each day.

### INTRODUCTION TO STRENGTH AND CONDITIONING

**Prerequisite:** Health and Physical Education

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

### MEN'S STRENGTH AND CONDITIONING

**Prerequisite:** Health and Physical Education

**Course Description:** This course is designed to enable the student to become bigger, faster, and stronger. An introduction to the core lifts (bench press, squat, power clean and deadlift), agility, plyometric & cardio-respiratory activities will be taught.

### WOMEN'S STRENGTH AND CONDITIONING

**Prerequisite:** Health and Physical Education

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

### ADVANCED MEN'S STRENGTH AND CONDITIONING

**Prerequisite:** Men's Strength and Conditioning and Teacher Recommendation

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

### WEIGHT TRAINING HONORS

**Course Description:** Students will develop a structured strength and condition plan, create a video of how the plan will look. A research component on muscular systems will also be completed. Students will also lead exercises routines they have developed.

### SPORTS MEDICINE AND ATHLETIC TRAINING I

**Prerequisites:** Minimum grade of 80 in both Health and Physical Education and either Physical Science or Biology

**Requirements:** Students must be able to stay after school on a regular basis with no exceptions made for work. Students will serve as student athletic trainers for the various school athletic teams. All students must take the Hepatitis B vaccine series and have it completed by August 1.

**Course Description:** This course deals with the physiological, anatomical and biochemical effects of exercise. It includes such diverse concerns as training methods, the prevention and treatment of injuries, taping of an injured area, nutrition, and the effects of weather on the athlete. Students will also

be offered a “hands-on task” by working with the school’s Athletic Trainer and athletic teams. Students will become familiar with basic first aid techniques and emergency procedure planning.

## SPORTS MEDICINE AND ATHLETIC TRAINING II

**Prerequisites:** Minimum grade of 80 in Sports Medicine and Athletic Training I

**Requirements:** Students must be able to stay after school on a regular basis with no exceptions made for work. Students will serve as student athletic trainers for the various school athletic teams. All students must take the Hepatitis B vaccine series and have it completed by August 1.

**Course Description:** This course continues to deal with the physiological, anatomical and biochemical effects of exercise. It includes such diverse concerns as training methods, the prevention and treatment of injuries, taping of an injured area, nutrition, and the effects of weather on the athlete. Students will continue working with the school’s Athletic Trainer and athletic teams. Students will advance their first aid techniques and emergency procedure planning.

# MATHEMATICS

## FOUNDATIONS OF NC MATH I

**Prerequisite:** 8th grade math grades, local assessment results, and teacher recommendation will be used to place students in this course.

**Course Description:** This course is designed to help students make the transition from 8th grade into NC Math I. Instructional emphasis will be placed on supporting the content standards for NC Math I.

## NC MATH I (State EOC Exam)

**Prerequisite:** Minimum grade of 80 in 8th grade math or Foundations of NC Math I.

**Course Description:** NC Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. Students should have a minimum of a graphing calculator.

## NC MATH I HONORS (State EOC Exam)

**Prerequisite:** A minimum grade of 90 in 8th grade math

**Course Description:** Math I Honors provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling at a higher level than the standard Math I course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. Students should have a minimum of a graphing calculator.

## FOUNDATIONS OF NC MATH II

**Prerequisite:** NC Math I

**Course Description:** Foundations of NC Math II is a course designed to help the student make the transition from NC Math I to NC Math II. Emphasis will be placed on fine-tuning algebra skills needed for NC Math I and on NC Math II concepts which will be further examined in the NC Math II course. Students should have a minimum of a graphing calculator.

## NC MATH II

**Prerequisite:** NC Math 1

**Course Description:** NC Math II continues a progression of the standards established in NC Math I. In addition to these standards, NC Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. Students should have a minimum of a graphing calculator.

## NC MATH II HONORS

**Prerequisite:** A minimum grade of 90 in NC Math I OR a minimum grade of 80 in NC Math 1 Honors

**Course Description:** NC Math II Honors demands a more challenging approach to the student’s study of NC Math II. Topics in addition to the regular NC Math II course include tangent lines, uniform probability, and compound events. Students should have a minimum of a graphing calculator.

## FOUNDATIONS OF NC MATH III

**Prerequisite:** NC Math II

**Course Description:** This course is designed to help the student make the transition from NC Math II into NC Math III. Emphasis will be placed on fine-tuning NC Math II skills needed for NC Math III and on basic NC Math III concepts which will be further examined in the regular NC Math III course. Students should have a minimum of a graphing calculator.

## NC MATH III (State EOC Exam)

**Prerequisite:** NC Math II

**Course Description:** NC Math III progresses from the standards learned in NC Math I and NC Math II. In addition to these standards, NC Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. NC Math III also includes the geometric concepts of conics and circles. Students should have a minimum of a graphing calculator.

## NC MATH III HONORS (State EOC Exam)

**Prerequisite:** A minimum grade of 90 in NC Math II OR a minimum grade of 80 in NC Math II Honors

**Course Description:** NC Math III Honors continues students' study of advanced algebraic concepts and demands a more challenging approach to the student's study of NC Math III. In addition to topics in NC Math III, students will extend polynomial identities, know the Fundamental Theorem of Algebra, know and apply the Binomial Theorem, and operate with rational expressions. Students should have a minimum of a graphing calculator.

## NC MATH IV

**Prerequisite:** NC Math III or NC Math III Honors

**Course Descriptions:** NC Math focuses on functions and statistical thinking, continuing the study of algebra, functions, trigonometry, and statistical concepts previously experienced in NC Math I - III. This course is designed to be a capstone to introductory statistical concepts. Additionally, this course integrates concepts from algebra and functions to demonstrate the relationship between algebraic reasoning and more complex functions. This course is appropriate for students who are pursuing a major in Humanities or non-STEM related fields. Upon completion of this course students will be prepared for college entry-level Algebra, Introductory Statistics or another high school advanced math course.

## PRE-CALCULUS HONORS

**Prerequisite:** A minimum grade of 90 in NC Math III OR a minimum grade of 80 in NC Math III Honors OR completion of Math IV

**Course Description:** Pre-Calculus provides students a study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling should be included throughout the course of study. Students should have a minimum of a graphing calculator.

## AP CALCULUS AB

**Prerequisite:** Pre-Calculus with a grade of 80 or higher

**Course Description:** AP Calculus develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives, and integrals) and provides experience with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems. Students should have a minimum of a graphing calculator. Students are required to take the AP Calculus AB exam in May (students who take AP Calculus BC are exempt from this exam but must take the AP Calculus BC exam).

