

RICHMOND SENIOR HIGH SCHOOL
2026 - 2027 Curriculum Guide



Richmond Senior High School

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REGISTRATION PROCEDURES

Students and parents are advised to thoroughly review and select courses based on class prerequisites and course requirements. Once courses are selected, schedule changes will not be made, except in the case of:

- a class in which a student has already taken and received a credit
- a junior or senior taking a dual-enrollment course at RCC **not** on his/her schedule
- a senior with a job who would like to sign up for the School-to-Work program

Students must register for eight classes and four alternates.

Students will be called to the media center in small groups to individually meet with a counselor. Counselors will answer questions and address any concerns at this time. The student's counselor will assist the student in choosing courses. An RCC representative will also be present to assist with dual enrollment class registration.

GRADUATION REQUIREMENTS

Students must earn at least 22 credits in the Future-Ready Course of Study to graduate from high school.

Students following the Future-Ready Course of Study entering ninth grade for the first time in 2021-2022 or afterwards must pass the following courses and earn at least 22 credits:	
Four English Credits	<ul style="list-style-type: none"> ● English I ● English II ● English III ● English IV
Four Mathematics Credits	<ul style="list-style-type: none"> ● NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student’s post high school plans ● In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, the student will be required to pass: Math 1, Math 2 and two additional courses identified on the NCDPI math options chart
Three Science Credits	<ul style="list-style-type: none"> ● Physical Science ● Biology ● Earth/Environmental Science
Four Social Studies Credits	<ul style="list-style-type: none"> ● Founding Principles of the United States of America and North Carolina: Civic Literacy ● Economics and Personal Finance ● American History ● World History
One Health & Physical Education Credit	<p>Health and Physical Education</p> <p>*Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.</p>
Two Elective credits of any combination from either:	<ul style="list-style-type: none"> ● Career and Technical Education (CTE) or ● Arts Education or ● World Language
Four Elective credits from the following (four-course concentration recommended)	<ol style="list-style-type: none"> 1. Career Technical Education (CTE) 2. JROTC 3. Arts Education (music, visual arts) 4. Any other subject area or cross-disciplinary courses (Ex: math, science, social studies, English and dual enrollment courses)
<p>Note:</p> <ul style="list-style-type: none"> ● Beginning in fall 2022, students entering Grade 6 and subsequently entering Grade 9 for the first time in 2025-26 shall have at least one arts education course in grades 6-12. ● Students entering Grade 9 in 2026-27 will have an additional requirement to take a credit in Computer Science. Electives will be reduced from 6 to 5. 	

3-YEAR PATHWAY

Based on HB 259, Public School Units (PSUs) shall provide students with an option of an accelerated pathway for graduation in three years of high school, in addition to the typical four years of high school. To graduate early from high school, a student must follow the process for early graduation from high school (SBE policy GRAD-001). Offering the SBE minimum graduation requirements in a three-year pathway takes intentional planning and a commitment from the student in Grade 9. Per legislation, the student graduating at the end of their junior year will not participate in any senior-specific activities. Students choosing to be part of an accelerated pathway must have an accelerated learning plan that both the student and parent/guardian will agree to before Grade 9. Students may withdraw from this pathway prior to completion with written communication to the school from the parent and student.

Students interested in the 3-year-graduation pathway must meet with the counselor. A parent meeting must be scheduled to discuss the course sequence and eligibility requirements.

GRADING SCALE

Richmond County Schools utilizes the following 10 point grade scale in Grade(s) 3-12. Under the scale, grades and grade point average calculations will be applied as follows:

A: 90-100	B: 80-89	C: 70-79	D: 60-69	F: <59
4.0	3.0	2.0	1.0	0.0

QUALITY POINTS

The quality points standard will provide an additional **.5** quality point to Honors courses and a **1.0** additional quality point to Advanced Placement/International Baccalaureate courses, community college courses, or four year university/college courses taken in high school. The weighted quality points scale will be applied as follows:

Regular Course	Honors Course	AP/Community College Course
4.0	4.5	5.0

For example, a student who earns an A in an AP course or a community college course would receive a weighted 5.0 grade for that particular course, and a student who earns an A in an Honors course would receive a weighted 4.5 grade.

***NOT ALL RCC COURSES ARE WEIGHTED THE SAME - Refer to the RCC/CCP link on the Richmond Senior High School Website for courses and weights.**

ACADEMIC RECOGNITION - LATIN HONORS

High Academic Achievement is recognized each year in the graduating senior class. Students may earn the Latin Honor designations based on the total weighted GPA from the ninth grade through the first reporting period of the second semester in the senior year.

- **Summa Cum Laude** - 4.7 weighted GPA and above
- **Magna Cum Laude** - 4.5 to 4.69 weighted GPA
- **Cum Laude** - 4.3 to 4.49 weighted GPA

HIGH SCHOOL DIPLOMA ENDORSEMENTS

Students in North Carolina public schools and public charter 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.

[Diploma Endorsement Website](#)

ATTENDANCE INCENTIVE

Students may exempt **teacher-made** exams under the following criteria:

- A average (90-100) with 4 absences or less
- B average (80-89) with 3 absences or less
- C average (70-79) with 2 absences or less
- D average (60-69) with 1 absence or less

All students may choose to take exams. If a student is exempt, but chooses to take the exam, the exam grade cannot negatively impact the student's final average. Exam exemption is an incentive (a reward) for those that meet the conditions above. All absences (excused and/or unexcused) exceeding the criteria above will disqualify the student's eligibility for exam exemption.

State mandated exams (English II, Math I, Math III, Biology and certain courses in CTE) cannot be exempted.

ENGLISH

ENGLISH I

Grade 9

Course Description: English I introduces students to the ways audience, purpose, and context shape oral and written communication, as well as media and technology. Emphasis is placed on personal expression while also exploring expressive, expository, argumentative, and literary communication.

ENGLISH I - HONORS

Grade 9

Recommendation: 80 or higher in 8th grade ELA

Course Description: In addition to meeting requirements for English I, this honors-level course delves deeper into literature through more complex and challenging texts. The course also emphasizes advanced expressive communication skills.

ENGLISH II

Grade 10

Prerequisite: English I

Course Description: English II focuses on reading, discussing, and writing about classical and contemporary world literature. Students analyze world literature within cultural contexts to appreciate global diversity and connect these ideas to their own experiences. The course emphasizes expressive, explanatory, critical, argumentative, and literary purposes, with additional attention to informational contexts. Students are required to take the End-of-Course test, which includes test preparation activities.

ENGLISH II - HONORS

Grade 10

Recommendation: 80 or higher in English I-Honors course

Course Description: In addition to meeting requirements for English II, this honors course challenges students with more advanced texts and concepts. It emphasizes critical thinking, encouraging students to generate thought-provoking questions and engage as self-directed learners, collaborators, and leaders. Students are required to take the End-of-Course test, which includes test preparation activities.

ENGLISH III

Grade 11

Prerequisite: English II

Course Description: English III centers on U.S. literature, exploring its social and historical significance. Students use language for expressive, expository, argumentative, and literary purposes, with additional attention on informational texts, plays, short stories, novels and poetry. Research skills are emphasized, and students develop compositions including research papers, paragraphs, and short essays.

ENGLISH III - HONORS

Grade 11

Recommendation: 80 or higher in English II-Honors course

Course Description: In addition to meeting requirements for English III, this honors course builds on the requirements of English III with an emphasis on advanced U.S. literature and critical analysis. Students engage in higher-level research, study challenging texts, and demonstrate advanced writing skills. They are expected to be self-directed, reflective learners and collaborate effectively in groups.

ENGLISH III - ADVANCED PLACEMENT (AP English III)

Grade 11

Recommendation: 90 or higher in English II-Honors course

Course Description: This College Board-certified course focuses on analyzing and responding to nonfiction works. Emphasis is placed on argumentation, rhetoric, writing, and research. Students learn to define, support, and defend a position. AP English III requires a strong commitment to coursework and exams. Students are required to take the AP exam, which includes test preparation activities

AP English III requires recommendation from the student's English II teacher.

ENGLISH IV

Grade 12

Prerequisite: English III

Course Description: English IV provides an in-depth survey of British literature, spanning the Middle Ages to the 20th century. Students analyze plays, short stories, and novels while focusing on advanced grammar, vocabulary, and composition. Writing assignments emphasize argumentative and analytical styles and include research-based projects.

ENGLISH IV - HONORS

Grade 12

Recommendation: 80 or higher in English III-Honors course

Course Description: In addition to meeting requirements for English IV, this course integrates advanced language arts skills with an emphasis on British literature. Students engage with challenging texts and focus on expressive, expository, argumentative, and literary analysis. They develop critical thinking skills and work both independently and collaboratively as reflective and self-directed learners.

ENGLISH IV - ADVANCED PLACEMENT (AP English IV)

Grade 12

Recommendation: 90 or higher in English III-Honors course

Course Description: AP English IV is a semester-long, college-level course certified by the College Board. Students engage in close reading, discussion, and analysis of literature, including major works, poetry, and prose. Writing assignments include formal and informal essays. Strong commitment and effort are essential for success. Students are required to take the AP exam, which includes test preparation activities.

AP English IV requires recommendation from the student's English III teacher.

MATH

Accelerated Math Course Policy - Students Completing Math I Before High School

*Students who completed Math I in middle school are considered on an accelerated math track. These students must still earn 4 math credits to meet NC graduation requirements.

Recommended Course Sequence

To be adequately prepared for college-level math coursework, accelerated students are strongly encouraged to complete the following before enrolling in a Richmond Community College (RCC) math course:

1. Math II
2. Math III
3. Precalculus

After completing Precalculus and meeting with their counselor, students may pursue:

- RCC dual enrollment math courses
- Other approved AP/advanced math courses

College-Level Math Readiness

RCC math courses assume students have a thorough understanding of concepts covered in Math I, Math II, Math III, and Precalculus. Students who enroll in college math without this preparation are more likely to struggle, may be required to repeat coursework, and may experience delays in meeting graduation requirements.

Placement Expectations and Advisement

- Acceleration does not replace preparation
- Accelerated students are strongly encouraged to complete Precalculus prior to enrolling in RCC math.
- In most cases, students should earn a grade of C or higher in Precalculus to meet typical college placement expectations. However, final placement decisions are made with input from counselors and math teachers based on readiness.

FOUNDATIONS OF NC MATH 1

Grade 9

Course Description: Foundations of NC Math 1 builds upon the mathematical skills and concepts introduced in middle school. This course is designed for students who need additional support to strengthen their mathematical foundation before enrolling in NC Math 1. Emphasis is placed on developing concepts in algebra, functions, numbers, and operations

NC MATH 1

Grade 9

Course Description: NC Math 1 introduces students to high school-level mathematical concepts that lay the foundation for college and career readiness. The curriculum focuses on key conceptual categories, including Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability. Students are required to take the End-of-Course test, which includes test preparation activities.

NC MATH 2

Grade 10

Prerequisite: Math 1

Course Description: NC Math 2 continues the study of high school-level mathematics, focusing on essential concepts that prepare students for college and career readiness. The curriculum includes Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability.

NC MATH 2 - HONORS

Grade 9

*NC Math 2 Honors is only offered to 9th grade students who took Math 1 in 8th grade.

Recommendation: 80 or higher in Math 1

Course Description: In addition to meeting requirements for NC Math 2, Honors NC Math 2 offers an in-depth and more challenging exploration of high school mathematical concepts, building on the foundational skills from Math 1. Students will engage in advanced study of Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability.

NC MATH 3

Grade 10, 11

Prerequisite: Math 2

Course Description: NC Math 3 builds upon the concepts introduced in Math 2, emphasizing the integration of Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability. This course continues to prepare students for college and career readiness. Students are required to take the End-of-Course test, which includes test preparation activities.

NC MATH 3 - HONORS

Grade 10

*NC Math 3 Honors is only offered to 10th grade students who took Math 2 honors in 9th grade.

Recommendation: 80 or higher in Math 2-Honors

Course Description: In addition to meeting requirements for NC Math 3, Honors NC Math 3 provides an advanced and rigorous study of the concepts in Math 3, with a focus on challenging students to deepen their understanding of Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability. Students are required to take the End-of-Course test, which includes test preparation activities.

