

Davidson County Schools Board of Education

Alan Beck, Chairperson
alanbeck@davidson.k12.nc.us

Kristie Bonnett
kristiebonnett@davidson.k12.nc.us

Phillip Craver
phillipcraver@davidson.k12.nc.us

Brian Feezor
brianfeezor@davidson.k12.nc.us

Neal Motsinger
nealmotsinger@davidson.k12.nc.us

Davidson County Schools
250 County Home Road
Lexington, NC 27292
336-249-8182

Table of Contents

Davidson County Schools Curriculum Staff	2
Letter from the Superintendent	2
How to use this Document	3
High School Diploma Requirements	4
High School Diploma Endorsements	5
Earning Credits	6
Transfer Credits	6
Transcript	6
Promotion Standards	7
Grading & Weighting Standards	7
Class Rank	8
Recognition at Graduation	8
Graduation Ceremonies	8
Credit Recovery	8
Repeating a Course for Credit	8
Athletic Eligibility	9
NCAA Eligibility	9
Driver's Education and Eligibility	9
Attendance	10
Exam Exemption Policy	10
English as a Second Language	10
Advanced Placement Courses	11
Career & College Promise	12
NC School of Math & Science	13
Credit by Demonstrated Mastery	13
Career Academies	13
Articulated Credit for CTE Courses	13
Online Courses	14
Davidson Early College	14
Yadkin Valley Regional Career Academy	14
End-of-Course Exams	15
NC Final Exams	15
CTE Post Assessments	15
Career & College Promise Course Exams	16
Teacher-generated Exams	16
Pre-ACT	16
ACT	16
WorkKeys	16
SAT	16
Schedule and Course Load	17
Suggestions for College Bound Students	17
UNC Minimum Requirements	18
Student Course Placement	18
Change of Recommended Placement	18
Schedule Change Requests	18
<i>Course Catalog</i>	19
Mathematics Requirements	40
Arts Honors Requirements	42
What Should I be doing to Plan for My Future?	44

Davidson County Schools

Curriculum and Instruction Staff

Deana Coley

Assistant Superintendent
dcoley@davidson.k12.nc.us

Tabitha Broadway

Director of Secondary Education
tbroadway@davidson.k12.nc.us

LeeAnn Tuttle-Thomas

Director of Career & Technical
ltuttle@davidson.k12.nc.us

Chad Oakes

Director of Testing & Accountability
coakes@davidson.k12.nc.us

Kathryn Green

Director of Exceptional Children
kgreen@davidson.k12.nc.us

Tamera Holcomb

Coordinator of Student Services
tholcomb@davidson.k12.nc.us

Tina Lupton

Coordinator of Testing, Accountability &
Research
tinalupton@davidson.k12.nc.us

Letter from the Superintendent



Dear Student and Parent,

In Davidson County Schools, we believe that every student should finish high school ready for college and a career. Today's high school students have more educational choices than ever before. It is our goal that our students are successful in selecting and completing appropriate coursework that will meet post-secondary requirements and courses that will develop the needed skills for entering the workforce.

High school is an extremely exciting time for students and their families as the many opportunities for students to explore their interests in both the classroom and in the extra-curricular arena broaden. This time may also come with anxiety and may be a bit intimidating for students and parents as the choices and decisions for course selections and programs can be extensive. It is our hope that this planning guide will be a valuable resource for you whether you are in the beginning stages of navigating the high school experience or whether you are embarking upon the senior year and planning for post-secondary options.

This document cannot possibly answer all of your questions, but we have done our best to include information to help you make informed choices. The administrative and student services staffs at your school will assist you in the planning process with one goal: to prepare you with all the tools necessary that you might graduate with the skills, knowledge and abilities required to be successful in a 21st Century world.

The Davidson County School System is committed to making sure every student is prepared when they leave us to further their education or begin the career of their choice. We look forward to working with you to make the educational experience for your child the best it can be as we prepare our students for their future.

Sincerely,

A handwritten signature in black ink that reads "Emily W. Lipe". The signature is fluid and cursive, written in a professional style.

Emily Lipe, Ed.D.
Superintendent

HOW TO USE THIS DOCUMENT

This document attempts to include all of the information students, parents, counselors, career development coordinators, and administrators need to guide students on a successful path to the high school diploma in Davidson County Schools. The information provided is the most accurate available at the time of printing, but it is recommended that you work closely with your school counselors and administration to be aware of any changes based on actions of the Davidson County Schools Board of Education, NC State Board of Education, NC General Assembly, or the NC Community College System.

The High School Diploma section of this document provides information about diploma requirements and diploma endorsements in Davidson County Schools.

General Information includes a variety of topics associated with making academic progress.

The Academic Opportunities section outlines a variety of academic prospects available to our students.

Testing Information summarizes the required tests associated with courses in Davidson County Schools, as well as information about college and career readiness testing.

The section *Registration and Schedule Information* will assist students, parents, counselors, and administrators in crafting an efficient and effective registration and scheduling process.



The *Course Catalog* section of this document includes courses offered in Davidson County Schools. While every one of our high schools will offer the courses required for a diploma, not all elective courses will be offered at all high schools. Each school will provide students and parents with a Course Selection/Registration document during spring semester that outlines the courses available to students in each grade level at their high school. Additionally, students may enroll in courses offered at other high schools, through community colleges, and North Carolina Virtual Public School. More information about these opportunities can be found in this publication.

All courses are available to all persons without regard to sex, socioeconomic status, ethnic origin, race, color, religion, or handicap.

Special Note:

This guide is as accurate as possible on the date of publication, but please be aware that additional changes in course offerings may be necessary to accommodate student needs and interests and to comply with changing state requirements. High school counselors, working closely with middle school counselors will have the latest information, should changes be necessary.

THE HIGH SCHOOL DIPLOMA

DAVIDSON COUNTY SCHOOLS DIPLOMA REQUIREMENTS

Future Ready Core For Students Entering High School In 2012-2013 and Beyond	Future Ready Occupational For Students Entering High School In 2012-2013 and Beyond	Future Ready Occupational For Students Entering High School In 2017-2018 and Beyond
4 English Credits English I English II English III English IV	4 English Credits English I English II English III English IV	4 English Credits English I English II English III English IV
4 Mathematics Credits NC Math 1 NC Math 2 NC Math 3 4 th Math Aligned with Student's Post-Secondary Plans	3 Mathematics Credits Foundations of Math 1 NC Math 1 Financial Management	3 Mathematics Credits Foundations of Math 1 NC Math 1 Financial Management
3 Science Credits an earth/environmental course Biology a physical science	2 Science Credits Applied Science Biology	2 Science Credits Applied Science Biology
4 Social Studies Credits World History American History I <u>&</u> American History II <u>or</u> AP US History <u>&</u> social studies elective American History: <i>Founding Principles, Civics and Economics</i>	2 Social Studies Credits American History I American History II	2 Social Studies Credits American History: <i>Founding Principles, Civics and Economics</i> American History I <u>or</u> American History II
1 Health & Physical Education Credit 9th Grade Health/PE	1 Health & Physical Education Credit 9th Grade Health/PE	1 Health & Physical Education Credit 9th Grade Health/PE
2 Elective Credits of Any Combination Career & Technical Education (CTE) <u>or</u> Arts Education <u>or</u> World Languages	Required Electives: 6 Credits* Occupational Prep I Occupational Prep IIA and IIB Occupational Prep IIIA and IIB Occupational Prep IV	Required Electives: 6 Credits* Occupational Prep I Occupational Prep IIA and IIB Occupational Prep IIIA and IIB Occupational Prep IV
4 Elective Credits in a Concentration (Recommended) Career & Technical Education (CTE) ROTC Arts Education Any other subject/cross-disciplinary courses (math, science, social studies, English, dual enrollment, etc.)	4 Career & Technical Education Credits Additional Requirements: Additional Credits to total 28 Career Portfolio Completion of IEP Objectives Successful completion of CPR instruction	4 Career & Technical Education Credits Additional Requirements: Additional Credits to total 28 Career Portfolio Completion of IEP Objectives Successful completion of CPR instruction
Additional Requirements: Additional credits to total 28 Successful completion of CPR instruction	*completion of 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment	



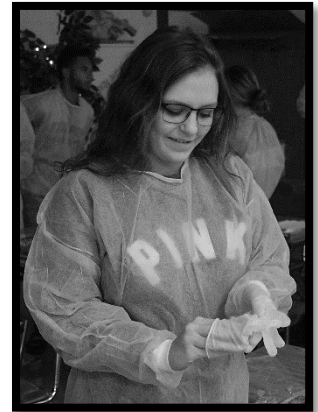
HIGH SCHOOL DIPLOMA ENDORSEMENTS

Students have the opportunity to earn one or more of the following diploma endorsements identifying a particular area of focused study. Students may earn more than one endorsement, but no endorsement is required to earn a diploma.

CAREER ENDORSEMENT

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

Agriculture, Food and Natural Resources	Hospitality and Tourism
Architecture and Construction	Human Services
Arts, A/V Technology and Communications	Information Technology
Business, Management and Administration	Finance
Law, Public Safety, Corrections and Security	Education and Training
Manufacturing	Marketing, Sales and Service
Government and Public Administration	Health Science
Science, Technology, Engineering and Mathematics	Transportation, Distribution and Logistics



- c) The student shall earn an unweighted grade point average of at least 2.6.
- d) The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments **OR** another appropriate industry credential/certification

COLLEGE ENDORSEMENT

- a) The student shall complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, Math I, II, III or Integrated Math I, II, III; and a fourth mathematics course aligned with the students post-secondary plans. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing college math class under the North Carolina Community College System's Multiple Measures Placement policy.
- b) The student shall earn an unweighted grade point average of at least 2.6.

UNC COLLEGE ENDORSEMENT

- a) The student shall complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, Math I, II, III or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either Algebra II, Math III **or** Integrated Mathematics III as a prerequisite;
- b) The student shall complete three units of science including at least one physical science with a lab, one life science, and one additional science course;
- c) The student shall complete U.S. History or equivalent coursework;
- d) The student shall complete two units of a world language (other than English);
- e) Students shall earn a weighted grade point average of at least 2.5.

GLOBAL LANGUAGES ENDORSEMENT

- a) The student shall earn a combined unweighted 2.5 GPA or above for the four English Language Arts courses required for graduation.
- b) The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction.
 - i. Pass an external exam approved by the North Carolina Department of Public Instruction establishing "Intermediate Low" proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.
 - ii. Complete a four-course sequence of study in the same world language, earning an overall unweighted GPA of 2.5 or above in those courses.

- iii. Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001.
- c) Limited English Proficiency students shall complete all the requirements of sections (a) and (b) above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

NORTH CAROLINA ACADEMIC SCHOLARS ENDORSEMENT

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

GENERAL INFORMATION

EARNING CREDITS

In DCS a minimum of 28 credits is required to earn a diploma. The following is required to earn a credit for a course:

- 1) An overall average of 60 or better for the course; teacher standards account for 80% of the course grade and the exam accounts for 20% of the course grade [10% for students in the OCS Program] (unless exempt from the exam), and
- 2) No more than 8 absences per course



TRANSFER CREDITS

DCS high schools will honor all courses, grades, and credits received on a North Carolina standardized transcript. Students transferring into Davidson County Schools from a private and/or online school are not guaranteed all credits earned through those institutions will be included on the DCS high school transcript. Credits earned from non-accredited programs will not be listed on the DCS transcript.

