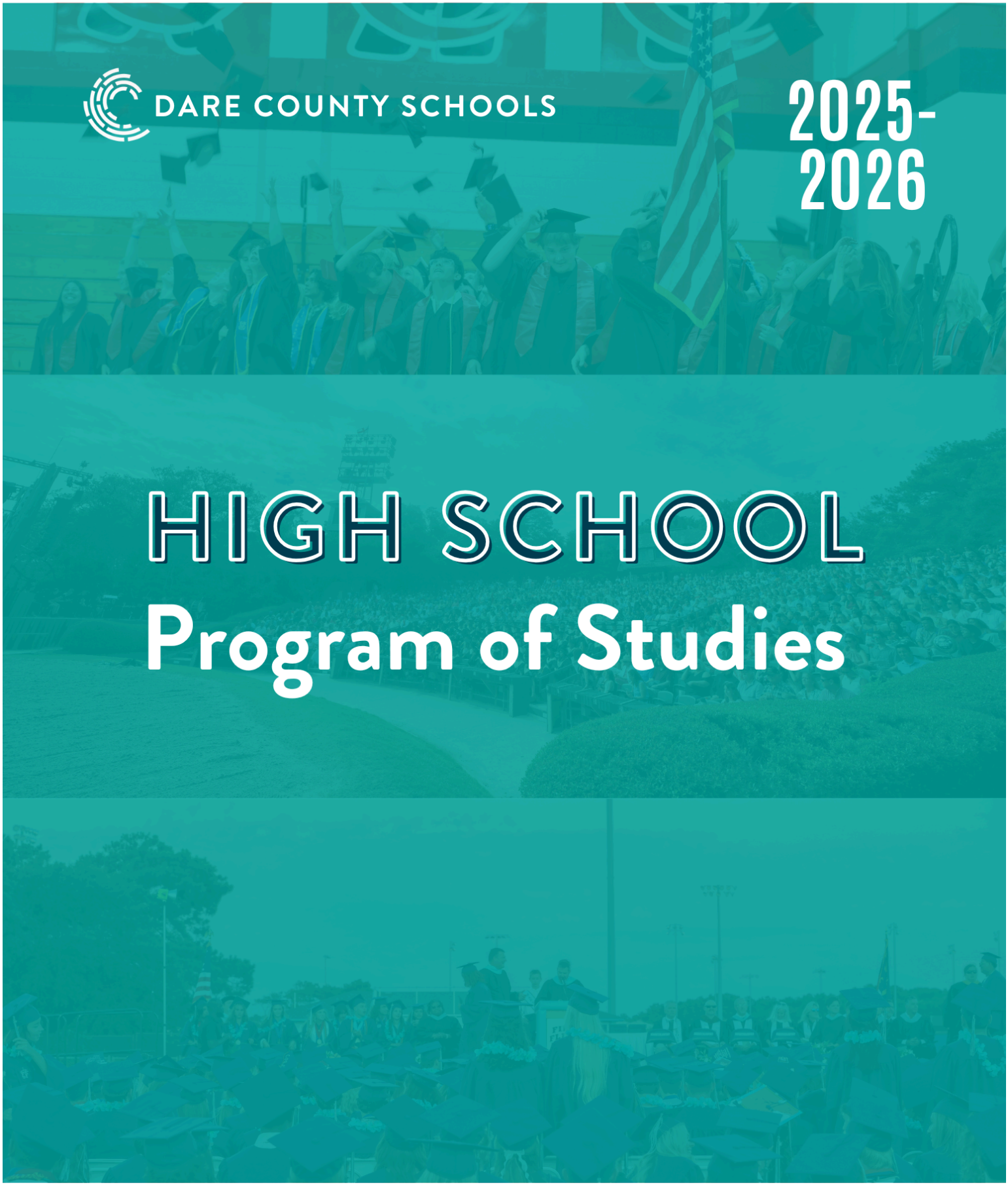


DARE COUNTY SCHOOLS

2025-2026

HIGH SCHOOL
Program of Studies

DARE COUNTY SCHOOLS

DARE COUNTY SCHOOLS

CONTENTS

INTRODUCTION

Students in Dare County Schools have bold visions for their future. Some students want to become public servants and influence the political climate. Other students want to save lives through science and technology in the healthcare industry. Others have hopes and dreams to build up our common humanity through philanthropy and service in non-profit organizations. Whatever their goals for the future, high school is a gateway to success for our students. We strive to help our students discover their own unique talents and ambitions. By providing our students with a rigorous course of study, they will graduate remarkably well-prepared for college, or the career pathway of their choice. But it's not all about the outcome - it's about the journey and what we learn and discover along the way.

This Program of Studies Guidebook provides valuable information that families can use as students plan for success in high school and beyond. Good planning translates into success, and you should begin now to set goals for your future. As always, teachers, school counselors, and administrators are here to help.

Our Vision and Mission Define Our Future

VISION

Our vision inspires us to work towards a possible future:

Together we are building extraordinary schools.

MISSION

Our mission explains the purpose of our schools and our work:

Dare County Schools will empower every student to be an innovative problem solver and engaged global citizen.

CORE VALUES

Every Child Matters.

We believe every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and personalized learning every day.

Safe and Joyful Schools.

We believe every student deserves to learn and grow in a safe, caring, respectful, inclusive, and supportive school environment.

Collective Greatness.

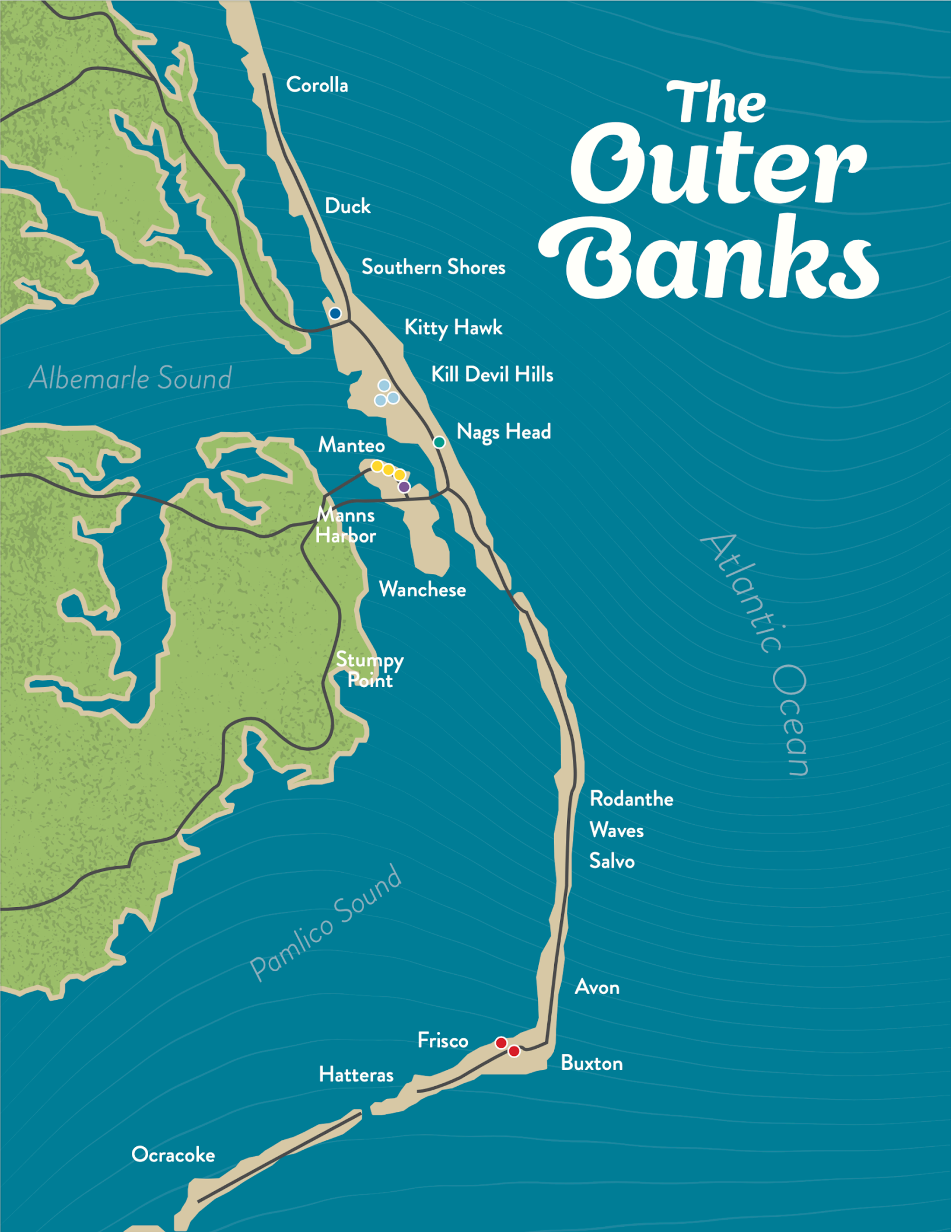
We believe we are better together. Our schools can accelerate the attainment of our mission and goals through engaging parents and community members in meaningful partnerships.

Innovation Ignites Excellence.

We believe in the power of leveraging high-impact teaching strategies to inspire learning, global thinking, creativity, and problem-solving.

Extraordinary People.

We believe our staff members are phenomenal and care greatly for our students. We support talent development so our staff members discover their professional greatness.


The Outer Banks
Corolla
Duck
Southern Shores
Kitty Hawk
Kill Devil Hills
Nags Head
Manteo
Manns Harbor
Wanchese
Stumpy Point
Albemarle Sound
Atlantic Ocean
Rodanthe
Waves
Salvo
Pamlico Sound
Avon
Frisco
Buxton
Hatteras
Ocracoke

Important Contact Information

An important part of being successful in high school is knowing who to contact when you have a question. Families and students are encouraged to reference the following contact information and consult school counselors and administrators with course registration questions.

Cape Hatteras Secondary School

https://chs.daretolearn.org/
School Phone: (252) 995-5730

Karla Jarvis | School Counselor

Michael Bradley| Student Support Specialist

Leon Jennette | Counselor Assistant

Beth Rooks | Principal

Clay Tiderman | Assistant Principal

Dare Learning Academy

https://dla.daretolearn.org/
School Phone: (252) 473-2264
L'Tanya Murray | Principal

First Flight High School

https://ffh.daretolearn.org/
School Phone: (252) 449-7000
Elizabeth Garrett | School Counselor

Lisa Wheless | School Counselor

Amy White | School Counselor

Debbie Mitchell | Counselor Assistant

Joe Tyson | Principal

Sarah Pritchard | Assistant Principal

Samantha Reynolds | Assistant Principal

Manteo High School

https://mhs.daretolearn.org/
School Phone: (252) 473-5841

Karen Pascual | School Counselor
Sarah Edge | School Counselor
Connie Hathaway | Counselor Assistant
John Luciano | Principal
Juan Castillo | Assistant Principal

Central Office

https://www.daretolearn.org
Phone: (252) 480-8888

Shannon Castillo | Career and Technical Education Director
Reida Roberts | Exceptional Children's Director
Paul Kinsey | Testing and Accountability Director
Holly King | Technology Director
Denise Fallon | Director of Secondary Education
Catie Spruill | Assistant Superintendent
Steve Basnight | Superintendent

REQUIREMENTS FOR GRADUATION

Dare County Schools Graduation and Promotion Standards

To graduate from Dare County Schools, students entering ninth and tenth grade in 2025-2026 must:

Successfully complete 22 credits.

1. Pass the required courses for the Future-Ready Core Course of Study or meet the requirements of the Future Ready Occupational Course of Study.
2. Successfully complete cardiopulmonary resuscitation instruction.

Additional information is provided in Dare County Schools Board of Education Policy 3460.

Promotion Requirements

Entering Ninth Grade in 2021-2022 and Beyond

9th to 10th:	6 credits including English I, 1 Math
10th to 11th:	13 credits including English II, 2 Math Credits
11th to 12th:	20 credits including English III, 3 Maths, 2 Science, 2 Social Studies, Health/PE

North Carolina Graduation Course Requirements for Students Entering Ninth Grade in 2023-2024

Content Area	Future-Ready Core	Future-Ready Occupational
English	4 Credits: sequential (English I, II, III, and IV)	4 Credits: sequential (English I, II, III, and IV)*
Mathematics	4 Credits: NC Math 1, 2, and 3, and a fourth math course aligned with the student's post-high school plans	3 Credits: Introduction to Mathematics, Math 1*, Financial Management
Science	3 Credits: a physical science course, Biology, and earth/environmental science	2 Credits: Applied Science(earth or physical science), Biology*
Social Studies	4 Credits: including World History, Founding Principles of the United States of America and North Carolina: Civic Literacy, American History, and Economics and Personal Finance	4 Credits: including: Employment Prep Citizenship IA and IB, Founding Principles of the United States of America and North Carolina: Civic Literacy, American History, and Economics and Personal Finance
World Languages	Not required for high school graduation or admission to the UNC system. Two additional academic courses from English, mathematics, science, social studies, world languages, or computer science. (Note: these courses should be selected in alignment with a student's academic and career objectives. Completion of two sequential world language courses is highly recommended.)	Not Required
Health and Physical Education	1 Credit: Health and Physical Education	1 Credit: Health/Physical Education
Electives or Other Requirements	6 Credits: 2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from the following: Career and Technical Education**, Arts Education, or any other subject area of cross-disciplinary course	6 Credits: Occupational Preparation I, II, III, IV
Career and Technical		4 Credits: Career/Technical Education Electives

Other	*Two additional academic courses from English, mathematics, science, social studies, world languages, or computer science. (Note: these courses should be selected in alignment with a student's academic and career objectives. Completion of two sequential world language courses is recommended.) *CPR Instruction	*CPR Instruction
Total	22 Credits	22 Credits

* OCS Pathway courses are aligned with the Future Ready Core courses in English I, English II, Algebra I/Integrated Math 1, and Biology.

** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Pathway information located here.

North Carolina Graduation Course Requirements for Students Entering Ninth Grade in 2012-2013 and Later

Content Area	Future-Ready Core	Future-Ready Occupational
English	4 Credits: sequential (English I, II, III, and IV)	4 Credits: sequential (English I, II, III, and IV)*
Mathematics	4 Credits: NC Math 1, 2, and 3, and a fourth math course aligned with the student's post-high school plans	4 Credits: Introduction to Mathematics, NC Math 1*, Financial Management, Employment Preparation
Science	3 Credits: a physical science course, Biology, and earth/environmental science	2 Credits: Applied Science (Earth Science or Physical Science), Biology*
Social Studies	4 Credits: American History: The Founding Principles, Civics and Economics, World History, American History I, American History II OR AP US History.	2 Credits: Civic Literacy, Economics and Personal Finance
World Languages	Not required for high school graduation. Not required for high school graduation or admission to the UNC system. Two additional academic courses from English, mathematics, science, social studies, world languages, or computer science. (Note: these courses should be selected in alignment with a student's academic and career objectives. Completion of two sequential world language courses is recommended.)	Not Required
Health and Physical Education	1 Credit: Health and Physical Education	1 Credit: Health/Physical Education
Electives or Other Requirements	6 Credits: 2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from the following: Career and Technical Education**, J.R.O.T.C, Arts Education, or any other subject area of cross-disciplinary course	6 Credits: Employment Preparation I, II, III, IV
Career and Technical		4 Credits: Career/Technical Education Electives
Other	Not required for high school graduation or admission to the UNC system. Two additional academic courses from English, mathematics, science, social studies, world languages, or computer science. (Note: these courses should be selected in	CPR Instruction Required

	alignment with a student's academic and career objectives. Completion of two sequential world language courses is recommended.) CPR Instruction Required	
Total	22 Credits	22 Credits

* OCS Pathway courses are aligned with the Future Ready Core courses in English I, English II, Algebra I/Integrated Math 1, and Biology.

** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located here.

Course Registration Process and Course Offerings

Registration

Rising 9th, 10th, and 11th grade students in Dare County high schools will be required to enroll in eight courses for the year. Seniors must register for at least four of the eight courses. Parent and school permission is required for any senior taking an abbreviated schedule. Students that wish to graduate early, after their 11th grade year, will need to work with their school counselor to develop an early graduation plan.

During registration, students should make course selections very carefully. First choices will be honored if at all possible; however, alternate course selections are just as important as first choices. If there is a schedule conflict after the master schedule is built, alternative course selections will be used to complete a student's schedule.

Availability of classes at each school will depend upon student registration numbers, certified teachers, and program feasibility.

Considerations for Course Selection

Recommendations
Teacher feedback is considered for placement in appropriate classes based on many factors, including content mastery in the subject area, student motivation and work ethic. Teacher feedback will be reviewed with students and parents/guardians during the registration process in order to assist students in making informed decisions.

Honors Level Courses
Course content, pace, and academic rigor place high expectations on the student and surpass standards specified by the NC Standard Course of Study. Such courses demand greater independence and responsibility. Therefore, honors-level courses are weighted .5 additional quality points on the 4.0 scale.

AP Courses
Course content, pace, and academic rigor are college-level as adopted by the College Board and are geared to prepare students to pass the AP test. The course provides credit towards a high school diploma. Students that successfully complete an AP course will receive 1 additional quality point towards their GPA.

Students and parents should attend the information sessions provided by the school in order to understand the expectations.

Community College Dual Enrollment
Students that are interested in taking college courses in high school should read this section of the Program of Studies for important information regarding dual enrollment with the College of the Albemarle. Students that successfully complete a college course will receive 1 additional quality point towards their GPA.

Students and parents should attend the information sessions provided by the school in order to understand the expectations.

Schedule Changes

Students are given information and guidance to help them carefully select their courses. Based upon these requests, teachers are employed, teaching stations are assigned, instructional materials and supplies are purchased, and intensive planning is undertaken to construct the best possible master schedule. Because of these factors, students should thoughtfully select core courses, electives, and alternates when developing their academic plan and during registration. Prior to the opening day of school, students will have the opportunity to meet with their counselor to make last minute schedule changes for first and second semester. It should be noted that the first five days of each semester are designated as drop/add days. Only in the following situations should a student request a schedule change:

- The student is scheduled for a course that does not align with the student's academic plan and for which he/she did not register nor designate as an alternate.
- The student passed a course that he/she assumed he/she would fail.
- The student did not meet the necessary prerequisite for the next course.
- The student failed a course, registered for the course again, and was assigned to the same instructor.
- The student is academically misplaced or there is a computer error.
- Other extenuating circumstances

If the parent or student is requesting a schedule change, it requires parent permission and must be authorized by a school counselor and approved by an administrator. Students requesting to drop a course should check with the athletic department about eligibility and if the student is a senior, they should check with a college admissions representative at their chosen college.

Students who withdraw from a course after the drop/add period within a semester will receive a "WF" (Withdrawal Failing) grade, which will be calculated into the GPA as an "F" grade. This includes dual enrollment courses after the first 10 days of the class. At the discretion of the principal when there are extenuating circumstances, students may be allowed to withdraw without penalty. According to the North Carolina State Board of Education policy for end-of-course tests, students may not drop a semester course with an end-of-course test after the first 10 days, or a year-long course with an EOC after the first 20 days.

Repeating a Course for Credit

Students are permitted to repeat a course for credit when they have failed a course. Students repeating a course for credit shall receive a grade and take the associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect to either retake the EOC or use the previous passing EOC score as at least 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade. Upon completion of the repeated course, the new course grade shall replace the previous grade for the course. Students in Dare County are allowed to repeat a course they passed in order to improve their grade or knowledge based on course availability and in accordance with schedule change policy. For students who initially fail a high school course and repeat the course for credit, upon completion of the repeated course, the new course grade shall replace the previous grade for the course. An audited class is one taken to improve one's knowledge in a core course already taken. Audited classes may be taken upon instructor approval on a space available basis. An audited class will receive no grade or credit. During registration, the student must state his/her desire to audit a class. Once the semester has begun, the status of the course may not be changed.

Credit Recovery

The term "credit recovery" refers to a block of instruction that is less than the entirety of the Standard Course of Study (SCS) for that course. Credit recovery delivers a subset of the SCS in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. When credit recovery is used, the original record of the course being completed and failed will remain on the transcript. However, the numeric grade assigned during credit recovery must be factored into the student's existing Incomplete (I) or Fail (F) course grade on their transcript. A student wishing to modify his or her GPA shall repeat a course for credit and not seek a credit recovery solution. Intensive online remediation in core subjects (math, English, social studies, science) may be provided during the summer for high school students only on a limited basis. Students who failed a course may retake one class during the summer if the student needs the course/credit for promotion purposes or to be an on-time graduate.

Credit by Demonstrated Mastery (CDM)

Credit by Demonstrated Mastery (CDM) is an option for obtaining high school course credit for standard level courses (honors level, AP level courses, and foreign languages higher than the 2nd level are excluded). CDM is the process by which a local school system can, based upon a body-of-evidence, award a student credit in a particular high school course without requiring the student to complete classroom instruction. Dare County is providing students the opportunity to earn credit in selected courses. The process is outlined in two phases:

Phase 1: A standard examination

- EOC Exam – Level 5
- Non-EOC/CTE Assessment – 90% or better

Phase 2: An artifact

- A project that demonstrates the student's deep understanding of the content standards
- Artifacts of any type may be assigned – ranging from three-dimensional to paper-based to electronic to oral interviews

CDM credits are awarded as a "pass" and appear as such on the student's transcript. No course grade is received and the course is not included in the GPA calculation. Failed attempts will not be reflected on a student's transcript.

If a student earns credit by demonstrated mastery for a course, generally the student should replace the course with the next course in the sequence, i.e. a student using CDM to earn an English I credit should schedule English II in its place. High school students might also use CDM to create space in their schedule that can be filled with a community college course available through Career & College Promise or another advanced high school course.

Students can graduate early based on credits earned through demonstrated mastery. Dare County Schools recommends that early graduation decisions be made through discussion between parents, students, counselors, and school administrators. CDM is for students who wish to accelerate without enrolling in a course; therefore, a student may not elect to earn CDM midway through a course.

Students considering collegiate athletic eligibility should be advised that NCAA Division I and Division II colleges and universities do not recognize test-out credits in terms of meeting college entrance credit requirements, and therefore CDM is strongly discouraged for potential collegiate athletes. Credits earned through CDM can be used to count toward minimum credits for the purpose of high school athletic eligibility.

Advanced Placement Courses

Advanced Placement (AP) courses are rigorous college level courses offered for high school credit. Students are required to take the nationally administered AP exams given in May. Certain scores may earn them college credits. The student's score and the policies of the particular college that an individual student attends will determine the amount of college credit that a student may be awarded. The decision to award credit or not and how much credit to award is left up to the individual college.

College level courses require a high level of maturity, responsibility, and time management ability on the part of the student. AP courses appearing in this guide will be scheduled subject to availability and may be provided via distance learning. Students earn one extra quality point for successfully completing AP courses.

North Carolina Virtual Public School

Many additional AP and other elective courses may be available online through enrollment in the North Carolina Virtual Public School (NCVPS). These offerings range from Mandarin Chinese and other world languages and AP courses not provided by Dare County Schools' teachers. After becoming familiar with the range of courses listed in this Course Offerings, students should consult with their counselor for more information about signing up for additional course possibilities. (Please see your counselor for a list of courses offered through NCVPS) Please visit this website for a complete course list.

North Carolina School of Science and Math

The School of Science and Math offers residential and online options for qualified students in 11th and 12th grades. Students must apply to the school in the fall of their 10th grade year. In addition, NCSSM offers a select number of interactive videoconference courses to students who meet the prerequisites for that class. Using two-way video conferencing, students from across the state work together on projects and participate in whole class discussions while developing the skills required in the modern work world. Interested students should contact their school counselor for more information.

Student Passport to Graduation: The 4-Year Course Plan

Student plans are developed and personalized to help students achieve success in high school and to plan for a successful future after high school. When preparing and reviewing the four-year course selection plan, students and parents should consider the student's goals upon completion of high school. Questions to consider when selecting courses: Does the student plan to pursue specific training that will prepare him/her for any of the following:

- to enter directly into the job market?
- to enlist in a branch of the armed services?
- to earn college credit while in high school?
- to enroll in a one- or two-year post-secondary education program which provides specific job skills?
- to enroll in a college or university to pursue a four-year degree?

Students and parents should also consider academic strengths, talents, and skills, as well as subject areas the student enjoys. After considering all of this, the parent, student, and school counselor can better select appropriate courses. A plan can be designed that helps students meet graduation requirements and makes high school a more meaningful and rewarding experience. This process requires thoughtful decision-making and difficult choices are almost always necessary. Once the plan is developed, students are able to see how all the pieces fit together.

Selecting a Concentration

All high school students will be meeting the Future-Ready Core graduation requirements. It is strongly recommended that they plan a concentration in a sequence of elective courses that relates to their future goals when developing their academic and career development plan. These concentrations may include arts education, career and technical education, world languages, or a core subject area. Students with a CTE concentration area should plan to complete at least one CTE pathway to ensure they gain specialized skills and credentials in their chosen field.

To further guide in the development of the course plan, students and parents should review:

- minimum standards for promotion and graduation from Dare County Schools
- requirements for becoming a North Carolina Scholar, an AVID Scholar, or STEM Scholar, CTE Concentrator
- minimum standards for admission to the sixteen UNC system institutions and guidelines for the admission standards of other colleges

Each year, students, parents, and counselors will update and revise, if necessary, the student academic and career development plan.

Early Graduation

State Board of Education Policy requires school counselors to encourage students to complete college prep requirements in less than four years where feasible and appropriate. To the extent appropriate for individual students, counselors shall help set up schedules that promote completion of college entrance requirements within three years.

Students who complete all requirements for graduation and choose to graduate early will be allowed to do so. Students and parents must complete and sign an "Intent to Graduate Early" form and meet with their school counselor to discuss graduation plans. An early graduate will be allowed to attend prom and participate in the June graduation ceremony with the diploma awarded at that time. Early graduates are noted as such in the district information management system. Early graduates will not have access to school email accounts and will need to turn in school devices by the early graduation date. Early graduates are not eligible for second semester sports.

Consult your school counselor to learn about opportunities for accelerated completion of college entrance requirements, earning college credits while in high school, and early graduation.

Athletic Eligibility (Scholastic Eligibility)

Based on the N.C. High School Athletic Association (NCHSAA) policy, a student must have passed 70% of courses the previous semester and be on grade level to participate in athletics. In addition, the student must also be in attendance at least 85 percent of the total number of instructional days in the PSU during the previous semester to participate as well.

Dare County Schools also require student athletes to maintain high academic and attendance standards. More information can be found in Board of Education Policy 4400-R.

Driving Eligibility

State law requires the revocation of a student's driving permit or license if a student is unable to maintain adequate academic progress or drops out of school. This law applies to all North Carolina students under the age of 18.

Students who drop out of school lose their driving eligibility immediately. Adequate academic progress will be evaluated at the end of each semester for enrolled students. Students must pass at least 70% of courses attempted each semester in order to keep their driving permit or license or to receive a driving eligibility certificate. Students who do not meet these requirements will be reported to DMV and will have their permit or license revoked. Before students can receive a North Carolina driving permit or license, they must obtain a Driving Eligibility Certificate from the administration.

Dare County Schools Secondary Attendance Policy Highlights

State law requires absences be coded excused or unexcused. Students must present a written excuse from a parent/legal guardian within three (3) days after returning from each absence. Students absent/tardy due to a medical/dental appointment or court appearance must present a note from that office.

A student must be present in class for at least two-thirds of the period to be counted present for the period.

Any student who misses more than five (5) days for any reason in a semester or A/B class has exceeded the Dare County attendance requirements. In a yearlong class the student must miss ten (10) days to exceed the policy.

Students with excessive absences for any reason are subject to suspension of privileged activities (e.g., extra-curricular activities, athletics, parking, attendance at prom, graduation ceremony, etc.) until such time as work is completed to the teacher's and principal's satisfaction.

Out-of-town or educational travel must be pre-approved at least five (5) days in advance of planned absences (including College Days). Forms are available in the attendance office. Generally, no educational travel will be approved two weeks before or during state testing and exams unless the student is exempt.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

Minimum Admission Requirements of the UNC System

To enroll in any of the 16 public universities , which make up the University of North Carolina, undergraduate students must meet the following minimum requirements; however, some member institutions have higher requirements than those listed below. Contact individual schools for specific requirements.