NC MATH 4

Grade 11, 12

Prerequisite: Math 3

Course Description: NC Math 4 emphasizes the study of functions and statistical thinking, continuing the exploration of algebra, functions, trigonometry, and statistical concepts introduced in NC Math 1-3. This course serves as a capstone for foundational statistical concepts and integrates algebra and functions to explore the characteristics and behaviors of more complex functions. It prepares students for college-level algebra, statistics, or advanced math courses such as Precalculus.

NC MATH 4 - HONORS

Grade 11, 12

Recommendation: 80 or higher in Math 3-Honors course

Course Description: In addition to meeting requirements for NC Math 4, Honors NC Math 4 provides an advanced exploration of functions and statistical thinking, building on the algebra, functions, trigonometry, and statistical concepts from NC Math 1-3. This course integrates algebraic reasoning with the study of complex functions and serves as a capstone for introductory statistical concepts. It prepares students for college-level algebra and statistics or advanced courses like Precalculus. Honors students are expected to engage in deeper critical thinking and problem-solving to master these advanced mathematical concepts.

PRE CALCULUS - HONORS

Grade 10

Recommendation: 89 or higher in Math 3-Honors course

Course Description: Precalculus builds the mathematical foundation needed for calculus and other advanced math courses. The class focuses on understanding and analyzing functions, including linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. Students study graphing, transformations, equations and inequalities, trigonometry (including identities and applications), systems, sequences and series, and introductory concepts of limits. Emphasis is placed on problem-solving, mathematical reasoning, and preparing students for the rigor of calculus.

SCIENCE

EARTH/ENVIRONMENTAL SCIENCE

Grade 9

Course Description: Earth/Environmental Science focuses on the functioning of Earth's systems. Topics include matter, energy, crystal dynamics, environmental awareness, material availability, and the cycles that circulate energy and materials through the Earth's system. Areas of inquiry include Energy in Earth's Systems, Geochemical Cycles, the Origin and Evolution of Earth's Systems, the Origin and Evolution of the Universe, predictability of Earth's dynamic processes, and human interactions with Earth's geologic and environmental systems.

EARTH/ENVIRONMENTAL SCIENCE - HONORS

Grade 9

Recommendation: 80 or higher in 8th grade Science and teacher recommendation

Course Description: In addition to meeting requirements for Earth/Environmental Science, Honors Earth/Environmental Science provides a rigorous and in-depth exploration of Earth and environmental sciences. Highly motivated students are encouraged to work independently, assume greater responsibility for their learning, and communicate results through presentations and formal laboratory reports.

ENVIRONMENTAL SCIENCE ADVANCED PLACEMENT

Grade 10, 11, 12

Recommendation: 90 or higher in Earth & Environmental Honors course

Course Description: AP Environmental Science is equivalent to a one-semester, introductory college-level course in environmental science. Students explore scientific principles, concepts, and methodologies to understand natural world interrelationships, analyze natural and human-made environmental problems, evaluate associated risks, and examine alternative solutions. Students are required to take the AP exam, which includes test preparation activities.

BIOLOGY

Grade 10

Course Description: This course explores key biological concepts, including life functions, classification tools, cell structure and function, animal and plant structure, reproduction, and ecology. This course satisfies one credit in biology and meets college entrance requirements. Students are required to take the End-of-Course test, which includes test preparation activities.

BIOLOGY- HONORS

Grade 10

Recommendation: 80 or higher in Earth and Environmental-Honors course

Course Description: In addition to meeting requirements for Biology, Honors Biology offers a comprehensive, in-depth study of biology. Topics include the correlation between structure and function at molecular through organism levels, principles of genetics and evolution, energy transformations, and interactions between organisms and their environments. Students are required to take the End-of-Course test, which includes test preparation activities.

BIOLOGY - ADVANCED PLACEMENT

Grade 11, 12

Recommendation: 90 or higher in Biology Honors course

Course Description: AP Biology is equivalent to an introductory college-level biology course. Students engage in deeper content exploration, including statistical data analysis and concept modeling. Four "Big Ideas" form the framework of the course, supported by essential knowledge and process skills. A significant portion of the work involves independent study and reading to allow for discussion, labs, and inquiry during class. Students are required to take the AP exam, which includes test preparation activities.

CHEMISTRY - HONORS

Grade 11

Recommendation: 80 or higher in Honors Biology & Honors NC Math 2

Course Description: Honors Chemistry investigates states of matter, chemical reactions, atomic and molecular theory, and energy in chemical compounds. This course is tailored for students interested in the medical field or college-level study and includes laboratory investigations comparable to college-level work.

CHEMISTRY - ADVANCED PLACEMENT

Grade 12

Prerequisites: 90 or higher in Honors Chemistry

Course Description: AP Chemistry offers a college-level foundation for advanced chemistry coursework. The course emphasizes inquiry-based learning, critical thinking, and reasoning skills. Students explore topics such as atomic structure, bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Inquiry-based lab investigations are a core component. Students are required to take the AP exam, which includes test preparation activities.

PHYSICAL SCIENCE

Grade 11, 12

Course Description: Physical Science prepares students for advanced studies in science. Topics include motion, force, energy, waves, electricity, magnetism, atomic theory, and the periodic table, covering foundational concepts in both physics and chemistry.

PHYSICS - HONORS

Grade 11, 12

Prerequisite: 80 or higher in Honors Biology

Course Description: Honors Physics is a rigorous, math-focused course for students who enjoy problem-solving and want to understand how the physical world works. Students study motion, forces, energy, waves, electricity, and magnetism through hands-on labs, data analysis, and real-world engineering applications. Emphasis is placed on quantitative reasoning, modeling, and clear communication of scientific thinking. This course is ideal for students interested in engineering, physics, computer science, or other STEM careers and provides strong preparation for advanced science and college-level coursework.

ANATOMY AND PHYSIOLOGY

Grade 11, 12

Recommendation: Successful completion of Biology

Course Description: This course offers an in-depth study of human anatomy and physiology, designed for students seeking a second year in biology without pursuing AP Biology. Labs include a comprehensive cat dissection. This course is recommended for students interested in nursing or medical fields.

ANATOMY AND PHYSIOLOGY - HONORS

Grade 11, 12

Recommendation: 80 or higher in Honors Biology

Course Description: In addition to meeting requirements for Anatomy and Physiology, Honors Anatomy and Physiology offers an advanced, in-depth study of human anatomy and physiology. Students engage in detailed labs, including an extensive cat dissection. The course is ideal for students pursuing careers in nursing or medical fields.

SOCIAL STUDIES

WORLD HISTORY

Grade 9

Course Description: World History gives students the chance to investigate how people, ideas, and systems have shaped the world from the 1200s to today. The course is reading- and writing-focused, asking students to analyze texts, weigh evidence, and communicate their understanding clearly. Students explore broad themes—such as power, cultural exchange, global connections, and the relationship between humans and their environment—to see how different societies have changed and influenced one another. By linking past events to issues in the modern world, students develop the skills needed to think critically and participate confidently in college, careers, and civic life.

WORLD HISTORY - HONORS

Grade 9

Recommendation: 80 or higher in previous social studies course and teacher recommendation.

Course Description: World History challenges students to examine global developments from 1200 to the present through deeper analysis, extended reading, and advanced writing tasks. Students engage with complex historical texts, interpret multiple perspectives, and construct well-supported arguments using primary and secondary sources. The course emphasizes major themes—such as power, global interdependence, cultural diffusion, continuity and change, and identity—while encouraging students to draw meaningful connections between past events and contemporary global issues. With a faster pace and higher level of academic independence, Honors World History prepares students for advanced coursework and strengthens the critical thinking skills needed for college, careers, and civic engagement.

AMERICAN HISTORY

Grade 10

Course Description: American History provides a foundation for understanding our nation's past and present. The course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. Students will explore major themes, trends, and concepts, including the development of the American system of government, patterns of migration and immigration, cultural advancements, technological innovations, foreign relations, and the contributions of individuals and diverse groups to the American story.

AMERICAN HISTORY - HONORS

Grade 10

Recommendation: 80 or higher in World History-Honors level course

Course Description: In addition to meeting requirements for American History, Honors American History explores key turning events in greater depth, beginning with the end of the French and Indian War in 1763 and extending through the most recent presidential election. Students will examine themes, trends, and concepts, such as the evolution of the American government, migration and immigration patterns, cultural advancements, technological innovations, foreign relations, and the roles of individuals and diverse groups in shaping American history.

FOUNDING PRINCIPLES OF THE US AND NC: CIVIC LITERACY

Grade 11

Course Description: This course emphasizes the application of skills, concepts, processes, and knowledge gained in earlier social studies courses. Students prepare for college, careers, and civic life by exploring topics through inquiry, behavioral sciences, civics and government, economics, geography, and history.

FOUNDING PRINCIPLES OF THE US AND NC: CIVIC LITERACY - HONORS

Grade 11

Recommendation: An 80 or higher in American History Honors

Course Description: In addition to meeting requirements for Civic Literacy, Honors Civic Literacy provides a more in-depth examination of inquiry, behavioral sciences, civics, government, economics, geography, and history. Students are challenged to explore concepts in greater depth, develop critical thinking skills, and demonstrate mastery through comprehensive writing assignments

ECONOMICS AND PERSONAL FINANCE

Grade 12

Course Description: This course introduces students to economics, personal finance, income and education, money management, critical consumerism, and financial planning. As mandated by N.C. Session Law 2019-82 (House Bill 924), mastery of the course standards ensures students become informed, responsible citizens capable of managing their financial futures.

ECONOMICS AND PERSONAL FINANCE - HONORS

Grade 12

Recommendation: Students will be expected to write and study sociological concepts on a deeper level.

Course Description: In addition to meeting requirements for Economics and Personal Finance, Honors Economics and Personal Finance involves advanced study and analysis of economic factors. Students are challenged to explore concepts in greater depth, develop critical thinking skills, and demonstrate mastery through comprehensive writing assignments.

UNITED STATES HISTORY - ADVANCED PLACEMENT

Grade 10, 11, 12

Recommendation: 90 or higher in previous social studies honors course

Course Description: AP U.S. History examines American history from pre-Columbian times to the present, emphasizing social, cultural, economic, and political developments. Students must possess strong writing skills and a high level of motivation. Students are required to take the AP exam, which includes test preparation activities. If students would like to attempt to receive college credit, they will take the AP exam given nationally in May.

U. S. GOVERNMENT/POLITICS - ADVANCED PLACEMENT

Grade 11, 12

Recommendation: 90 or higher in previous honors level course

Course Description: This AP course explores democratic ideas, the balance of power, and the interplay between ideals and practical governance. Students analyze constitutional principles, political processes, and Supreme Court cases while engaging in extensive reading, vocabulary building, and primary source analysis. If students would like to attempt to receive college credit, they will take the AP exam given nationally in May.

EUROPEAN HISTORY- ADVANCED PLACEMENT

Grade 11, 12

Recommendation: 90 or higher in previous honors level history course

Course Description: AP European History explores key developments, individuals, and events in European history from 1450 to the present. Students develop skills in historical analysis, primary and secondary source interpretation, and argumentation. If students would like to attempt to receive college credit, they will take the AP exam given nationally in May.

HUMAN GEOGRAPHY - ADVANCED PLACEMENT

Grade 10, 11, 12

Recommendation: A 90 or higher in previous honors level history course

Course Description: AP Human Geography introduces students to the study of patterns and processes that have shaped human interaction with the Earth's surface. If students would like to attempt to receive college credit, they will take the AP exam given nationally in May.

PSYCHOLOGY - ADVANCED PLACEMENT

Grade 11, 12

Recommendation: 90 or higher in Honors Biology

Course Description: AP Psychology introduces students to the scientific study of behavior and mental processes. Topics include major psychological principles, neuroscience, and research methods. Students will complete significant outside work and projects, including individual and group assignments. If students would like to attempt to receive college credit, they will take the AP exam given nationally in May.

SOCIOLOGY

Grade 10, 11, 12

Course Description: Sociology focuses on the study of human society and interaction. Students analyze cultural patterns, social conformity and deviance, inequality, and societal responses to change using the scientific method and cross-cultural perspectives.

SOCIOLOGY - HONORS

Grade 10, 11, 12

Recommendation: Students will be expected to write and study sociology concepts on a deeper level.

Course Description: In addition to meeting requirements for Sociology, Honors Sociology delves deeper into the study of human society and behavior. Students conduct advanced research and analysis on cultural patterns, conformity, and societal changes, emphasizing critical thinking and writing.