- Transcripts received from other states will be evaluated using guidelines for North Carolina transcripts in accordance to the course coding structure of North Carolina schools.
- Transfer credits for students entering into public school from a state approved home school will be evaluated in accordance with DCS Board of Education Policy 6.35.
- Transfer credits for students entering from an accredited online school will be evaluated by the Coordinator of Academic Support Services.

HIGH SCHOOL TRANSCRIPTS

What is a high school transcript?

The high school transcript is a record of academic accomplishments throughout high school. The transcript lists all courses taken by a student as well as when the courses were taken and what final grade was earned. Every student

enrolled in high school has a transcript which is updated at the end of each semester when final grades are posted. The transcript also contains personal information such as birthdate, student number, and address.

Why is a transcript important?

High school transcripts are analyzed periodically to ensure that students are taking the appropriate courses to meet graduation requirements. Transcripts are evaluated at various times but especially during registration when students select courses for the next school year. The high school transcript is one of many pieces of information which will be analyzed by college admissions personnel when students apply to college. The transcript contains a student's GPA (Grade Point Average) and rank in comparison to other students in his or her graduating class. The transcript also shows the difficulty of courses taken (honors, or Advanced Placement) so that admissions personnel can determine a student's readiness for college level work. Finally, high school graduates seeking employment may need proof of graduation when applying for a job. An official final high school transcript lists the date of graduation and serves as proof that a high school diploma was earned.

What is NOT on a high school transcript?

Mid-term grades (first 9-weeks grades and third 9-weeks grades) are not listed on the high school transcript. Only the final grade, which is an average of both 9-weeks grades and the final exam, is listed on the transcript. Discipline records are not listed on the high school transcript. However, many college applications will ask if a student has been suspended from school so behavior infractions can negatively impact college admissions. Courses taken outside of Davidson County Schools may or may not be included on the high school transcript. Please see information under TRANSFER CREDITS for explanation.



For further questions regarding transcripts, students and parents should speak to school counselors in the Student Services Department at the high school. School counselors can advise whether students are on-track to graduate and are taking courses to be competitive in the college application process depending on the colleges of interest.

PROMOTION STANDARDS

Promotion standards for high school students will be determined based on maximum potential of credits earned. Maximum potential is defined as the total number of high school credits a student has had opportunity to earn. To earn credits students must meet teacher standards and attendance standards for each course.

- To be promoted to grade 10 a student must earn no less than his/her maximum potential minus two (2) credits.
- To be promoted to grade 11 a student must earn no less than his/her maximum potential minus three (3) credits.
- To be promoted to grade 12 a student must earn no less than the number of credits required for a diploma minus eight (8).
 - A student who is on the 4 X 4 Block for grades 9, 10 and 11 would need 28 credits to earn a diploma. As an 11th grader that student would need 20 credits to be promoted to 12th grade.
- High schools will promote once at the end of the academic year.

GRADING AND WEIGHTING STANDARDS

For students who entered high school in 2015-2016 or later

		Standard	Honors	AP	CCP
A	90-100	4.00	4.50	5.00	5.00
B	80-89	3.00	3.50	4.00	4.00
C	70-79	2.00	2.50	3.00	3.00
D	60-69	1.00	1.50	2.00	2.00
F	≤ 59	0	0	0	0

For students who entered high school **prior** to 2015-2016

		Standard	Honors	AP	CCP
A	90-100	4.00	5.00	6.00	5.00
B	80-89	3.00	4.00	5.00	4.00
C	70-79	2.00	3.00	4.00	3.00
D	60-69	1.00	2.00	3.00	2.00
F	≤ 59	0	0	0	0

CLASS RANK

Class rank is cumulative, utilizes the weighted GPA, and is calculated at the end of each semester. All students are included in the ranking.

- Junior Marshals, who serve during commencement exercises and during the Senior Awards Day Program, are chosen on the basis of their cumulative class ranks. All grades continuing through the third grading period of the junior year are included in determining cumulative class rank.
- Each high school will honor a valedictorian (student with the highest cumulative weighted GPA) and a salutatorian (student with the second highest cumulative weighted GPA) at the commencement exercises.
- The following honor award recognitions are considered appropriate for the 21st Century. Honor graduates will be recognized according to the following distinctions:
 - *SUMMA CUM LAUDE* - Students with a weighted GPA of 4.5 or greater
 - *MAGNA CUM LAUDE* - Students with a weighted GPA of 4.100- 4.499
 - *CUM LAUDE* - Students with a weighted GPA of 3.63-4.099

ACADEMIC RECOGNITION AT GRADUATION CEREMONIES

Any recognition awarded and presented at commencement must be based upon established academic criteria associated with the school. Honors awarded by any other organization or institution will not be included as part of the school's ceremony.

GRADUATION CEREMONIES

- **Early Graduation**-Students who complete the required number of credits at the end of seven consecutive semesters may be awarded their diploma and participate in a district commencement ceremony during the winter, or the student may elect to participate in the commencement ceremony with their high school in the spring.
- **Spring Graduation**-Students who complete the required number of credits during the spring semester of their senior year will be awarded their diploma and may elect to participate in their school's commencement ceremony. High schools collect a fee from students who participate to offset the costs associated with the ceremony.
- **Summer Graduation**- Students who complete the required number of credits during the summer will be awarded their diploma and may elect to participate in a district commencement ceremony.

CREDIT RECOVERY

When students are unsuccessful at earning a credit for a required course, credit recovery may be an option for the student to earn the credit without repeating the entire course. Credit recovery refers to a block of instruction that is less than the entirety of the Standard Course of Study for a particular course. Credit recovery content is delivered to the student through modules in an online platform. Students engage in learning activities and assessments and must achieve an overall passing average and maintain attendance as outlined in the Davidson County Schools attendance policy to earn the credit. If the credit recovery course has an EOC, the student must take the EOC unless a previous score of 3 or higher has been banked. The EOC will calculate as 20% of the student's course grade. Students receive a grade of Pass ("P") or Fail ("F") and the grade will have no effect upon the student's Grade Point Average because the purpose of Credit Recovery is to earn credits toward a diploma.

Davidson County Schools has established criteria for determining students who are eligible for credit recovery. This criteria is outlined on the *DCS Credit Recovery Contract* which will be provided to students and parents for signatures when the student is identified as eligible by school staff for a credit recovery course.

REPEATING A COURSE FOR CREDIT

When a student is unsuccessful at earning a credit for a course, it may be appropriate for the student to repeat the course for credit instead of recovering the course. A student's post-secondary plans should be considered when making the decision. For NCAA eligibility students are required to complete all activities in a course, regardless of their ability to demonstrate mastery.

A student who repeats a course for credit will take any associated exam for that course, and the exam will count as 20% of the student's course average. If the course requires an EOC and the student has previously scored a level 3, 4, or 5, the student may elect to retake the exam or use the previous score for 20% of the course average. If the student retakes the EOC, the higher of the two scores will be used to calculate the 20%.

Beginning in 2015-2016 for students who repeat a course for credit, the new course grade shall replace the previous course grade on the student's transcript. An improved final grade will have a positive effect on the student's overall GPA.

ATHLETIC ELIGIBILITY

A student must have passed and received credit for a minimum load of work (3 out of 4 courses) during the preceding semester to be eligible at any time during the current semester. In addition, students must meet local promotion standards set by the Davidson County Board of Education and meet promotion standards set by the NCHSAA. A student who is not academically eligible at the beginning of the semester is not eligible at any time during the semester.

NCAA ELIGIBILITY

The NCAA has established a central clearinghouse to certify athletic eligibility to Division I and II institution. Students who intend to participate with or without a scholarship as a freshman in college must register with and be certified as eligible by the NCAA eligibility center. Advice for students who intend to pursue an opportunity in Division I or II college athletics include the following:

- It is best to register at the beginning of the sophomore year.
- Register online at www.eligibilitycenter.org. This website contains a "Guide for the College-Bound Student-Athlete," that can be ordered.
- For Division III – Contact the Division III College regarding its policies on financial aid, practice and competition.
- For the latest NCAA Division I or II requirements, go to www.eligibilitycenter.org. Please note the differences for Division I students enrolling before August 1, 2016 and Division I students enrolling on or after August 1, 2016.

For additional information please call the NCAA Initial Eligibility Center toll free at 877-262-1492.

DRIVER'S LICENSE ELIGIBILITY

Students may enroll in driver education courses at their high school when they reach the age of 14 ½ years old. After successful completion of the classroom portion, students will be enrolled in the driving portion. Students need two documents for the DMV: (1) the certificate of completion for the driver's education course and (2) a driver eligibility certificate.

The following outlines the legislation which governs driving eligibility revocation for NC students.

- **Dropping Out of School Prior to Age 18**
As of August 1, 1998 any public, private, federal, home-schooled, or community college student under age 18 who does not make adequate academic progress or drops out of school will have their driving permit or provisional license revoked. (§ 20-11). Under the Dropout Prevention Guidelines, a dropout student is one who has withdrawn from school before the end of the academic term and whose enrollment in an educational setting cannot be verified for 30 days. Parents should be notified in writing that the student's Driver Eligibility Certificate will be revoked. Parents may submit a hardship request to the principal or principal's designee to maintain the student's Driving Eligibility status.
- **Disciplinary Action**
Disciplinary action includes an expulsion, a suspension for more than 10 consecutive days, or an assignment to an alternative educational setting for more than 10 consecutive days. (§ 20-11(n1)).
Under the Lose Control/Lose License guidelines, the Driving Eligibility Certificate is revoked for one year. Unlike the Dropout Prevention guidelines that end when a student turns age 18, the revocation of a Driving Eligibility Certificate for disciplinary action can extend beyond age 18 if the disciplinary action took place during the time the student was age 17.
- **Not Making Adequate Academic Progress**
At the end of each semester, students not passing 70% of the maximum possible courses are identified and DMV is notified

for driver's permits/licenses revocations. A student who is not academically eligible at the beginning of the semester is not eligible at any time during the semester unless a hardship is established.

ATTENDANCE

There will be a maximum of eight absences per class per semester allowed for students in grades 9-12. Students who exceed these limits for any reason shall not receive grade/course credit unless they are granted a waiver from the attendance policy by the principal for an absence(s).

*See Davidson County Board Policy 6.4 for more information.

HIGH SCHOOL EXAM EXEMPTION POLICY

Exemption from final exams based on attendance cannot be applied to any course for which there is a required State end-of-course examination, NC Final Exam, CTE post assessment or transfer or college course examination. All students are eligible to be exempt from all course exams not required by the State Board of Education if they meet final grade average and attendance requirements.

- a) Students who meet the following for any non-required exam earns exemption eligibility.

Final Average	Absences not to exceed	Combined tardies/early dismissals not to exceed
A	4	3
B	3	3
C	2	3
D	1	3

- b) For the purposes of this policy and for accurate attendance calculation, all absences will be calculated. Class periods waived will not reduce the number of class absences for the purpose of this policy. Suspension days served at the Alternative to Suspension Center (ASC) will count as absences for exam exemption purposes.
- c) If a student elects to take an exam for which the student is eligible for exemption, the exam grade will be calculated as 20% of the final grade.
- d) Any student who scores at or above the ACT's College Readiness Benchmarks on three out of the four subject tests will be eligible to exempt one exam for any class. Courses with a required state end-of-course Examination, North Carolina Final Exam, or CTE post assessment are excluded as well as Community College Courses. This policy applies only to the ACT administration given during the school day for juniors in the spring semester.