## AP CALCULUS BC

**Prerequisite:** AP Calculus AB

**Course Description:** AP Calculus BC continues the student's understanding of calculus concepts. The content of Calculus BC is designed to qualify the student for placement and credit in a college course that is one level beyond that granted for Calculus AB (Note: appropriate credit and placement are granted by each institution in accordance with local policies). In addition to the topics covered in the AB course, the BC course includes additional applications of derivatives and integrals, as well as polynomial approximations and series. Students should have a minimum of a graphing calculator. Students are required to take the AP Calculus BC exam in May.

# OCCUPATIONAL COURSE OF STUDY COURSES

## INTRODUCTION TO MATHEMATICS I

**Course Description:** Introductory Mathematics prepares students for high school mathematics. Appropriate technology and manipulatives should be used regularly for instruction and assessment.

### NC MATH I (State EOC Exam)

**Prerequisite:** OCS Introduction to Math

**Course Description:** OCS Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

### FINANCIAL MANAGEMENT

**Prerequisite:** OCS Math I

**Course Description:** This course is designed to give the student an understanding of personal finance planning, appropriate methods for personal financial management and independent living, state and federal income tax, wages and compensation, the use of credit, different types of insurance in terms of their ability to meet personal needs and apply math skills to consumer spending.

## SCIENCE

### PHYSICAL SCIENCE

**Prerequisite:** Earth/Environmental Science

**Course Description:** Physical Science is designed as a foundation course for chemistry and physics and to fill a science requirement for graduation from high school. Emphasis is on the nature of science. Laboratory and content study combine to help the student develop a positive attitude toward science.

### EARTH/ENVIRONMENTAL SCIENCE

**Course Description:** This course includes the study of the composition, structure, and processes of the earth, its geologic history, and its place in the universe through five main branches: Geology, Oceanography, Meteorology, Astronomy, and Ecology (with emphasis on photosynthesis, biomes, and sustainability).

### EARTH/ENVIRONMENTAL SCIENCE HONORS

**Prerequisite:** A minimum grade of 90 in previous science course or a minimum grade of 80 in previous honors science course

**Course Description:** This course includes the study of the composition, structure, and processes of the earth, its geologic history, and its place in the universe through five main branches: Geology, Oceanography, Meteorology, Astronomy, and Ecology (with emphasis on photosynthesis, biomes, and sustainability). Earth Science Honors will be research-oriented and will require substantial work outside the classroom. This work will include outside reading, field study, guided practice, data analysis, formal and informal writing, and presentation of findings.

### AP ENVIRONMENTAL SCIENCE

**Prerequisites HHS:** A minimum grade of 90 in Biology and NC Math II or a minimum grade of 80 in Biology Honors and NC Math II Honors.

**Course Description:** This course is intended to enable students to undertake a more advanced study of topics in environmental science. It is an interdisciplinary program that studies the interrelationships of the natural world, identifies and analyzes environmental problems both natural and human made, evaluates the relative risks associated with these problems, and examines alternate solutions for resolving and/or preventing them. This course will meet the Earth/Environmental Science high school graduation requirement. Students are required to take the AP Environmental Science exam. Students will be charged a \$10.00 lab fee.

### BIOLOGY (State EOC Exam)

**Prerequisites:** Earth Science

**Course Description:** 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.



## BIOLOGY HONORS (State EOC Exam)

**Prerequisite:** A minimum grade 90 in Earth/Environmental Science or an 80 in a previous science honors class.

**Course Description:** Honors Biology is designed for the student who plans to follow an accelerated science curriculum in high school. This course will stress in-depth content study with emphasis on problem solving and critical thinking skills using math and other science process skills. 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 contribution of science and technology in shaping society. The course is structured around three major themes: Chemical and Physical Basis of Life, Continuity of Life, and Ecology.

## AP BIOLOGY

**Prerequisite:** A minimum grade of 90 in Biology or 80 in Biology Honors and completion of Chemistry (NBHS)

**Course Description:** Advanced Placement Biology is a college-level course designed for academically mature students, who are willing to do what is necessary to master the course content. The course is divided into four major areas of study: Evolution, Cellular, Molecular, and Ecology. Students are required to take the AP Biology exam. Students will be charged a \$10.00 lab fee.

## MICROBIOLOGY HONORS

**Prerequisite:** A minimum grade of 90 in Earth/Environmental Science or an 80 in a previous science honors class.

**Course Description:** This course is designed for the science-oriented student interested in Microbiology. This will be a classroom laboratory course that will investigate the microscopic world with emphasis on disease and industrial uses. This class will include laboratory exercises and possibly some outside activities. (At WCHS, this course is only offered as a pair with AP Biology as a year-long course.)

## CHEMISTRY

**Prerequisite:** A minimum grade of 80 in NC Math II

**Course Description:** Chemistry is a college preparatory course. Content concepts include environmental issues, recent advances in science and technology, properties of solutions, regulators in chemistry, changes in chemistry and models in chemistry. Laboratory and concept studies integrate and emphasize the nature of science, process and manipulative skills and strive to help the student develop a positive attitude toward science. Laboratory and content goals are accomplished through varied methods including demonstrations, cooperative teamwork, individual projects, mathematics, critical thinking and problem-solving activities. Topics include: nomenclature, structure, properties, reaction, and the study of theories and principles of general chemistry.

## CHEMISTRY HONORS

**Prerequisites:** A minimum grade of 80 in NC Math II and a minimum grade of 80 in a previous science class.

**Course Description:** Chemistry Honors is a college-preparatory course and covers the fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws and solutions. Content will be applied to technology and laboratory activities.

## AP CHEMISTRY

**Course Description:** Advanced Placement Chemistry is a second-year chemistry course equivalent to college-level Introductory Chemistry. The course is taught using a college format of lecture, laboratory and problem sessions. Topics include structure of matter, states of matter, reactions, descriptive chemistry and laboratory. Students are required to take the AP Chemistry exam. Students will be charged a \$10.00 lab fee.

## PHYSICS HONORS

**Prerequisite:** Must have completed NC Math 2 Honors

**Recommended:** Physical Science

**Course Description:** Honors Physics is designed for the college-bound student who plans to major in Science, Math, Engineering or Medicine. This course will stress problem solving over a wide range of topics: mechanics (force and motion), electricity and magnetism, energy, light and optics, sound, waves, and planetary motion. Laboratory experiments are emphasized as a means to understand concepts.