- A HIGH SCHOOL DIPLOMA OR ITS EQUIVALENT
- FOUR levels of ENGLISH (9, 10, 11, 12), emphasizing grammar, composition, and literature
- FOUR course units in MATHEMATICS, integrated Math I, II, and III, and one unit beyond integrated Math III. (The fourth unit of math affects applicants to all institutions except the UNC School of the Arts.) It is recommended that prospective students take a mathematics course unit in the 12th grade. Examples of a fourth math course are Math IV, AP Pre-Calculus, Calculus, Discrete Math IV, Computer Science, AP Statistics, and/or college level mathematics course MAT 152 or above.
- TWO course units in SOCIAL STUDIES, including one unit in US HISTORY
- TWO additional academic courses from English, mathematics, science, social studies, world languages or computer science.
- 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 science (for example, physical science, chemistry, physics), and at least one additional laboratory course

Student's Age and College Credits	Minimum GPA	Minimum SAT (Critical Reading + Math)	Minimum ACT Composite
20 years and younger with fewer than 24 transferable credits	2.5	880	19

Specialized Programs, Endorsements, and Honors

Valedictorian and Salutatorian

In order for students to qualify to be recognized as Valedictorian or Salutatorian, they must complete their final three semesters of coursework, (excluding approved international study) at the high school from which they are receiving their diplomas. GPA calculations will be generated periodically through the year, but final grades at the end of the 2nd semester will be used for the purpose of determining class rank.

Incomplete Grades

If a student receives an incomplete at the end of a grading period, he/she is required to meet with the teacher to resolve the incomplete within 10 days of the end of the grading period.

Principal's List and Honor Roll

Principal's list will consist of students who make all A's in a nine-week period. Honor roll will consist of students who make A's and B's in a nine-week period.

Grade Point Average Calculation

Grade Point Average (GPA) is the primary means of ranking and honoring students in all Dare County high schools. A cumulative GPA includes all semester grades a student earns beginning with semester one of grade nine and continuing through high school. All North Carolina Public Schools are graded using a 10-point scale. Weighted courses are courses which the NC Department of Public Instruction has determined to be of greater difficulty than standard courses. This system is in place in all public high schools in North Carolina.

- Honors courses receive an additional one-half quality point
- Dual-enrollment courses receive one additional quality point
- AP courses receive one additional quality point

Students transferring into Dare County Public Schools will receive weighted credit for nationally designated AP courses previously taken at another school. Honors courses will be weighted one-half quality point while AP and college level courses will be weighted one additional quality point.

Grading Scale and GPA Chart 2023-2024

Regular	Honors	Advanced Placement/Dual Enrollment
100 - 90 = 4.0	100 - 90 = 4.5	100 - 90 = 5.0
89 - 80 = 3.0	89 - 80 = 3.5	89 - 80 = 4.0
79 - 70 = 2.0	79 - 70 = 2.5	79 - 70 = 3.0
69 - 60 = 1.0	69 - 60 = 1.5	69 - 60 = 2.0
≤ 59 = 0.0	≤ 59 = 0.0	≤ 59 = 0.0

North Carolina Diploma Endorsements

NC Students in North Carolina public schools may earn one or more endorsements on their high school diploma. These endorsements indicate that students have completed specific course concentrations preparing them to be ready for careers and/or college.

Students may earn more than one diploma endorsement. Students are not required to earn an endorsement in order to receive a diploma.

Based on State Board of Education policy (GRAD-007), the implementation of the diploma endorsements is required for all Local Education Agency high schools. This policy is optional for charter school boards of directors. Details about these endorsement requirements can be found on the NC Department of Public Instruction (DPI) website via this link.

North Carolina Academic Scholars Program

Students who complete the State Board of Education requirements for a well-balanced, challenging high school program will be named North Carolina Scholars and receive special recognition. Only courses taken in grades 9-12 will be counted toward NC Scholars. Final GPA calculations will be done at the third quarter of the student's senior year. Students who qualify for this special recognition will:

- be designated by the State Board as NC Scholars
- receive a seal of recognition attached to diplomas
- be able to use this special recognition in applying to post-secondary institutions
- receive special recognition at graduation exercises and other community events

1. The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; Algebra I, Geometry, Algebra II; or Integrated 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 either Math III, Algebra II, or Integrated Mathematics III as a prerequisite;
2. 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;
3. For students entering ninth grade in 2012-13 or later, the student shall complete four course credits of social studies;
4. The student shall complete two course credits of a world language (other than English);
5. 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;
6. 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
7. The student shall earn an unweighted grade point average of at least 3.50.

AVID Scholars, Global Scholars, and STEM Scholars

Students who meet locally determined standards will be recognized at graduation as AVID Scholars, Global Scholars, or STEM Scholars. Students will apply during the 2nd semester of their senior year, and be approved for recognition by a school-based faculty team appointed by the principal. These opportunities will be based on availability.

Avid Scholar Criteria
AVID Honor Cord Requirements :

- Weighted GPA of 3.0 or higher
- Successful completion of 3 or more years of AVID
- Successful completion of senior year in AVID
- Participation in at least three extra-curricular activities (can be 1 each year)
- 60 hours of community service
- Completion of ACT
- Successful completion of 1 or more AP class (and exam) AND/OR community college dual enrollment

course

- Completion of AVID Data in myAVID senior year

And MUST be accepted into a two-year, four-year, trade school or the military.

Global Scholars Criteria
Eligible graduates will be designated by Dare County Schools as Global Scholars and acknowledged at graduation. To be recognized, students will complete a minimum of six of the following courses/global experiences/activities (approved equivalent CCP courses can be substituted or added):

- AP European History
- AP Human Geography
- AP World History
- AP Literature
- A minimum of three levels of a World Language (or two levels of two World Languages) (for each/course year)
- Other pre-approved global studies courses like ENG 241, ENG 242. See counselor for approval.
- Meaningful Global Experience
- Required: Minimum weighted GPA of 3.5

STEM Scholars Criteria
Eligible graduates will be designated by Dare County Schools as STEM (Science, Technology, Engineering and Math) Scholars and acknowledged at graduation. To be recognized, students will complete a minimum of six of the following courses/STEM experiences plus the two required activities (approved equivalent CCP courses can be substituted or added):

- AP Biology
- AP Chemistry
- AP Physics
- AP Environmental Science
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- AP Computer Science
- AP Pre-Calculus
- Other college-level STEM course (to be approved in advance)
- Certification in a Career and Technical Education (CTE) field
- At least one online course
- Other pre-approved rigorous STEM course
- Meaningful STEM experience, such as involvement in STEM-related clubs, service learning, shadowing
- Required: Minimum weighted GPA of 3.5 is required

Testing and Assessment

Purpose of the Testing Program

High school assessments are designed to promote the academic achievement of all students and to assist stakeholders in understanding and gauging this achievement against state and national standards. The following assessments help students by providing feedback on their progress towards mastering the content and concepts outlined in the high school curriculum.

End-of-Course (EOC) Tests
State testing shifts at the high school level from measuring what students have learned in a particular grade level to testing what students have learned in a course. These tests are administered at the end of the course and count 20% of the student's total grade in each course. End-of-course tests will be given in English II, Math I, Math III, and Biology. Make-ups for EOC tests will be given after the regularly scheduled testing period. There is only a 10-day window for EOC make-ups. After that time, no EOC tests can be made up. For any teacher-made exams missed, make-ups will have to be scheduled with the individual teacher.

Career and Technical Education (CTE) Proof of Learning
Career and Technical Education (CTE) classes will have required Proof of Learning (POL) at the end of each course, which will count as 20% of the student's total grade. These POL's are required by the state of North Carolina.

PreACT
All sophomores will take the Pre ACT test during the first semester. The PreACT is a shorter version of the ACT which provides students with a college readiness score in the core content areas and is a tool to help make decisions about high school coursework and postsecondary options.

Preliminary Scholastic Aptitude Test (PSAT)
All 11th grade students will have the opportunity to take the PSAT in the early fall. This is good practice for the SAT as students get their tests back to use as a study guide.

Scholastic Aptitude Test (SAT)
The SAT is given in Dare County 5 times a year. This is not a state mandated test. There is a charge for this test; however, students may qualify for a reduced fee. More information can be found here. Fee waivers are available for qualifying students. The waivers are based on need/income. Please ask your school counselor about fee waivers for the SAT.

American College Test (ACT)
All juniors are required by the state to take the ACT in February or March. This is a free college entrance exam that assesses achievement in reading, writing, math, and science. The ACT provides students with a college readiness score in each content area. More information can be found here.

Advanced Placement Exams
Any student registered in an AP course is expected to take the AP exam (free of charge). A student may earn college credit for an AP course dependent on his/her score on the AP exam only. College credit score levels are determined and awarded by the individual colleges. Students receive high school credit when passing the course. They may also receive college credit based on their AP Exam scores.

WorkKeys
WorkKeys is part of North Carolina's school accountability program and is given to all graduates who are Career and Technical Education (CTE) concentrators. A concentrator is a student who has completed at least 2 courses in a single career and technical education program or program of study including a second or third-level course that builds upon skills acquired in a prerequisite course. The assessment system measures "real world" skills (foundational and soft skills) that employers believe are critical to job success and is given to all eligible DCS graduates. These skills are valuable for any occupation being considered and at any level of education. The three core areas tested are: Applied Mathematics, Workplace Documents, and Graphic Literacy. Successful completion can lead to earning ACT's National Career Readiness Certificate (ACT NCRC), a portable credential earned by more than 2.3 million people across the United States. Students' performance in these areas is meant to demonstrate their abilities to potential employers through the use of standardized, quantitative metrics. There are four certification levels: Platinum, Gold, Silver, and Bronze.

ASVAB
Juniors and Seniors can elect to take the Armed Services Vocational Aptitude Battery which is an excellent career exploration tool. It gives a profile of aptitudes and interests. This is not a State required test nor does it commit a student to the armed services.

High School Courses in Middle School

Students in grades 6-8 who pass English I and/or Mathematics, or Science courses that are described in and aligned to the North Carolina Standard Course of Study for grades 9-12 may use the course(s) to meet high school graduation requirements. Such course(s) shall count toward meeting graduation requirements and the number of credits required to graduate, and shall appear on the student's high school transcript. These courses shall not be included in the calculation of the student's Grade Point Average (GPA). Student GPA shall be computed only with courses taken during high school.

The following high school courses are offered in middle school:

- English I
- Math 1
- Earth and Environmental Science

Career and College Promise: Dual Enrollment

Career and College Promise provides qualified students who have met the prerequisites with the opportunity to earn college credits while still in high school. Tuition is free, but students may be responsible for providing their own textbooks. Students will receive one additional quality point on their transcripts for college transfer courses since these are weighted courses. Technical courses are not weighted.

Face-to-face, online, or blended learning courses may be available from the local community college or other community colleges.

To be eligible:

- Students must be juniors or seniors, have at least an unweighted 2.8 GPA on a 4.0 scale, OR demonstrate college readiness on an approved assessment or placement test such as PreACT, PSAT, ACT, SAT or take the placement test at College of the Albemarle. (Students in grades 9 or 10 that are identified as AIG in reading and math may be eligible to participate in CCP. For additional information, students should contact their guidance counselor.)
- Have recommendation of the high school principal or designee and the recommendation of the college's Chief Academic Officer or Chief Student Development officer, and meet the prerequisites for the chosen pathway. If the principal recommendation is used, the student cannot enroll in a CTE pathway with a college transfer course.
- These courses may be used to meet specific course requirements for high school graduation and they can also provide high school elective credit requirements.
- If a student starts the class and then drops it, the student may receive a WF (withdraw/fail) on his/her high school transcript.
- Courses are subject to availability at the college, and there may be additional course prerequisites.

Students should note differences in expectations when taking college courses and plan accordingly as follows:

- College level classes require college level work and a college level work ethic. There are more stringent attendance guidelines for college courses. The more content the student misses, the more likely that he/she will not succeed in the course. Excessive absences can result in a failing grade.
- There will be no exemptions from final exams. In order to earn college credit, the student must complete all work, attend classes, take the final exam, and earn a 'C' or better in the class.
- Maturity is extremely important because other college students will be attending class as well. It is hoped that each student will enjoy the collegiate experience. The college campus is not an extension of high school. When a student is attending a college course, he/she is, in effect, a college student.
- Each student will receive two grades for college courses taken. One is a letter grade on a college transcript at the end of the college semester. An equivalent grade that corresponds with the college letter grade will be added to the high school transcript.
- The letter grade will be based on the college syllabus. The other grade appears on the high school transcript. Grades earned in community college classes that have been approved for the Comprehensive Articulation Agreement with UNC System will receive one additional quality point on a 4.0 scale on the high school transcript. Students taking required high school core classes through Dual Enrollment and have an EOC, must take the EOC.
- Every student who takes an internet course or a course which utilizes the internet as part of the curriculum will be expected to have an email account, daily access to a computer, and demonstrable skills in uploading and downloading files, appending attachments to e-mail and conducting online research.

- If the class is scheduled on the Dare County COA Campus, the student will be required to follow the attendance policy set by the instructor of the scheduled class. The instructor is encouraged to report any excessive absences or concerns to the Counseling Center Department at the student's high school. **(If an athlete registers for a COA class, it is recommended that he/she go to the first day of class to discuss attendance concerns related to the individual student's practice/game schedule. If the instructor is unwilling to grant the flexibility needed regarding this type of approved absence at the high school, then the student will be allowed to drop the college class and add a new class.)**
    - **College professors utilize the college email system to communicate with students. Students must communicate any problems to their course instructor directly. They will not reach out to parents/guardians nor will grades or progress be reported to parents/guardians.**

Students must maintain a COA GPA in all dual enrollment courses. If a student fails a course or withdraws from a course after the drop/add period this may affect their future enrollment with COA. The student's financial aid can also be impacted if the student fails or withdraws from a class after the drop/add period.

Articulation of Credit with North Carolina Community Colleges

The North Carolina High School to Community College Articulation Agreement provides a seamless process that joins secondary and postsecondary Career and Technical Education (CTE) programs of study. The articulation agreement ensures that if a student is proficient in their high school course, the student can receive college credit for that course at any North Carolina community college where it is taught. This streamlines the student's educational pathway by eliminating the need to take multiple courses with the same learning outcomes. Students from Dare County who complete CTE courses that match the knowledge and skills taught in similar community college courses with a final grade of B or higher and a score of 93 or higher on the standardized CTE post-assessment are eligible to receive articulated college credit. To receive articulated credit, students must enroll at the community college within two years of their high school graduation. Please see your school counselor for a list of articulated courses.

Please see your counselor for a list of courses that can replace high school and college requirements. Most colleges will accept transfer grades, but it is important to check with each individual college for their articulation agreement.

College of the Albemarle - Career and College Promise Course Offerings

Career & College Promise ("CCP") is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges. Students who successfully complete college courses earn college credit they can take with them after graduation.