Subject Test	Benchmark
English	18
Reading	22
Math	22
Science	23

ENGLISH AS A SECOND LANGUAGE PROGRAM

ESL staff assist English language learners in the areas of speaking, listening, reading, and writing skills in English. English language learners in Davidson County Schools will:

- Attain English language proficiency
- Achieve academic success by meeting grade level promotion standards and graduation requirements
- Become Career and College Ready

ESL Program Placement

During initial enrollment, the parent or guardian completes the Home Language Survey. Students with a dominant language other than English are given an assessment called the WIDA Screener within the first 30 days of school or 14 days of enrollment. This assessment measures English language skills in listening, speaking, reading, and writing. Eligibility for the ESL program is determined based on these assessment results. The ESL specialist develops a EL Education Plan. This plan is shared with teachers, administrators, and parents.

English Learner Education Plans

EL Education Plans are individualized instructional plans that are written annually for all ESL students. These plans include English language assessment results, classroom modifications, test accommodations, and specific ESL services. ESL services are determined based on ACCESS 2.0 English language proficiency assessment results and academic performance.

ESL services may consist of the following (based on students' needs):

- Direct ESL pull-out instruction provided by an ESL specialist
- Professional development and instructional coaching for content teachers and support staff
- Monitoring academic progress
- Assessing language skills
- Offering parent outreach support and language assistance
- Co-teaching
- Providing test accommodations and classroom modifications

Annual English Language Proficiency Testing: ACCESS 2.0 English Language Assessment

North Carolina requires ESL students to take the ACCESS 2.0 test in the spring. The ACCESS test assesses English learners' speaking, listening, reading, and writing skills in English each year. Assessment results are shared with administrators, teachers, and parents in June. These results assist our specialists and teachers in making the best instructional decisions for each child.

Exiting the ESL Program

ESL students must achieve the following results on the ACCESS test in order to exit the ESL program.

Reading Score: at least 4.0 Writing Score: at least 4.0 Composite (Overall) Score: at least 4.8

Students exiting the ESL program are monitored by ESL specialists for two academic years.

ESL specialists are available during this time to offer additional English language support, as needed.

Spanish Interpreting and Translation Assistance

Parents are provided free interpretation or translation assistance. An online request form is available for communicating requests at the following web address: <https://goo.gl/forms/VTbiZpOjzfvgyhj1>

Also, parents may contact our Spanish interpreters by phone.

Interpreters/Translators for Davidson County Schools

Sandra Saldana	(336) 731-8256	sandrasaldana@davidson.k12.nc.us
Karla Prater	(336) 474-8209	karlaprater@davidson.k12.nc.us

ESL Instructional Program Specialist

Jennifer Brinkley	(336)242-5810	jbrinkley1@davidson.k12.nc.us
-------------------	---------------	-------------------------------

ACADEMIC OPPORTUNITIES

ADVANCED PLACEMENT (AP) COURSES

AP courses are designed to match the content of entry-level college courses. This national curriculum is demanding, and its purpose is to prepare students for the Princeton exams administered in May; therefore, all students taking AP courses are required to take the AP exam. High school students can earn college credit if they are successful on the exams.

These rigorous courses are weighted two quality points for students who entered high school prior to 2015-16 and one quality point for freshmen beginning in 2015-16 and thereafter.

If a face-to-face AP course is taught as a two-semester course, the first semester counts as an elective course and receives honors course weight. AP weight is then awarded at the completion of the second semester. Students taking two- semester courses are required to take both semesters.

NCVPS online AP courses are taught as yearlong courses on a traditional schedule and only receive one unit of credit. Because of our block schedule, students have the option of taking two AP online courses or one AP and one additional online course concurrently during the same class period. Students who excel in honors courses should seriously consider taking AP courses. Davidson County offers the following AP courses at various high schools:

English Language and Composition	English Literature and Composition	Statistics
Calculus AB	Calculus BC	Computer Science A
Biology	Chemistry	Physics B
Environmental Science	U.S. History	Psychology
European History	Government & Politics: U.S.	Music Theory
Spanish Language	Studio Art	Human Geography

These offerings are dependent upon having enough students to complete a class.

Students who register for a face-to-face AP course may not drop the course during the summer or during the school year. Students who register for a NCVPS online AP course must adhere to the drop-add policy of NCVPS.

Upon completion of the AP course, students must take the Princeton exam in order to receive AP weight for the course. If they do not take the Princeton AP exam, their final average will be reduced by one letter grade which is the equivalent of losing a quality point.

CAREER AND COLLEGE PROMISE

Career and College Promise is the umbrella term under which all dual enrollment programs operate. It provides seamless, dual college and high school enrollment educational opportunities for eligible high school students in North Carolina. The community college offers a variety of courses in the College Transfer pathway and in the Career and Technical Education pathway. Interested high school students should work with a school counselor to determine eligibility for a program. The state weighting system awards the equivalent of one (1) quality point to the grade earned on community college courses included on the most recent Comprehensive Articulation Agreement Transfer List.



Students in Davidson County Schools who demonstrate ability to be successful in college level courses may be afforded opportunities to enroll in these courses. Policies and procedures for community colleges vary drastically from those at the high school level. Therefore, it is important to note that Davidson County School students who enroll in community college courses will be governed by the

policies and procedures for Davidson County Schools for course enrollment and withdrawals.

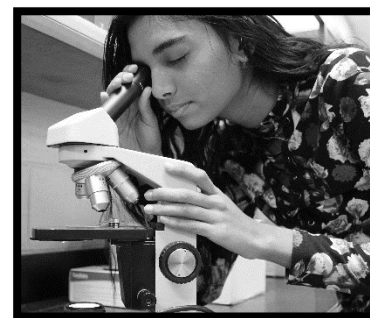
While these courses provide great opportunities for our students, it is imperative to note that students remain the responsibility of Davidson County Schools. The following outlines the expectations for students who are approved to enroll in community college courses.

- Students will be enrolled in community college courses by their high school's administration. A student may not directly enroll, drop, or change a class with community college staff.
- Students who wish to drop a community college class must do so within the first 5 school days of the high school semester. The student will then be enrolled in a course at their high school.
- Students who drop a college course after the first 5 school days of the high school semester will be held to the same procedure for high school courses dropped after the first 5 school days:
 - A failing grade of WF will be recorded for the quarter(s) as an indication that the course was dropped.

- The failing grade (50) will be averaged as part of the student's GPA and class rank and will remain a permanent part of the student's transcript.
- Students will be assigned to an on-campus course for the remainder of the semester and must attend to avoid consequences as outlined in the school's policy for "skipping" class.
- Students must abide by the community college teacher's attendance policy.
- Students who do not officially drop a course but refuse to attend class will be subject to the policy the school has for students who "skip" class. Students will be assigned to an on-campus course for the remainder of the semester.
- Students who do not meet the expectations outlined in this agreement will be disqualified from enrollment in community college courses for the next semester.
- Students who participate in online CCP courses will be scheduled into a lab setting on their high school's campus and attend there daily to complete assignments for the course.
- While courses are tuition free, other costs such as textbooks and supplies are the responsibility of the student.

NORTH CAROLINA SCHOOL OF MATH AND SCIENCE

Students who wish to immerse themselves in academic opportunities unavailable at most schools may apply in January of their sophomore year. Two options exist for talented juniors and seniors: a two-year residential program and a two-year online program. Programs are offered tuition-free, and required textbooks are provided for semester courses. Additional information is available from your school counselor and at www.ncssm.edu/learn.



CREDIT BY DEMONSTRATED MASTERY

Passed in October 2013 NC State Board of Education Policy GCS-M-001.13 allows for Credit by Demonstrated Mastery, a process by which schools, based on a body of evidence, can award student credit in a particular course without requiring the student to complete the classroom instruction for a certain amount of seat time.

- It is a way for highly-advanced students to benefit from subject-level acceleration, as opposed to whole-grade acceleration.
- All students in North Carolina Public Schools in grades 9-12 are eligible to request an opportunity to earn credit by demonstrating mastery for available courses.

Applications for CDM become available in the fall semester and Phase 1 of the two phase assessment process begins in February. Students who are successful on Phase 1 proceed to Phase 2 during March and April. More information is available on the DCS webpage under Curriculum and Instruction.

CAREER ACADEMIES

Career academies offer a thematic-based approach to learning that allows students to participate in a sequence of courses to receive specialized training in a particular career pathway. The academy's approach adapts to the realities of a knowledge-based economy that requires complex critical thinking skills and applied learning. The goal for each academy is to implement rigorous coursework, to offer relevance of learning, and to develop business and industry relationships that enhance student learning. Please contact your CDC/counselor for specific Academy offerings and requirements at your high school.

ARTICULATED CREDIT FOR CAREER AND TECHNICAL COURSES

Through a statewide articulation agreement, many Career & Technical Education courses offer students the opportunity to receive community college credit. The following criteria will be used to award college credit for identified high school CTE courses:

1. Grade of B or higher in the course, and;
2. A scaled score of 93 or higher on the standardized CTE post-assessment.

To receive articulated credit, students must enroll at the community college within two years of their high school graduation date. For more information, please contact your CDC/counselor.

ONLINE COURSE OPPORTUNITIES

Davidson County Schools endorses a variety of online course experiences through North Carolina Virtual Public School (NCVPS), North Carolina School of Math and Science, and North Carolina's Career and College Promise. Students interested in enrolling in online courses should contact their school counselor during registration for information on course availability and student enrollment eligibility. Schools will offer online opportunities as outlined below:

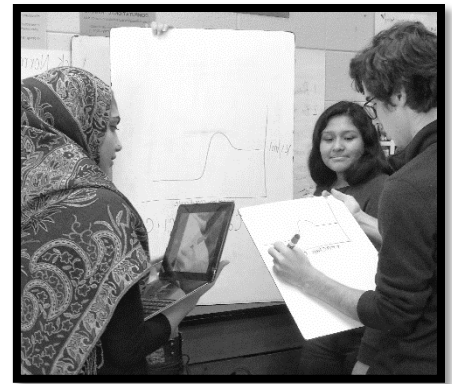
- 1) Courses available online only are subject to available funding.
- 2) Only courses taken through the opportunities listed above will be placed on the high school transcript. All other online coursework taken through outside vendors will require a separate transcript from the institution awarding credit and will not be added to the student's Davidson County School's official transcript.
- 3) Students will not be permitted to take courses online that are offered at their home school unless there is a scheduling conflict.
- 4) Additional online courses may be offered to assist a student in graduating with his/her cohort.