PSYCHOLOGY

Grade 10, 11, 12

Course Description: This course examines human behavior and mental processes, including learning, motivation, development, and personality. Students explore the connections between biology, behavior, and societal interactions.

PSYCHOLOGY - HONORS

Grade 10, 11, 12

Recommendation: Students will be expected to write and study sociological concepts on a deeper level.

Course Description: In addition to meeting requirements for Psychology, Honors Psychology involves advanced study of behavioral and cognitive processes, with an emphasis on empirical research and critical analysis. Students are required to engage in extensive writing and research assignments.

AFRICAN-AMERICAN STUDIES

Grade 10, 11, 12

Course Description: This course emphasizes the contributions of African Americans to the cultural, social, economic, and political development of the United States. Students explore African-American history within the broader context of U.S. history.

AFRICAN-AMERICAN STUDIES - HONORS

Grade 10, 11, 12

Recommendation: Students will be expected to write and study AAS concepts on a deeper level.

Course Description: In addition to meeting requirements for African-American Studies, Honors African-American Studies involves an in-depth exploration of African-American contributions to U.S. history. Students engage in rigorous writing and research assignments to analyze key historical, cultural, and social developments.

SPECIAL PROGRAMS

TEACHER CADET I - HONORS

Grade 9, 10, 11, 12

Prerequisite: Application required with teacher approval

Course Description: The North Carolina Teacher Cadet Program is designed to promote a better understanding and interest in those students wishing to choose a career in education. Many components of the education environment are studied while students are involved in content, application, observations and teaching. Students must provide their own transportation.

TEACHER CADET II - HONORS

Grade 10, 11, 12

Prerequisite: Teacher Cadet I; Application required w/ teacher approval; Must provide transportation

Course Description: Teacher Cadet II will continue the study of the field of education. Students will explore units concerning the organization and management of the school as well as teaching methods. They will also participate in an extended field experience at a local school. Students must provide their own transportation. Students will also receive an early childhood education certification from RCC.

TEACHER CADET III - HONORS

Grade 11, 12

Prerequisite: Teacher Cadet I; Application required w/ teacher approval; Must provide transportation

Course Description: Teacher Cadet II will continue the study of the field of education. Students will explore units concerning the organization and management of the school as well as teaching methods. They will also participate in an extended field experience at a local school. Students must provide their own transportation. Students will also receive an early childhood education certification from RCC.

ANNUAL PRODUCTION - HONORS

Grade 9, 10, 11, 12

Prerequisite: Application required with teacher approval

Course Description: Annual Production will handle the production of The Treasure Chest. Ad sales and coverage of school events are required. Students enrolled must go through an application process and be approved by the instructor.

MEDIA JOURNALISM I - HONORS

Grade 9, 10, 11, 12

Prerequisite: Grade of 80 or better in 9th Grade English

Course Description: Media Journalism I provides students the opportunity to learn the basics of print and media journalism. Students will write journalist articles, learn the basics of photography and camera framing, which will then be applied to a series of videos created using DSLR cameras and edited using online software.

MEDIA JOURNALISM II/DAKTRONICS- HONORS

Grade 9, 10, 11, 12

Prerequisite: Must have passed MJ I

Course Description: Media Journalism II concentrates on mastering student skills in television production. Students will develop stories, edit programs, and produce broadcasts for Raider News. Students will also create content for the Jumbotron and be required to do camera work at football games, graduation, etc.

INTRODUCTION TO AI

Grade 9, 10, 11, 12

The Introduction to Artificial Intelligence (AI) course introduces students to the fundamental concepts, technologies, and ethical considerations of AI. Students will explore how AI systems work, their real-world applications, and the impact of AI on society.

INTRODUCTION TO AI Honors

Grade 9, 10, 11, 12

The Introduction to Artificial Intelligence (AI) course introduces students to the fundamental concepts, technologies, and ethical considerations of AI. Students will explore how AI systems work, their real-world applications, and the impact of AI on society.

PRINCIPLES OF INFORMATION TECHNOLOGY

Grade 11, 12

Course Description: This course will introduce students to basic principles of the information technology field. The course will start with an introduction to computer hardware and software, including, but not limited to, a comparison of Microsoft Office and Google applications for file management, formal document preparation, presentation creation, and spreadsheet production/use. Students will learn about and apply their knowledge of the digital tools/software/equipment used for digital presentations. They will also use software to program digital signage and print IDs. Other topics will include understanding current technology equipment purchasing options, maintenance, and basic troubleshooting. The class will also explore current development, practices and issues in technology security, privacy, and safety. Throughout the course, students will examine the wide range of careers in IT through speakers from the different IT fields, digital research and hands-on experience.

PRINCIPLES OF INFORMATION TECHNOLOGY Honors

Grade 11, 12

Course Description: This course will introduce students to basic principles of the information technology field. The course will start with an introduction to computer hardware and software, including, but not limited to, a comparison of Microsoft Office and Google applications for file management, formal document preparation, presentation creation, and spreadsheet production/use. Students will learn about and apply their knowledge of the digital tools/software/equipment used for digital presentations. They will also use software to program digital signage and print IDs. Other topics will include understanding current technology equipment purchasing options, maintenance, and basic troubleshooting. The class will also explore current development, practices and issues in technology security, privacy, and safety. Throughout the course, students will examine the wide range of careers in IT through speakers from the different IT fields, digital research and hands-on experience.

THE FRESHMAN EXPERIENCE

Grade 9

The Freshman Experience is designed to help students transition smoothly into high school. It covers five key areas: High School Transition, where students learn to navigate their new environment; Academic and Digital Skills, focusing on study habits and responsible technology use; Social-Emotional Learning, which promotes emotional intelligence and well-being; Career and Financial Literacy, guiding students in exploring career options and managing finances; and Diversity and Leadership, emphasizing inclusion and active citizenship. This course equips students with essential skills and knowledge, setting a strong foundation for their high school journey.

THE FRESHMAN EXPERIENCE Honors

Grade 9

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SCHOOL-TO-WORK

Grade 12

Course Description: Students who have a job working at least 7.5 hours per week and have a minimum of 22 credits towards graduation are eligible to take this course. They must meet all student work requirements and will receive a grade at the end of the semester. Students **must** leave school campus during the block assigned for school-to-work although they are not necessarily required to be on their jobsite during that time. Students must complete all required paperwork and have approval from their assigned counselor prior to participating in this course.

EDUCATIONAL INTERN

Grade 12

Prerequisite: Students must have a weighted GPA of 3.0 or higher and will not be considered if he/she was suspended during the current or previous school year. Student must have the teacher he/she would like to intern for to complete the Educational Intern Form.

Course Description: Students will assist the assigned teacher with duties as requested. They must report daily to their assigned teacher and are not allowed to leave campus at any time. Students will not receive a grade or credit for this course.

WORLD LANGUAGES

SPANISH I

Grade 9, 10, 11, 12

Course Description: Spanish I introduces students to Hispanic culture and language, emphasizing speaking, listening, writing, and reading skills. Grammar is integrated throughout the course and aligned with language conventions. Students focus on vocabulary development and organizational skills, which require significant additional practice outside of the classroom. The course helps students develop the ability to interpret spoken and written language, engage in interpersonal communication, and present information in both written and spoken formats.

SPANISH II

Grade 10, 11, 12

Prerequisite: Spanish I

Course Description: Spanish II builds on the foundation established in Spanish I, further developing listening, speaking, reading, and writing skills. A strong grasp of Spanish I and the student's first language is essential for success. Students learn to use the language to discuss everyday topics in the present and past tenses, both inside and outside the classroom. They compose sentences to narrate, describe, compare, and summarize familiar topics from Hispanic culture and focus on understanding main ideas in simple texts. Students also deepen their understanding of cultural and linguistic similarities and differences. Vocabulary development and organizational skills remain critical, requiring additional study outside of class.

SPANISH HERITAGE I

Grade 9, 10, 11, 12

Course Description: This course is tailored for native or heritage Spanish speakers with existing oral proficiency. It focuses on enhancing students' abilities to listen, speak, read, and write in a variety of contexts, including family, school, and the community. Students explore Hispanic cultures, including their own, to develop a deeper appreciation for the heritage language and its connections to other languages.

SPANISH HERITAGE II

Grade 10, 11, 12

Prerequisite: Spanish for Heritage Speakers Level I

Course Description: This course is designed for native or heritage speakers who have successfully completed Spanish Heritage I or demonstrated proficiency through prior language study. Students expand their skills in listening, speaking, reading, and writing while engaging with authentic materials such as literary texts, media, and technical manuals. They further develop their ability to initiate and sustain face-to-face communication and comprehend main ideas and details in discussions, presentations, and written texts, all within a cultural context.

FRENCH I

Grade 10, 11, 12

Course Description: French I introduces students to the French language and culture. Students develop foundational listening, speaking, reading, and writing skills within meaningful contexts that extend beyond the classroom when possible. The course emphasizes students' personal experiences and includes exposure to everyday customs, lifestyles, and cultural practices. Grammar is integrated and taught alongside vocabulary development. Students also gain an introduction to French cultural products (e.g., literature, laws, foods, and games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction).

FRENCH II

Grade 10, 11, 12

Prerequisite: French I

Course Description: French II builds upon the skills learned in French I, with continued development of listening, speaking, reading, and writing abilities. Students participate in short conversational exchanges by combining previously learned language elements and creating more complex sentences. They engage in discussions about everyday life, express needs, and narrate events in present and past tenses. The course emphasizes understanding the main ideas of simple texts and encourages cultural comparisons to enhance students' appreciation of linguistic and cultural diversity.

FINE ARTS

VISUAL ARTS

1. Art students may take courses in fall, spring, or both semesters.
2. All high school art classes have a \$10 semesterly fee.
3. **Course Level Recommendations**

Beginning

beginning students with no experience

Intermediate

any student with at least one year of experience in middle school or

one semester in high school

Accomplished (Honors) teacher approval required

Advanced (Honors) teacher approval required

**Students may repeat course levels throughout high school.*

ART I - Beginning

Grade 9, 10, 11, 12

Course Description: This course begins with a general overview of the Elements of Art and Principles of Design. The students will begin units of study in various areas of art, which include history and techniques. These areas include drawing, painting, sculpture, ceramics, and printmaking.

ART II - Intermediate

Grade 9, 10, 11, 12

Prerequisite: Art I

Course Description: This course is an intermediate level that continues with the Elements of Art and Principles of Design. Students will continue with units of study in various areas of Art, which include history and techniques. Art areas include drawing, painting, sculpture, ceramics, and printmaking.

ART III – Accomplished - Honors Option

Grade 10, 11, 12

Prerequisite: Art II

Course Description: It is an accomplished level course where students focus on an area of concentration in Art. Emphasis is placed on developing a greater depth of understanding of art, art history, and application of the Elements of Art and Principles of Design to their work in a variety of media. Areas of Concentration available are drawing, painting, sculpting, ceramics, and printmaking. Students must keep a sketchbook.

ART IV – Advanced - Honors Option

Grade 10, 11, 12

Prerequisite: Art III

Course Description: This course emphasizes concentration in a particular medium and extensive research on the techniques and history of that medium. The medium can be changed halfway through the semester. The student will prepare a portfolio to be used to gain entrance into an art program for postgraduate work in art. Students must keep a sketchbook and portfolio.

AP STUDIO ART 2-D

Grade 10, 11, 12

Prerequisite: Teacher Recommendation

Course Description: This course presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on concepts and skills emphasized within college art and design foundation courses. This course culminates with a portfolio submission of 20 pieces to CollegeBoard in May.

ART INDEPENDENT STUDY - Honors Option

Grade 11, 12

Prerequisite: Advanced Art IV and Teacher Recommendation

Course Description: This course is available only by teacher recommendation to graduating students who have successfully completed Advanced Art (4) and would like to further their studies in a more concentrated approach. Each student will develop a comprehensive body of work, developing a planned, sustained investigation of a visual idea. Students will present, to the class and teacher, an action plan for the development and completion of their investigation. A total of ten pieces will be created demonstrating a mastery of concept, composition and execution based on the investigation using the artists choice of 2-D and 3-D media.