In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses. Students are able to choose from the College Transfer or Career & Technical Education pathways:

- College Transfer – College transfer pathways provide tuition-free course credits toward the Associate in Arts or Associate in Science that will transfer seamlessly to any public or participating private college or university.
- Career and Technical Education – Earn tuition-free course credits at a NC Community College toward a job credential, certificate, or diploma in a technical career, you may receive elective or program credit for these courses.

Career & College Promise pathways offer students rigorous and relevant coursework designed to engage their interests and help them achieve educational and career goals. Career & College Promise students, regardless of which pathway they choose, use both high school and college courses to fill their schedules.

Eligibility Requirements:

- be a high school junior/ senior or AIG reading/math grades 9 or 10
- have an unweighted GPA of 2.8 or higher on high school courses
- demonstrate college readiness on an assessment or placement test in English, reading, and mathematics (See chart below)
- meet all course prerequisites

College Readiness Benchmarks on Approved Diagnostic Assessment Tests							
Test	**Pre-ACT**	**PSAT**	**Asset**	**COMPASS**	**RISE**	**SAT**	**ACT**
English	18	26	41 Writing	70 Writing	70 or higher on Tier 1 and Tier 2 (See RISE placement Guide)	480 composite score for Evidenced-Based Reading and Writing	18
Reading	22	26	41 Reading	81 Reading			22
Mathematics	22	24.5	41 Numerical Skills *and* 41 Int. Algebra	47 Pre-Algebra *and* 66 Algebra	70 or higher on Tier 1 and Tier 2 and Tier 3 (See RISE placement Guide)	530	22

(Students earning an ACT composite score of 17 or higher meet the NC requirement of being college-ready)

College of the Albemarle Transfer Pathways

COA offers five transfer pathways for high school students. Students will be required to choose a pathway. A list of the pathways is below with a link to classes required for each pathway. Students must take classes for a specific pathway.

Click here for more information on COA dual enrollment.

Transfer Pathways:

- Associate of Arts
- Associate of Science
- Associate Degree Pre-Nursing
- Associate in Engineering
- Associate in Fine Arts in Visual Arts
- Associate in Arts Teacher Preparation
- Associate in Science Teacher Preparation

Career and College Promise Career and Technical Pathways

- Criminal Justice*
- Early Childhood Education
- Electrical Systems Technology
- Emergency Medical Science
- General Business Administration*
- Business Administration: Entrepreneurship Certificate
- Global Business*
- Healthcare IT Foundations
- Human Services Technology*
- Nurse Aide
- IT: Computer Programming*
- IT: Workplace IT Professional*
- Medical Assisting
- MOA: Medical Office Receptionist*
- Distribution Management*
- Welding Technology

*Can be taken completely online.

Click here for more information on Career and Technical Pathways.

COURSE CATALOG

In the following section, students can view a description of each course offered in high school. Students are encouraged to consult with their school counselor regarding the eligibility for each course.

English Department Courses

Introduction

The goal of the English program is the mastery of communication skills necessary for living and working effectively. All students must successfully complete the proper sequence of four required English courses. Each year a student reads and studies a number of designated books at each grade level. Students may elect to take honors level courses with weighted credit as offered by the English Department.

Required Courses
English I, English II, English III or AP English Language, English IV or AP English Literature

Electives
Introduction to Publications, Speech and Debate (Public Speaking), Journalism I, Creative Writing I, Journalism II, Creative Writing II, Yearbook Publications I, Creative Writing III, Yearbook Publications II, Newspaper Editing

English I
This class is an introduction to the different genres of literature. Students explore the significance of these genres by examining texts, analyzing central ideas and examining the author's style and purpose. There is a strong emphasis on reading and writing argumentative and informational texts. Technology is incorporated throughout the course, including in instruction and in student assignments.

English II
This class focuses on world literature with a concentration on works outside of Europe. Students will analyze an author's purpose and meaning by exploring word choice, the connotation and denotation of words, point of view and style. Students will also be exposed to multiple representations of subjects through different mediums and source material. Reading and understanding informational texts will be emphasized. Writing assignments will include informative/explanatory and literary essays as well as reflective, poetic and analytical pieces. Technology will enhance instructional presentation and student writings, projects and collaboration. There is a required EOC test for this course.

English III
This class focuses on American literature with an emphasis on documents and literature of historical significance. Students will use textual evidence to support analysis of implicit meanings, central ideas and author's choices. Students will analyze an author's purpose and meaning by exploring the connotation and denotation of words, point of view and style. They will explore various interpretations of representative works and demonstrate an understanding of the treatment of works from the same period. Students will integrate and evaluate multiple sources of information presented in different media or formats and evaluate the reasoning and rhetoric in seminal American texts. Written assignments may include argumentative, informative/explanatory and literary essays as well as reflective, poetic and analytical pieces. Teachers will integrate technology through instructional presentation and through the following individual and/or collaborative assignments: writing, projects and research.

English IV
This class focuses on world literature, with an emphasis on British literature. Students will explore various interpretations of representative works and demonstrate an understanding of the treatment of works from the same period. Students will analyze an author's purpose and meaning by exploring the connotation and denotation of words, point of view and style. Literary analysis will be supported with textual evidence. Students will integrate and evaluate multiple sources of information presented in different media or formats and evaluate the reasoning and rhetoric in texts. Written assignments may include argumentative, informative/explanatory, and literary essays such as reflective, poetic and analytical pieces.

Reading Skills and Strategies
The Reading Skills and Strategies course provides students with the fundamental skills needed to be successful in traditional high school English courses. Development of these reading skills will also encompass strategies that reinforce students' vocabulary, grammatical fluency, and writing.

Creative Writing I
This is an elective course that focuses on the study, criticism, and writing of fiction, nonfiction, poetry, and drama. Students participate in writing exercises designed to facilitate their creative process. Students are required to enter selections of their original poetry and prose works in a number of writing contests. Students will create a portfolio to showcase their writings, which will be used as the course exam.

Creative Writing II
Creative Writing II is an extension of the skills and genres learned in Creative Writing I. Students will accomplish more detailed and comprehensive works of writing, including self-contracted assignments approved by the instructor. Students will focus on publishing works in outside venues and entering writing contests. Students will create a portfolio, which will be used as the course exam, to showcase their writings.

Creative Writing III
This course is designed for students who are interested in continuing to work on their writing skills. Students work more independently than in previous courses.

Speech and Debate (Public Speaking)
This course will enhance skills in research, critical thinking, listening, and speaking as students learn and practice techniques of speech communications. Students will research, outline, and write speeches for classroom and community presentations.

Introduction to Publications
This is an entry-level class for students interested in writing for the school newspaper or yearbook. Students will be able to explain commonly used terms and concepts as they study cloud computing, advertising, media history and law, journalistic writing, newspaper and yearbook design, and desktop publishing. Through routine analysis of news and extensive writing, students will become more critical readers and viewers of contemporary media. Students will use technology daily including the Internet, to produce, publish, and update individual or shared writing products. Students are required to sell advertising for the newspaper and yearbook as a component of the advertising unit.

Newspaper 1 (Journalism I)
Prerequisite: Introduction to Publications
Journalism I provides students with an opportunity to master the skills of newspaper production. As students develop and strengthen writing through planning, revising, editing, and rewriting, they will refine their journalistic skills taught in Introduction to Publications. Students will use technology daily including the Internet, to produce, publish and update individual or shared writing products and will master page production in desktop publishing. Students are required to sell advertising for the newspaper and yearbook as a component of the advertising unit. Students must also be willing to work after school to ensure that the newspaper meets its deadlines.

Newspaper 2 (Journalism II)
Prerequisite: Journalism I
Journalism II students plan, write, edit, design, and publish the school's print and online news publications. These students are part of a team that manages production and finances for the publication and are required to sell advertising for the newspaper and yearbook. Journalism II students will continue to develop and strengthen writing through planning, revising, editing, and rewriting as they polish editorial skills and assume management responsibilities. Students will use technology daily including the Internet, to produce, publish, and update individual or shared writing products and will master page production in desktop publishing. Students must also be willing to work after school to ensure that the publications meet its deadlines.

Newspaper 3 (Journalism III)
Prerequisite: Journalism II
Students in Journalism III are the leaders of the school newspaper staff and are generally a part of the editorial board that governs the day-to-day operation of the newspaper. These students plan, write, edit, design and publish the school newspaper. As part of a team that manages production and finances for the publication, these students are required to sell advertising for the newspaper and yearbook. Through planning, revising, editing and rewriting, Journalism II students will continue to develop and strengthen writing as they polish the editorial skills needed to produce an award-winning publication. Students will use technology daily, including the Internet, to produce, publish and update individual or shared writing products and master page production in desktop publishing. Students must also be willing to work after school to ensure that the newspaper meets its deadlines.

Newspaper Editing Honors
Weighted Credit
Students in Newspaper Editing Honors are the primary editors of the school newspaper and are in charge of the day-to-day operation of the publication. As a part of a team that manages production and finances for the publication, these students are required to sell advertising for the newspaper and the yearbook. These students continue to study and implement layout and design as they plan, write, edit, and publish the school newspaper but also must learn how to be effective leaders as they serve in a supervisory position. Students will use technology daily, including the Internet, to produce, publish, and update individual or shared writing products and will master page production in desktop publishing. Students must also be willing to work after school to ensure that the newspaper meets its deadlines. Honors credit is awarded to those whose work exceeds
that of others in the non-honors portion of the class and is earned through portfolio preparation, participation in state, regional, and/or national workshops, staff training, and competencies in desktop publishing. This course may be repeated for up to two credits.

Yearbook I (Publications 1)
Prerequisite: Introduction to Publications
Yearbook I provides students with an opportunity to learn the art and business of publishing a scholastic yearbook as they build individual responsibility and gain valuable experience working as a member of a team. As students develop and strengthen writing through planning, revising, editing, and rewriting, they will refine the journalistic skills taught in Introduction to Publications. Students will use technology daily including the Internet, to produce, publish, and update individual or Shared writing products and will master page production in desktop publishing. Students will also learn basic photojournalism skills. Students are required to sell advertising for the newspaper and yearbook as a component of the advertising unit. Students must also be willing to work after school to ensure that the yearbook meets its deadlines.

Yearbook II (Publications 2)
Prerequisite: Yearbook I
Yearbook II students plan, write, edit, design and publish the school yearbook. These students are a part of a team that manages production and finances for the publication and are required to sell advertising for the newspaper and yearbook. Yearbook II students will continue to develop and strengthen writing through planning, revising, editing, and rewriting as they master page production in desktop publishing and photojournalism skills. Students will use technology daily, including the Internet, to produce, publish, and update individual or shared writing products. Students must also be willing to work after school to ensure that the yearbook meets its deadlines.

Yearbook III (Yearbook Editing)
Prerequisite: Yearbook II
Students in Yearbook III are the leaders of the school yearbook staff and are generally a part of the editorial board that governs the day-to-day operation of the yearbook. These students plan, write, edit, design and publish the school yearbook. As a part of a team that manages production and finances for the publication, these students are required to sell advertising for the newspaper and yearbook. Through planning, revising, editing, and rewriting, Yearbook III students will continue to develop and strengthen writing as they polish the desktop publishing and photojournalism skills needed to produce an award-winning publication. Students will use technology daily, including the Internet, to produce, publish, and update individual or shared writing products. Students must also be willing to work after school to ensure that the yearbook meets its deadlines. This course may be repeated for multiple credits.

Yearbook Editing Honors
Weighted Credit
Students in Yearbook Editing Honors are the primary editors of the school yearbook and are in charge of the day-to-day operation of the publication. As a part of a team that manages production and finances for the publication, these students are required to sell advertising for the newspaper and yearbook. These students continue to study and implement layout and design as they plan, write, edit, and publish the school yearbook but also must learn how to be effective leaders as they serve in a supervisory position. Students will use technology daily, including the Internet, to produce, publish, and update individual or shared writing products and will master page production in desktop publishing. Students must also be willing to work after school to ensure that the yearbook meets its deadlines. Honors credit is awarded to those whose work exceeds that of others in the non-honors portion of the class and is earned through portfolio preparation, participation in state, regional, and/or national workshops, staff training, and competencies in desktop publishing and photojournalism. This course may be repeated for up to two credits.

AP English courses require that students be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. Summer reading is required for AP classes. Assignments will be provided prior to the end of school.

AP English Literature and Composition
Weighted Credit
AP English Literature and Composition prepares students in the study and practice of writing and the study of literature. Students will use the college-level modes of discourse and recognize the underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of writing, students will become more aware of the resources of language and various stylistic techniques. Successful students are well-read, motivated, have an extensive vocabulary, and have knowledge of Biblical and mythological allusions. Students should anticipate a rigorous schedule of readings and writings both in and out of class. Selected readings will be assigned by the teacher prior to the class; and there will be a graded assignment on the readings.

AP English Language and Composition
Weighted Credit
AP English Language and Composition requires that students read and analyze prose from a variety of historical periods, academic disciplines, and rhetorical contexts. Emphasis will be placed on understanding how rhetorical choices, different syntactical choices and levels of diction develop meaning. Students should anticipate a rigorous schedule of readings and writings both in and out of class. Prior to this class, students will receive information regarding the reading and writing assignments and complete a test and a writing assignment the first week of class. Please note: Some books deal with adult themes; world literature often mirrors the cultures about which it is written. If a student or parent finds a book objectionable, please contact the teacher.

Social Studies Department Courses

Introduction

The goal of the Social Studies program is to provide a comprehensive cultural and historical study of the world and an examination of the roles and responsibilities of citizens within an increasingly interdependent global society. Students may elect to take honors level courses with weighted credit as offered by the Social Studies Department.

Required Courses
World History, American History or AP US History, Civic Literacy, and Economics and Personal Finance.

Elective Courses
Contemporary Issues, Honors Introduction to Psychology, AP Psychology, AP Human Geography, AP Government, Sociology, AP World History.

World History
World History traces the development of civilizations around the globe from the beginning of civilizations to contemporary times. Students will build upon knowledge acquired from their Social Studies K-8 experience. The course will use geographic, political, economic and cultural traits to understand how people shaped their world. Students will become informed citizens by analyzing historical documents and integrating technology. Reading, writing, and higher level thinking skills will be emphasized.

Civic Literacy
Civic Literacy is the study and understanding of citizenship and government. The course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

American History
The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

Economics and Personal Finance
The standards and objectives in the Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous Social Studies courses and prepare them to be college, career, and civic ready. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy. The standards of this course are conceptual in nature and have been organized around five strands which include: Economics, Income and Education, Money and Credit Management, Financial Planning, and Critical Consumerism.