DAVIDSON EARLY COLLEGE

Davidson Early College High School (DECHS) is a small high school located on the campus of Davidson County Community College. It is a collaborative effort of the Davidson County Schools, Lexington City Schools, Thomasville City Schools, and Davidson County Community College. Davidson Early College High School is a public school and is a part of the Davidson County School System. Students who attend DECHS graduate with a high school diploma with the opportunity to earn an associate's degree in the normal four years of high school. Some of the features of the program include the following:

- College classes and materials
- Honors level for all high school classes
- Small class size with individual attention
- Daily seminar class focused on character development, academic success and preparation for college

Students who want to attend DECHS apply in the spring of their 8th grade year and are accepted as rising 9th graders. Students are chosen to attend DECHS based on several admission criteria including first generation college, financial need, traditionally underserved populations, and/or the desire for academic acceleration. The admissions process includes a random assignment process managed by SERVE, a research organization housed on the campus of UNC – Greensboro.



YADKIN VALLEY REGIONAL CAREER ACADEMY

Yadkin Valley Regional Career Academy is a bold, innovative high school with a rigorous core curriculum integrated with relevant work and community experiences. Innovative uses of technology result in graduating all students ready for careers and post-secondary education that supports the evolving economic needs of the Piedmont Triad Region. The objective of the academy is to develop the globally skilled workforce needed to supply the growth industries of the area. The campus opened in Davidson County in the fall of 2012. The academy is also a research and development resource to assist high schools in partnering districts in developing innovative, career-relevant curriculum, instructional approaches and uses of technology that will increase graduation rates, and post-secondary success in careers and further education. The academy, very different from traditional secondary instruction, is based on contextual and Project Based Learning and student centered instruction where students learn entrepreneurship, increased responsibility, and future-ready skills in an industry relevant, team driven environment supported by technology. The career paths of the academy are global logistics, advanced technologies/manufacturing, computer integrated technology, and health sciences/medical informatics. The core values of the academy include:

- STEM (Science, Technology, Engineering and Mathematics)
- Entrepreneurship/Intrapreneurship
- 21st Century Work Skills
- Teamwork
- Communications

- Critical Thinking
- Problem Solving
- Creativity

The academy curriculum is designed to increase the rigor and relevance of STEM-related core academic content through integration of industry-relevant technical applications and technologies. The academy will include an opportunity for an internship program during year 12, as well as a variety of career-relevant curricula, job shadowing, career orientation, and mentorships supported by business and community partners. Depending on the chosen career path, flexible schedules may include 3 or more days of academy instruction or relevant online learning, accompanied by multiple days of an active industry internship.

Upon graduation from the academy, the student will have several career path options, each one designed to offer flexibility and future options to continue their education. Each graduating student will have an opportunity to earn an industry credential in their specific field (if available).

DAVIDSON COUNTY HIGH SCHOOL

Davidson County High School is the alternative high school for Davidson County Schools. Our mission is to graduate all students by meeting their individual needs. Students who wish to attend DCHS apply through the counseling office at their traditional high school and then interview before being accepted. DCHS is a grades 9-12 school with the primary focus being on eleventh and twelfth graders who are close to graduating but need a different environment from the traditional setting. Academically, DCHS focuses on providing students with only the courses required by NCDPI to graduate. Classes are presented in a blended learning format with fifty percent of instruction face to face and fifty percent online. Class sizes are small; therefore, students get one-on-one attention in the core classes to achieve academic success.

TESTING INFORMATION

SEMESTER EXAMS

Students take exams during the last five (5) school days of each semester for each course in which they are enrolled unless the student meets exemption status (see the Exam Exemption information on page 10). If the last five (5) days of a semester are moved due to calendar revisions, exams will be moved as well. Parents are encouraged to avoid making plans for the non-student days in January and June immediately following the last day of each semester, as these can become exam days. Students are expected to be present for their scheduled exams unless an emergency occurs. The following explains the various types of exams students will encounter.

END-OF-COURSE EXAMS

All students enrolled in Math 1, English II, and/or Biology must take an End-of-Course exam at the conclusion of the course. Scores on End-of-Course exams will count as 20% of the final course average.

NC FINAL EXAMS

All students enrolled in English I, English III, English IV, Math 2, Math 3, Discrete Math, Advanced Functions & Modeling, Pre-Calculus, Earth & Environmental Science, Physical Science, Physics, Chemistry, American History 1, American History 2, American History: The Founding Principles, Civics and Economics, and/or World History must take a NC Final Exam at the conclusion of the course. Scores on these tests will count as 20% of the final course average.

CAREER AND TECHNICAL EDUCATION POST-ASSESSMENTS

The Career and Technical Education Program of Studies mandates testing in all Career and Technical Education courses unless a student has earned industry credentials for the course. Scores on the CTE Post-Assessment are used as the exam score and count as 20% of the final grade in that course. Students who earn industry credentials will receive an exam grade of 100 to count as 20% of the final course grade.

COLLEGE & CAREER PROMISE COURSE EXAMS

Students enrolled in CCP courses must take the accompanying exam as required by the community college. Each CCP teacher provides students with a syllabus outlining the weight of the exam. The community college will submit a final grade to the student's school to be added to the student's transcript.

TEACHER-GENERATED EXAMS

For all courses which do not require an EOC, NC Final Exam, CTE Post-Assessment, or CCP exam, students will complete a teacher-generated exam unless exempt. These exams count as 20% of the student's course average.

ADDITIONAL HIGH SCHOOL TESTING

PRE-ACT

The Pre-ACT provides an opportunity to practice for the ACT and gives parents and students an early indication of college and career readiness while still in high school and while there is still time to make necessary interventions to keep students on track toward educational and career goals. It is administered to sophomores in the fall semester.

ACT PLUS WRITING

The ACT Plus Writing test provides public school juniors an opportunity to participate in a college and career readiness assessment measuring knowledge and skill in five subject areas: English, mathematics, reading, science, and writing. This test is administered during the school day in March. There are several benefits for students:

- The school administered ACT is free to students. Currently, the cost for an individual to register for the ACT is \$56.50.
- Results from the ACT can be used to meet benchmark scores for enrollment in College and Career Promise courses instead of taking placement tests.
- If a student meets 3 out of 4 benchmarks, he/she can exempt an exam regardless of the academic average or attendance requirement.
- Students can report these scores to 4 colleges at no cost.
- Parents can use scores from the ACT to gauge and assess their student's college readiness.
- A student can compare his/her composite score with the admissions standards for a preferred college.
- ACT scores can assist students in qualifying for academic scholarships.

WORKKEYS

The WorkKeys assessment is administered to seniors who are identified as Career and Technical Education (CTE) concentrators and provides information about students' career readiness skills. Successful completion of three WorkKeys assessments—Applied Mathematics, Graphic Literacy, and Workplace Documents—can help an individual earn the National Career Readiness Certificate, a portable credential that documents essential work skills.

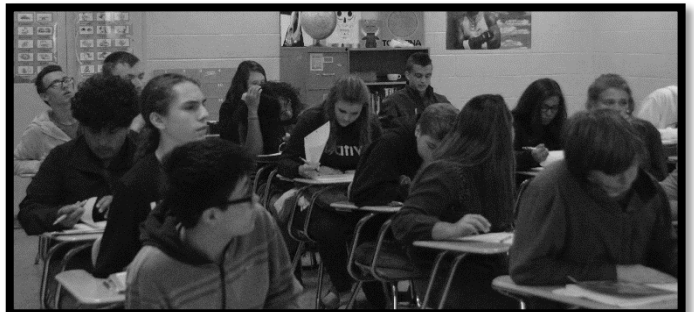
SAT

The SAT assesses a student's ability to solve problems, communicate clearly, and understand complex relationships. The tests are designed to:

- Measure the essential ingredients for college and career readiness and success, as shown by research.
- Have a stronger connection to classroom learning.
- Inspire productive practice.

SAT dates are posted on

<https://collegereadiness.collegeboard.org/about>.



REGISTRATION AND SCHEDULE INFORMATION

SCHEDULE AND COURSE LOAD

As a general rule, students are enrolled in four 90-minute instructional blocks per day per semester. Students may earn up to eight (8) credits per year to be included in their GPA calculation. Any course beyond the eight (8) credits will receive a grade of “P” (Pass) or “F” (Fail) which has no impact upon the GPA or class rank.

Seniors who have earned the required 28 credits for a diploma may apply to graduate at the end of the first semester of the senior year. Additionally, seniors may apply for a reduced load during the second semester of the senior year. To be approved students must be in good academic, attendance, and behavioral standings.

Students are encouraged to give careful attention to their course schedule especially related to prescribed sequences and prerequisites in order to avoid scheduling difficulties and to insure completion of diploma requirements.

SUGGESTIONS FOR COLLEGE-BOUND STUDENTS

College-bound students should attend open house for the college they are considering. Valuable information about the requirements and expectations for individual institutions can assist students with high school scheduling. Admission information, as well as application and scholarship timelines, may be obtained by visiting an institution’s web site. This information will help students select the appropriate courses for admission into the college or university of their choice. If students are uncertain about their choice of a college or their future plans, they should follow the UNC Minimum Course Requirements for Undergraduate Admissions. Students should also plan to take the PSAT as underclassmen. Students are encouraged to take the SAT/ACT in the spring of the junior year and at least once in the fall of the senior year.

In order to be successful in college, we strongly encourage all students to select rigorous academic courses. In addition, the growing demands of the workplace tend to require skills acquired through these honors-level and AP courses. Honors and AP courses are offered to students who excel and are motivated in a particular content area. Students and their parents should understand that while these courses adhere to the academic standards established by the State Department of Public Instruction, they go beyond the content of the regular curriculum to provide the opportunity for accelerated, intellectual growth. Because of the in-depth material covered in these classes, the student must have a higher degree of commitment, responsibility, and academic discipline than may be required in other classes. Students may select honors and AP courses based on areas of interest and ability. For example, students planning a legal career should place emphasis in the areas of English and social studies; for a career in engineering or technology, the emphasis should be in math and science. Before registering for honors or AP courses, students and parents should consider seriously the expectations for these classes and decide if they will be able and willing to commit to these requirements:

- Students must have a strong work ethic and be responsible and disciplined learners.
- Students must be able to read independently for comprehension, to analyze, and to evaluate material. They must be able to organize their thoughts for both written and oral expression (essays, research, speeches, etc.)
- Students must realize that they will be required to spend a great deal of time working outside of class. Summer reading may be required in honors classes. Some courses require independent projects, community service, and other activities that must be completed outside the regular school day.

Teachers of honors and AP courses recommend that students who have after-school jobs or who are involved in extracurricular activities take into consideration the amount of time they will be able to devote to academic work. Although these courses are demanding, they offer students an opportunity to excel in content matter and concept, to interact with peers of similar caliber, and to be better prepared for success at a four-year college. We encourage qualified and dedicated students to register for honors and AP courses while realizing these courses are challenging and demand more time and effort than standard courses.

UNC MINIMUM COURSE REQUIREMENTS FOR UNDERGRADUATE ADMISSIONS

The minimum high school course requirements needed for admission to any of the 16 University of North Carolina institutions are listed below:

- 4 units of English
- 4 units of mathematics (Math I, Math II, Math III and one unit of mathematics beyond Math III). It is strongly recommended that prospective students take a mathematics course during the senior year.
- 3 units of science (biology, a physical science, and earth environmental science)
- 3 units of social studies (American History: The Founding Principles, Civics and Economics, U.S. History/American History I and World History)
- 2 units of foreign language (two units of one language)
- A high school diploma or its equivalent



STUDENT PLACEMENT

Recommendations for student placement for sequencing of courses will be determined by a current teacher in the content area considering previous performance and/or student interest.