## MARINE SCIENCE

**Prerequisite:** A minimum grade of 80 in Biology

**Course Description:** Marine Biology Coastal Ecology is designed for the science-oriented student. This will be a classroom laboratory course that will investigate the local environment with the emphasis on North Carolina Coastal Regions. Areas of study include ocean formation, physical characteristics of the ocean; tools and methods of oceanography; marine plants, animals, and habitats; human relationships to the sea; and preservation of marine environments. There will be dissections of several marine animals.



## MARINE SCIENCE HONORS

**Prerequisites:** A minimum grade of 90 in Biology or 80 in Biology Honors

**Course Description:** Marine Biology Honors is a course that is designed for the science-oriented student interested in focusing on coastal sciences. This is a classroom laboratory course that will investigate the area of coastal ecology with an emphasis on problem-solving and critical thinking. The areas of in-depth study will include estuaries, oceans, and aquatic plants and animals emphasizing the North Carolina coastal region and its resources. There will be extensive dissection labs including the crayfish and the shark. Students will be charged a \$10.00 lab fee.

## ECOLOGY

**Prerequisites:** A physical science and Biology

**Course Description:** This course is intended as a science for the students who have an interest in Ecology, Physical Geology, Marine Biology and the environment. This class will include laboratory exercises and possibly some outside activities.

## ANATOMY AND PHYSIOLOGY

Craven Virtual Academy, New Bern High

**Prerequisite:** A minimum grade of 80 in Biology or completion of Biology Honors

**Course Description:** This course is designed for students who want to take a second year of biology, but do not qualify for or elect to take AP Biology. The course content includes an in-depth study of human anatomy and physiology. Labs will include extensive and comprehensive dissection. This course is recommended for students interested in nursing or other medical fields.

## ANATOMY AND PHYSIOLOGY HONORS

**Prerequisite:** A minimum grade of 80 in Biology or completion of Biology Honors

**Course Description:** This course is designed for students who want to take a second year of biology. The course content includes an in-depth study of human anatomy and physiology. There will be several written essay assignments as well as research projects. Labs will include extensive and comprehensive dissection. This course is recommended for students interested in nursing or other medical fields.

## ASTRONOMY

**Prerequisite:** Earth/Environmental Science.

**Course Description:** Astronomy is a course that is designed for the science-oriented student. This is a classroom laboratory course that will investigate various topics in astronomy such as planets, asteroids, and galaxies. This course will include problem solving using Newtonian physics and an introduction to the theory of relativity. Laboratory experiments including the use of telescopes are emphasized as a means to understand concepts.

# OCCUPATIONAL COURSE OF STUDY COURSES

## APPLIED SCIENCE

**Course Description:** This course will provide opportunities to engage in “hands-on/minds-on” activities which are examples of scientific inquiry, experimentation and technological design. Topics include forces and motion energy, electricity and magnetism, matter, chemicals, the environment, and body systems.

## BIOLOGY (State EOC Exam)

**Prerequisite:** OCS Applied Science

**Course Description:** This course will continue to provide opportunities to engage in “hands-on/minds-on” activities which are examples of scientific inquiry, experimentation and technological design. Topics include structure and functions of living organisms, evolution and genetics, and molecular biology.

# SOCIAL STUDIES

## WORLD HISTORY

**Course Description:** World History explores recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. Students will examine the historical roots of significant events, ideas, movements, and phenomena, as well as contributions and patterns of world civilizations. Students explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States.

## WORLD HISTORY HONORS

**Prerequisite:** A minimum grade of 90 in 8th grade Social Studies

**Course Description:** This is an advanced course that investigates the history of man along with an in-depth case study of the underdeveloped regions of the world. This course will include a variety of activities such as group simulations, visual projects, role-playing and research writing.

## AP WORLD HISTORY

**Course Description:** The purpose of the AP World History course is to develop greater understanding of the evolution of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. This course will emphasize the elements of historical research and may include individual and class projects. Evaluations include a final exam. Students are required to take the AP World History exam.

## FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY

**Prerequisite:** World History

**Course Description:** Civic Literacy is the study and understanding of citizenship and government. 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 and elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

## FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY HONORS

**Prerequisite:** World History

**Course Description:** Civic Literacy is the study and understanding of citizenship and government. 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 and elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home. Honors classes are distinguished by the rigor of work and depth of study.

## AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS

**Prerequisite:** World History

**Course Description:** Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

## AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS HONORS

**Prerequisite:** A minimum grade of 90 in World History or 80 in World History Honors

**Course Description:** Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence. Economic and political issues as well as problems of local, state, national, and international significance are studied. Emphasis is placed on developing higher-level thinking, research, and writing skills.

## AP UNITED STATES HISTORY

**Prerequisite:** A grade of 90 in previous social studies course or 80 in previous social studies honors course

**Course Description:** This course traces United States history from Pre-Columbian times to the present with an emphasis on the social, cultural, economic and political forces shaping the American scene. This course will emphasize the elements of historical research and may include individual as well as class projects. Students are required to take the AP US History exam.

## ECONOMICS AND PERSONAL FINANCE

**Prerequisite:** Recommended for 11th and 12th graders

**Course Description:** The EPF course will provide instruction on economic principles and personal financial literacy that shall include, at a minimum, the following topics: 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.

## ECONOMICS AND PERSONAL FINANCE HONORS

**Prerequisite:** Recommended for 11th and 12th graders

**Course Description:** The EPF course will provide instruction on economic principles and personal financial literacy that shall include, at a minimum, the following topics: 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.

## AP UNITED STATES GOVERNMENT AND POLITICS

**Prerequisite:** A minimum grade of 80 in American History: The Founding Principles, Civics, and Economics Honors or a minimum grade of 90 in American History: The Founding Principles, Civics, and Economics

**Course Description:** Students will analyze US government and politics. Students will study theoretical perspectives and explanations for various behaviors and outcomes. Topics covered include constitutional underpinnings of US Government; political beliefs and behaviors; institutions of national government; public policy; civil rights and civil liberties; and political parties, interest groups, and mass media. Outside reading, projects, and writing are required. Students are required to take the AP US Government exam.

## AP PSYCHOLOGY

**Prerequisite:** Honor Roll or Principal's List from the previous school year

**Course Description:** This course will introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Students are required to take the AP Psychology exam.