MUSIC

1. Music students may take courses in fall, spring, or both semesters.
2. Students in Accomplished and Advanced sections will rehearse and perform alongside students in Developing and Intermediate sections, but assessments and grading will reflect the deeper understanding and greater ability expected in honors-level courses.
3. All high school music classes have a \$10 semesterly fee.
4. Performance in the end-of-semester concerts are mandatory for all Band and Chorus students.

5. Course Level Recommendations

<i>Developing</i>	beginning students with no experience
<i>Intermediate</i>	any student with at least one year of experience in middle school or one semester in high school
<i>Accomplished (Honors)</i>	director approval required
<i>Advanced (Honors)</i>	director approval required

CONCERT BAND (I-Dev, II-Int, III-Acc-Honors, IV-Adv-Honors)

Grade 9, 10, 11, 12

- Open to all levels of musicians
- Has a small number of required after school rehearsals
- Performance attire: guidelines provided for garments

MARCHING BAND (I-Int, II-Acc-Honors, III-Adv-Honors)

Grade 9, 10, 11, 12

Fall semester only

Summer Band Camp and many evening/weekend performances required

Rehearses after school several days a week in addition to 4th block class, particularly in opening week.

Performance attire: Marching Band uniform provided, fees required in addition to semester fee

TREBLE CHOIR (Dev, Int, Acc-Honors)

Grade 9, 10, 11, 12

- For all singers with voices in the upper range, typically female and unchanged male voices
- Students who have not performed with Raider Voices should sign up for the Fall class
- Performance attire: guidelines provided for “concert black”

BASS CHOIR (Dev, Int, Acc-Honors)

Grade 9, 10, 11, 12

- For all singers with voices in the mid-to-lower range, typically changed male voices
- Students who have not performed with Raider Voices should sign up for the Fall class
- Performance attire: guidelines provided for “concert black”

CONCERT CHOIR (Int, Acc-Honors)

Grade 9, 10, 11, 12

- Mixed choir – for treble and bass clef voices
- Students should have one semester of prior experience with Raider Voices and director approval
- Performance attire: guidelines provided for “concert black”

CHAMBER SINGERS (Adv-Honors)

Grade 10, 11, 12

- Mixed choir – for treble and bass clef voices
- Available by director approval only
- Performance attire: formal concert wear, purchased through the school

AP MUSIC THEORY

Grade 10, 11, 12

Prerequisite: Music Literacy Proficiency and Teacher Recommendation

Course Description: This course covers introductory college music theory coursework, including topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized. Students are expected to take the AP Exam in May.

PHYSICAL EDUCATION

GIRLS HEALTH AND PHYSICAL EDUCATION

Grade 9

Course Description: This course fulfills the State Board of Education requirements for high school Healthful Living. Topics include stress management, nutrition and weight management, substance abuse prevention, personal fitness, healthful lifestyles, social wellness, and appreciation for diversity. Students must complete the North Carolina requirement for high school Healthful Living prior to graduation.

BOYS HEALTH AND PHYSICAL EDUCATION

Grade 9

Course Description: This course fulfills the State Board of Education requirements for high school Healthful Living. Topics include stress management, nutrition and weight management, substance abuse prevention, personal fitness, healthful lifestyles, social wellness, and appreciation for diversity. Students must complete the North Carolina requirement for high school Healthful Living prior to graduation.

GIRLS STRENGTH AND HEALTH

Grade 9

Course Description: Designed for beginners, this course emphasizes overall fitness and bodybuilding. Additional focuses include cardiovascular fitness, agility, and strength improvement. Fitness and strength tests are administered. **This course fulfills the North Carolina Healthful Living requirement for high school graduation.**

BOYS STRENGTH AND HEALTH

Grade 9

Course Description: Designed for beginners, this course emphasizes overall fitness and bodybuilding. Additional focuses include cardiovascular fitness, agility, and strength improvement. Fitness and strength tests are administered. **This course fulfills the North Carolina Healthful Living requirement for high school graduation.**

GIRLS STRENGTH AND HEALTH - HONORS

Grade 9

Course Description: This course is designed for intermediate lifters, emphasizing fitness, bodybuilding, cardiovascular fitness, agility, and strength improvement. Fitness and strength tests are administered. To earn honors credit, students must complete additional independent modules. Enrollment in at least one other honors core class is required. **This course meets the North Carolina Healthful Living requirement.**

BOYS STRENGTH AND HEALTH - HONORS

Grade 9

Course Description: This course is designed for intermediate lifters, emphasizing fitness, bodybuilding, cardiovascular fitness, agility, and strength improvement. Fitness and strength tests are administered. To earn honors credit, students must complete additional independent modules. Enrollment in at least one other honors core class is required. **This course meets the North Carolina Healthful Living requirement.**

GIRLS PHYSICAL EDUCATION

Grade 9, 10, 11, 12

Course Description: This course focuses on individual and team sports, group fitness, and skill development. Regular assessments of knowledge and physical skills are conducted.

BOYS PHYSICAL EDUCATION

Grade 9, 10, 11, 12

Course Description: This course focuses on individual and team sports, group fitness, and skill development. Regular assessments of knowledge and physical skills are conducted.

GIRLS STRENGTH AND CONDITIONING

Grade 9, 10, 11, 12

Course Description: This course emphasizes overall fitness and human performance through weightlifting, cardiovascular activities, and interval training. Students are assessed regularly on their knowledge and skills.

BOYS STRENGTH AND CONDITIONING

Grade 9, 10, 11, 12

Course Description: This course emphasizes overall fitness and human performance through weightlifting, cardiovascular activities, and interval training. Students are assessed regularly on their knowledge and skills..

GIRLS STRENGTH AND CONDITIONING - HONORS

Grade 9, 10, 11, 12

Prerequisite: 9th Grade Health and Physical Education or Strength and Health

Course Description: This course focuses on advanced fitness and human performance, including weightlifting, cardiovascular activities, and interval training. Regular assessments of knowledge and skills are conducted.

BOYS STRENGTH AND CONDITIONING - HONORS

Grade 9, 10, 11, 12

Prerequisite: 9th Grade Health and Physical Education or Strength and Health

Course Description: This course focuses on advanced fitness and human performance, including weightlifting, cardiovascular activities, and interval training. Regular assessments of knowledge and skills are conducted.

GIRLS ADVANCED STRENGTH AND CONDITIONING - HONORS

Grade 9, 10, 11, 12

Prerequisite: Must have taken weight training before

Course Description: This course is offered 4th block only and is for **athletes** only. This course will concentrate on overall fitness and human performance. This will include but is not limited to lifting weights, cardiovascular activities, and interval training. Regular knowledge and physical skills tests are administered. This class is tailored to athletes and is more rigorous than regular or honors strength and conditioning.

BOYS ADVANCED STRENGTH AND CONDITIONING - HONORS

Grade 9, 10, 11, 12

Prerequisite: Must have taken weight training before

Course Description: This course is offered 3rd and 4th block only and is for **athletes** only. This course will concentrate on overall fitness and human performance. This will include but is not limited to lifting weights, cardiovascular activities, and interval training. Regular knowledge and physical skills tests are administered. This class is tailored to athletes and is more rigorous than regular or honors strength and conditioning.

ATHLETIC MANAGEMENT

Grade 9, 10, 11, 12

Prerequisite: 9th Grade Health and Physical Education or Strength and Health

Course Description: Athletic Management introduces students to the principles and practices involved in managing athletic facilities, coordinating sports events, and leading teams. This hands-on course is ideal for students interested in pursuing careers in sports management, event coordination, or athletic coaching. Students will explore the basics of field maintenance, sports scheduling, event logistics, and safety protocols while gaining practical experience through collaborative projects and real-world applications.

ATHLETIC MANAGEMENT - HONORS

Grade 9, 10, 11, 12

Prerequisite: 9th Grade Health and Physical Education or Strength and Health

Course Description: Honors Athletic Management provides an in-depth exploration of the principles and practices involved in managing athletic facilities, coordinating sports events, and leading teams. Designed for motivated students, this course emphasizes advanced concepts in sports administration, leadership, and event logistics. In this course students build upon concepts learned in Athletic Management and utilize advanced field equipment and skills. Students will engage in hands-on projects, real-world applications, and critical analyses of sports management challenges. This course is ideal for those interested in pursuing careers in field and turf maintenance, sports management, athletic coaching, or event coordination.

LIFETIME SPORTS

Grade 9, 10, 11, 12

Prerequisite: 9th Grade Health and Physical Education or Strength and Health

Course Description: Lifetime Sports is a physical education course designed to develop students' physical fitness, teamwork, and appreciation for recreational and competitive sports that can be enjoyed throughout life. By participating in a variety of individual and team sports, students will gain the skills, knowledge, and confidence needed to become informed participants and spectators. This course emphasizes cooperation, personal fitness, and the development of lifelong healthy habits in a fun and engaging atmosphere. The Lifetime Sports curriculum introduces students to endurance and outdoor activities, non contact recreational team sports, yard games, and racquet and paddle sports.

LIFETIME SPORTS - HONORS

Grade 9, 10, 11, 12

Prerequisite: 9th Grade Health and Physical Education or Strength and Health

Course Description: Honors Lifetime Sports is an advanced physical education course designed for students seeking a deeper understanding of physical fitness, teamwork, and the strategies behind recreational and competitive sports. In addition to developing the skills, knowledge, and confidence needed to become informed participants and spectators, students in this honors-level course will engage in advanced gameplay strategies, fitness and nutrition planning, and leadership activities.

CAREER AND TECHNICAL EDUCATION

BUILDING AND MOVING CAREER CLUSTER GROUPING

Within the Building and Moving Career Cluster Grouping, the Career Clusters that students may choose from include:

- Advanced Manufacturing Cluster
- Construction Career Cluster
- Supply Chain and Transportation

ADVANCED MANUFACTURING CAREER CLUSTER

The Advanced Manufacturing Career Cluster blends innovative technologies and practices to enhance design and production. It covers areas such as engineering, research and development, automation and artificial intelligence, equipment maintenance, safety protocols, and quality control. This career cluster aims to increase efficiency, reduce waste, ensure safety, and produce high-quality goods, driving the industry's growth and adapting to modern demand.

Pathways that students may pursue within the Advanced Manufacturing Career Cluster include:

- Drafting Engineering

DRAFTING ENGINEERING PATHWAY

DRAFTING I - HONORS

Grade 9, 10, 11, 12

Aligned Industry Credential: Autodesk Certified User AutoCAD

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

DRAFTING II - ENGINEERING - HONORS

Grade 9, 10, 11, 12

Prerequisite: Drafting I

Aligned Industry Credential: Autodesk Certified User Inventor

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

CONSTRUCTION CAREER CLUSTER

The Construction Career Cluster focuses on professions involved in designing, planning, managing, and executing projects in the built environment. It emphasizes sustainable building practices to ensure that structures are both environmentally responsible and resilient. Careers in this cluster are pivotal in creating durable infrastructure that meets present needs without compromising future generations' ability to meet their own, covering a range of roles from architects and engineers to construction managers and skilled tradespeople. Pathways that students may pursue within the Construction Career Cluster include:

- Carpentry • Drafting Architectural • Electrical Trades • Welding

CARPENTRY PATHWAY

CARPENTRY I - HONORS OPTION

Grade 9, 10, 11, 12

Aligned Industry Credential: NCCER - Carpentry I

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

CARPENTRY II - HONORS

Grade 10, 11, 12

Prerequisite: IC21 Carpentry I

Aligned Industry Credential: NCCER-Carpentry II

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

DRAFTING ARCHITECTURAL PATHWAY

DRAFTING I - HONORS

Grade 9, 10, 11, 12

Aligned Industry Credential: Autodesk Certified User AutoCAD

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

DRAFTING II - ARCHITECTURAL - HONORS

Grade 9, 10, 11, 12

Prerequisite: IC61 Drafting I

Aligned Industry Credential: Autodesk Certified User Revit

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

ELECTRICAL TRADES PATHWAY

ELECTRICAL TRADES I - HONORS

Grade 9, 10, 11

Aligned Industry Credential: NCCER - Electrical Trades I

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

ELECTRICAL TRADES II - HONORS

Grade 10, 11, 12

Prerequisite: IC00 Electrical Trades I

Aligned Industry Credential: NCCER - Electrical Trades II

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

WELDING PATHWAY

WELDING TECHNOLOGY I - HONORS

Grade 11, 12

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

WELDING TECHNOLOGY II - HONORS

Grade 11, 12

Prerequisite: IM61 Welding Technology I Honors

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

SUPPLY CHAIN AND TRANSPORTATION CAREER CLUSTER

The Supply Chain and Transportation Career Cluster encompasses the transfer, coordination, and management of goods from production to consumption, ensuring efficient movement across various modes of transportation including air, ground, and water, as well as maintenance of the respective transport modes. This career cluster integrates logistics and distribution networks to facilitate the seamless flow of materials and products, playing a crucial role in global commerce, economic development, and community health.