CHANGE OF RECOMMENDED PLACEMENT

Faculty members will recommend appropriate placement; however, a parent can request that the student take a course level higher than the one recommended by the school as long as all prerequisites have been met. In order to make this request, the parent must fill out a course placement waiver form. These forms are available in Student Services offices.

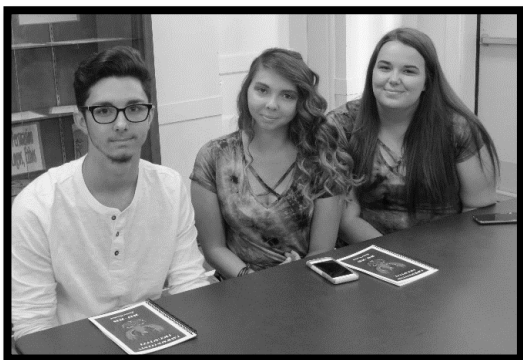
A student/parent/teacher conference may be requested by school personnel prior to the change in placement being made. Approved changes will be made in writing and will be noted in the student's record. Once an override waiver is granted, students will not be allowed to drop the course or move to another level of the course.

SCHEDULE CHANGES

Students must make course selections carefully. It is often impossible to make changes during the summer and after school begins. Once school dismisses for the summer, changes in student schedules will be made only for administrative purposes or when the student has...

- failed a required course and this course is not on the student's schedule.
- failed a course that is a prerequisite for another course that the student has selected for the next school year.
- been placed in the wrong course.

Any change in student schedules (including CCP courses) after the 5th school day of the high school semester will result in academic penalty. For classes dropped after the fifth (5th) day, parental permission must be secured. A failing grade of 0 is recorded for the course as an indication that the course was dropped. The failing grade will be averaged as part of the student's GPA and class rank. Students who drop classes after the 5th school day must still be present the entire school day, and the student may be placed in a class in an audit situation.



COURSE CATALOG

STANDARD COURSES

Course content, pace, and academic rigor follow standards specified by the North Carolina Standard Course of Study (NCSCoS). Standard courses provide credit toward a high school diploma and require the end-of-course test for those courses identified as such in the NC accountability program. Quality points for the GPA calculation are assigned according to the standard 4.0 scale and receive no additional quality points.

HONORS

Course content, pace, and academic rigor place high expectations on the student, demanding greater independence and responsibility. Such courses are more challenging than standard level courses and are distinguished by a difference in the depth and scope of work required to address the NCSCoS. These courses provide credit toward a high school diploma and require the end-of-course test for those courses identified as such in the NC accountability program. An honors review process shall be followed, as outlined in the latest edition of the *North Carolina Honors Course Implementation Guide*. The state course weighting system awards the equivalent of one (1) quality point to the grade earned in Honors courses. Effective with the freshman class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point.

Enrollment in honors level courses requires teacher recommendation or a course placement waiver.

ADVANCED PLACEMENT COURSES

Course content, pace, and academic rigor are considered college-level as determined by the College Board and are designed to enable students to earn high scores on the AP test, potentially leading to college credit. These courses provide credit toward a high school diploma. The state weighting system awards the equivalent of two (2) quality points to the grade earned in an AP course. Effective with the freshman class of 2015-16, the weight for AP courses shall be one (1) quality point.

Enrollment in AP courses requires the student and parent to attend an information session held at the high school prior to spring registration.

ENGLISH

Students will take English in sequential order - English I, II, III and IV.

ENGLISH I

Credit: 1

Grade Level: 9

Prerequisite: None

English I provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction) and includes influential U.S. documents and one Shakespearean play. An integrated approach to reading, writing, speaking and listening, and language provides readiness for future focus. English I has an NC Final Exam.

ENGLISH I HONORS

Credit: 1

Grade Level: 9

Prerequisite: None

Students in honors explore literature and informational text more widely and deeply and are required to work as self-directed learners. Higher level thinking skills are emphasized, and critical perspectives are fostered in the quality of student performance in oral, written language, and media technology. English I has an NC Final Exam.

ENGLISH II

Credit: 1

Grade Level: 10

Prerequisite: English I

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included. An integrated approach to reading, writing, speaking and listening, and language provides readiness for future focus. English II has an NC End-of-Course Exam.

ENGLISH II HONORS

Credit: 1

Grade Level: 10

Prerequisite: English I

Students in honors explore literature and informational text more widely and deeply and are required to work as self-directed learners. Higher level thinking skills are emphasized, and critical perspectives are fostered in the quality of student performance in oral, written language and media technology. English II has an NC End-of-Course Exam.

ENGLISH III **Credit: 1****Grade Level: 11****Prerequisite: English II**

English III is an in-depth study of U.S. literature and U.S. literary nonfiction, especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play should be included. An integrated approach to reading, writing, speaking and listening, and language provides readiness for future focus. English III has an NC Final Exam.

ENGLISH III HONORS **Credit: 1****Grade Level: 11****Prerequisite: English II**

Students in honors explore literature and informational text more widely and deeply and are required to work as self-directed learners. Higher level thinking skills are emphasized, and critical perspectives are fostered in the quality of student performance in oral, written language, and media technology. English III has an NC Final Exam.

INTRODUCTION TO AMERICAN LITERATURE HONORS **Credit: 1****Grade Level: 11****Prerequisite: English II**

This course emphasizes skills and writing assignments designed to involve rhetoric to supplement proficiencies necessary for the AP Language and Composition course and AP exam. Some AP terminology and practice is infused in the study of American Literature. Students will probe essays of the past and present to discover the best in exposition, descriptions, narration, and argumentation. Students are taught to model their writing after the foremost writers.

AP LANGUAGE AND COMPOSITION **Credit: 1****(Satisfies English III Requirement)****Grade Level: 11****Prerequisite: Introduction to American Literature (if offered)**

This course assumes that students already understand and use standard English grammar. The intense concentration on language use in this course should enhance their ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their prose. When students read, they should become aware of how stylistic effects are achieved by writers' linguistic choices. Imaginative fiction and poetry often highlight such stylistic decisions. The main purpose of including such literature is to aid students in understanding rhetorical and linguistic choices, rather than to study literary conventions. This course, along with Introduction to American Literature (if offered), surpasses the North Carolina Standard Course of Study. Students take the AP exam in May.

ENGLISH IV **Credit: 1****Grade Level: 12****Prerequisite: English III**

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play should be included. English IV has an NC Final Exam.

**ENGLISH IV HONORS** **Credit: 1****Grade Level: 12****Prerequisite: English III**

Students in honors explore literature and informational text more widely and deeply and are required to work as self-directed learners. Higher level thinking skills are emphasized, and critical perspectives are fostered in the quality of student performance in oral, written language, and media technology. English IV has an NC Final Exam.

INTRODUCTION TO BRITISH LITERATURE **Credit: 1****Grade Level: 12****Prerequisite: English III**

This course emphasizes skills and writing assignments designed to involve rhetoric to supplement proficiencies necessary for the AP Literature and Composition course and AP exam. Some AP terminology and practice is infused in the study of British Literature.

AP LITERATURE AND COMPOSITION **Credit: 1****(Satisfies English IV Requirement)****Grade Level: 12****Prerequisite: English III**

This course will engage students in the careful reading and critical analysis of imaginative literature. It will include intensive study of representative works from various genres and periods. These readings will include in-depth discussions in which students will absorb its richness and analyze how that meaning is embodied in literary form. Emphasis will be placed on helping students develop stylistic maturity. The focus will be a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness, a variety of sentence structures, a logical organization of specific techniques of coherence, a balance of generalization with specific detail, and an effective use of rhetoric which includes controlling tone, maintaining a consistent voice and achieving emphasis through parallelism and antithesis. The course, along with Introduction to British Literature, surpasses the North Carolina Standard Course of Study. Students take the AP exam in May.

AP SEMINAR **Credit: 1****Grade Level: 12****Prerequisite: Teacher Recommendation**

This is a foundational course that engages students in cross-curricular conversations where they explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students synthesize information from multiple sources and develop perspectives in written essays and in oral presentations.

STRATEGIC READING AND WRITING **Credit: 1****Grade Level: 9****Prerequisite: Teacher recommendation/Administrative placement**

This course is designed to improve comprehension skills in reading as well as to strengthen written communication skills. Students will be reading high interest works from a variety of sources. This course is taken first term prior to English 1 by students whose eighth grade EOG reading scores indicate that they may need additional skills before taking English 1.

YEARBOOK **Credit: 1****Grade Level: 9, 10, 11, 12****Prerequisite: Recommendation of previous English teacher**

This course teaches the fundamentals of producing a high school yearbook. Students plan, design, and publish the yearbook using technology.

COMMUNICATIONS 1**Credit: 1****Grade Level: 9, 10, 11, 12****Prerequisite: None**

This course is designed to provide skills in various types of public speaking. Students will learn the mechanics of the basic communication process using the “sender-message-receiver-feedback” model. An emphasis will be placed on effective listening skills, nonverbal communication, the preparation of speech, and the dynamics of group discussion and interviews. This course offers an interactive experience with a focus on in-class presentations.

COMMUNICATIONS 2: ARGUMENTATION AND DEBATE**Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Communications 1, Teacher recommendation**

This course is designed for students who desire a career in public service, law, education, and other careers that require a significant level of persuasive communications. It is an in-depth examination of the techniques and procedures associated with argumentation and debate. Students will gain insight into persuasive speaking, research techniques, and writing skills. Students will examine various

argumentation and debate methods as well as actively participate in classroom debates.

STYLISTIC WRITING FOR COLLEGE PREP HONORS**Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Teacher Recommendation**

This course is designed to prepare students for academic, creative and practical writing. Students will master Modern Language Association (MLA) formatting and learn the process for American Psychological Association (APA) formatting. Students will study and practice writing fiction and non-fiction. Practical writing will focus on resumes, cover letters, and professional correspondences. Students will complete a portfolio during the semester.

JOURNALISM**Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Teacher recommendation**

Journalism is offered to students with a special interest in journalistic writing. Students will engage in writing, editing, layout and design.

WORLD LANGUAGES

SPANISH 1**Credit: 1****Grade Level: 10, 11, 12****Prerequisite: C average or better in English**

Spanish I offers students an opportunity to study the Spanish language and its culture(s). Students will develop, in Spanish, the four skills of listening, speaking, reading, and writing within a given context. In addition, the study of grammar is integrated throughout the course. Students have an opportunity to study Spanish culture(s) through its products (e.g., literature, laws, food, games), perspectives (e.g., attitudes, values, beliefs), and practices (e.g., patterns of social interaction). Students acquire some insight into how languages and cultures work by comparing the Spanish language and culture(s) to their own, making connections with other academic disciplines, formally and informally, and accessing knowledge and information from other communities in order to function well with people from diverse backgrounds.

SPANISH 2**Credit: 1****Grade Level: 11, 12****Prerequisite: Spanish 1**

Spanish II offers students an opportunity to continue the development of their listening, speaking, reading, and writing skills. At this level, students are able to satisfy basic survival needs and interact on issues of everyday life inside and outside of the classroom setting. Students develop a better understanding of the similarities and differences between cultures and languages, and they examine the influence of the beliefs and values on Spanish culture(s). Students develop a greater understanding and insight into the nature of language and culture, continue to make connections to other academic disciplines, and to access knowledge and information regarding diversity.