# OCCUPATIONAL COURSE OF STUDY COURSES

## FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY

**Prerequisite:** World History

**Course Description:** Civic Literacy is the study and understanding of citizenship and government. 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 and elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

## OCCUPATIONAL COURSE OF STUDY STUDENTS WORK-BASED TRAINING

The Occupational Preparation curriculum incorporates the P.A.E.S. program into levels 1-4. P.A.E.S. (Practical Assessment Exploration System) is a comprehensive work development curriculum that is hands-on. This provides training, assessment, exploration and work behavior development necessary for successful transition to adult life. Through hands-on experience, students are provided real and meaningful career information and knowledge of what they can do, and eliminates many barriers to successful placement.

### EMPLOYMENT PREPARATION I: SCIENCE

**Course Description:** This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will develop a work ethic and job seeking, decision-making, and self-help skills while participating in school-based learning activities. Students will participate in school factories, work-based enterprises, hands-on vocational training in Workforce Development Education courses, and operate small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

### EMPLOYMENT PREPARATION II: CITIZENSHIP 1A & EMPLOYMENT PREPARATION II: CITIZENSHIP 1B

**Course Description:** This course emphasizes the development of skills generic to all career majors: resource management, communication, interpersonal relationship skills, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills will also continue to be refined.

### EMPLOYMENT PREPARATION III 1A & EMPLOYMENT PREPARATION III: CITIZENSHIP 1B

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

### EMPLOYMENT PREPARATION IV: MATH

**Course Description:** This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and determine their applicability to their personal career choice. This course will allow students to solve work-related problems experienced in competitive employment, practice self-advocacy and master the theoretical and practical aspects of their career choice. During their high school career, students will complete 150 hours of school-based work, 225 hours of community-based work, and 225 hours of competitive paid employment for successful completion of the Occupational Course of Study. Students will also develop a job placement portfolio that provides an educational and vocational record of their high school experience.

# CAREER & TECHNICAL EDUCATION

## What is Career and Technical Education?

Career and technical education, better known as CTE, is education that prepares students for a wide range of high-wage, high-skill, and high-demand careers.

## What is a CTE pathway?

Two or more courses, taken in specific order, that allow students to build relevant knowledge and skills in a specific career field.

## Why should students consider taking CTE courses?

Students in CTE courses have the opportunity to do any or all of the following:

- Complete industry certifications embedded in pathway sequence
- Participate in CTE honors courses to deepen industry knowledge
- Enroll in early college opportunities through College and Career Promise
- Engage in off-campus career immersion experiences
- Explore work-based learning opportunities including job shadows, internships, and cooperative education.
- Participate in career and technical student organizations (CTSOs)

To ensure students can maximize their CTE opportunities, please connect with counselors and the Career Development Coordinator at the school level. All high schools offer CTE courses, but not all CTE courses are offered at all high schools.

## CTE and CCP (Career and College Promise)

Career and College Promise (CCP) gives high school students the opportunity to earn college credit toward a two-year or four-year degree while still in high school. Students are dually enrolled in their high school and at a community college, allowing them the opportunity to receive both high school and college credit for certain courses taken through the program while remaining at their current high school. CCP classes are tuition-free; students are responsible for materials costs and fees associated with each course. Students must meet specific requirements to qualify for admission into the career and technical education pathways. Please visit [www.cravencc.edu](http://www.cravencc.edu) for additional information.

## HIGH SCHOOL CTE PATHWAYS AND COURSE SEQUENCES

All CCS CTE pathways are industry-aligned and are taken in sequence to ensure students acquire the appropriate skills and certifications. All certifications are offered at no cost to the student.

PATHWAY	COURSE SEQUENCE
<b>Advanced Manufacturing</b> Certifications: CPT Safety, CPT Maintenance Awareness, OSHA 10, CPT Manufacturing Processes and Production, CPT Quality Practices and Measurement, FANUC Certified Robot Operator 1	1. Advanced Manufacturing I Honors 2. Advanced Manufacturing II Honors OR 3. Manufacturing Robotics**
<b>Animal Science</b> Certification: Youth for the Quality Care of Animals	1. Animal Science I 2. Animal Science II – Companion Animal
<b>AP Computer Science</b>	1. AP Computer Science Principles** 2. AP Computer Science A**
<b>Automotive Services</b> Certifications: SP2 Automotive Service Pollution Prevention, SP2 Automotive Service Safety, ASE Entry-Level Brakes, ASE Entry-Level Maintenance and Light Repair	1. Automotive Service Fundamentals 2. Automotive Service I 3. Automotive Service II Honors
<b>Computer Science</b>	1. Computer Science I** 2. Computer Science II** OR 3. AP Computer Science Principles**
<b>Counseling and Mental Health</b> Certification: PrePAC Family and Community Services	1. Counseling and Mental Health I 2. Counseling and Mental Health II

<b>Culinary Arts</b> Certifications: ServSafe Food Handler, ServSafe Food Protection Manager, PrePAC Culinary Arts	1. Culinary Arts and Hospitality I 2. Culinary Arts and Hospitality II Applications 3. Culinary Arts and Hospitality III Honors
<b>Drone Technology</b> Certifications: FAA Trust, CFR 14 Part 107 UAS Remote Pilot Certification, ESRI Drone2Map	1. Drone Technology Fundamentals 2. Drone Technology I 3. Drone Technology II Honors
<b>Early Childhood Development and Services</b> Certifications: Heartsaver Adult/Pediatric CPR/AED, NCECC Early Childhood Credential Equivalency	1. Child Development 2. Early Childhood Education I Honors (2 Credit Course)
<b>Emergency Medical Technology</b> Certifications: NC Emergency Medical Responder, BLS Provider, Stop the Bleed, NC Emergency Medical Technician	1. Emergency Medical Responder Honors 2. Emergency Medical Technology Honors
<b>Entrepreneurship</b> Certification: Venture Entrepreneurial Expedition	1. Entrepreneurship I 2. Entrepreneurship II Honors
<b>Financial Planning</b> Certification: EverFi	1. Business Essentials 2. Financial Planning I 3. Financial Planning II
<b>Firefighter Technology</b> Certifications: NCOSFM Firefighter Technology I, II	1. Public Safety I (recommended) 2. Firefighter Technology I 3. Firefighter Technology II
<b>Food and Nutrition</b> Certifications: ServSafe Food Handler, ServSafe Food Protection Manager	1. Food and Nutrition I 2. Food and Nutrition II
<b>Game Art Design</b>	1. 3D Modeling and Animation I 2. Game Art and Design Honors
<b>Healthcare Professional</b> Certifications: First Aid, BLS Provider, Stop the Bleed, OSHA 10	1. Foundations of Health Science (recommended) 2. Health Science I 3. Health Science II
<b>Hospitality and Tourism Management</b> Certification: Guest Service Professional	1. Hospitality and Tourism Management I 2. Hospitality and Tourism Management II
<b>Natural Resources</b> Certification: Certified Forest Worker	1. Natural Resources I 2. Natural Resources II - Forestry
<b>Plant Systems</b>	1. Horticulture I – Introduction to Plants 2. Horticulture II – Landscape Construction Honors OR 3. Horticulture II - Plant Production
<b>Power, Structural, and Technical Systems</b> Certifications: OSHA 10, National Safe Tractor and Machinery Operation	1. Agricultural Mechanics I 2. Agricultural Mechanics II Honors
<b>Public Safety</b> Certifications: LAPSEN Law and Public Safety Introductory Competency, NIMS 100/200/700/800, CERT, NECI 9-1-1 Dispatcher	1. Public Safety I 2. Public Safety II Honors
<b>Python Programming</b> Certification: PCAP - Python Certified Associate Professional	1. Python Programming I** 2. Python Programming II Honors**