Contemporary Issues
Contemporary Issues is a current-event based curriculum that focuses on local, state, national and global issues. This course challenges students to understand the complexities of political/governmental issues including wars and conflicts. Economic, environmental, cultural, social and technological issues that our community, nation and world face today will also be addressed. The ultimate goal is to increase global awareness and to foster civic competence while preparing our students to enter a rapidly changing and competitive society. Students will be required to read/use a variety of news sources and be able to discuss and debate their beliefs and stances on a multitude of issues. This course can be used as a bridge for freshmen who are not ready to take civics or American History 1.

Honors Introduction to Psychology
Weighted Credit
This course presents an introduction to the field of psychology offered in the fall and once again in the spring. Some of the topics included are developmental psychology, neural structure of the human body, learning and memory, perception, stress and conflict, abnormal behavior, family interactions, how to understand and manage emotions, the nature of consciousness, and exploring the meaning of dreams. This course asks for significant class participation, and students are encouraged to relate the material in the course with their own life experiences. Guest lectures will present topics of their particular expertise. This course will be offered online only. Students can also consider the option of taking Psychology for tuition-free college credit through the Career and College Promise. See your school counselor for details.

Sociology
This course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students will develop a sociological imagination in which they will observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made.

AP US History
Weighted Credit
Advanced Placement U.S. History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the challenges and materials in United States history from exploration through the 20th century. The class will help to prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to analyze historical materials--their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. Advanced Placement U.S. History students will develop skills necessary to arrive at conclusions on the basis of an informed judgment and to present their reasons and evidence in a clear and persuasive essay format. Students will prepare for the advanced placement exam given in the spring. The AP exam consists of multiple choice questions and required essays including one document-based question based on various primary sources and historical perspectives.

AP Human Geography
Weighted Credit
The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice, including maps, data sets, geographic models, GIS, aerial photographs, and satellite images. Course topics include: geography, population, cultural patterns and processes, political organizations of space, agricultural and rural land use, industrialization and economic development, and cities and urban land use. The class will help prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will prepare for the AP exam in the spring.

AP Government
Weighted Credit
This course introduces students to key political ideas, institutions, policies, interactions, roles and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students will prepare for the AP Exam given in the spring, which consists of multiple choice questions and four required essays. Students taking and passing this course will meet the graduation requirement of Civic Literacy.

AP Psychology
Weighted Credit
This course introduces students to the study of human behavior and mental processes. Students learn about people and studies that have shaped the field, explore and apply psychological theories, and key concepts associated with topics such as biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior and social psychology. Psychological research methods are employed as well as ethical considerations, use of scientific method, analysis of bias, etc. This course may be offered online only through NCVPS.

AP World History
Weighted Credit
AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking as they learn about the past. Five themes are covered: focusing on environment, cultures, state-building, economic systems, and social structures. In addition, the history of Africa, the Americas, Asia, Europe and Oceania are covered, including a focus on historical developments and processes covering multiple regions. This course may be offered online only through NCVPS.

AP European History
Weighted Credit
This course focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking as they learn from the past. Five themes are covered: Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, State and Other Institutions of Power, and Individual and Society and provide areas of historical inquiry for investigation during the course. Students are required to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. This course may be offered online only through NCVPS.

Mathematics Department Courses

Introduction

It is the goal of the Mathematics Department to provide every student with an appropriate quality education in mathematics.

Required Courses
Math 1, Math 2, Math 3 and a fourth math beyond Math 3 based on the student's future plans. The fourth math may be Math 4, Pre-calculus or AP Statistics. *Based on review committee recommendations, Math 3 and the higher fourth math may be replaced with two other math courses, for a total of 4 math credits.

Elective Courses
Foundations of Algebra, Alternate Math 1, Alternate Math 2, Math 1V, Discrete Math for Computer Science, Pre-calculus, AP Calculus AB, AP Calculus BC, AP Statistics, Special Topics in Mathematics.

Students may elect to take honors level courses with weighted credit as offered by the Math Department.

Mathematics courses are highly sequential in nature. Each course builds upon the concepts mastered in prerequisite courses. Success in subsequent math courses usually depends upon satisfactory performance in prior math courses.

It is crucial that all freshmen be placed in the mathematics course which will provide them with the greatest challenge while at the same time ensuring them an opportunity for success. Each placement is made with consideration of such factors as past performance, motivation, adjustment to high school and teacher recommendation.

Calculators are utilized in all mathematics courses. Calculator applications are required on the Math 1 EOC test. The following recommendations regarding calculators are offered:

- Scientific Calculator: Foundations of Math
- Graphing Calculator: Math 1, Math 2, Math 3, Math 1V, Pre- calculus, Calculus, AP Statistics. Students may elect to take honors level courses with weighted credit as offered by the Math Department.

Foundations of Math 1
This course will review fundamental arithmetic skills (including fractions, decimals, percentages and the order of operations). Students will be introduced to algebra concepts such as solving for unknown values, working with polynomials and simplifying algebraic expressions. Completion of this semester course will prepare students for Math 1.

Foundations of Math 2
Foundations of Math 2 provides a more in-depth study of algebra and geometry, building upon previous topics. This course is designed for students to explore connections to geometry through algebraic situations, to reinforce the concepts and skills taught in the Math 1 course, and to extend students' understanding of algebraic reasoning to build a solid foundation in functional and geometric relationships. This course is designed to prepare students to advance successfully into the Math 2 course. This course provides one unit of elective credit, but does not count as one of the four math credits required for graduation.

Math 1
Students will use traditional and technologically-supported methods to solve and graph linear, quadratic, exponential equations and inequalities. Students will use real-world situations to write and solve systems of equations. Students will also strengthen their knowledge of the real number system, including radicals, exponents, polynomials, and rational expressions. Students will use translated skills from this course to solve real-world problems, and to interpret, analyze, and predict outcomes given a specific set of data. There is a required EOC test for this course.

Math 2
In Math 2, students will deepen their studies by reviewing concepts of Algebra, by extending their understanding of functions, and by solving systems of equations and inequalities including nonlinear functions. Students will solve quadratic functions by factoring, graphing, and the quadratic formula and completing the square. They will also write and work with radicals and exponents. The Geometry piece will include triangles, ratios and proportions, similarity and congruence, trigonometry and probability. This course fulfills the North Carolina high school graduation requirement for Math 2. The final exam is the North Carolina Common Exam for Math 2.

Foundations of Math 3
This course will review fundamental Math 1 and Math 2 skills (including Algebra, Geometry, and Algebra 2). Students will be introduced to math 3 concepts. Completion of this semester course will prepare students for Math 1.

Math 3
Math 3 progresses from the standards learned in Math 1 and Math 2. In addition to these standards, Math 3 extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math 3 also includes the geometric concepts of circles, parallelograms, and 3-D figures. Students also study statistical concepts involving sample vs. population, sample size, bias, and margin of error.

Math 4
The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

AP Pre-Calculus
Weighted Credit
The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course.

AP Statistics
Weighted Credit
Recommended Prerequisite: Honors Math 3 or Math 3
AP Statistics will explore the tools of collecting, analyzing data, and drawing conclusions from data using the fundamental ideas of probability and statistics. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models.

AP Calculus AB
Weighted Credit
AP Calculus AB is the exploration and analysis of limits, derivatives, integrals, and their cross-curricular applications. This analysis encompasses trigonometric, exponential and logarithmic functions and topics of analytic geometry. This course prepares students to take the Advanced Placement Exam for college credit equivalent to College Calculus I.

AP Calculus BC
Weighted Credit
AP Calculus AB/AP Calculus BC covers the AP Calculus AB curriculum, as well as further applications of differentiations and integral calculus, parametric and polar equations, vectors and sequences and series.

Science Department Courses

Introduction

The goal of the Science Department is to provide all students with knowledge of science that is both current and challenging. It is important for all graduates to have an understanding of the impact of science and technology on their lives and prepare for its application in future endeavors. In this regard, students will have the opportunity to take mandatory as well as elective courses in the following domains: earth, physical and biological sciences.

Students participate in laboratory work designed to develop scientific skills. It is the department's philosophy that this form of instructional design helps to ensure success in learning by doing. All courses, from introductory through advanced, require laboratory participation, written laboratory reports and research projects.

Safety standards and procedures are stressed and enforced in all courses. The laboratories are designed to be safe and productive environments affording students the maximum exposure to modern technology and equipment.

Students may elect to take honors level courses with weighted credit as offered by the Science Department.

Required Courses
Earth/Environmental Science, Biology, a physical science (can be physical science, chemistry or physics), for a total of 3 credits

Elective Courses
Honors Biology II, AP Biology, Chemistry, Honors Chemistry II , AP Chemistry
Oceanography, Physics, AP Physics, Human Anatomy and Physiology, AP Environmental Science

Earth/Environmental Science
This course focuses on the Earth's systems. Emphasis is placed on origin and evolution of the Earth system, origin and evolution of the universe, Earth's composition, structure, and processes, its atmosphere, freshwater and oceans, and its environment in space. Topics include an exploration of the major cycles (rock, water, and carbon) that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, earth resources (rocks and minerals), environmental awareness, biome classification, sustainability, and energy resources. Students are encouraged to look at earth science from both personal and worldly perspectives and to analyze social implications of the topics covered. The scientific method is applied for required laboratory work and explorations which will introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation.

Biology
This course is designed for students to understand the structure and functions of living organisms. Students will understand the relationship between the structure and functions of cells and their organelles and analyze the cell as a living system. Students will be able to discuss ecosystems and analyze the interdependence for living organisms within their environment and understand the impact of human activities on the environment. Students will have an understanding of genetics, including being able to explain how traits are determined by the structure and function of DNA, understand how the environment, and/or the interaction of alleles, influences the expression of genetic traits, understand the application of DNA technology, explain the theory of evolution by natural selection as a mechanism for how species change over time and analyze how classification systems are developed based upon speciation. Students will be able to understand how biological molecules are essential to the survival of living organisms and analyze the relationship between biochemical processes and energy use in the cell. There is a required EOC test for this course.

Physical Science
This course introduces the student to the principles of chemistry and physics by application of the scientific method in the laboratory environment. Emphasis on laboratory investigations, data collection and analysis, and problem solving is a significant part of the course. The course covers basic chemical concepts, formula writing and basic experimentation with the chemical laws followed by an introduction to physics and its methods of analysis of motion and energy relationships.

Chemistry
This is an introductory course that investigates the theories relating to the organization, structure and function of matter. Students will analyze the structure of atoms and ions. Students will understand the bonding that occurs in simple compounds in terms of bond type, strength, and properties. Students will analyze the physical and chemical properties of atoms based on their position in the Periodic Table. Students will demonstrate an understanding of the relationship among pressure, temperature, volume, and phase. Students will be able to analyze chemical reactions in terms of quantities, product formation, and energy. Students will understand the factors affecting the rate of reaction and chemical equilibrium. Students will understand solutions and the solution process. Students will use laboratory techniques to collect and analyze data, reinforcing concepts required for the course.

Forensic Science Honors
This is an upper level multidisciplinary course that includes biology, chemistry, zoology, anatomy, genetics, physics, medicine, math, statistics, earth science, sociology, psychology, communications and law. It is activity driven and inquiry- based. The course sharpens observation skills, deductive reasoning and analytical thinking. This course will present the scientific principles and laboratory/field methods forensic scientists use to solve problems. Students will take on various roles of crime scene investigator and medical examiner in order to collect and evaluate evidence in a problem solving environment. Application of state and federal law regarding evidence handling and use in trial will offer dynamic opportunities for research. Topics include DNA technology, toxicology, anthropology, botany, entomology, evidence law, criminalistics and career opportunities for research. Outsides guest speakers and/or field trips may be scheduled.

Oceanography
This is an interdisciplinary science course that covers six distinct units of the ocean and its surrounding ecosystems. These include: history of ocean exploration and careers, geology and formation of the ocean basins, chemistry of the ocean water, physics of the ocean currents and waves, biological content of the oceans, and our local ecosystem as an essential contributor of a much larger system. Class will include field data collection and observations.

Physics
A modeling approach is used to develop an understanding of relationships in four areas of physics. The four modules studied are Newtonian mechanics, thermodynamics, wave and energy transfer, and electricity and magnetism. The course places emphasis on problem solving and laboratory work. Students will be required to collect, analyze, and apply data to real-world applications.

Human Anatomy & Physiology Honors
Weighted Credit
This course is recommended for students interested in pursuing health related occupations. This course is the study of the organization and function of human body systems and their interaction with each other in maintaining homeostasis. This knowledge permits predicting how a cell, organ, or organ system will respond to various stimuli and how this response affects the whole body. Multiple dissections, microscope use and laboratory experiments are required components of this course.

AP Biology
Weighted Credit
This is a college level course equivalent to College Biology for biology majors. The course topics include detailed studies of biochemistry, cytology, classic and molecular genetics, respiration, photosynthesis, DNA replication transcription, translation, protein synthesis, taxonomy, phylogeny, biodiversity, botany and ecology. Extensive lab work, outside reading, research and homework is required.

Honors Biology II Lab
Weighted Credit
This lab course is taken in conjunction with AP Biology. Designed for the scientifically-oriented student, this lab course includes the study of advanced levels of cell biology, biochemistry, genetics and evolution, and recent research in the field of biology.

AP Chemistry
Weighted Credit
Honors Chemistry strongly recommended before taking AP Chemistry.
This is a college level course that covers advanced topics such as reactions and solutions, stoichiometry, reaction types, bond theory, equilibrium applications, kinetics, thermodynamics, acid-base equilibrium, quantum mechanics, and electrochemistry. There is an emphasis on laboratory work, including experimental design and investigation.

Honors Chemistry II Lab
Weighted Credit
This lab course is taken in conjunction with AP Chemistry. Lab topics include advanced levels of chemical concepts such as equilibrium, stoichiometry, periodicity, chemical reactions, atomic structure, thermodynamics, kinetics, electrochemistry, nuclear and organic chemistry.

AP Environmental Science
Weighted Credit
AP Environmental Science is a rigorous college-level course focusing on the following topics: Earth's systems (Earth Science, atmosphere and biosphere, water and soil), the living world (ecosystems, energy and cycles), population dynamics, land and water use, energy resources and consumption, pollution and global change. Descriptive and experimental laboratory experiences will be assigned to provide maximum opportunity for students to learn a variety of skills and concepts. Considerable amounts of outside reading, research and homework are required for successful completion of this course.

AP Physics I
Weighted Credit
AP Physics is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits. Through inquiry-based learning, students will develop scientific critical thinking skills and reasoning skills.