SPANISH 3 HONORS**Credit: 1****Grade Level: 11, 12****Prerequisite: Spanish 2**

Spanish III offers students additional opportunities to expand their listening, speaking, reading, and writing skills. At this level, students

satisfy limited communication and social interaction demands as well as initiate face-to-face communication. Students continue to refine their knowledge and understanding of the Spanish language and its culture(s) by examining the interrelationship of Spanish culture(s) to their own. Students’ understanding and insight into the nature of language and culture continue to enhance connections and promote access to knowledge and information regarding diversity.

SPANISH 4 HONORS**Credit: 1****Grade Level: 12****Prerequisite: Spanish 3**

Spanish IV enables students to communicate in writing and in extended conversations on a variety of topics. At this level, students narrate, discuss, and support fairly complex ideas and concepts. Students are able to satisfy routine social demands and meet most social requirements. Finer points of grammar are studied to aid oral and written communication. There is more in depth study of Spanish culture(s) and its influence throughout the world. Students’ understanding and insight into the nature of language and culture continue to enhance connections and promote access to knowledge and information regarding diversity.



MATHEMATICS

FOUNDATIONS OF MATH I

Credit: 1

Grade Level: 9

Prerequisite: Administrative placement

Foundations of Math 1 continues students' study of algebra, building upon middle school topics. Emphasis is placed on order of operations, evaluating expressions, operations with rational numbers, solving linear equations and inequalities, graphing linear functions, factoring, and multiplying polynomials.

MATH 1

Credit: 1

Grade Level: 9

Prerequisite: None

Math 1 provides students the opportunity to study traditional topics from algebra, geometry, probability, and statistics in a problem-centered, connected approach. Students will be expected to understand and evaluate equations, functions (linear, exponential, and quadratic), systems of equations and inequalities, and statistics. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Math I has an end of course test.

MATH 2

Credit: 1

Grade Level: 9, 10

Prerequisite: Math I

Math 2 continues the study of algebra, functions, geometry, and statistics concepts introduced in Math I. This course is taught using student-centered investigations and real world problem-solving that emphasize the connections between the concepts listed above. Focus on geometry: transformations, similarity and congruence, and relationships in triangles. Quadratic, square root, and inverse variation functions are also studied. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Math 2 has a North Carolina Final Exam.

MATH 2 HONORS

Credit: 1

Grade Level: 9, 10, 11

Prerequisite: Math I

Math 2 Honors represents extension, acceleration and enrichment of the State Standards for Mathematics for the standard level course. The curriculum indicates depth in rigor, accelerated pacing, complexity, challenges, and creativity beyond the standard level course. At the honors level the designated standards for Math II will be taught in greater depth or connected to standards across themes. An honors level student in this course should be able to work at an accelerated pace, complete a higher quality of work and complete more rigorous and complex investigations when compared to the standard level. Math 2 Honors has a North Carolina Final Exam.

MATH 3

Credit: 1

Grade Level: 10, 11

Prerequisite: Math 2

Math 3 progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: functions and their inverses, logarithmic functions, polynomial functions, rational functions, trigonometric functions, and the unit circle. Math 3 focuses on functions as well as number and quantity skills. Math 3 has an end of course test.

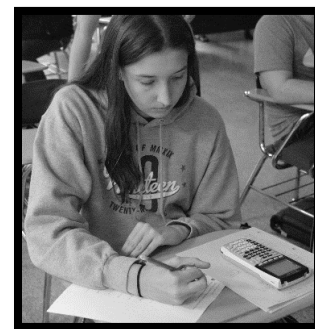
MATH 3 HONORS

Credit: 1

Grade Level: 10, 11

Prerequisite: Math 2

Math 3 Honors represents extension, acceleration, and enrichment of the State Standards for Mathematics for the standard level course. The curriculum indicates depth in rigor, accelerated pacing, complexity, challenges, and creativity beyond the standard level course. At the honors level the designated standards for Math III will be taught in greater depth or connected to standards across themes. An honors level student in this course should be able to work at an accelerated pace, complete a higher quality of work, and complete more rigorous and complex investigations when compared to the standard level. Math 3 Honors has an end of course test.



ADVANCED FUNCTIONS AND MODELING

Credit: 1

Grade Level: 11, 12

Prerequisite: Math 3

Advanced Functions and Modeling provides students with an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Advanced Functions and Modeling has a North Carolina Final Exam.

DISCRETE MATHEMATICS

Credit: 1

Grade Level: 11, 12

Prerequisite: Math 3

Discrete Mathematics introduces students to the mathematics of networks, social choice (i.e. voting techniques and fairness of outcomes), and decision making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators, and application software, should be used regularly for instruction and assessment. Discrete has a North Carolina Final Exam.

DISCRETE MATHEMATICS HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Math 3

Discrete Mathematics introduces students to the mathematics of networks, social choice (i.e. voting techniques and fairness of outcomes), and decision making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. In depth investigations of municipal, state, and national elections and legislative and congressional apportionment will be conducted. This course will be expanded to use higher order thinking skills on a more advanced level of test items and problem solving. Appropriate technology including manipulatives, calculators, and application software should be used regularly for instruction and assessment. Discrete Honors has a North Carolina Final Exam.

INTRODUCTION TO STATISTICS HONORS **Credit: 1**
Grade Level: 11, 12
Prerequisite: Math 3 (*Pre-Calculus or Discrete Math are strongly recommended*)
This course is a preparatory course for AP Statistics. This semester course deals with major concepts and tools for collecting and analyzing data.

AP STATISTICS **Credit: 1**
Grade Level: 11, 12
Prerequisite: Introduction to Statistics, Math 3 (*Pre-Calculus or Discrete Math are strongly recommended*)
Advanced Placement Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, planning and conducting a study, exploring random phenomena using probability, and estimating population, parameters and testing hypothesis. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Students take the AP exam in May.

PRE-CALCULUS HONORS **Credit: 1**
Grade Level: 11, 12
Prerequisite: Math 3
Pre-Calculus provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling should be included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Pre-Calculus has a North Carolina Final Exam.

INTRODUCTION TO CALCULUS HONORS **Credit: 1**
Grade Level: 11, 12
Prerequisite: Pre-Calculus
This course is designed for students who want to enrich their mathematical background through study of advanced mathematical topics such as sequences and series, and an introduction to calculus. The topics studied in this course are elementary functions, polynomials, sine and cosine, and general functions. Differential calculus limits and applications of the derivative in differential calculus are also included.

AP CALCULUS AB **Credit: 1**
Grade Level: 11, 12
Prerequisite: Introduction to Calculus
Advanced Placement Calculus develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications. The course encourages the geometric numerical, analytical and verbal expression of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Students take the AP exam in May.

AP CALCULUS BC **Credit: 1**
Grade Level: 12
Prerequisite: AP Calculus AB
Calculus BC is an extension of Calculus AB rather than an enhancement. In addition to the concepts of Calculus AB, students will learn parametric, polar, and vector functions, analysis of planar curves, numerical solution of differential equations using Euler's method, L'Hospital's Rule, application of integrals, antiderivatives by substitution of variables, improper integrals, solving logistic differential equations, concept of series, series of constants, and Taylor series. Students take the AP exam in May.

SCIENCE

EARTH/ENVIRONMENTAL SCIENCE **Credit: 1**
Grade Level: 9, 10, 11
Prerequisite: None
Earth/environmental science is a broad field that studies the universe, weather, earth, oceans, and the environment. This course is a required credit for high school graduation. The earth/environmental science curriculum focuses on the Earth in the universe and Earth's systems, structure, and processes. Emphasis is placed on environmental awareness and conservation of natural resources. Earth/environmental science has an NC Final Exam.

EARTH/ENVIRONMENTAL SCIENCE HONORS **Credit: 1**
Grade Level: Primarily 9
Prerequisite: 8th grade science teacher recommendation
Students interested in pursuing a rigorous science curriculum may take the earth/environmental science honors course in lieu of standard earth/environmental science. The same standard course of study is used in both courses; however, earth/environmental science honors is designed to give the student a more challenging and in-depth experience. In earth/environmental science honors, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. Students may be required to carry out independent or group investigations, create lab reports and presentations, read and report on recent research, and demonstrate a more in-depth understanding of all

earth/environmental science objectives. Earth/environmental science honors has an NC Final Exam.

BIOLOGY **Credit: 1**
Grade Level: 10, 11, 12
Prerequisite: None
Biology is a subject that deals with the understanding of life processes in all living things and is a required credit for high school graduation. This course will develop responsible attitudes toward the environment, science, technology, and society. Topics to be studied will include the structure and function of living organisms, ecosystems, molecular biology, evolution, and genetics. Biology has an end-of-course exam.



BIOLOGY HONORS **Credit: 1**
Grade Level: Primarily 9
Prerequisite: 8th or 9th grade science teacher recommendation
Students interested in pursuing a rigorous science curriculum may take the biology honors course in lieu of standard biology. The same

standard course of study is used in both courses; however, biology honors is designed to give the student a more challenging and in-depth experience. In biology honors, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. Students may be required to carry out independent or group investigations, create lab reports and presentations, read and report on recent research, and demonstrate a more in-depth understanding of all biology objectives. Biology honors has an end-of-course exam.

PHYSICAL SCIENCE

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Earth/Environmental Science, Biology, and Math 1

Physical Science is an introductory course to the topics of chemistry and physics. This course fulfills the physical science credit requirement for a high school diploma. The physical science curriculum focuses on the areas of force and motion, energy conservation and transfer, and properties of matter and change. Physical science has an NC Final Exam.

CHEMISTRY

Credit: 1

Grade Level: 11, 12

Prerequisite: Earth/ Environmental Science, Biology, Math I; Math II (complete or concurrent)

The study of chemistry emphasizes technology, mathematics, and laboratory work to illustrate chemical principles. A chemistry credit fulfills the physical science credit requirement for a high school diploma. Chemistry is taught as a college preparatory course. The chemistry curriculum focuses on the study of properties of matter and change, energy conservation and transfer, and the interaction of matter and energy. Chemistry has an NC Final Exam.

CHEMISTRY HONORS

Credit: 1

Grade Level: Primarily 10th

Prerequisite: Earth Science, Biology, Math II; Math III (complete or concurrent) highly recommended

Students interested in pursuing a rigorous science curriculum may take the chemistry honors course in lieu of standard chemistry. The same standard course of study is used in both courses; however, chemistry honors is designed to give the student a more challenging and in-depth experience. In chemistry honors, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. Students may be required to carry out independent or group investigations, create lab reports and presentations, read and report on recent research, and demonstrate a more in-depth understanding of all chemistry objectives. Chemistry honors has an NC Final Exam.

PHYSICS HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Earth/Environmental Science, Biology, Math II, Math III, Pre-Calculus (complete or concurrent) highly recommended

Physics is the study of matter, energy, and the interactions between them. A physics credit will fulfill the physical science credit requirement for a high school diploma. Because the field of physics requires a high level of conceptual knowledge and mathematical ability, it is only taught at the honors level. Physics students are expected to conduct complex experiments and solve scientific word problems independently. The physics curriculum focuses on forces and motion, energy conservation and transfer, and interactions of energy and matter. Students may be required to carry out independent or group investigations, create lab reports and

presentations, read and report on recent research, and demonstrate a more in-depth understanding of all physics objectives. This course is not intended to be a prerequisite for AP Physics. Physics honors has an NC Final Exam.