<b>Sport and Event Marketing</b>	<ol style="list-style-type: none"> <li>1. Sport and Event Marketing I</li> <li>2. Sport and Event Marketing II Honors</li> </ol>
<b>Technology Engineering and Design</b>	<ol style="list-style-type: none"> <li>1. Technology Engineering and Design**</li> <li>2. Technological Design** OR</li> <li>3. Engineering Design**</li> </ol>
<b>Woodworking</b> Certifications: OSHA 10, WCA Sawblade	<ol style="list-style-type: none"> <li>1. Woodworking I</li> <li>2. Woodworking II Honors</li> </ol>
<b>ADDITIONAL COURSES AND CERTIFICATIONS AVAILABLE</b>	
Automotive Service III (Certification: ASE Maintenance and Light Repair G1) Career Management (Certification: Express Employment) Equine Science (Certification: Equine Management and Evaluation) Firefighter Technology III Honors (Certification: NC OSFM) Foundations of Agriculture (Certification: NC Hunter Safety) Microsoft Excel Honors (Certification: MOS Excel Core, MOS Excel Expert) Microsoft Word and PowerPoint (regular or honors) (Certification: MOS Word, PowerPoint) Nursing Fundamentals (regular or honors) (Certification: NC Nurse Aide I) Veterinary Assisting Honors (Certification: Elanco Veterinary Medical Applications)	

**\*\*These courses meet the computer science graduation requirement.**

## CTE WORK-BASED LEARNING OPPORTUNITIES FOR ALL PROGRAM AREAS

### CTE INTERNSHIP (INTERNSHIP IN CAREER AND TECHNICAL EDUCATION)

**Prerequisite:** Must be a junior or senior

*1 period/ 120 hours of work and coursework = 1 credit*

**Course Description:** Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity.

### COOPERATIVE EDUCATION (WORK EXPERIENCE IN CAREER AND TECHNICAL EDUCATION)

**Prerequisite/Corequisite:** Must be enrolled in a matching academic course during the same semester or the next semester in the same academic school year. See Career Development Coordinator for more information.

*1 period/ 120 hours of work = 1 credit*

**Course Description:** Cooperative Education is a method of instruction where technical classroom instruction is combined with paid employment that is directly related to the classroom instruction. The two experiences must be planned and supervised by the school and the employer so that each contributes to the student's career objective/major and employability. Written cooperative agreements showing the instruction to be provided are developed by the school and employer providing the training. School credit is received for both the on-the-job training and the classroom components.

### JOB SHADOWING

**Course Description:** Job shadowing is a short-term educational experience that introduces an individual student to a particular job or career by pairing the student with an employee of a business, industry, or agency. By following or "shadowing" the employee, the student becomes familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals.

*See your high school career development coordinator for more information about CTE work-based learning opportunities.*

## CTE COURSE DESCRIPTIONS

### 3D MODELING AND ANIMATION I

**Prerequisite:** None

**Course Description:** 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.



## ADVANCED MANUFACTURING I HONORS

**Prerequisite:** None

**Aligned Industry Credential(s):** • MSSC: Certified Production Technician - Safety • MSSC: Certified Production Technician – Maintenance • OSHA-10 General Industry (Manufacturing) Certification

**Course Description:** 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.

## ADVANCED MANUFACTURING II HONORS

**Prerequisite:** Advanced Manufacturing I

**Aligned Industry Credential(s):** • MSSC: Certified Production Technician - Process • MSSC: Certified Production Technician – Quality

**Course Description:** Develop procedures that can be used in manufacturing to produce products in a safe and productive environment. Develop basic skills in statistical process controls used in the manufacturing environment. Engage in teams to better understand the manufacturing process.

## AGRICULTURAL MECHANICS I

**Prerequisite:** None

**Aligned Industry Credential(s):** OSHA-10 General Industry (Agriculture) Certification

**Course Description:** 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 development.

## AGRICULTURAL MECHANICS II HONORS

**Prerequisite:** Agricultural Mechanics 1

**Aligned Industry Credential(s):** National Safe Tractor and Machinery Operation Certification

**Course Description:** 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.

## ANIMAL SCIENCE I

**Prerequisite:** None

**Aligned Industry Credential(s):** Youth for the Quality Care of Animals Certification

**Course Description:** 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.

## ANIMAL SCIENCE II – COMPANION ANIMAL

**Prerequisite:** Animal Science I

**Course Description:** 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.

## AP COMPUTER SCIENCE A

**Prerequisite:** AP Computer Science Principles

**Course Description:** 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.

## AP COMPUTER SCIENCE PRINCIPLES

**Prerequisite:** None

**Course Description:** Introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world.

## AUTOMOTIVE SERVICE FUNDAMENTALS

**Prerequisite:** None

**Aligned Industry Credential(s):** S/P2 Automotive Service Pollution Prevention and S/P2 Automotive Service Safety

**Course Description:** 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.

## AUTOMOTIVE SERVICE I

**Prerequisite:** Introduction to Automotive Service

**Course Description:** 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.

### **AUTOMOTIVE SERVICE II HONORS**

**Prerequisite:** Automotive Service I

**Aligned Industry Credential(s):** ASE Entry-Level Certification – Maintenance and Light Repair ASE Entry-Level Certification – Brakes

**Course Description:** 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.

### **AUTOMOTIVE SERVICE III HONORS**

**Prerequisite:** Automotive Service II

**Aligned Industry Credential(s):** ASE Entry-Level Certification: Electrical/Electronic Systems ASE Auto Maintenance and Light Repair (Test G1)

**Course Description:** Explore more advanced and in-depth vehicle repairs and services. Perform basic system diagnosis. Expand knowledge in heating and air conditioning system operations.