AP Physics 2
Weighted Credit
AP Physics 2 is an algebra-based introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking skills and reasoning skills.

Health and Physical Education Courses

Introduction

The goal of Health & Physical Education courses is to provide opportunities for students to improve themselves physically as well as mentally. The emphasis is on helping young people develop proper habits for physical fitness throughout their lives by teaching them appropriate exercise routines and by introducing them to participatory sports activities and games.

Required Course
Health and Physical Education

Elective Courses
Life Skills and Sports, Weight Training, Sports Management, Athletic Training I and II

Health and Physical Education
This course provides the platform to develop and establish meaningful, lifelong healthy living practices. The curriculum provides the foundational knowledge and skills for acquiring fit minds and bodies that lead to a lifetime of wellness and learning. Students will learn how to improve all aspects of their health, including sound decision-making in physical, mental and social health.

Life Skills and Sports
Prerequisite: Health and Physical Education
This elective course is designed to provide opportunities for a more advanced physical education setting. The course focuses on increasing the knowledge and skill level in various team sports, lifetime skills, and cooperative activities. All students will dress out, stretch out, and work out daily.

Weight Training- Level I, II, III, IV
Prerequisite: Health and Physical Education
Students will be introduced to strength training as a lifetime activity for a healthy lifestyle. Strength training and conditioning will improve students' academic/athletic performance, self-efficacy, and enhanced self- esteem. Various workouts will be administered and intensity will increase as does the student's strength and adaptability to the exercises. All students will dress out, stretch out, and work out daily.

Sports Management
Prerequisite: Health and Physical Education
The High School Sports Management course offers students a dynamic exploration into the exciting world of sports administration and event coordination. This comprehensive program equips students with essential skills and knowledge to understand the behind-the-scenes operations that drive successful sports programs.Through a combination of classroom instruction and hands-on experiences, students will delve into key aspects of sports management, including budgeting, facility management, event planning, marketing, and leadership. Students will gain practical insights into organizing sporting events, managing teams, and coordinating logistics, preparing them for potential roles in sports administration, athletic departments, or event management. Industry professionals and guest speakers will provide real-world perspectives, enhancing students' understanding of the evolving landscape of sports management. After school service hours are required.

Athletic Training I
This is an introductory course to the allied health profession of athletic training. Students will be exposed to the multidisciplinary field of sports medicine with a special emphasis on athletic training. Upon completion of the course, each student will obtain American Red Cross Certification in First Aid/CPR/AED. Students will apply their knowledge of basic human anatomy, biomechanical concepts related to sports, exercise physiology, and kinesiology to the prevention, recognition, evaluation, and immediate care/management of athletic injuries. Students will also analyze the basic components of therapeutic exercise (physical therapy) as it relates to rehabilitation and reconditioning of athletic injuries.

Athletic Training II
In this course, students will be assigned to an athletic team. They will be required to attend all practices/games and travel with their assigned team. Students will be trained to assist coaches with the recognition, evaluation, treatment, and rehabilitation of athletic injuries. Class time will require students to serve as an assistant to the athletic trainer and review the principles of athletic training.

World Language Courses

Introduction

The goal of the World Language curriculum is to cultivate students' abilities to read, write, understand and speak a foreign language. North Carolina Scholars requirements mandate at least three semesters of a foreign language. Competency in a world language makes students more competitive in both the domestic and international job markets, and is an invaluable resource for today's graduates.

It is recommended that students fulfill their world language requirements sequentially. This allows students the best opportunity for success by minimizing the time spent between world language courses. In addition, colleges advise that students study a language in their senior year in order to perform well on placement tests. Therefore, a student taking three years of a world language would ideally take those courses during their sophomore, junior and senior years. Students who begin a world language during middle school should plan to study world languages throughout their high school career.

Students may study other languages such as French, Japanese, Latin, German, Russian, or Mandarin Chinese via distance learning. Students who take these courses should be independent learners who are motivated and able to work alone.

Course Description for Techniques:
Techniques for Success provides English learners with a language focused environment to develop the academic language necessary to demonstrate complex thinking and learning across the different content areas. Students learn to recognize and use language in the five domains of reading, writing, speaking, listening, and visual literacy through engaging interactions with teachers and peers. This course is mandatory for select EL students. The course can be repeated for an additional elective credit. There is no prerequisite.

Spanish I
Students in Spanish I will: 1) use single words and simple, memorized phrases in presentations to identify the names of people, places, and things; 2) use the language to recite memorized poetry and songs from the target culture; 3) use appropriate pronunciation to present memorized phrases; 4) use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience; 5) use single words and simple, memorized phrases to name common objects and actions related to other disciplines; 6) use readily available technology tools and digital literacy skills to present in the target language; 7) identify arts, sports, games and media from the target culture; and 8) understand roles in school or community traditions related to the target culture.

Spanish II
Students in Spanish II will: 1) use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings; 2) use the language to recite and act out simple poetry and songs from the target culture; 3) use appropriate pronunciation and voice inflection in spoken presentations; 4) use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation; 5) use memorized words and phrases to describe common objects and actions related to other disciplines; 6) use readily available technology tools and digital literacy skills to present academic information in the target language; 7) use memorized words and phrases to describe arts, sports, games, and media from the target culture; and 8) use memorized words and phrases to participate in school or community events related to the target culture.

Spanish III Honors
Weighted credit
Students in Spanish III will: 1) create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics; 2) use the language to recite and act out poetry, songs and simple stories from the target culture; 3) produce simple dialogues and short skits using familiar structures and vocabulary; 4) use the target language to give short spoken or written presentations about familiar academic topics; 5) produce a sequence of simple phrases and short sentences relating common themes in other disciplines; 6) use readily available technology tools and digital literacy skills to present academic information in the target language; 7) use simple phrases and short sentences to describe arts, sports, games, and media from the target culture; and 8) use simple phrases and short sentences to present information in school or community events related to the target culture.

Spanish IV Honors
Weighted Credit
Spanish 4 Level 1 provides students the opportunity to further develop, improve and refine their listening, speaking, reading and writing skills. Emphasis continues to be placed on listening skills with additional emphasis on reading and writing in the target language. Supplementary materials are implemented to enhance language use. Students experience multiple opportunities to demonstrate their proficiency in Spanish in different contexts. Aspects of contemporary Hispanic culture are emphasized through cultural readings, media, games, and class discussions. Assessment of student performance is identified through written tests and quizzes. In addition, students may also be assessed by means of oral tests, spoken dialogues, presentations, short compositions and other displays. Homework assignments are an integral part of this course. They reinforce concepts/skills introduced and explored in class, which enable students to participate in class discussions and activities in a meaningful way. Completion of homework assignments is essential to being successful in this course.

AP Spanish
Weighted credit
Students in AP Spanish will: 1) use a series of connected sentences in presentations to describe experiences, events, and opinions; 2) use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture; 3) summarize familiar topics with many details in order to describe and/or explain; 4) summarize academic content with many details to give spoken or written presentations about familiar topics; 5) describe events and opinions using a series of connected sentences to present familiar content from other disciplines; 6) use readily available technology tools and digital literacy skills to present academic information in the target language; 7) use a series of connected sentences to describe arts, sports, games, and media from the target culture; and 8)use the language in school or community activities related to the target culture. This course may be offered face to face and online through NCVPS.

Spanish Heritage I
Spanish Heritage course is an academic program for students who speak Spanish at home, designed to build on their existing conversational skills in areas like academic language, reading, writing, and literacy. These courses develop oral and writing proficiency, refine understanding of Spanish for formal and academic contexts, and foster cultural knowledge by examining diverse customs and ideologies within Spanish-speaking communities. The goal is to enhance students' linguistic abilities, boost their confidence, foster a sense of cultural pride, and provide pathways to advanced language studies and career opportunities.

Spanish Heritage II Honors
Weighted Credit
Spanish Heritage II course is designed for native or heritage speakers who have already achieved a degree of proficiency in spoken Spanish. The curriculum is crafted to help students further develop their listening, speaking, reading, and writing skills, while also expanding their understanding of Hispanic cultures.

Cultural Arts Courses

Introduction

The cultural arts program consists of visual arts, music and theatre with some interdisciplinary teaching. In these curriculum areas, students are exposed to history, vocabulary, aesthetics, criticism and production in various cultural media. The goals of these courses include: 1) introduce specific arts, 2) present necessary skills and equipment, 3) encourage art appreciation, and 4) provide both leisure time alternatives and career options.

Art I
Students in this beginning class will create art using a variety of tools, media, and processes, safely and appropriately. Media types include acrylic, tempera, watercolor, ink, charcoal, and other drawing and painting mediums. Students will apply creative and critical thinking skills to personal artistic expression and will be able to use the language of visual arts to communicate effectively. Students will be able to analyze and respond to their work and the work of others. Students will have a comprehensive understanding of the global, historical, societal, and cultural contexts of the visual arts as well as an understanding of the interdisciplinary, technological, and life applications that apply to the visual arts.

Art II
Intermediate students will continue to create art using a variety of tools, media, and processes, safely and appropriately. Media types include acrylic, tempera, watercolor, ink, charcoal, and other drawing and painting mediums. Students will apply creative and critical thinking skills to more personal artistic expression and will be able to use the language of visual arts more effectively to communicate their ideas. Students will be able to analyze and respond to their work and the work of others at a deeper level. Students will have a comprehensive understanding of the global, historical, societal, and cultural contexts of the visual arts as well as an understanding of the interdisciplinary, technological, and life applications that apply to the visual arts.

Art III Honors
Weighted Credit
Students will demonstrate proficiency as they continue to create art using a variety of tools, media, and processes, safely and appropriately. Media types include acrylic, tempera, watercolor, ink, charcoal, printmaking, chalk and oil pastels and other drawing and painting mediums. Students may explore more than one idea using a specific medium. Students will regularly apply creative and critical thinking skills to more personal artistic expression and will use the language of visual arts effectively to communicate their personal ideas. Students will consistently analyze and respond to their work and the work of others at a deeper level. Students will understand how global, historical, societal, and cultural contexts influences personal artistic choices. Interdisciplinary and technological resources will be used when applicable.

Art IV Honors
Weighted Credit
This level of advanced art involves more in-depth knowledge of processes, media, history, and the development of art. Students understand and apply all skills through a variety of media. Media types include acrylic, tempera, watercolor, ink, charcoal, printmaking, chalk and oil pastels and other drawing and painting mediums. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students are encouraged to explore a variety of media, to produce experimental culturally significant works of art, and to gain an extensive knowledge of art history. Students will regularly apply creative and critical thinking skills to more personal artistic expression and will use the language of visual arts effectively to communicate their personal ideas.

AP Art
Choice of AP DRAWING or AP 2-D ART and DESIGN or 3-D ART and DESIGN
Weighted Credit
The Advanced Placement courses are an extension of the Art III & IV requirements, however, student work should be able to meet collegiate requirements. In an Advanced Placement Art and Design course students are expected to develop the skills that artists and designers use and create a portfolio of work containing two sections.. These TWO components are: QUALITY (5 works demonstrate synthesis of materials, processes, and ideas using art and design skills.), and SUSTAINED INVESTIGATION (15 works that show in- depth student exploration of an idea or topic of their choice) Students are expected to develop mastery in concept, composition, and the execution of ideas. In an AP Art and Design course, you'll practice and develop these skills: Investigation - Investigating the materials, processes, and ideas that artists and designers use. Experimentation- Practicing, experimenting, and revising as you create your own work. Communication - Communicating your ideas about works of art and design.

Arts & Crafts
Students will create crafts using a variety of tools, media and processes, safely and appropriately. Students will explore pottery, stained glass, basketry, textiles, wood carving, and jewelry making. Students will be able to analyze and respond to their work and the work of others. Through the use of crafts, global, historical, and cultural context will be discussed and when possible interdisciplinary and technological approaches will be taken.

Sculpture/Ceramics I
Recommended Prerequisite(s): Visual Arts I & II
Students develop knowledge and technical abilities in three-dimensional design through the mediums of ceramics, paper mache', wire sculpture…and more! Students will participate in a wide range of experiences using additive or subtractive sculptural techniques designed to build artistic and creative confidence. An appreciation for art from various cultures will be developed. Emphasis will be placed on technique, originality, planning and organizing three dimensional compositions. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms.

Sculpture/Ceramics II
Recommended Prerequisite(s): Sculpture/Ceramics I
Students expand their knowledge and technical abilities in three-dimensional design through the medium of clay (hand building and/or wheel) and other sculptural materials (plaster, wood, wire, paper mache, etc.). Form and shape are stressed using materials appropriate to sculpting. Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms.

Photography I
Recommended: DSLR camera with a memory card of at least 16 GB.
This is an introductory class which includes a survey of the following topics: the history of photography and its cultural significance, the basics of photographic composition which builds on the elements and principles of art, visual communication skills, basic digital photography, both camera operation and the digital darkroom utilizing Adobe Photoshop. There will also be an introduction to computer graphics, students will learn and use appropriate vocabulary to discuss photography and digital artwork. Students will need a camera for this class.

Photography II
Weighted Credit
Requirement: DSLR camera with a memory card of at least 16 GB.
Photography 2 is a project-intense course that builds upon the knowledge and skills gained in Photography 1. New concepts of lighting, color, composition and design will be applied to such fields as portraiture, photojournalism, still life product shooting, mixed media and graphic design. Most Projects will be completed digitally, building on previously acquired digital camera knowledge and Adobe Photoshop. Additionally, they will write essays related to the projects and be able to explain and critique their works. This one semester course is open to students who have successfully completed the Photography I class.

Photography III
Weighted Credit
This course is a continuation to the art of photography as well as digital design. Students will apply camera techniques and design theories learned in previous photo classes to develop their individual body of work. Students will create a work that is more technically refined and more intellectually challenging than the work they made in Photo II. Photography III students are expected to work more independently and to develop a personal artistic direction or theme. With an emphasis on studio production, this course is designed to develop higher level thinking, art-related technology skills, art criticism, art history, and aesthetics.

General Mixed Chorus
This entry-level music course is designed for students in grades 9-12 who enjoy singing. Students are expected to participate in rehearsals and performances. Training emphasizes the basics of vocal production and techniques, and learning how to read, interpret and perform music. Activities include: performing for school, concerts and community events. Music will include all styles from popular to classical, sacred and secular. Students will connect music to other arts, disciplines, and cultures. This course may be repeated each year for credit.