ANATOMY & PHYSIOLOGY HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Earth/Environmental Science, Biology, Chemistry

This course is designed as an in-depth study of the human body and how the structure and function of the various organs and organ systems work together to produce a coordinated entity. This course is especially designed for those students who plan to pursue a medical career and emphasizes laboratory work in both anatomy and physiology. Because this course requires a high level of biological and chemical conceptual knowledge, it is only taught at the honors level. Students may be required to carry out independent or group investigations, create lab reports and presentations, read and report on recent research, and demonstrate a more in-depth understanding of all course objectives.

BIOLOGY 2 HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Earth/Environmental Science, Biology, Chemistry

This course is the first semester of the yearlong course --AP Biology. This college level course has a placement exam in May which will enable students to receive college credits. The AP Biology curriculum focuses on four ideas: evolution drives diversity and unity of life; biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain homeostasis; living systems store, retrieve, transmit, and respond to information essential to life processes; biological systems interact, and these systems and their interactions possess complex properties. Advanced placement students are expected to read large amounts of material and write lengthy lab reports and essays.

AP BIOLOGY

Credit: 1

Grade Level: 11, 12

Prerequisite: Biology 2 Honors

This course is the second semester of the yearlong course --AP Biology. This college level course has a placement exam in May which will enable students to receive college credits. Advanced placement students are expected to read large amounts of material and write lengthy lab reports and essays. The AP Biology curriculum focuses on four ideas: evolution drives diversity and unity of life; biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain homeostasis; living systems store, retrieve, transmit, and respond to information essential to life processes; biological systems interact, and these systems and their interactions possess complex properties.

AP ENVIRONMENTAL SCIENCE

Credit: 1

Grade Level: 11, 12

Prerequisites: Earth/Environmental Science, Biology, Chemistry

This college level course has a placement exam in May which will enable students to receive college credits. Advanced placement students are expected to read large amounts of material and write lengthy lab reports and essays. The AP Environmental Science curriculum provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and human-made. The relative risks

associated with these problems and alternative solutions for resolving and/or preventing them will be examined as well.

CHEMISTRY 2 HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Chemistry, Math III

This course is the first semester of the yearlong course--AP Chemistry. This college level course has a placement exam in May which will enable students to receive college credits. Topics for this course include matter and measurement, chemical history, stoichiometric calculations, chemical reactions of acids and bases, oxidation-reduction applications, gas laws, and thermochemistry. Emphasis is also placed on laboratory equipment in both qualitative and quantitative methods.

AP CHEMISTRY

Credit: 1

Grade Level: 11, 12

Prerequisite: Chemistry 2 Honors

This course is designed to prepare students for the AP Chemistry exam. The course of study will include electron configuration, atomic properties and tendencies, chemical bonds, molecular studies, intermolecular forces, physical properties of solution, chemical kinetics, equilibrium, acid-base equilibrium, thermodynamics, and electrochemistry. Laboratory emphasis will be placed on problem solving through developmental techniques acquired in instrumental analysis. This college level course has a placement exam in May which will enable students to receive college credits.

INTRO TO AP PHYSICS 1 HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Earth/Environmental Science, Biology, Chemistry, Math III, Pre-Calculus (complete or concurrent)

This course is the first semester of the year-long course AP Physics 1. Intro to AP Physics 1 is an algebra-based, introductory college-level

physics course. Students will cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Knowledge of algebra and basic trigonometry is required for this course; the basic ideas of calculus may be introduced in connection with physical concepts. Understanding the basic principles involved and the ability to apply these principles in the solution of problems and in-depth laboratory work will be the major goal of this course.

AP PHYSICS 1

Credit: 1

Grade Level: 11, 12

Prerequisite: Earth/Environmental Science, Biology, Chemistry, Intro to AP Physics 1 Honors, Math III, Pre-Calculus Honors (complete or concurrent)

This course is designed to prepare students for the AP Physics 1 exam. Intro to AP Physics 1 is an algebra-based, introductory college-level physics course. Students will cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Knowledge of algebra and basic trigonometry is required for this course; the basic ideas of calculus may be introduced in connection with physical concepts. Understanding the basic principles involved and the ability to apply these principles in the solution of problems and in-depth laboratory work will be the major goal of this course. This college level course has a placement exam in May, which will enable students to receive college credits.

SOCIAL STUDIES

WORLD HISTORY

Credit: 1

Grade Level: 9

Prerequisite: None

World History is a required credit for high school graduation. This course addresses six periods in the study of World History, with a key focus of study from the mid-15th century to present. The standards of this course are grouped in a way that reflects accepted periodization by historians. The objectives of this course have been written to focus around a basic core of chronologically-organized periods and events in history that can be reasonably taught with depth and not just memorization of facts, topics, and events. Various concepts are used as lenses for students to organize historical events and recognized patterns in social studies. Through the study of World History, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. World History has a NC Final Exam.

WORLD HISTORY HONORS

Credits: 1

Grade Level: 9

Prerequisite: Teacher recommendation

Students interested in pursuing a rigorous social studies curriculum may take the World History Honors course in lieu of standard World History. World History Honors provides the opportunity for advanced work and the rigorous and systematic study of major ideas and concepts found in global history. The course is challenging and requires students to take greater responsibility for their learning by

participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking. World History Honors has a NC Final Exam.

AMERICAN HISTORY I

Credit: 1

Grade Level: 10, 11

Prerequisite: World History

American History I is a required credit for high school graduation. This course will begin with European exploration of the new world order and go through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. They will also learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution. Students will then study the establishment of political parties, America's Westward Expansion, the growth of sectional conflict, how the sectional conflict led to the Civil War and the consequences of the Civil War, including Reconstruction. American History 1 has a NC Final Exam.

AMERICAN HISTORY I HONORS

Credit: 1

Grade Level: 10, 11

Prerequisite: World History, Teacher recommendation

Students interested in pursuing a rigorous social studies curriculum may take the American History 1 Honors course in lieu of standard American History 1. The material in American History 1 Honors is

taught with greater complexity, novelty, acceleration, and reflects a differentiated curriculum. This course is distinguished by a difference in the quality of work expected, not by an increase in quantity. American History 1 Honors has a NC Final Exam.

AMERICAN HISTORY II

Credit: 1

Grade Level: 10, 11

Prerequisite: American History I

American History II is a required credit for high school graduation. This course will begin with the late nineteenth century and go through the early 21st Century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction period to the present times. Students will learn about the change in ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. American History II will guide students on the expanding role of the federal government and the federal courts as well as the continuing tension between the individual and the state. This course goes beyond memorization of isolated facts to the development of higher level thinking skills and encourages students to make historical assessments and evaluations. American History IIs has a NC Final Exam.

AMERICAN HISTORY II HONORS

Credit: 1

Grade Level: 10, 11

Prerequisite: American History I, Teacher recommendation

Students interested in pursuing a rigorous social studies curriculum may take the American History II Honors course in lieu of standard American History II. This course follows the same course of study as the corresponding standard American History II course; however, this material is taught with greater complexity, novelty, acceleration, and reflects a differentiated curriculum. This course is distinguished by a difference in the quality of work expected, not by an increase in quantity. American History II Honors has a NC Final Exam.

AH: FOUNDING PRINCIPLES, CIVICS & ECONOMICS

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: World History, American History I and II

AH: Founding Principles, Civics and Economics is a required credit for high school graduation. The essential standards and clarifying objectives of this course (most commonly referred to as "Civics") provide a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship and concepts in economics and personal finance. In this course, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. AH: Founding Principles, Civics and Economics has a NC Final Exam.

AH: FOUNDING PRINCIPLES, CIVICS & ECONOMICS HONORS

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: World History, American History I and II, Teacher recommendation

Students interested in pursuing a rigorous social studies curriculum may take the AH: Founding Principles, Civics and Economics Honors course in lieu of standard "Civics". This course covers the material in greater complexity, novelty, acceleration, or pacing, and reflect a defensible differentiated curriculum. This course is distinguished by a difference in the quality of the work expected, not merely an increase in quantity. Students will be given the opportunity to apply

acquired knowledge to real life experiences. When studying the economic, legal, and political systems, students will become aware of their rights and responsibilities and apply this information to their daily lives. AH: Founding Principles, Civics and Economics Honors has a NC Final Exam.

SOCIOLOGY

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: None

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

PSYCHOLOGY

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: None

This course engages students in the understanding, articulation, and dissemination of psychology as a science. Students focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes, and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity.

PSYCHOLOGY HONORS

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Teacher Recommendation

Students interested in pursuing a rigorous social studies curriculum may take the Psychology Honors. This course engages students in the understanding, articulation, and dissemination of psychology as a science. Students focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes, and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Honors Psychology is intended to structure a student who would like to pursue a career in psychology, will have psychology in their future major, or would like to take this course prior to taking Advance Placement Psychology.

AP HUMAN GEOGRAPHY

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Teacher Recommendation

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Students will take an Advanced Placement test in May to determine eligibility for college level credits.

AMERICAN STUDIES HONORS**Credit: 1****Grade Level: 11, 12****Prerequisite: Civics and Economics**

This course will follow a portion of the AP US History Curriculum and may be used as the first semester of a year-long study of AP US History. This course is designed to provide students with the analytic skills and factual knowledge necessary to critically analyze the problems and materials in U.S. History. Students learn to assess historical materials – their relevance to a given interpretative problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. Students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay form.

Students take the AP exam in May.

AP US HISTORY**Credit: 1****Grade Level: 11, 12****Prerequisite: American Studies Honors**

This course is designed to provide students with the analytic skills and factual knowledge necessary to critically analyze the problems and materials in U.S. History. Students learn to assess historical materials – their relevance to a given interpretative problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. Students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay form. Students take the AP exam in May.

AP EUROPEAN HISTORY**Credit: 1****Grade Level: 11, 12****Prerequisite: Teacher Recommendation**

This course will prepare students in the cultural, diplomatic, economic, intellectual, political and social history of Europe. Students will demonstrate knowledge of basic chronology of major events and trends from approximately 1450 (High Renaissance) to the present. The three themes outlined are intellectual and cultural history,

political and diplomatic history, and social and economic history. Students take the AP exam in May.

AP GOVERNMENT AND POLITICS**Credit: 1****Grade Level: 11, 12****Prerequisite: AH: Founding Principles, Civics & Economics Honors**

This course will give students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and

ideas that constitute U.S. politics. Students take the AP exam in May.

AP WORLD HISTORY**Credit: 1****Grade Level: 11, 12****Prerequisite: Teacher recommendation**

The AP World History course content is structured around the investigation of five course themes and nineteen key concepts in six different chronological periods from approximately 8000 B.C.E. to the present. Historical thinking, as well as strong writing, reading, and speaking skills are required. Students take an AP exam in May.

AP PSYCHOLOGY**Credit: 1****Grade Level: 11, 12****Prerequisite: Teacher recommendation**

The purpose of the advanced placement course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the methods psychologists use in their practice. Students take the AP exam in May.