### **BUSINESS ESSENTIALS (regular or honors)**

**Prerequisite:** None

**Course Description:** 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.

### **CAREER MANAGEMENT**

**Prerequisite:** None

**Aligned Industry Credential(s):** Express Employment

**Course Description:** 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.

### **CHILD DEVELOPMENT**

**Prerequisite:** None

**Course Description:** 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.

### **COMPUTER SCIENCE I (regular or honors)**

**Prerequisite:** None

**Course Description:** 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.

### **COMPUTER SCIENCE II**

**Prerequisite:** Computer Science I

**Course Description:** 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.

### **COUNSELING AND MENTAL HEALTH I**

**Prerequisite:** None

**Course Description:** 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.

### **COUNSELING AND MENTAL HEALTH II**

**Prerequisite:** Counseling and Mental Health I

**Course Description:** 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.

### **CULINARY ARTS AND HOSPITALITY I**

**Prerequisite:** None

**Aligned Industry Credential(s):** ServSafe Food Handler Certification

**Course Description:** 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.

## CULINARY ARTS AND HOSPITALITY II APPLICATIONS HONORS

**Prerequisite:** Culinary Arts and Hospitality I

**Aligned Industry Credential(s):** ServSafe Food Protection Manager Certification

**Course Description:** 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.

## CULINARY ARTS AND HOSPITALITY III HONORS

**Prerequisite:** Culinary Arts and Hospitality I and II

**Aligned Industry Credential(s):** PrePAC in Culinary Arts

**Course Description:** 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.

## DRONE TECHNOLOGY FUNDAMENTALS

**Prerequisite:** None

**Aligned Industry Credential(s):** FAA Trust

**Course Description:** 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

**Additional Prerequisite:** Minimum age requirement of 16 by end of course

**Aligned Industry Credential(s):** CFR 14 Part 107 UAS Remote Pilot Certification

**Course Description:** 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.

## DRONE TECHNOLOGY II

**Prerequisite:** Drone Technology I and successful acquisition of the FAA 14 CFR Part 107 Remote Pilot Certificate. This credential is required for entry into Drone Technology II.

**Aligned Industry Credential(s):** ESRI Drone2Map AND NFPA 2400.

**Course Description:** 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.

## EARLY CHILDHOOD EDUCATION I HONORS

**Prerequisite:** Child Development

**Aligned Industry Credential(s):** Heartsaver CPR NC Early Childhood Credential (NCECC)

**Course Description:** acquire the knowledge and skills needed to provide developmentally appropriate practices in high-quality early childhood education programs. Explore ways of creating a child-centered 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.

## EMERGENCY MEDICAL RESPONDER HONORS

**Prerequisite:** Students must be at least 16 years old by the first day of class in order to meet mandatory age requirements for certification and testing after completion of Emergency Medical Responder and Emergency Medical Technology.

**Requirement:** Students must enroll in both EMR and EMT in same school year.

**Aligned Industry Credential(s):** NC OEMS Emergency Medical Responder

**Course Description:** Discover how to provide medical care for patients of all ages in the pre-hospital environment. Learn emergency medical systems and the roles and responsibilities of the emergency medical responder in the pre-hospital setting. Establish an introductory understanding of anatomy and physiology related to medical and traumatic emergencies.

## EMERGENCY MEDICAL TECHNOLOGY HONORS

**Prerequisite:** Emergency Medical Responder

**Requirement:** Students must be at least 17 years old by the last day of class in order to meet mandatory age requirements for certification and testing after completion of Emergency Medical Technology.

**Requirement:** Must enroll in both EMR and EMT in same school year.

**Aligned Industry Credential(s):** NC OEMS EMT Basic (Emergency Medical Technician)

**Course Description:** Discover how to provide medical care for patients of all ages in the pre-hospital environment. Learn emergency medical systems, relevant skills, roles, and responsibilities of the emergency medical technician in the pre-hospital setting. Understand anatomy and physiology related to medical and traumatic emergencies.

## ENGINEERING DESIGN

**Prerequisite:** Technology Engineering and Design

**Course Description:** 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.

## ENTREPRENEURSHIP I

**Prerequisite:** None

**Aligned Industry Credential(s):** Venture Entrepreneurial Expedition

**Course Description:** 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.

## ENTREPRENEURSHIP II

**Prerequisite:** Entrepreneurship I

**Aligned Industry Credential(s):** Entrepreneurship and Small Business

**Course Description:** 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.

## EQUINE SCIENCE I

**Prerequisite:** None

**Course Description:** Connect environmental factors to equine behavior. Conceptualize how anatomy influences equine movement and internal organs. Build knowledge of nutritional physiology and feeding management of horses. Explore the tools and equipment used to support equine sports and recreation through hands on activities.

## FINANCIAL PLANNING I

**Prerequisite:** Business Essentials

**Aligned Industry Credential(s):** Everfi Financial Literacy

**Course Description:** 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

**Prerequisite:** Financial Planning I

**Course Description:** 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.

## FIREFIGHTER TECHNOLOGY I

**Prerequisite:** Public Safety I is highly recommended

**Aligned Industry Credential(s):** NC OSFM Firefighter Technology I Certification

**Course Description:** 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.

## FIREFIGHTER TECHNOLOGY II

**Prerequisite:** Firefighter Technology I

**Aligned Industry Credential(s):** NC OSFM Firefighter Technology II Certification

**Course Description:** 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.

## FIREFIGHTER TECHNOLOGY III HONORS

**Prerequisite:** Firefighter Technology II

**Aligned Industry Credential(s):** NC OSFM Firefighter Technology III Certification

**Course Description:** 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.

## FOOD AND NUTRITION I

**Prerequisite:** None

**Aligned Industry Credential(s):** ServSafe Food Handler Certification

**Course Description:** 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

**Prerequisite:** Food and Nutrition I OR Culinary Arts and Hospitality I

**Aligned Industry Credential(s):** ServSafe Food Protection Manager Certification

**Course Description:** 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.

## FOUNDATIONS OF AGRICULTURE

**Prerequisite:** None

**Aligned Industry Credential(s):** North Carolina Hunter Safety Certificate

**Course Description:** Explore the sectors of the agriculture industry through hands-on activities. Develop a foundation of agricultural literacy to become an advocate in the community. Establish an understanding of the process to produce agricultural commodities in the areas of plant science, agriculture mechanics, animal science, and natural resources.