Advanced Concert Choir Honors
Weighted Credit
Students must audition for the Advanced Concert Choir. This course is designed for students in grades 9-12 who are continuing to build on the skills received in General Mixed Chorus. Training emphasizes advanced vocal techniques, advanced theory and advanced sight-reading. Music is performed without accompaniment. Special emphasis will be placed on competitions and festivals throughout the year, which will involve travel, outside rehearsals and performances. Music includes all styles from popular to classical, sacred to secular. Students will also develop team-building, leadership, and choreographic skills. Only serious-minded students should consider this class. This course may be repeated each year for credit.

Symphonic/Marching Band
Concert /Marching Band is a progressive class based on the continual spiral focus of skill development and knowledge with each succeeding level adding new knowledge and higher skill development encompassing performance levels three and four. Skills developed in this band include: rhythm, performance, conducting and music reading. Knowledge is also expanded regarding symbols, terminology and other indications on various pieces of music. Experiences in both solo and large ensemble playing are ongoing features of this band. The essential intent of this class is to integrate perceptions of the instrument becoming an extension of the student as a means of personal, musical, social and emotional expression. Activities include: performing at all home football games and the occasional away game, marching competitions, parades, winter and spring concerts, school performances, some home basketball games and, if appropriate, All – District Auditions. This course may be repeated each year for additional credits.

Honors Band
Weighted Credit
Students can elect to earn honors credit by fulfilling the requirements for additional coursework as outlined by the teacher. Students receive one additional quality point for honors credit.

Jazz Band
This class strengthens the perception of the instrument as an extension of the student in terms of personal, musical, social and emotional expression through new and varied genres of music. Students will be introduced to the fundamentals of jazz, blues, samba, bossa nova, rock, funk, etc. Students will learn blues scales, modes and the basic structure of music, Improvisation will be introduced and emphasized. Students will perform at school-sponsored concerts and may also perform in the community and at competitions. This course may be repeated once for credit.

Honors Jazz/Stage Band
Weighted Credit
Students must audition for Honors Jazz/Stage Band. This course strengthens the perception of the instrument as an extension of the student in terms of personal, musical, social and emotional expression. Experiences will include both solo and large ensemble performances. Students will develop knowledge and performance techniques in improvisation, jazz, blues, samba, bossa nova, rock, funk, etc. Performances will include school functions, local charitable events, and competitions. All participants will audition for the North Carolina Eastern Division All-District Jazz Festival and, if accepted, expected to participate. Eligible students will audition for the North Carolina All-State Jazz Band. This course may be repeated.

String Orchestra
This course is offered year-long and meets four times per week from 7:00-8:00 am. Instruction involves method books, technical exercises and string literature, with emphasis on advanced techniques and performance. All styles and periods of music will be explored and performed. Each student is responsible for providing instruments. Concert attire required. Performances include school and community concerts throughout the year. This course may be repeated each year for credit.

Music Theory
This course will help students understand how music is constructed, provide opportunities to develop their creativity, and offer insights on how to improve performance. Students will become familiar with the basic elements of music, the art of voice leading, and techniques of musical analysis. This is a basic course for those interested in a career in music and other interested students. It is designed to help students acquire the knowledge and discipline necessary for success as a musician.

Music Appreciation
Music Appreciation is an introductory course to music. Students will explore music's various functionalities in order to gain a deeper understanding and appreciation for all types of music. The course begins by examining basic music literacy and core musical elements such as melody, rhythm, harmony, form, and texture. The purpose of this course is to increase students' musical awareness and give students the tools to actively listen to, discuss, and critique various styles of music. Using appropriate music vocabulary, students will study and discuss a variety of musical genres, including Classical, Jazz, Rock, Musicals, and World Music.

Theatre Arts I
Students will study Pantomime, Voice, Reading and Writing Scripts following traditional plot order, Improvisation, and Characterization. They will view formal and informal dramatic production from class level to a professional production. Students will identify plot structure and themes within a production scene by scene and discuss mood and theme felt by the audience after reading or viewing a production. Students will also observe and discuss necessary technical work that goes into productions including costumes, set, props, sound, lighting, and structure/organization of all the elements, focusing on what impact these technical elements have on the production. Students will use theatre as a tool to reenact historical world events or participate in and analyze historical events through role play. In discussing theatre history, students will learn about the different cultures, where events occurred geographically, and how the economy and governments functioned at that time. Students will demonstrate appropriate theatre etiquette every time they function as an audience member, performer or technical member.

Theatre Arts II
Students will demonstrate how pantomime is instinct and innate through action and reaction. They will demonstrate general knowledge of vocal elements in all student performances. Students will rewrite well known stories/scripts in order to warp old ideas or explore current events. Students will use elements such as improvisation and characterization in all student written scripts or scene work. Students will identify plot structure and themes within a production as a whole. They will begin to analyze the strengths and weaknesses of theatre artists concentrating first on individual student work and progressing to famous dramatists. Students will also begin to incorporate costume, set design, lighting, sound and makeup elements into their ten minute plays, and one-act productions. They must conceptualize the look they want on paper, research and bring plans to fruition. They will integrate theatre arts into concepts from other classes such as social studies, English and art so students can see theatre's cross-curricular importance and how functional it is in everyday society. They will discuss and demonstrate the importance of blocking and style in theatre with regards to performance, direction, and playwright intention/interpretation.

Theatre Arts III Honors
Weighted Credit
Students will demonstrate believable pantomimic expression through consistency, resistance, and over the top movement. They will use voice elements to help develop character. Students will take authorship in original monologues, skits, and scenes. They will further develop above skits and scenes through improvisation, observation, characterization and concentration to see how a work can always be improved upon. They will research, analyze, memorize, perform, and critique famous monologues. Students will begin reading and analyzing full length plays from theatre history and discuss plot structure, pacing, given the circumstances, and character development. They will discuss how products of the same show can be so different based on how each individual performers', directors' and designers' interpretations differ. Students will discuss/observe/analyze how different technical elements affect the overall aesthetics of a show and what an audience base can take from that. They will troubleshoot technical problems as they arise in a play production or skit being performed by a class. Students will also study Theatre History to understand the role of theatre arts in the United States and how it has developed over time. They will analyze how audience etiquette originated and evolved over time. They will analyze how all theatre occupations and subjects are interrelated.

Theatre Arts IV Honors
Weighted Credit
Prerequisite: Theatre Arts I for technical theatre, Theatre III Honors
Students will differentiate between multiple characters played and the difference of how they would move, act, react, speak and express themselves. They will develop and work on character dialects through listening and practicing. They will continue to use constructive criticism in every performance so students are always aware of how to improve and grow as theatrical performers, writers, directors, and critics. They will use improvisation on a more advanced level with given prompts and situations. They will continue to interpret formal and informal scripts through theatrical presentations. Students will discuss and analyze the difference of plot structure, characters, circumstances and pacing from genre to genre and across theatrical cultures. Students will be given a set of criteria to use in analyzing written scripts and complete an analysis based on that information. Students will apply technical theatre aspects, using practical application through stage design for main stage productions of a fall play and spring musical. Students will work in their area of interest within technical theatre after school and throughout the performance of the main stage production. Students will discuss how theatre arts affect the masses personally, culturally, and historically. They will study and take inspiration from world theatre and re-enact in order to more fully understand those cultures. They will discuss how to encourage and implement appropriate audience etiquette. They will continually integrate conventions and structures of theatre on a daily basis in class and in their personal lives.

Technical Theatre (Beginning)
Prerequisite: Theatre Arts I for technical theatre
This is an introductory course for students with little or no technical theatre arts experience. This course focuses on essential technical theatre vocabulary and an understanding of roles and responsibilities of a theatre production team. Students study dramatic text in terms of the principles of design and production basics of scenery, costuming, painting, make-up and lighting tools, and safety issues.

Technical Theatre (Intermediate)
In this course, students develop technical skills through design and production. They generate ideas and assume various roles. Through an understanding of technical elements, students generate a ground plan for specific scripts based on original scenic design ideas. Specific safety issues are covered for use of electrical and power equipment. Technical support for school productions requires participation in after-school rehearsals and performances.
Prerequisite: Technical Theatre Beginning.

Technical Theatre (Proficient) Honors
Weighted Credit
In this course, students continue their study through more in-depth understanding of scenic design ideals and production. Students evaluate formal and informal theatre productions with regards to production concept, principles of design, and critical analysis. Students at a proficient level construct flats, platforms, and models and renderings for specific scripts based on original design ideas. Technical support for school productions requires participation in after-school rehearsals and performances. Prerequisite: Technical Theatre Intermediate

Technical Theatre (Advanced) Honors
Weighted Credit
In this course, students work more independently and assume major supervisory roles in production. Students provide feedback for potential designs and construct scale models for implementation. Emphasis is on advanced aspects of design, including costume, make-up, lighting, sound, and production skills. Technical support for school productions requires participation in after-school rehearsals and performances. Prerequisite: Technical Theatre Proficient

AP Music Theory
Weighted Credit
This course corresponds to two semesters of an introductory college music theory course covering topics such as musicianship, theory, musical materials, and procedures. Musicianship skills such as dictation and other listening, sight-singing, and keyboard harmony are important aspects of the course. Students will develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills and performance are part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Emphasis is placed on notational skills, speed, and fluency with basic materials. **This course may be offered online only through NCVPS.**

Career and Technical Education Courses

Introduction

The mission of Career and Technical Education (CTE) is to empower students to be successful citizens, workers, and leaders in a global economy. CTE fulfills this mission at the Dare County high schools by preparing students for postsecondary education in career and technical fields and lifelong learning, preparing students for initial and continued employment, assisting students in making educational and career decisions, applying and reinforcing related learning from other disciplines, assisting students in developing decision-making, communication, problem-solving, leadership, and citizenship skills, preparing students to make informed consumer decisions and apply practical life skills, and making appropriate provisions for students with special needs to succeed in CTE programs.

CTE fulfills an increasingly significant role in school reform efforts. Students who concentrate in a CTE area have completed at least 2 courses in a single career and technical education program or program of study including a second or third-level course that builds upon skills acquired in a prerequisite course and meet other criteria are better prepared for further education and advanced training required to be successful in 21st century careers.

CTE students have opportunities to participate in student organizations that are an integral part of the instructional program. CTE teachers are encouraged to increase participation in their student organization. It is through the activities of these Career and Technical Student Organizations (CTSOs) that Dare County Schools' students cultivate citizenship, technical, leadership, and teamwork skills necessary for success in the workplace as well as in post-secondary education. Dare County Schools' CTE students actively and consistently compete and excel in these student organizations at the regional, state, and national levels. Any student enrolled in a career and technical education course is eligible for membership in the student organization (CTSO) associated with that program, if available.

CTE class availability at each school will depend upon student registration numbers, available certified teachers, and program feasibility.

It is the policy of Dare County Schools Career and Technical Education to prohibit discrimination on the basis of race, color, national origin, religion, sex, or disability.

Honors Level Courses
Course content, pace and academic rigor place high expectations on the student and surpass standards specified by the NC Standard Course of Study. Such courses demand greater independence and responsibility, therefore, honors-level courses are weighted one-half additional quality point on the 4.0 scale.

Career Exploration Internship Honors
Weighted Credit
A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. A student will not be allowed to intern in their family business, unless specific permission has been granted by the school principal. Students will be required to perform a minimum of 120 hours of work experience, reflect on their experience in a journal, meet weekly with the internship coordinator, and complete a Career Development Portfolio documenting the competencies gained through the experience. During the regular school year, juniors and seniors may receive release time to participate in internships. Students must complete an application and be interviewed by the internship coordinator prior to beginning an internship.

Credentials
Students who successfully complete certain CTE courses and receive a designated score on the post-assessment are eligible to receive a credential for the course. The courses and credentials are listed below:

Career Development Education

Career Management
Prerequisite: None
Aligned Career Technical Student Organization: Various
Aligned Industry Credential:
- Conover Credential Workplace Readiness

Description: This course gives students a competitive advantage through valuable leadership, career development, career management, essential employability skills, and communication skills. Students will discover their personal learning style, develop their speaking skills, and build team management skills.

Business, Finance, and Marketing Education

Marketing I
Prerequisite: None
Aligned Career Technical Student Organization:
- An Association for Marketing Education Students (DECA); Future Business Leaders of America (FBLA) Aligned Industry Credential: Refer to the NC CTE Course Management System (CMS) for the current list of aligned credentials

Description: This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Also students develop an understanding of marketing functions applications and impact on business operations. Conceptualize a comprehensive marketing plan. Gain the knowledge and skills for careers in marketing.

Marketing II
Prerequisite: Marketing I
- Aligned Career Technical Student Organization(s): Future Business Leaders of America (FBLA)
- Aligned Industry Credential: TBD

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

Entrepreneurship I
Prerequisite: None
Aligned Career Technical Student Organization:
- An association for Marketing Education students (DECA)
- Future Business Leaders of America (FBLA)

Aligned Industry Credential:
- Venture Entrepreneurial Expedition

Description: In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course.

Entrepreneurship II
Weighted Credit
Prerequisite: ME11 Entrepreneurship I
Aligned Career Technical Student Organization:
- An Association for Marketing Education Students (DECA)
- Future Business Leaders of America (FBLA)

Aligned Industry Credential:
- Entrepreneurship and Small Business Certification Exam

Description: In this course, students continue the development of a business idea and develop an understanding of pertinent decisions to be made for business positioning, financing, staffing, and profit planning. Students acquire in-depth understanding of business regulations, risks, management, and marketing and will develop a business plan.

Computer Science and Information Technology Education

Adobe Visual Design I
Prerequisite: None
Aligned Career Technical Student Organization:
- SkillsUSA
- Future Business Leaders of America (FBLA)
- Technology Student Association (TSA)

Aligned Industry Credential:
- Adobe Photoshop
- Adobe Illustrator

Description: In this course, students develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin exploring the career areas that interest them in visual design. This course is aligned to the Adobe Certified Associate Photoshop and Adobe Certified Associate Illustrator certification.

Adobe Visual Design II
Weighted Credit
Prerequisite: II41 Adobe Visual Design I
Aligned Career Technical Student Organization:
- SkillsUSA
- Future Business Leaders of America (FBLA)
- Technology Student Association (TSA)

Aligned Industry Credential:
- Adobe InDesign

Description: This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs. This course is aligned to the Adobe Certified Associate InDesign certification, and also integrates Adobe Photoshop and Adobe Illustrator skills.

Adobe Video Design I
Prerequisite: None
Aligned Career Technical Student Organization:
- SkillsUSA
- Future Business Leaders of America (FBLA)
- Technology Student Association (TSA)

Aligned Industry Credential:
- Adobe Premiere Pro

Description: Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for successful discovery and navigation of exciting career possibilities in the Arts, A/V Technology, and Communications cluster.