Pathways that students may pursue within the Supply Chain and Transportation Career Cluster include:

- Automotive Service

AUTOMOTIVE SERVICE PATHWAY

AUTOMOTIVE SERVICES FUNDAMENTALS - HONORS OPTION

Grade 9, 10

Aligned Industry Credential: S/P2 Automotive Service Safety; S/P2 Automotive Service Pollution Prevention; Auto lift Institute: Lifting it Right School Edition

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

AUTOMOTIVE SERVICE I - HONORS OPTION

Grade 9, 10, 11

Prerequisite: Automotive Services Fundamentals

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

AUTOMOTIVE SERVICE II HONORS

Grade 10, 11, 12

Prerequisite: Automotive Service I

Aligned Industry Credential: ASE Entry-Level Certification - Maintenance and Light Repair

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

CARING FOR COMMUNITIES CAREER CLUSTER GROUPING

Within the Caring for Communities Career Cluster Grouping, the Career Clusters that students may choose from include:

- Education
- Healthcare and Human Services
- Public Service and Safety

EDUCATION CAREER CLUSTER

The Education Career Cluster spans careers aimed at fostering learning from early childhood to adulthood, including teaching, instructional design, counseling services, community engagement, learner support, and educator training. This career cluster emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking, and encouraging personal and societal growth in a constantly evolving world.

Pathways that students may pursue within the Education Career Cluster include:

- Early Childhood Development and Services

EARLY CHILDHOOD DEVELOPMENT AND SERVICES PATHWAY

CHILD DEVELOPMENT - HONORS OPTION

Grade 10, 11, 12

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

EARLY CHILDHOOD EDUCATION I - HONORS

Grade 11, 12

**This is a two-credit course*

Prerequisite: Students must be 16 by October 1.

Aligned Industry Credential: CPR, First Aid, North Carolina Early Childhood Credential (NCECC) Equivalency

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

* Students are required to complete a TB screening and health questionnaire prior to interning. A criminal background check may also be required by the internship site.

HEALTHCARE AND HUMAN SERVICES CAREER CLUSTER

The Healthcare and Human Services Career Cluster promotes whole health in individuals and communities through a diverse array of services. This sector includes technical, mental, and therapeutic services and personal care, supported by medical and social sciences. By addressing social determinants of health and leveraging health data and science, this career cluster aims to enhance the overall health and resilience of individuals, families, and communities. Pathways students can pursue include:

- Healthcare Professional

HEALTHCARE PROFESSIONAL PATHWAY

HEALTH SCIENCE I – HONORS OPTION

Grade 9, 10, 11

Prerequisite: Foundations of Health Science Recommended (Recommend 80 or higher in FHS for honors; 85 or higher in previous honors course)

Aligned Industry Credential: First Aid

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

HEALTH SCIENCE II – HONORS OPTION

Grade 10, 11, 12

Prerequisite: Health Science I (Recommend 80 or higher in FHS; 85 or higher in previous honors course)

Aligned Industry Credential: CPR/AED; OSHA 10-Hr Industry (Healthcare) Certification; Stop the Bleed

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

PUBLIC SERVICE AND SAFETY CAREER CLUSTER

The Public Service and Safety Career Cluster encompasses roles in local, state, and federal government; legal and justice systems; security; and military operations, all aimed at promoting civic responsibility and ensuring the well-being, security, functionality, and resilience of communities, states, and countries. Pathways that students may pursue within the Public Service and Safety Career Cluster include:

- Firefighter Technology • Junior Reserve Officers' Training Corps • Law and Justice • Public Safety

Firefighter Technology Pathway

FIREFIGHTER TECHNOLOGY I - HONORS OPTION

Grade 10, 11, 12

Aligned Industry Credential: NCOSFM - Firefighter Technology I

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

FIREFIGHTER TECHNOLOGY II - HONORS OPTION

Grade 10, 11, 12

Prerequisite: IP31 Firefighter Technology I

Aligned Industry Credential: NCOSFM - Firefighter Technology II

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

JUNIOR RESERVE OFFICERS' TRAINING CORPS PATHWAY

**Note - JROTC courses do not count as a CTE credit.

JROTC I (9501)

JROTC LET IA (1st Semester)

Grade 9, 10, 11, 12

JROTC LET IB (2nd Semester)

Grade 9, 10, 11, 12

Course Description: The initial entry semester of the JROTC Program begins during the fall semester, orienting students to the purpose of the Army JROTC Program and to their roles as cadets. It engages students in the practice of basic citizenship customs, traditions and in the exploration of opportunities for non-military and military national service. It provides instruction received in leadership, oral communication, physical fitness, map reading, first aid and leadership labs. This unit helps cadets make responsible choices about substance use and preventing substance abuse. In addition, cadets develop proficiency in providing basic first aid. The course provides opportunities to become familiar with the Department of Defense, examining how all branches of the Armed Forces work together, serve the nation, defend democracy and maintain peace.

JROTC II (9502)

JROTC LET IIA (1st Semester)

Grade 10, 11, 12

JROTC LET IIB (2nd Semester)

Grade 10, 11, 12

Prerequisite: Completion of LET IA or B

Course Description: Cadets develop global awareness as they compare physical, political, economic, and cultural elements of continents, regions and countries. The course builds upon the basic skills and interest for participation in civic and political life. The primary emphasis for this course is placed on the practical application of the cadet's leadership duties and responsibilities within the cadet battalion. The course is structured to allow cadets to perform their assigned command and staff duties, act as class instructors for selected subjects, as well as receive further instruction to a greater depth of understanding on the subjects presented in earlier LET courses. Additionally, cadets actively engage in the *We The People* curriculum to explore the origins, structure, rights, and responsibilities of the American constitutional government.

JROTC III (9503)

JROTC LET IIIA (1st Semester)

Grade 11, 12

JROTC LET IIIB (2nd Semester)

Grade 11, 12

Prerequisite: Completion of LET IA or B and LET IIA or B

Aligned Industry Credential: JROTC Leadership and Employability Skills

Course Description: Cadets compare how those with varied leadership styles approach planning, decision-making, problem solving, negotiation, and supervision. In the Leadership Lab component of this unit, cadets apply leadership skills to drill movements, techniques, and commands as they move from novice to expert. As they progress through the program, cadets extend their learning strategies by taking on the responsibilities for teaching younger cadets and leading activities and teams. Cadets also develop and expand their abilities to resolve conflict and prevent violence. Cadets develop global awareness, as they compare physical, political, economic, and cultural elements of continents, regions and countries. This course actively engages cadets in applying problem solving strategies to current political and social issues. In addition, this unit helps cadets prepare for life after high school, as it focuses on career planning and engages cadets in personal financial planning as they work through the *High School Financial Planning* curriculum.

JROTC LET IIIA Honors (1st Semester) **Grade 11, 12**
JROTC LET IIIB Honors (2nd Semester) **Grade 11, 12**

Prerequisite: Completion of LET IA or B, LET IIB or B, and Instructor Recommendation

Course Description: This Honors Course is for juniors and seniors who are key staff officers and company command teams within the JROTC Chain of Command. They will learn problem solving, staff functions, decision making, and organizational leadership principles. Students will provide command and staff functions for all activities within the Raider Battalion Organization. Students will complete an Honors research project that includes a written paper and a verbal presentation and, on occasion, a completed physical project. This class is the future leadership at the highest level of decision making, problem solving, written and verbal communications within the Raider Battalion.

JROTC IV (9504)

JROTC LET IVA (1st Semester) **Grade 12**

JROTC LET IVB (2nd Semester) **Grade 12**

Prerequisite: Completion of LET IA or B, LET IIA or B and LET IIIA or B

Course Description: This course is for seniors who are key leaders in the JROTC Chain of Command. Students will lead a platoon or company within the Raider Battalion Organization as an embedded leader within the lower LET level classes.

JROTC LET IVA Honors (1st Semester) **Grade 12**

JROTC LET IVB Honors (2nd Semester) **Grade 12**

Prerequisite: Completion of LET IA or B, LET IIA or B, LET IIIA or B and Instructor Recommendation

Course Description: This Honors Course is for seniors who are key leaders in the JROTC Chain of Command who will study, practice and teach character development. Students will lead the Raider Battalion Organization in addition to providing command and staff functions for all activities within the JROTC Program. Students will complete an Honors research project that includes a written paper and a verbal presentation and, on occasion, a completed physical project. This is the highest level of decision making, problem solving, written and verbal communications within the Raider Battalion.

JROTC Special Teams (Each Semester) **Grade 10, 11, 12**

Prerequisite: LET IA or IB and Instructor Recommendation

Course Description: This course is designed to allow students to build discipline, teamwork, and leadership abilities while learning special teams skills to the highest level. Students will learn values – Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage – while putting individual and small unit skills to action. Students will represent the Raider Battalion and RSHS in the local community and region in a precise and disciplined fashion while participating in ceremonies, parades, and competitions in Drill, Color/Honor Guard, and Raider teams.

LAW AND JUSTICE PATHWAY

LAW AND JUSTICE I - HONORS OPTION **Grade 9, 10, 11**

Aligned Industry Credential: National Law Enforcement Certification SPSS

Course Description: Develop an understanding of the history of law enforcement, including the criminal justice system. Understand the responsibilities of policing, and the classification of crimes. Practice basic skills such as communication with diverse groups, conflict resolution, operation of equipment, and courtroom testimony. Gain the knowledge, skills, and industry credentials for careers in law and justice.

LAW AND JUSTICE II - HONORS

Grade 10, 11, 12

Prerequisite: IP41 Law and Justice I

Aligned Industry Credential: Certified Protection Officer (CPO)

Course Description: Gather knowledge and skills required in private security protection. Practice communication skills required of protection officers. Perform tasks including crime prevention, risk and threat management, and physical security. Gain the knowledge, skills, and industry credentials for careers in law and justice.

PUBLIC SAFETY PATHWAY

PUBLIC SAFETY I- HONORS OPTION

Grade 9, 10, 11

Aligned Industry Credential: FEMA: Law and Public Safety Introductory Competency; NIMS: IS-100.B, IS-700.A, IS-200.B, IS-800.B

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

PUBLIC SAFETY II - HONORS

Grade 9, 10, 11, 12

Prerequisite: IP11 Public Safety I

Aligned Industry Credential: Community Emergency Response Team (CERT); NECI 911 Basic Communications

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

CONNECTING AND SUPPORTING SUCCESS CAREER CLUSTER GROUPING

Within the Connecting and Supporting Success Career Cluster Grouping, the Career Clusters that students may choose from include:

- Digital Technology and Computer Science
- Management and Entrepreneurship
- Marketing and Sales

DIGITAL TECHNOLOGY AND COMPUTER SCIENCE CAREER CLUSTER

The Digital Technology and Computer Science Career Cluster focuses on developing digital systems for communication and data storage using critical technologies such as artificial intelligence (AI), data analytics, and cybersecurity. This career cluster builds skills necessary for all careers to navigate and lead in the constantly evolving tech landscape and drives innovation across all industries to tackle complex challenges and opportunities in communities and economies. This career cluster is also a Connecting and Supporting Success Cluster as the skills gained through this career cluster area are applicable across all career clusters. Practitioners are encouraged to combine content from this cluster across other CTE programs. Pathways that students may pursue within the Digital Technology and Computer Science Career Cluster include:

- Computer Science Principles
- Unmanned Aircraft Systems

COMPUTER SCIENCE PRINCIPLES PATHWAY

COMPUTER SCIENCE I – HONORS OPTION

Grade 9

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

COMPUTER SCIENCE II – HONORS OPTION

Grade 10, 11, 12

Prerequisite: Computer Science I

Course Description: Code programs that use advanced creativity and large data sets. Create computer programs that make use of advanced algorithms and procedures. Explore the impacts of computers on a global scale. Gain the knowledge and skills for careers in the Computer Science Principles pathway.