## FOUNDATIONS OF HEALTH SCIENCE

**Prerequisite:** None

**Course Description:** Explore medical history from the primitive era to the 21st century. Understand mathematics used in healthcare, medical terminology, and abbreviations. Initiate learning about healthcare professions through career exploration.

## GAME ART AND DESIGN (regular or honors)

**Prerequisite:** 3D Modeling and Animation I

**Course Description:** 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.

## HEALTH SCIENCE I (regular or honors)

**Prerequisite:** Foundations of Health Science is highly recommended.

**Aligned Industry Credential(s):** First Aid

**Course Description:** 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.

## HEALTH SCIENCE II (regular or honors)

**Prerequisite:** Health Science I

**Aligned Industry Credential(s):** • CPR/AED • Stop The Bleed • OSHA 10-Hour General Industry (Healthcare) Certification

**Course Description:** 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.

## HORTICULTURE I - INTRODUCTION TO PLANTS

**Prerequisite:** None

**Course Description:** Grow your knowledge of plant biology and environmental conditions plants need to thrive. Cultivate plant identification skills and experiment with propagation and production practices.

## HORTICULTURE II - LANDSCAPE CONSTRUCTION HONORS

**Prerequisite:** Horticulture I

**Course Description:** Design landscapes that meet client demands. Implement landscape installation and maintenance skills through work-based learning opportunities.

## HORTICULTURE II - PLANT PRODUCTION

**Prerequisite:** Horticulture I - Introduction to Plants

**Course Description:** 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.

## HOSPITALITY & TOURISM MANAGEMENT I

**Prerequisite:** None

**Course Description:** 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.

## HOSPITALITY & TOURISM MANAGEMENT II

**Prerequisite:** Hospitality and Tourism Management I

**Aligned Industry Credential(s):** Certified Guest Services Professional (CGSP)

**Course Description:** 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.

## MANUFACTURING ROBOTICS

**Prerequisite:** Advanced Manufacturing I

**Aligned Industry Credential(s):** FANUC Certified Robot Operator 1

**Course Description:** 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.

## MEDICAL ASSISTING

**Prerequisite:** Health Science II

**Requirement:** Must be at least 16 years old, be within 12 months of high school graduation, AND must hold BLS credential.

**Aligned Industry Credential(s):** Certified Clinical Medical Assistant

**Course Description:** 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.

## MICROSOFT EXCEL HONORS

**Prerequisite:** None

**Aligned Industry Credential(s):** • Microsoft Office Specialist: Excel • Microsoft Office Specialist: Excel Expert

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

## MICROSOFT WORD AND POWERPOINT (regular or honors)

**Prerequisite:** None

**Aligned Industry Credential(s):** • Microsoft Office Specialist: Word • Microsoft Office Specialist: PowerPoint

**Course Description:** 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.

## NATURAL RESOURCES I

**Prerequisite:** Foundations of Agriculture (recommended)

**Course Description:** 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.

## NATURAL RESOURCES II - FORESTRY

**Prerequisite:** Natural Resources I

**Aligned Industry Credential(s):** Certified Forest Worker

**Course Description:** Explore forest cultivation, conservation and management, and timber harvesting and processing to prepare students for a career in the forestry industry. Implement skills in tree identification and timber measurement. Develop forestry knowledge and skills to attain an industry recognized credential.

## NURSING FUNDAMENTALS

**Prerequisite:** Health Science II

**Aligned Industry Credential(s):** North Carolina Nurse Aide I

**Course Description:** 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.



## PUBLIC SAFETY I

**Prerequisite:** None

**Aligned Industry Credential(s):** FEMA: NIMS: IS-100.B, IS-700.A, IS-200.B, IS-800.B Law and Public Safety Introductory Competency (LAPSEN)

**Course Description:** 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.

## PUBLIC SAFETY II HONORS

**Prerequisite:** Public Safety I

**Aligned Industry Credential(s):** Community Emergency Response Team (CERT)- NC-317 NECI 9-1-1 Telecommunicator

**Course Description:** 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.

## PYTHON PROGRAMMING I

**Prerequisite:** None

**Aligned Industry Credential(s):** PCEP - Certified Entry-Level Python Programmer

**Course Description:** 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

**Prerequisite:** Python Programming I

**Aligned Industry Credential(s):** PCAP – Certified Associate in Python Programming

**Course Description:** 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.

## SPORT & EVENT MARKETING I

**Prerequisite:** None

**Course Description:** 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 & EVENT MARKETING II HONORS

**Prerequisite:** Sports & Entertainment Marketing I

**Course Description:** 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.

## TECHNOLOGICAL DESIGN (regular or honors)

**Prerequisite:** Technology Engineering and Design

**Course Description:** Explore engineering through energy, manufacturing, and other industries. Fabricate prototypes to test design concepts. Engineer a solution to a problem in a community.

## TECHNOLOGY ENGINEERING AND DESIGN (regular or honors)

**Prerequisite:** None

**Course Description:** 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.

## VETERINARY ASSISTING HONORS

**Prerequisite:** Animal Science II - Companion Animal

**Aligned Industry Credential(s):** Elanco Veterinary Medical Applications

**Course Description:** 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.

## WOODWORKING I

**Prerequisite:** None

**Aligned Industry Credential(s):** OSHA 10-Hour Construction Industry Certification

**Course Description:** 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.



## WOODWORKING II HONORS

**Prerequisite:** Woodworking I

**Aligned Industry Credential(s):** Woodwork Career Alliance (WCA) Sawblade Certification

**Course Description:** 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.

## HIGH SCHOOL ATHLETICS

N.C. High School Athletic Association Requirements for Athletic Participation:

In order to participate in any high school sport, a student:

- must be enrolled in at least 2 courses for high school credit the semester preceding athletic participation
- Scholastic Requirements- A student must be in good academic standing to be eligible to participate in interscholastic athletics.(a) A student other than a home school student is in good academic standing if:
  - (1) The student attended at least 85 percent of the total number of instructional days in the PSU during the previous semester.
  - (2) The student passed at least seventy (70) percent of the courses taken in the preceding semester; and
  - (3) The student is making sufficient progress toward meeting the academic and curricular requirements of the PSU and the State Board of Education to be promoted to the next grade level or to graduate within the next calendar year.
- must be promoted the previous year
- must meet the LEA eligibility policy during the previous semester ([Policy 3620](#))
- must not turn 19 years of age on or before August 31 during the school year of participation
- cannot be eligible for more than 8 consecutive semesters beginning with first entry to grade 9
- cannot be convicted of a crime classified as a felony under North Carolina or federal law or be adjudicated delinquent for an offense that would be a felony if committed by an adult

For the purpose of determining good academic standing during the Fall semester, a student may count courses that the student passed in a summer school session in which the student was enrolled during the same calendar year toward the total number of courses passed in the preceding Spring semester, provided that summer school courses shall not affect the total number of courses attempted in the preceding spring semester.