Adobe Video Design II
Prerequisite: None
Aligned Career Technical Student Organization:
- SkillsUSA
- Future Business Leaders of America (FBLA)
- Technology Student Association (TSA)

Aligned Industry Credential: Refer to the NC CTE Course Management System (CMS) for the current list of aligned credentials.
Description: Engage in the preproduction, production, and post production processes of video creation. Develop digital media products in the fields of audio, news-style video, and interview-style video. Design social media products to be used on multiple platforms using cinematic storytelling elements. Gain knowledge and skills for careers in the Adobe Video Design pathway.

Python Programming I Honors
Weighted Credit
Prerequisite: None
Aligned Career Technical Student Organization:
- Future Business Leaders of America (FBLA)
- SkillsUSA
- Technology Student Association (TSA)

Aligned Industry Credential: None
Description: This honors level course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and an Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects.

Python Programming II Honors
Weighted Credit
Prerequisite: Python Programming I
Aligned Career Technical Student Organization:
- Future Business Leaders of America (FBLA)
- SkillsUSA
- Technology Student Association (TSA)

Aligned Industry Credential:
- PCAP: Certified Associate in Python Programming

Description: This course will prepare students for jobs and careers connected with widely understood software development, which includes not only creating the code itself as a junior developer, but also computer systems design and software testing. Students will be guided to a level of Python programming knowledge that will allow them to design, write, debug, and run programs encoded in the Python language, and to understand the basic concepts of software development technology. In addition, students will learn IoT (Internet of Things) skills which can help transform any business in any industry, from manufacturing to saving endangered species. Students will apply basic programming (using Python) to support IoT devices.

Computer Science I
- Aligned Career Technical Student Organization(s): Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)
- Aligned Industry Credential: TBD

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. Gain the knowledge and skills for careers in the Computer Science Principles pathway.

AP Computer Science Principles
Weighted Credit
Computer Science Principles helps students prepare as computer science majors, but also for a broad range of other fields and interests. Students will learn creative problem solving, how to apply computational processes to analyze data sets, understand the Internet as a system, programming concepts and the global impact of computing. The Beauty and Joy of Computing is the adopted curriculum. AP Computer Science Principles not only has an exam in May, but it also requires a digital portfolio. There are two through-course performance tasks that must be submitted prior to the AP exam in May. The Explore task is a research project and the Create task is a computer program created by the student. Please note: Students should possess strong math skills, including logic and analytical skills. Math concepts in this course include Graph Theory, Logarithms, Geometric sequences, Factorials, Modulo, Binary and Hexadecimal number systems. In other words, concepts ranging from Math 1 to Geometry to Discrete Math to PreCalculus.

Family and Consumer Sciences Education

Apparel and Textile Production I
Prerequisite: None
In this course students are introduced to the apparel and textile industry in the area of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, literacy, mathematics, and science are reinforced.

Apparel and Textile Production II
Prerequisite: None
In this course students utilize the design process and implement advanced sewing skills to engineer an apparel product. They will simulate marketing and business experience to explore the apparel industry and gain the knowledge and skills for careers in apparel and textile production.

Culinary Arts & Hospitality I
Prerequisite: None
Aligned Career Technical Student Organization:
- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential:
- Certified Food Protection Manager (ANSI-Accredited)

Description: This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service.

Culinary Arts & Hospitality II Applications
Prerequisite: Culinary Arts and Hospitality I
Aligned Career Technical Student Organization:
- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential:
- Certified Food Protection Manager (ANSI-Accredited)

Description: This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills.

Culinary Arts & Hospitality III
Prerequisite: Culinary Arts and Hospitality II Applications
Aligned Career Technical Student Organization:
- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential:
- Certified Fundamentals Cook (CFC)
- Pre-Professional Assessment and Certification in Culinary Arts
- ProStart National Certificate of Achievement

Description: The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving.

Food and Nutrition I
Prerequisite: None
Aligned Career Technical Student Organization:
- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential:
- ANSI- Accredited Food Handler Certificate

Description: This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management.

Food and Nutrition II
Weighted Credit
Prerequisite: FN41 Foods and Nutrition I
Aligned Career Technical Student Organization:
- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential:
- ANSI Approved Certified Food Protection Manager
- Pre-Professional Assessment and Certification in Nutrition, Food, and Wellness

Description: In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines.

Child Development
Prerequisite: None
Aligned Career Technical Student Organization:
- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential: None
Description: This course introduces students to responsible nurturing and basic application of child development theory, beginning with prenatal development up to children age 5. Areas of study include effects of family on individuals and society; prenatal development and care; understanding how children develop; and care of infants, toddlers, and preschoolers.

Early Childhood Education I
Prerequisite: Students must be 15 by September 1; FE60 Child Development is the prerequisite course.
Aligned Career Technical Student Organization:
- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential:
- CPR/AED
- First Aid
- North Carolina Early Childhood Credential Equivalency (NCECC)

Description: This two-credit course prepares students to work with children in early childhood education settings. Topics of study include historical, theoretical, and philosophical foundations of the profession, the structure of early childhood programs, connecting appropriate learning activities and teaching strategies to developmental needs of children, inclusive environments, communicating expectations, setting limits, and guiding behavior, as well as personal growth in the field of child development. An internship makes up 50 percent of instructional time. Due to student participation in internships at early childhood centers that are licensed by the Division of Child Development and Early Education, students must be 15 years of age before September 1.

Early Childhood Education II
Weighted Credit
Prerequisite: FE11 Early Childhood Education I
Aligned Career Technical Student Organization:
- Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential:
- CPR/AED
- First Aid
- North Carolina Early Childhood Credential Equivalency (NCECC)

Description: This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and childcare settings. Areas of study include program planning and management, developmentally appropriate practice, procedures, and strategies for working with special groups of children, career development and professionalism. An internship makes up 50 percent of instructional time.

Hospitality and Tourism Management I
Prerequisite: None
- An Association for Marketing Education Students (DECA); Family, Career, and Community Leaders of America (FCCLA)
- Aligned Industry Credential: TBD

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

Hospitality and Tourism Management II
Prerequisite: Hospitality and Tourism Management I
- An Association for Marketing Education Students (DECA); Family, Career, and Community Leaders of America (FCCLA)
- Aligned Industry Credential: TBD

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. Gain the knowledge, skills, and industry credential for careers in hospitality and tourism management.

Health Science Education

Health Science I
Prerequisite: None
Aligned Career Technical Student Organization:
- Future Health Professionals (HOSA)

Aligned Industry Credential:
- First Aid

Description: This course is developed to focus on human anatomy, physiology, and human body diseases and disorders, and recognizing and responding to first aid emergencies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content.

Health Science II
Prerequisite: HU40 Health Science I OR HP71 PLTW Human Body Systems

Aligned Career Technical Student Organization:

- Future Health Professionals (HOSA)

Aligned Industry Credential:

- Basic Life Support
- OSHA 10-Hour Industry (Healthcare) Certification
- Stop the Bleed

Description: This course developed to help students expand their understanding of the healthcare industry, including employability skills, safety and infection control procedures, and clinical skills used by allied health professionals. In addition, students will demonstrate their understanding of cardiovascular and respiratory systems by applying BLS CPR skills. Projects, teamwork, and demonstrations serve as instructional strategies to reinforce the curriculum content.

Trade, Technology, Engineering, and Industrial Education

Construction Core
Prerequisite: None
Aligned Career Technical Student Organization:
- SkillsUSA

Aligned Industry Credential:
- NCCER - Construction Core
- OSHA 10-Hour Construction Industry Certifications

Description: This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing blueprints, material handling, basic communication skills, basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint.

Carpentry I
Prerequisite: IC00 Construction Core
Aligned Career Technical Student Organization:
- SkillsUSA

Aligned Industry Credential:
- NC NCCER Credential - Carpentry I

Description: This course is designed for students to develop basic carpentry terminology and technical aspects of carpentry with emphasis on the development of introductory skills to include orientation to the trade, building materials, fasteners, and adhesives, hand and power tools, reading construction drawings, specifications, and layouts, floor system construction procedures, wall systems, and basic stair layout.

Carpentry II
Weighted Credit
Prerequisite: IC21 Carpentry I
Aligned Career Technical Student Organization:
- SkillsUSA

Aligned Industry Credential:
- NC NCCER Credential - Carpentry II

Description: This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, windows and exterior doors installation, exterior finishing, and the introduction to weatherization module (supplemental).

Carpentry III
Weighted Credit
Prerequisite: IC22 Carpentry II
Aligned Career Technical Student Organization:
- SkillsUSA

Aligned Industry Credential:
- NC NCCER Credential - Carpentry III

Description: This course builds on skills mastered in Carpentry II and develops advanced technical aspects of carpentry with the emphasis on commercial drawing, cold-formed steel framing construction methods, drywall installations, drywall finishing procedures, doors and door hardware installation, and windows, door, floor, and ceiling trim procedures.

Aviation I
Weighted Credit
Prerequisite: None
Aligned Career Technical Student Organization:
- Technology Student Association (TSA)

Description: This course develops skills in the basic sciences related to careers in aviation and aerospace. Classroom and laboratory activities include a study of aviation structures, systems, and power plants leading to the aviation maintenance technician certificate.

Aviation II
Weighted Credit
Prerequisite: IL77 Aviation I
Aligned Career Technical Student Organization:
- Technology Student Association (TSA)

Description: This course increases skills in the basic sciences related to careers in aviation and aerospace. Classroom and laboratory activities include a study of aviation structures, systems, and power plants leading to the aviation maintenance technician certificate.

CTE Advanced Studies
Weighted Credit
Prerequisite: Two technical credits in one Career Pathway
Aligned Industry Credential: None
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*What is a completer course?
A completer course is the second or third course in a series that builds upon skills acquired in the previous course(s). A completer course has a prerequisite also referred to as a foundation course. A foundation course provides fundamental knowledge and skills needed for student success in secondary and postsecondary education and careers in the Career Cluster.

**What is a Career Cluster?
Career Clusters are groupings of occupations used as an organizing tool for curriculum design and instruction.

What is an enhancement course?
An enhancement course augments related knowledge and skills developed in foundation courses and provides for success in postsecondary education and careers in the Career Cluster.

Interdepartmental Courses and Programs

Introduction

A number of courses and programs meet student needs in more than one area of study at one time. Some of these courses provide for academic success, others provide an opportunity for students to develop their community service abilities.

The "assistant courses" offered are semester long courses. Students will be allowed to take a maximum of two such courses during their high school career and a maximum of one per semester.

AVID (Advancement Via Individual Determination)
Selection determined by application and interview (attendance, discipline records, grades and attitude are included in criteria). This course provides intensive support for academically average students who plan to attend college and who strive for success in honors and AP courses. This course may be repeated for additional credit.

Teacher Cadet Honors
Weighted Credit
The Teacher Cadet course is designed for high school juniors and seniors who are interested in the field of education or would like to build leadership skills within their school community. It is an honors program that details many components of the education environment and involves students in content, applications, presentations, observations, and tutoring in middle school and/or high school settings.

The students will work with AVID classes on a weekly basis using leadership, communication, public speaking, and collaboration skills. Access to transportation may be required if placed at the middle school off campus.

Broadcast Journalism I
Students work individually and in a group to produce the daily edition of the high school report as well as special projects for Gov-Ed TV. In this course, students learn valuable skills that include script writing, multimedia reporting, digital editing, and video production. Emphasis in this class is on teamwork and time management skills required to meet daily, weekly, and quarterly deadlines for a journalistic product. Students do receive a credit for this class. Grading may be Pass/Fail.

Broadcast Journalism II
Students work individually and in a group to produce the daily edition of the high school report as well as special projects for Gov-Ed TV. In this course, students learn valuable skills that include script writing, multimedia reporting, digital editing, and video production. Emphasis in this class is on teamwork and time management skills required to meet daily, weekly, and quarterly deadlines for a journalistic product. Students do receive a credit for this class. Grading may be Pass/Fail.

Freshman Academy
This course is designed to make a difference with each student. Instruction is tailored to each student after the identification of strengths and weaknesses and used to reinforce skills taught in the 9th grade English, Math, AVID, EC and ELL instruction. Goals throughout the school year include: focusing on strategies to enhance core classes, learning study skills, preparing for the ACT/SAT and transition from high school to post-secondary education.

Peer Tutoring
Selection determined on proficiency in the tutoring area and by application and interview (attendance, discipline records, and attitude are included in criteria). Tutors are assigned to work under supervising teachers. Tutors interested in assisting AVID students, transfer students and students with unique learning styles are especially needed. This course may be repeated for additional credit. Grading may be Pass/Fail.

Peer Power
This course will appeal to students interested in teaching, health occupations, or the development of healthy communities. Selection of students in grades 10-12 for this course is determined by application and interview (attendance, discipline records and attitude are included in criteria). Instruction includes mentoring relationships, communication and presentation skills, chronic disease prevention principles and stages of change theory. Under the supervision of a certified health educator, peer health educators will develop and pilot behavior modification assignments and other health education activities to assist middle school students in changing behaviors related to smoking, nutrition or physical activity. High school students will also provide web-based peer mentoring related to targeted health behaviors of middle school students.

Student Services Assistant
The Student Services Assistant will assist the assigned department in clerical duties such as stapling, filing, and running errands. Assistant will serve as a tour guide for new students. Grading may be Pass/Fail.

Technology Assistant
The Help Desk class offers students the opportunity to develop and use IT support skills. Students staff the Help Desk and provide service and training to students and staff. Students assess problems, complete repairs and manage outsourcing of repairs. Help Desk Assistants model technology use in the school. They will learn technical knowledge and must display the maturity required to be trusted. This is a pass fail course and placement in this class requires prior approval from the Technology Facilitator and Media Coordinator. Grading may be Pass/Fail.

NONDISCRIMINATION STATEMENT

Career and Technical Education (CTE) is an integral part of Dare County Schools. In compliance with federal law, Dare County Schools does not discriminate on the basis of race, creed, color, national origin, gender, age, or disability in any of its Career Technical Education (CTE) programs or activities. To ensure all students have access to CTE and are successful, support services are provided by the CTE Career Development/Special Populations Coordinator as well as the Dare County Schools Director of Student Services.

The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Reida Roberts, Section 504
Steve Blackstock, Title IX
Caitlin Spruill, Title II

Each may be contacted at:
Dare County Schools
PO Box 1508
Nags Head, NC 27959
(252) 480-8888

DARE COUNTY
SCHOOLS