UNMANNED AIRCRAFT SYSTEMS PATHWAY

DRONE TECHNOLOGY FUNDAMENTALS - HONORS OPTION

Grade 9, 10

Aligned Industry Credential: FFA Trust

Course Description: Explore the basic skills and knowledge needed to be a recreational drone pilot. Develop a sectional chart using legends for planned drone mission flights. Develop a basic program to conduct an autonomous flight using small drones in the classroom. Gain the knowledge, skills, and industry credentials for careers in drone technology.

DRONE TECHNOLOGY I - HONORS

Grade 10, 11, 12

Prerequisite: Drone Technology Fundamentals; English II and must be 16 by end of course

To become a pilot you must:

- Be at least 16 years old
- Be able to read, speak, write, and understand English (exceptions may be made if the person is unable to meet one of these requirements for a medical reason, such as hearing impairment)
- Be in a physical and mental condition to safely operate a small UAS
- Pass the initial aeronautical knowledge exam at an FAA-approved knowledge testing center

Aligned Industry Credential: CFR Part 107 UAS Remote Pilot Certification

Course description: Develop drone piloting knowledge and skills needed to obtain an FAA Remote Pilot certification. Participate in drone mission planning, basic flight operations, and drone aircraft maintenance. Execute communication needed as a flight crew team member. Demonstrate flight skills by obtaining industry certification. Gain the knowledge, skills, and industry credentials for careers in drone technology.

MANAGEMENT AND ENTREPRENEURSHIP CAREER CLUSTER

The Management and Entrepreneurship Career Cluster involves skills and occupations that are essential across all industries, focusing on business administration, operations optimization, strategic planning, workforce management, and entrepreneurship. It merges key areas such as data management and analysis, human resources, general operations, administrative support, project management, and organizational leadership. This career cluster ensures that businesses across all industries efficiently meet their goals, adapt to market changes, and maintain competitive advantage. By emphasizing entrepreneurship, this career cluster supports the creation of new ventures, driving economic growth and innovation and making it a cornerstone of modern economies. This career cluster is also a Connecting and Supporting Success cluster as the skills gained through this career clusters area are applicable across all career clusters. Practitioners are encouraged to combine content from this career cluster across other CTE programs. Pathways that students may pursue within the Management and Entrepreneurship Career Cluster include:

- Entrepreneurship • General Management • Project Management

ENTREPRENEURSHIP PATHWAY

ENTREPRENEURSHIP I - HONORS OPTION

Grade 10, 11

Aligned Industry Credential: [Venture Entrepreneurial Expedition](#)

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

ENTREPRENEURSHIP II - HONORS

Grade 10, 11, 12

Prerequisite: [Entrepreneurship I](#)

Aligned Industry Credential: [Venture Entrepreneurial Expedition](#), [Entrepreneurship and Small Business](#)

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

GENERAL MANAGEMENT PATHWAY

BUSINESS ESSENTIALS - HONORS OPTION

Grade 9, 10

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

BUSINESS MANAGEMENT I - HONORS OPTION

Grade 9, 10, 11

Prerequisite: [Business Essentials](#)

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

BUSINESS MANAGEMENT II - HONORS OPTION

Grade 10, 11, 12

Prerequisite: Business Management I

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

PROJECT MANAGEMENT PATHWAY

PROJECT MANAGEMENT I - HONORS OPTION

Grade 10, 11

Course Description: Explore the principles, concepts, and software applications used in the management of projects from conception to completion. Utilize project-based learning to exemplify the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Analyze the core concepts of scope, time, cost, and integration. Gain the knowledge and skills for careers across multiple pathways.

PROJECT MANAGEMENT II - HONORS

Grade 10, 11, 12

Prerequisite: Project Management I

Aligned Industry Credential: PMI Project Management Ready Certification

Course Description: Develop advanced project management skills. Utilize project-based learning to understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Explore concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management. Gain the knowledge and skills for careers across multiple pathways.

MARKETING AND SALES CAREER CLUSTER

The Marketing and Sales Career Cluster focuses on promoting products, understanding consumer needs, engaging with communities, and driving sales. It integrates digital marketing, data analysis, brand promotion, customer relationship management, strategic communications, human-centered design, and retail strategies to build strong customer connections and support business growth. This career cluster is essential in all industries for creating value, effectively reaching and engaging target audiences, and achieving commercial success in a competitive marketplace. This career cluster is also a Connecting and Supporting Success Cluster as the skills gained through this career cluster area are applicable across all career clusters. Practitioners are encouraged to combine content from this cluster across other CTE programs. Pathways that students may pursue within the Marketing and Sales Career Cluster include:

- Marketing Management • Sales

MARKETING MANAGEMENT PATHWAY

MARKETING I – HONORS OPTION

Grade 9, 10, 11

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

MARKETING II – HONORS OPTION

Grade 9, 10, 11, 12

Prerequisite: Marketing Aligned Industry Credential: Business of Retail Certified Specialist

Course 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.

SALES PATHWAY

SALES I – HONORS OPTION

Grade 9, 10, 11

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

SALES II – HONORS OPTION

Grade 9, 10, 11, 12

Prerequisite: Sales I

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

CREATING AND EXPERIENCING CAREER CLUSTER GROUPING

Within the Creating and Experiencing Career Cluster Grouping, the Career Clusters that students may choose from include:

- Arts, Entertainment, and Design
- Hospitality, Events, and Tourism

ARTS, ENTERTAINMENT, AND DESIGN CAREER CLUSTER

The Arts, Entertainment, and Design Career Cluster combines creative roles in visual and performing arts, film, journalism, fashion, interior design, and creative technologies. This career cluster focuses on creating, producing, and sharing artistic and design work across multiple platforms, aiming to entertain, inform, beautify, and inspire. Pathways that students may pursue within the Arts, Entertainment, and Design Career Cluster include:

- 3D Modeling and Animation • Adobe Graphic Design • Adobe Video Design • Game Art Design

MODELING AND ANIMATION PATHWAY

3D MODELING & ANIMATION I - HONORS OPTION

Grade 9

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

3D MODELING & ANIMATION II - HONORS

Grade 10, 11, 12

Prerequisite: 3D Modeling & Animation I

Aligned Industry Credential: Autodesk Certified User 3DS Max

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

ADOBE GRAPHIC DESIGN PATHWAY

ADOBE VISUAL DESIGN I - HONORS

Grade 9

Aligned Industry Credential: Adobe Certified Professional Photoshop; Adobe Certified Professional Illustrator

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

ADOBE VISUAL DESIGN II - HONORS

Grade 10, 11, 12

Prerequisite: Adobe Visual Design I

Aligned Industry Credential: Adobe Certified Professional InDesign

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

ADOBE VIDEO DESIGN PATHWAY

ADOBE VIDEO DESIGN I - HONORS

Grade 9

Aligned Industry Credential: Adobe Certified Professional Premiere Pro

Course 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 career possibilities in the Adobe Video Design pathway.

ADOBE VIDEO DESIGN II - HONORS OPTION

Grade 10, 11, 12

Prerequisite: Adobe Video Design I

Course 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 career possibilities in the Adobe Video Design pathway.

GAME ART DESIGN PATHWAY

3D MODELING & ANIMATION I - HONORS OPTION

Grade 9

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

GAME ART DESIGN - HONORS OPTION

Grade 10, 11, 12

Prerequisite: 3D Modeling & Animation I

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

HOSPITALITY, EVENTS, AND TOURISM CAREER CLUSTER

The Hospitality, Events, and Tourism Career Cluster encompasses a broad range of services and experiences related to food and beverage, lodging, travel, events, and conferences. This career cluster focuses on delivering quality customer service, memorable experiences, and seamless logistics to cater to the needs and preferences of guests, tourists, and event participants. The career cluster is characterized by its diversity, including everything from luxury hotels and international travel to local dining, cultural events, and business conferences, aiming to enhance the overall experience of visitors and attendees. Pathways that students may pursue within the Hospitality, Events, and Tourism Career Cluster include:

- Culinary Arts Applications
- Hospitality and Tourism Management

CULINARY ARTS APPLICATIONS PATHWAY

CULINARY ARTS AND HOSPITALITY I - HONORS OPTION

Grade 9, 10, 11, 12

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

CULINARY ARTS AND HOSPITALITY II APPLICATIONS - HONORS

Grade 9, 10, 11, 12

Prerequisite: Culinary Arts and Hospitality I

Aligned Industry Credential: ANSI-Accredited Food Protection Manager Certification

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

CULINARY ARTS AND HOSPITALITY III- HONORS

Grade 10, 11, 12

Prerequisite: Culinary Arts and Hospitality II Applications

Aligned Industry Credential: Pre-professional Assessment and Certification in Culinary Arts

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

HOSPITALITY AND TOURISM MANAGEMENT PATHWAY

HOSPITALITY AND TOURISM MANAGEMENT I – HONORS OPTION

Grade 9, 10, 11

Aligned Industry Credential: American Hotel and Lodging Association Certified Guest Service Professional

Course Description: Recognize the structure of and career opportunities in the hospitality and tourism industry. Identify the skill set needed to ensure a positive guest experience. Engage in exceptional guest service practices. Understand the factors that impact the overall success of a business. Gain the knowledge, skills, and industry certification for careers in hospitality and tourism management.

HOSPITALITY & TOURISM MANAGEMENT II - HONORS OPTION

Grade 9, 10, 11, 12

Prerequisite: FH31 Hospitality and Tourism Management I

Aligned Industry Credential: Hospitality and Tourism Specialist

Course Description: Demonstrate skills for career advancement within various industry sectors. Identify the interdependence between industry sectors and event management. Use marketing techniques to effectively promote a business. Understand financial management and its impact on business success. Gain the knowledge, skills, and industry credential for careers in hospitality and tourism management.

CULTIVATING RESOURCES CAREER CLUSTER GROUPING

Within the Cultivating Resources Career Cluster Grouping, the Career Clusters that students may choose from include: • Agriculture

AGRICULTURE CAREER CLUSTER

The Agriculture Career Cluster concentrates on scientific advancement of agriscience, cultivation, processing, and distribution of agricultural products, employing advanced technologies and sustainable practices to optimize global food systems. This career cluster also supports other plant and animal-based industries including regenerative agriculture, sustainable logging, and fisheries. This career cluster has meaningful connections with the Energy and Natural Resources Career Cluster, highlighting a symbiotic relationship that emphasizes stewardship and resilient communities. Pathways that students may pursue within the Agriculture Career Cluster include:

- Plant Systems

PLANT SYSTEMS PATHWAY

HORTICULTURE I - INTRODUCTION TO PLANTS - HONORS

Grade 9, 10, 11, 12

Prerequisite: Foundations of Agriculture Recommended

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

HORTICULTURE II - PLANT PRODUCTION - HONORS

Grade 10, 11, 12

Prerequisite: Horticulture I – Introduction to Plants

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

INVESTING IN THE FUTURE CAREER CLUSTER GROUPING

Within the Investing in the Future Career Cluster Grouping, the Career Cluster that students may select is Financial Services.

FINANCIAL SERVICES CAREER CLUSTER

The Financial Services Career Cluster encompasses careers in managing and advising financial transactions, including banking, lending, corporate finance, debt management, accounting, insurance, and real estate. These careers contribute to economic stability and growth by supporting the financial health of individuals and organizations. Pathways that students may pursue within the Financial Services Career Cluster include:

- Financial Planning

FINANCIAL PLANNING PATHWAY

BUSINESS ESSENTIALS - HONORS OPTION

Grade 9, 10

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

FINANCIAL PLANNING I – HONORS OPTION

Grade 9, 10, 11

Prerequisite: **Business Essentials**

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

FINANCIAL PLANNING II – HONORS OPTION

Grade 10, 11, 12

Prerequisite: **Financial Planning I**

Course Description: Explore the principles, concepts, and software applications used in the management of projects from conception to completion. Utilize project-based learning to exemplify the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Analyze the core concepts of scope, time, cost, and integration. Gain the knowledge and skills for careers across multiple pathways.

SUPPLEMENTAL EMPLOYABILITY SKILLS COURSES

CAREER MANAGEMENT – HONORS OPTION

Grade 9, 10, 11, 12

Aligned Industry Credential: **Conover Credential Workplace Readiness, Microburst Soft Skills for Success**

Course Description: This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing and service learning.