- A student who is promoted from Grade 5 to Grade 6 shall be deemed to have satisfied the requirements set forth in this paragraph to participate in the first semester of Grade 6.
- A student who is promoted from Grade 8 to Grade 9 shall be deemed to have satisfied the requirements set forth in this paragraph to participate in the first semester of Grade 9.

For complete information on high school athletics, visit the official North Carolina High School Athletic Association website: <http://www.nchsaa.org> or click [here for the state policy](#).

<b>Questions? Contact your school's Athletic Director:</b>	Havelock High School	Tameka Wiggins	(252) 444-1514
	New Bern High School	Bo Lansche	(252) 514-6400
	West Craven High School	David Fernandez	(252) 244-3526

## NCAA FRESHMAN ELIGIBILITY REQUIREMENTS FOR COLLEGE ATHLETICS

The information contained in this section was correct at the date of printing. For updates and forms, check <https://www.ncsasports.org/ncaa-eligibility-center/eligibility-requirements>.

If you are planning to enroll in college and participate in Division I or Division II athletics, you must be certified by the National Collegiate Athletic Association (NCAA). For certification by the Clearinghouse you must:

- Register with the NCAA Clearinghouse at the end of 10th grade year
- Complete 16 core courses
  - Ten of the 16 core courses must be completed before the seventh semester of high school
  - Seven of the 10 core courses must be English, math or science
- Have a minimum core-course GPA of 2.300.
  - Grades earned in the 10 required courses required before the senior year are "locked in" for purposes of GPA calculation
  - A repeat of one the "locked in" courses will not be used to improve the GPA if taken after the seventh semester begins

- Meet the completion sliding scale requirement of GPA and ACT/SAT score
- Graduate from high school

#### Core Units Required for NCAA Certification

	Division I	Division II
English Math (Algebra 1 or higher) Natural or Physical Science* Social Science	4 years 3 years 2 years 2 years	3 years 2 years 2 years 2 years
Additional Courses from English, Math, or Natural/Physical Science	1 year	3 years
Additional Academic Courses (English, Math, Science, Social Science, World Language, Comparative Religion/Philosophy)	4 years	4 years
Total Core Units Required	16 and minimum CORE GPA of 2.3	16 and minimum CORE GPA of 2.2
SAT or ACT Scores and GPA (Scores must be sent directly from the testing agency. Test scores that appear on a high school transcript will not be accepted.)	Refer to <a href="https://www.ncsasports.org/ncaa-eligibility-center/eligibility-requirements">https://www.ncsasports.org/ncaa-eligibility-center/eligibility-requirements</a> for sliding scale	Refer to <a href="https://www.ncsasports.org/ncaa-eligibility-center/eligibility-requirements">https://www.ncsasports.org/ncaa-eligibility-center/eligibility-requirements</a> for sliding scale

\* including at least one laboratory course if offered by the high school

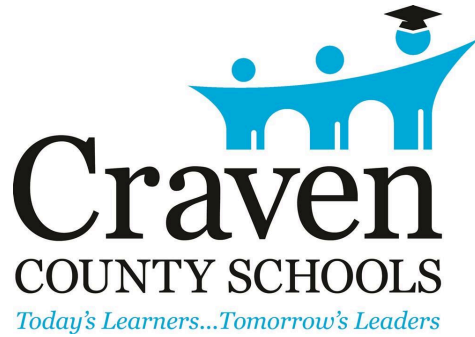
## DRIVER EDUCATION

Driver education classes are offered after school for students who are 14 ½ years old by the starting date for the class. The course consists of 30 hours of classroom instruction and 18 hours on the road (6 hours behind the wheel and 12 in the car observing). This course offers no credit toward graduation. There is a fee to participate.

## MILITARY FAMILIES

Please contact the District Military Liaison Counselor at [jodi.scoggins@cravenk12.org](mailto:jodi.scoggins@cravenk12.org) or 252-444-7200 or MCAS School Liaison, Leafa Palmer at [leafa.palmer@usmc-mccs.org](mailto:leafa.palmer@usmc-mccs.org) or 252-466-7648, once you receive PCS orders to help with any questions or navigation concerns. They can help expedite the process and provide a smooth transition to your child's new high school and school counselor. When you are PCSing, it is most efficient to have a copy of your child's cumulative folder forwarded to the next school, or you may request a copy to hand-carry with your personal items, especially when you are moving overseas. If your child has an IEP or 504, it is best practice to hand carry a copy of this documentation. North Carolina MIC3/Interstate Compact is a law specifically addressing the needs of transitioning military students. In response to NC's adoption of the Compact (GS 115C-407.5), Craven County Public Schools has ensured that policies and processes are in place to assist military children. For high school students, military students moving between states during high school can be supported by the Interstate Compact:

- Waiving courses required for graduation if similar course work has been completed
- Flexibility in accepting state exit or end-of-course exams, national achievement tests, or alternative testing in lieu of testing requirements for graduation in the receiving state
- Allowing a student to receive a diploma from the sending school instead of the receiving school
- Have the opportunity to participate in extracurricular activities, if qualified, regardless of application deadlines
- Comply with IDEA and provide comparable services based on students IEP



# 2025-2026

## HIGH SCHOOL PLANNING GUIDE

We suggest students and parents or guardians keep this handbook throughout the remainder of a student's attendance in Craven County Schools since the requirements that will have to be met for graduation are listed here.

The information provided is current at the time of printing, but it is recommended that you work closely with your school counselor to be aware of any last-minute changes.

### **Equal Opportunity Statement**

Craven County School System administers all policies, education programs, employment activities and admissions without discrimination against any person on the basis of individual's race, gender, sexual orientation, religion, creed, age, physical characteristics, national origin, socioeconomic status or disability, except where exemption is appropriate and allowed by law.