SUPPLEMENTAL TECHNICAL COURSES

FOUNDATIONS OF AGRICULTURE - HONORS OPTION

Grade 9, 10

Course Description: Explore the sectors of the agriculture industry through hands-on activities. Develop a foundation of agricultural literacy to become an advocate in the community. Establish an understanding of the process to produce agricultural commodities in the areas of plant science, agriculture mechanics, animal science, and natural resources. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Agriculture, Food and Natural Resources pathway.

FOUNDATIONS OF HEALTH SCIENCE - HONORS OPTION

Grade 9, 10

Course Description: Explore medical history from the primitive era to the 21st century. Understand mathematics used in healthcare, medical terminology, and abbreviations. Initiate learning about healthcare professions through career exploration. Gain knowledge and skills for careers in the Health Science cluster.

INTRODUCTION TO TRADE & INDUSTRIAL EDUCATION - HONORS OPTION **Grade 9, 10**

Course Description: This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing, Automotive, Carpentry, Drafting, Fire & EMS, Graphic Design, and Law & Justice. Skill sets specific to Trade and Industry careers will be provided. Key concepts will incorporate problem-solving, design technical communication, modeling, testing, evaluation and implications of technology. Activities associated with the major program areas of Trade and Industrial Education will provide practical applications to enhance student learning.

MICROSOFT WORD AND POWERPOINT – HONORS OPTION **Grade 9, 10, 11, 12**

Aligned Industry Credential: [Microsoft Office Specialist 2019 or above, Word & PowerPoint](#)

Course Description: Craft, enhance, customize, and create various documents using Microsoft Word. Design, customize, and present presentations using Microsoft PowerPoint. Utilize the various features of both programs to produce relevant 21st Century documents. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

WORK-BASED LEARNING OPPORTUNITIES

CTE Internship

Aligned Industry Credential: [Refer to the NC CTE Course Management System \(CMS\) for the current list of aligned credentials if applicable.](#)

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

CTE Pre-apprenticeship

Aligned Industry Credential: [Refer to the NC CTE Course Management System \(CMS\) for the current list of aligned credentials if applicable.](#)

Course Description: Prepare for opportunities for postsecondary education and employment in an apprenticeship in a career field registered with ApprenticeshipNC. Experience real-world application of technical skills, employability skills, and related education in an authentic workforce activity. Evaluate and plan for a postsecondary career in the career cluster/pathway. Gain the knowledge and skills for careers in the pathway of choice.

CTE Apprenticeship

Aligned Industry Credential: [Refer to the NC CTE Course Management System \(CMS\) for the current list of aligned credentials if applicable.](#)

Course Description: Perform the job duties and related education required as an employed apprentice in a career field registered by ApprenticeshipNC. Experience real-world application of technical skills, employability skills, and related education in an authentic workforce environment. Evaluate and plan for a postsecondary career in the career cluster/pathway culminating in a State Certificate and a National Journeyworker Certificate issued by the USDOL. Gain the knowledge and skills for careers in the pathway of choice.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

A Career and Technical Student Organization (CTSO) is an intracurricular, organized group established for students in Career and Technical Education (CTE) courses to further their knowledge and skills by participating in real world activities, events, and competitions.

Mission and Purpose

Career and Technical Student Organizations (CTSOs) enhance student learning through contextual instruction, leadership, personal development, applied learning, and real-world application. CTOS are intracurricular and work as an integral component of the classroom curriculum and instruction, building upon employability and career skills and concepts through the application and engagement of students in hands-on demonstrations and real-life and/or work experiences through a CTE program.

CTSOs help guide students in developing a career path, a program of study and provide opportunities in gaining the skills and abilities needed to be successful in those careers through CTOS activities, programs, and competitive events. In addition, students have opportunities to hold leadership positions at the local, state, and national levels and attend leadership development conferences to network with other students and business and industry partners.

Future Business Leaders of America (FBLA)



[Future Business Leaders of America](#) is a nonprofit 501 (c) (3) education association with a quarter-million students preparing for careers in business and business-related fields. FBLA is organized on local, state, and national levels. Business teachers, advisors, and advisory councils (including school officials, businesspeople, and community representatives) guide local chapters. State advisers and committee members coordinate chapter activities for the national organization. FBLA is the largest business career student organization in the world.

HOSA – Future Health Professionals



The US Department of Education and the Health Science Education Division of ACTE endorses [HOSA - Future Health Professionals](#). HOSA Future Health Professionals, a career and technical student organization, is for students who are or have been enrolled in a Health Science Education program or are interested in a healthcare career. The mission of HOSA is to empower Future Health Professionals to become leaders in the global health community through education, collaboration, and experience. As an international organization, HOSA - Future Health Professionals has over 300,000 members globally. More than 90 competitive events include health science, health professions, emergency preparedness, leadership, teamwork, and recognition events.

North Carolina FFA Association and National FFA Organization



[FFA](#) is the agricultural education youth organization that prepares members for premier leadership, personal growth, and career success. FFA develops members' potential and helps them discover their talent through hands on experiences, which give members the tools to achieve real-world success. Members are future chemists, veterinarians, government officials, entrepreneurs, bankers, international business leaders, teachers, and premier professionals in many career fields. FFA is a diverse organization, operating in rural, urban, and suburban schools. Students aged 12-21 enrolled in agricultural educational programs are eligible for membership. FFA is one of the three instructional components of agricultural education.

SkillsUSA



[SkillsUSA](#) is a partnership of education and industry designed to strengthen our nation's skilled workforce. Our mission is to empower our members to become world-class workers and leaders. SkillsUSA improves the quality of our nation's future skilled workforce through the development of personal, workplace, and technical skills grounded in academics. SkillsUSA empowers students to become skilled professionals and career-ready leaders, providing every member the opportunity for career success. SkillsUSA changes lives by providing opportunities for leadership, developing their future careers, having dedicated and passionate trade instructors, and connecting with industry leaders in their communities and nationwide. SkillsUSA student members have the opportunity to develop and participate in a variety of activities and competitive events that showcase their personal, workplace, and technical skills at the local, regional, state, and national levels.

Technology Student Association (TSA)



The [Technology Student Association \(TSA\)](#) is a national organization available to all middle school and high school students who are enrolled in Computer Science, IT and Technology Education courses. Through activities at the local, state and national level TSA members have the opportunity to engage in community service and leadership development as they enhance their skills and understanding of computer science, IT and technology, engineering, and design. TSA has developed over 70 timely competitions that enable students to compete against peers for recognition in various CSITT and STEM related areas.

Credit Recovery

CREDIT RECOVERY

Grade 9, 10, 11, 12

Richmond Senior High School offers retrieval opportunities to those students that need to retake credits in order to graduate. The courses are taught in regular classrooms and in our web-based learning lab both during school and after school (5th Block). There is no cost for these opportunities. Hours of retrieval will vary for each student based on subject mastery. Beginning in the 2025-26 school year, for non-elective graduation requirements, a numeric grade will be assigned for credit recovery. The numeric grade assigned to credit recovery shall be factored into the pre-existing Incomplete or Failed course grade on the student's transcript to a degree that is proportional to the percentage of the course completed through credit recovery, resulting in a new passing numeric grade for the course. Beginning in the 2025-26 school year, for elective courses, a grade of P (pass) will be earned for retrieved credits when the materials have been successfully completed. A course of study will be developed based on the results of a pre-test taken on the first day of class. The student's counselor will assign credit recovery as needed.

Career and College Promise at Richmond Community College

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 and universities through their high school. Students who successfully complete college courses earn both high school and college credit. In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses. Richmond Community College and Richmond Senior High School work together to provide this opportunity for high school students. Richmond Community College will provide a College and Career Promise Parent Night in addition to a mandatory orientation for RSHS students on the RCC campus.

Students who take courses through RCC will be in classes with college-age students and expected to submit college level work. Students must meet and agree to certain criteria to participate in the Career and College Promise Program. For more detailed information regarding CCP, refer to the link on the RSHS website (Career and College Promise).

Exceptional Children

Graduation Requirements

Students must meet the following requirements to graduate from Richmond Senior High School:

- 1) Earn 22 Course Credits
- 2) Successfully Complete the North Carolina Standard Course of Study
- 3) Be Proficient in 21st Century Future-Ready Core Curriculum (Four Course Connector)

*Unless enrolled in the Occupational Course of Study or Extended Content Standard

NC OCCUPATIONAL COURSE OF STUDY For select students with an Individualized Education Plan (IEP)

Students following the Occupational Course of Study entering ninth grade for the first time in 2021-2022 and beyond must pass the following 22 credits plus any local requirements:	
Four English Credits	<ul style="list-style-type: none"> ● English I ● English II ● English III ● English IV
Four Mathematics Credits	<ul style="list-style-type: none"> ● Introduction to Mathematics ● NC Math I ● Financial Management ● Employment Preparation IV: Math (to include 150 work hours)
Three Science Credits	<ul style="list-style-type: none"> ● Physical Science or Earth/Environmental Science ● Biology ● Employment Preparation I: Science (to include 150 work hours)
Four Social Studies Credits	<ul style="list-style-type: none"> ● Founding Principles of the United States of America and North Carolina: Civic Literacy ● Economics and Personal Finance ● Employment Preparation II: Citizenship 1A (to include 75 work hours) ● Employment Preparation II: Citizenship 1B (to include 75 work hours)
One Health & Physical Education Credit	<ul style="list-style-type: none"> ● Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation. ● Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

<p>Two Additional Employment Preparation Education Credits, which shall be:</p>	<ul style="list-style-type: none"> ● Employment Preparation III: Citizenship IIA (to include 75 work hours) ● Employment Preparation III: Citizenship IIB (to include 75 work hours) <p>The work hours included in Employment Preparation I, II, III, IV shall be as follows:</p> <ul style="list-style-type: none"> ● 150 hours of school-based training work with activities and experiences that align with student's post school goals, and ● 225 hours of community-based training, and ● 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours. ● Total work hours: 600
<p>Four Career Technical Education (CTE) Elective Credits</p>	<p>Career Technical Education Electives (can include 4 JROTC credits)</p>
<p>Additional Requirements</p>	<ul style="list-style-type: none"> ● A Career Portfolio ● Completion of the student's IEP objectives

CAREER & TECHNICAL EDUCATION (CTE) PATHWAYS

To earn a CTE concentration for graduation, students must choose at least one of the following career pathways. In order to complete the career pathway, students must take the two or three courses listed in the career pathway. For a student to earn a career pathway major one of the pathway major courses must be completed. Students may also take courses from supplementary courses.



BUILDING & MOVING

FOCUS ON CAREERS THAT DESIGN, CONSTRUCT, OPERATE, AND TRANSPORT THE PHYSICAL AND DIGITAL INFRASTRUCTURE THAT KEEPS SOCIETY FUNCTIONING.

ADVANCED MANUFACTURING

DRAFTING ENGINEERING

Drafting I ◀

HONORS

Drafting II Engineering ◀

HONORS

CONSTRUCTION

CARPENTRY

Carpentry I ◀

Carpentry II

HONORS

DRAFTING ARCHITECTURAL

Drafting I ◀

HONORS

Drafting II Architectural ◀

HONORS

ELECTRICAL TRADES

Electrical Trades I ◀

HONORS

Electrical Trades II

HONORS

SUPPLY CHAIN AND TRANSPORTATION

AUTOMOTIVE SERVICES

Automotive Services Fundamentals ◀

Automotive Services I ◀

Automotive Services II

HONORS



CONNECTING & SUPPORTING SUCCESS

INCLUDES CAREERS THAT FACILITATE COMMUNICATION, EDUCATION, ORGANIZATION, AND SERVICES THAT HELP PEOPLE AND SYSTEMS THRIVE.

DIGITAL TECHNOLOGY & COMPUTER SCIENCE

COMPUTER SCIENCE PRINCIPLES

Computer Science I ◀

Computer Science II

UNMANNED AIRCRAFT SYSTEMS

Drone Technology Fundamentals ◀

Drone Technology I

HONORS

MANAGEMENT AND ENTREPRENEURSHIP

GENERAL MANAGEMENT

Business Essentials ◀

Business Management I ◀

Business Management II

PROJECT MANAGEMENT

Project Management I

Project Management II

HONORS

MARKETING & SALES

MARKETING MANAGEMENT

Marketing I ◀

Marketing II ◀

SALES

Sales I ◀

Sales II ◀



CREATING & EXPERIENCING

INCLUDES CAREERS THAT FACILITATE COMMUNICATION, EDUCATION, ORGANIZATION, AND SERVICES THAT HELP PEOPLE AND SYSTEMS THRIVE.

ARTS, ENTERTAINMENT AND DESIGN

3D MODELING & ANIMATION

3D Modeling & Animation I ◀

3D Modeling & Animation II

HONORS

ADOBE GRAPHIC DESIGN

Adobe Visual Design I ◀

HONORS

Adobe Visual Design II

HONORS

ADOBE VIDEO DESIGN

Adobe Video Design I ◀

HONORS

Adobe Video Design II ◀

GAME ART DESIGN

3D Modeling & Animation I ◀

Game Art Design

HOSPITALITY, EVENTS, AND TOURISM

CULINARY ARTS APPLICATIONS

Culinary Arts & Hospitality I ◀

Culinary Arts & Hospitality II ◀

HONORS

Culinary Arts & Hospitality III

HONORS

HOSPITALITY & TOURISM MANAGEMENT

Hospitality & Tourism Mgmt I ◀

Hospitality & Tourism Mgmt II ◀



CULTIVATING RESOURCES

COVERS WORK THAT PRODUCES, MANAGES, AND SUSTAINS NATURAL, AGRICULTURAL, AND ENVIRONMENTAL RESOURCES.

AGRICULTURE

PLANT SCIENCE

Horticulture I ◀

HONORS

Horticulture II

HONORS



INVESTING IN THE FUTURE

FOCUS ON CAREERS THAT BUILD ECONOMIC CAPACITY, INNOVATION, AND LEADERSHIP THROUGH BUSINESS, FINANCE, TECHNOLOGY, AND PLANNING.

FINANCIAL SERVICES

FINANCIAL PLANNING

Business Essentials ◀

Financial Planning I ◀

Financial Planning II



SUPPLEMENTAL EMPLOYABILITY SKILLS

INCLUDES CAREERS THAT FACILITATE COMMUNICATION, EDUCATION, ORGANIZATION, AND SERVICES THAT HELP PEOPLE AND SYSTEMS THRIVE.

LOCAL COURSE OPTIONS

Career Management ◀

Foundations of Agriculture ◀

Foundations of Health Science ◀

Introduction to the Trades ◀

Microsoft Word and PowerPoint ◀



CARING FOR COMMUNITIES

CENTERS ON PROFESSIONS THAT SUPPORT HEALTH, WELL-BEING, AND SERVICES FOR INDIVIDUALS, FAMILIES, AND COMMUNITIES.

EDUCATION

EARLY CHILDHOOD DEVELOPMENT & SERVICES

Child Development

Early Childhood Development I HONORS

HEALTHCARE AND HUMAN SERVICES

HEALTHCARE PROFESSIONAL

Health Science I ◀

Health Science II

PUBLIC SERVICE & SAFETY

FIREFIGHTER TECHNOLOGY

Firefighter Technology I

Firefighter Technology II

JROTC

JROTC I ◀

JROTC II ◀

JROTC III

JROTC IV

JROTC VI

JROTC VII

JROTC VIII

LAW AND JUSTICE

Law and Justice I ◀

Law and Justice II HONORS

PUBLIC SAFETY

Public Safety I ◀

Public Safety II ◀ HONORS

Inherently Honors vs Honors Option Courses

All CTE courses are inherently honors-level or offer an honors option. Students selecting the honors option are required to complete an honors contract signed by a parent or guardian. Students may choose to take the course without honors.

HONORS This symbol denotes the course is inherently honors.

CTE Courses for 9th Grade Students

At Richmond Senior High School, ninth-grade students have access to a variety of classes that encourage growth, curiosity, and challenge in a positive learning environment. Those classes will have the ◀ after the course name.

◀ This symbol denotes the course available to freshman.

What are Career and Technical Education (CTE) classes?

CTE courses (Career and Technical Education) are classes that teach you real job skills and let you explore careers—like health science, business, engineering, computers, culinary arts, or digital media—while you're still in high school.

They're different from many other courses because you don't just learn information for tests; you learn by doing (projects, labs, tools, teamwork), often earn industry certifications, and connect what you learn to real careers and college pathways. Many CTE classes also include work-based learning, such as job shadowing, internships, or client work.

What are career clusters and pathways?

In CTE, Career Clusters and Pathways serve as a road map guiding you to explore careers and select classes matching your interests.

What are Career Clusters?

Clusters are large career categories that group similar jobs (e.g., Health Science, Information Technology, Arts/AV, Business, Manufacturing). They help you see the "big picture" of different career options.

What are Pathways?

A Pathway is a focused track within a cluster—a sequence of related classes leading to a specific career, like Entrepreneurship or Marketing in Business.

Why does this matter for high school students?

- Helps students discover interests before investing time and money after graduation
- Builds real skills you can use in a job or college program.
- Creates a plan for your classes so you're not just "taking random electives."

Do I have to complete a pathway to graduate high school?

Easy answer: No -- you're usually not required to complete a full CTE career pathway to take CTE classes. You can take one class just to explore an interest.

But completing a pathway can be a big advantage because it:

- Gives you a clear plan (your classes build skills in order, instead of feeling random)
- Helps you stand out for jobs, internships, and scholarships
- Can lead to certifications/credentials that employers recognize
- Builds a stronger resume and portfolio (real projects you can show)
- Helps you choose a career direction sooner, so you don't waste time or money after graduation.
- Prepares you for college or trade programs with experience and confidence

So even though it isn't required, finishing a pathway is one of the best ways to graduate with skills, proof of those skills, and a direction.

Why do some classes take credential test or complete a PBM instead of exams?

Some CTE courses focus on preparing students for real careers, not just traditional testing. Because of this, the state allows certain courses to measure learning through industry credentials or Performance-Based Measurements (PBMs) instead of a standard exam.

What Is an Industry Credential?

- An industry credential is a certification recognized by employers and colleges.
- Shows career-ready skills
- Uses industry-standard tools

What Is a Performance-Based Measurement (PBM)?

A PBM is a hands-on assessment where students complete a real-world project. Students may:

- Create a professional product or portfolio
- Present work to an authentic audience
- This reflects how skills are used on the job.
- Solve a real industry problem

Can you explain about CTE internships, apprenticeships and other opportunities

Yes—many CTE programs offer internships and other real-world opportunities, such as job shadowing, apprenticeships/pre-apprenticeships, school-based enterprises, industry guest speakers, field trips, competitions, and projects with real clients. What's available depends on your school and program.

These opportunities are important because they:

- Give you real experience you can put on a resume.
- Help you test a career before spending money on college or training.
- Build professional skills (communication, teamwork, reliability)
- Create connections with employers who may hire you later

Do I have to take a computer science class as a freshman? Yes.

We understand that not everyone wants to take a Computer Science class, but it is a requirement in the state of North Carolina. At Richmond Senior, we offer four options that all ninth-grade students can use to fulfill this requirement. See the list below, as each offers a different classroom experience while fulfilling those requirements.

ALL NINTH GRADE STUDENTS MUST SELECT ONE OF THE FOUR OPTIONS.

Computer Science I ◀

3D Modeling & Animation I ◀

Adobe Video Design I ◀

Adobe Visual Design I ◀

HONORS

HONORS

Graduation Checklist (% 2027)

(This check-off sheet is designed to ensure that all requirements for high school graduation are met.)

English – 4 credits

- English I
- English II
- English III (AP Lang)
- English IV (AP Lit)

Mathematics – 4 credits

- Math I – 8th
- Fdns Math I
- Math I
- Math II
- Math III
- 4th Math (Math IV, RCC, CTE, CCRG)

Science – 3 credits

- Earth/Environmental Science
- Biology
- Physical Science (PS/Chem/Physics)

Social Studies – 4 credits

- World History
- Am History *or* AP US History
- Civics *or* AP Government
- Economics/Personal Finance

Health & Physical Education – 1 credit

- Health/PE *or*
- Health and PE

Total Credits: _____

Name: _____ _____
Homeroom: _____

Two Elective credits of any combination from either: CTE or Arts Education or World Language

1st Elective: _____

2nd Elective: _____

Four Elective credits from the following: CTE, ROTC, Arts Education, any other subject area or cross-disciplinary courses

3rd Elective: _____

4th Elective: _____

5th Elective: _____

6th Elective: _____

7th Elective: _____

8th Elective: _____

9th Elective: _____

10th Elective: _____

11th Elective (FL): _____

12th Elective (FL): _____

Additional Electives

Graduation Checklist (% 2028)

(This check-off sheet is designed to ensure that all requirements for high school graduation are met.)

English – 4 credits

- English I
- English II
- English III (AP Lang)
- English IV (AP Lit)

Mathematics – 4 credits

- Math I – 8th
- Fdns Math I
- Math I
- Math II
- Math III
- 4th Math (Math IV, RCC, CTE, CCRG)

Science – 3 credits

- Earth/Environmental Science
- Biology
- Physical Science (PS/Chem/Physics)

Social Studies – 4 credits

- World History
- Am History *or* AP US History
- Civics *or* AP Government
- Economics/Personal Finance

Health & Physical Education – 1 credit

- Health/PE *or*
- Health and PE

Total Credits: _____

Name: _____
Homeroom: _____

Two Elective credits of any combination from either: CTE or Arts Education or World Language

- 1st Elective: _____
- 2nd Elective: _____

Four Elective credits from the following: CTE, ROTC, Arts Education, any other subject area or cross-disciplinary courses

- 3rd Elective: _____
-
- 4th Elective: _____
- 5th Elective: _____
- 6th Elective: _____
- 7th Elective: _____
- 8th Elective: _____
- 9th Elective: _____
- 10th Elective: _____
- 11th Elective (FL): _____
- 12th Elective (FL): _____

Additional Electives

Graduation Checklist (% 2029)

(This check-off sheet is designed to ensure that all requirements for high school graduation are met.)

English – 4 credits

- English I
- English II
- English III (AP Lang)
- English IV (AP Lit)

Mathematics – 4 credits

- Math I – 8th
- Fdns Math I
- Math I
- Math II
- Math III
- 4th Math (Math IV, RCC, CTE, CCRG)

Science – 3 credits

- Earth/Environmental Science
- Biology
- Physical Science (PS/Chem/Physics)

Social Studies – 4 credits

- World History
- Am History *or* AP US History
- Civics *or* AP Government
- Economics/Personal Finance

Health & Physical Education – 1 credit

- Health/PE *or*
- Health and PE

Total Credits: _____

Name: _____
Homeroom: _____

Two Elective credits of any combination from either: CTE or Arts Education or World Language

- 1st Elective: _____
- 2nd Elective: _____

Four Elective credits from the following: CTE, ROTC, Arts Education, any other subject area or cross-disciplinary courses

- 3rd Elective: _____
-
- 4th Elective: _____
- 5th Elective: _____
- 6th Elective: _____
- 7th Elective: _____
- 8th Elective: _____
- 9th Elective: _____
- 10th Elective: _____
- 11th Elective (FL): _____
- 12th Elective (FL): _____

Additional Electives

Graduation Checklist (% 2030)

(This check-off sheet is designed to ensure that all requirements for high school graduation are met.)

English – 4 credits

- English I
- English II
- English III (AP Lang)
- English IV (AP Lit)

Mathematics – 4 credits

- Math I – 8th
- Fdns Math I
- Math I
- Math II
- Math III
- 4th Math (Math IV, RCC, CTE, CCRG)

Science – 3 credits

- Earth/Environmental Science
- Biology
- Physical Science (PS/Chem/Physics)

Social Studies – 4 credits

- World History
- Am History *or* AP US History
- Civics *or* AP Government
- Economics/Personal Finance

Health & Physical Education – 1 credit

- Health/PE *or*
- Health and PE

Total Credits: _____

Name:

Homeroom:

Computer Science Requirement - 1 credit

- Computer Science I
- Adobe Video
- 3D Modeling and Animation
- Adobe Visual

Two Elective credits of any combination from either: CTE or Arts Education or World Language

1st Elective: _____

2nd Elective: _____

Four Elective credits from the following: CTE, ROTC, Arts Education, any other subject area or cross-disciplinary courses

3rd Elective: _____

4th Elective: _____

5th Elective: _____

6th Elective: _____

7th Elective: _____

8th Elective: _____

9th Elective: _____

10th Elective: _____

11th Elective (FL): _____

12th Elective (FL): _____

Additional Electives