ARTS EDUCATION

VOCAL MUSIC (BEGINNING)**Credit: 1****Grade Level: 9, 10, 11, 12****Prerequisite: None**

Chorus is open to any student with a sincere interest in singing. Chorus is a performing group. Emphasis is placed on basic vocal techniques (posture, breathing, diction, and aural skills) and basic music reading. A variety of music literature is studied.

VOCAL MUSIC (INTERMEDIATE)**Credit: 1****Grade Level: 9, 10, 11, 12****Prerequisite: Teacher recommendation or Vocal Music (Beginning)**

Chorus 2 is open to students who wish to continue their vocal development and performance abilities. This performance class will average 2-3 concerts per semester. Emphasis will be on improving proper vocal technique, development of sight-reading skills, and reading appropriate terms and symbols. A variety of literature will be studied.

VOCAL MUSIC (PROFICIENT)**Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Audition**

This course is for the advanced singer who wishes to study advanced vocal and music reading skills. Students enroll in Vocal Music (Proficient) through an audition that indicates vocal range, reading level, and pitch-retention abilities. This performance class averages 3-5 concerts per semester. Emphasis is placed on advanced vocal techniques and music theory. A wide variety of musical selections and styles will be studied.

**Because this course receives additional weight, students will demonstrate additional artifacts/evidences of learning that exceed the Beginning and Intermediate levels.*

VOCAL MUSIC (ADVANCED)**Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Audition**

Vocal Music (Advanced) is for the advanced singer who wishes to study advanced vocal and music-reading skills. Students enroll in Vocal Music (Advanced) through an audition that indicates vocal range, reading level, and pitch retention abilities. This class averages

4-6 concerts per semester. Emphasis is placed on advanced vocal techniques and music theory. A wide variety of musical selections and styles will be studied. A balanced group of SATB voices is necessary for this level.

**Because this course receives additional weight, students will demonstrate additional artifacts/evidences of learning that exceed the Beginning and Intermediate levels.*

MUSIC THEORY 1

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: MS band, placement exam, or outside study in voice, piano, or guitar

Music Theory 1 is a course designed to focus on the fundamentals and foundations of music, integrating basic materials and skills. The study of diatonic harmony, musical style, music history and music listening skills will be emphasized with performance and practical applications as a primary goal. The goal of this course is to enhance and encourage student's understanding of musical applications and terms with a specific emphasis on the theory and history of music.

AP MUSIC THEORY

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Music Theory 1 or Placement Exam and Teacher recommendation

AP Music Theory will continue to focus on the fundamentals and foundations of music learned in Music Theory 1, integrating advanced materials and skills. Further study and practice in diatonic harmony, musical style, music history, and music listening skills will be emphasized with performance and practical applications as a primary goal. Primary objectives are (1) to understand advanced principles of diatonic and chromatic harmony, (2) to gain a functional and analytical understanding of the musical elements of sound medium, rhythm, melody, harmony, texture, and form within the context of listening, (3) to gain a general understanding of varying musical tendencies as applied from written music to aural music, and (4) to apply these objectives in written and performance evaluations.

BAND (INTERMEDIATE)

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: Prior band instruction or audition

Open to wind instrumentalists and percussionists, Band (Intermediate) seeks to enhance and encourage a student's understanding of instrumental musical concepts and terms with an emphasis on rehearsals and performances up through the music literature levels of four, five and six. Students participating in band receive additional individual performance opportunities by auditioning for such activities as the All-County Band, the All-District Band, and the All-State Band. *Marching Band may be a component of this course during the fall semester for some Davidson County high schools. (Each high school has individual expectations for marching band.)* Individual practice outside of normal school hours is imperative and required. Some additional rehearsals outside of the normal school day may be required. Participating in scheduled performances is a requirement of this course.

BAND (PROFICIENT)

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: Prior band instruction or audition

Open to wind instrumentalists and percussionists, this course is an extension of the basic Band (Intermediate) course, meeting and exceeding the expectations of that course. The music literature of this group will be of recognized quality. Students participating in the Band (Proficient) should be of high caliber and exceptional self-motivation.

As with Band (Intermediate), individual practice outside of normal school hours is imperative. Rehearsals outside of the normal school day may be required. Participating in scheduled performances is a requirement of this course. *Marching Band may be a component of this course during the fall semester for some Davidson County high schools. (Each high school has individual expectations for marching band.)*

**Because this course receives additional weight, students will demonstrate additional artifacts/evidences of learning that exceed the Beginning and Intermediate levels.*

COLOR GUARD/MAJORETTES

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: None

This course prepares the student to perform with the marching band at outside activities.

VISUAL ARTS 1/BEGINNING

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: None

Visual Art 1 is the basic art-studio orientation course utilizing the elements and principles of art and art awareness. Students will be exposed to a variety of media such as pencil, pastels, watercolor, charcoal, pen and ink, and tempera. Students will be encouraged to experiment and be creative with the different media. The program specifically covers contour drawing, art theories, art history, art vocabulary, figure drawing, portrait drawing, perspective, and painting.

VISUAL ARTS 2/INTERMEDIATE

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Completion of Art 1 with a grade of "C" or better; instructor's approval

This is an intermediate course that builds on design skills and media techniques learned in Visual Art 1. There is a stronger emphasis on art history. Students become artists of the time period being studied. The art media used in the course are acrylics, pastels, charcoal, linoleum, pencil, pen and ink, watercolor, tempera, and clay. Craftsmanship, originality, and creativity are encouraged and strongly stressed.

VISUAL ARTS 3/PROFICIENT

Credit: 1

Grade Level: 11, 12

Prerequisite: Completion of Art 2 with grade of "B" or better; Teacher recommendation

This advanced art course is designed for students who are seriously interested in developing their artistic skills and creativity. It provides a continuation of skills learned in Art 2.

**Because this course receives additional weight, students will demonstrate additional artifacts/evidences of learning that exceed the Beginning and Intermediate levels.*

VISUAL ARTS 4/ADVANCED

Credit: 1

Grade Level: 12

Prerequisite: Art 3; Teacher recommendation

This course is geared toward seniors who plan to continue the study of art after high school. It is an independent study to assist students in furthering their knowledge and skills. Students may develop specialization of a favorite medium.



**Because this course receives additional weight, students will demonstrate additional artifacts/evidences of learning that exceed the Beginning and Intermediate levels.*

AP STUDIO ART **Credit: 1**
Grade Level: 11, 12

Prerequisite: Teacher recommendation

Over the course of a semester, a portfolio of approximately twenty-four works of art will be created in one area: drawing, two-dimensional design or three-dimensional design. The portfolios sent to the College Board for assessment will consist of the following: five quality works, twelve slides of breadth work, and twelve slides of works from a student-directed concentration. In addition to the studio projects, students will be required to articulate their development and goals verbally and in writing.

CLAY SCULPTURE AND POTTERY **Credit: 1**
Grade Level: 11, 12

Prerequisite: Art 1; Teacher recommendation

Course concentrates on molding and modeling pieces of artwork out of clay. Students will create clay sculpture and pottery using the pinch, slab, coil, and potter's wheel techniques. They will be exposed to the history of pottery and clay sculpture and artists past and present.

THEATRE ARTS 1/ BEGINNING **Credit: 1**
Grade Level: 9, 10, 11, 12
Prerequisite: None

Theater Arts is a course designed to provide the students with knowledge and practical experiences dealing with all aspects of play production and related dramatic events. Emphasis is on the development of basic theatrical skills through improvisation, skits, and the production of a play. Students are introduced to theatre literature and history.

THEATRE ARTS 2/INTERMEDIATE **Credit: 1**
Grade Level: 10, 11, 12

Prerequisite: Theatre Arts 1; Teacher recommendation

Students further their understanding of the theatre through directing and/or acting in one-act plays. Improvisation, skits, and monologues are an ongoing process.

THEATRE ARTS 3/ PROFICIENT **Credit: 1**
Grade Level: 11, 12

Prerequisite: Theatre Arts 2; Teacher recommendation

Students are responsible for several independent projects including the direction of a one act play.

**Because this course receives additional weight, students will demonstrate additional artifacts/evidences of learning that exceed the Beginning and Intermediate levels.*

THEATRE ARTS 4/ADVANCED **Credit: 1**
Grade Level: 12

Prerequisite: Theatre Arts 3; Teacher recommendation

This course is designed for students interested in pursuing the performing arts as a profession. Students will be expected to participate in the North Carolina Theatre Conference Competition in some capacity. Creative interpretation of modern poetry and drama will allow students to experiment with innovative elements of theatre.

**Because this course receives additional weight, students will demonstrate additional artifacts/evidences of learning that exceed the Beginning and Intermediate levels.*

FILM CRITIQUE **Credit: 1**
Grade Level: 10, 11, 12
Prerequisite: None

This course will study film and drama as a literary art form. Heavy emphasis will be placed on film and theatre history and genres, both U.S. and foreign. Students will study comparative and critical analysis, and learn the basic grammar of film and theatre, including script writing, editing, and documentary techniques.

PLAY PRODUCTION **Credit: 1**
Grade Level: 12

Prerequisite: Theatre Arts 3 or 4 and teacher approval

Students will be placed in a Theatre Arts 1 or 2 class as role model actors and producers. Only three students will be approved per class. These students will be responsible for the production of a one-act play and will assume the roles of Director, Assistant Director, and Stage Manager.

ADDITIONAL ELECTIVES

JROTC 1 AIR FORCE **Credit: 1**
Grade Level: 9, 10, 11, 12

Prerequisite: Administrative Placement

This first year course focuses on citizenship, leadership, and the study of the frontiers of aviation history. Study also includes the history of flight from ancient civilizations to the present and leadership education, which involves citizenship, military customs and courtesies, basic drill, leadership skills, self-discipline and wearing a uniform. Health and Wellness is also incorporated into the curriculum involving physical fitness activities and health discussions.

JROTC 2 AIR FORCE, JROTC 3 AIR FORCE **Credit: 1**
Grade Level: 10, 11, 12

Prerequisite: JROTC 1 AF /Teacher recommendation

This course consists of two separate courses taught on alternating years. One includes the Science of Space which studies the history of rockets, surviving and living in space, and American and International space programs. The second includes the Science of Flight which

studies the aerospace environment, the human requirements of flight, principles of aircraft flight, and the principles of navigation. Leadership education focuses on citizenship, leadership, and life skills. Life skills are skills necessary for individuals to get along in a highly technical society. Topics include choosing the right college, searching for jobs, interview techniques, financial planning, and career opportunities. Health and Wellness is also incorporated into the curriculum involving physical fitness activities and health discussions.

JROTC 4 AIR FORCE **Credit: 1**
Grade Level: 12

Prerequisite: JROTC 3 AF

Aerospace Science IV includes financial planning, writing skills, management skills, and Global and Cultural Studies. Leadership education focuses on citizenship, leadership, and communication skills. Topics include the evolution of management and management techniques. Real life problems are explored through the cadet

management of the AFJROTC corps. Health and Wellness is also incorporated into the curriculum involving physical fitness activities and health discussions.

JROTC 5 AIR FORCE

Credit: 1

Grade Level: 11, 12

Prerequisite: Teacher recommendation

A student will be placed in an AFJROTC 1 class and will serve in a leadership role model position. (Only one AFJROTC 5 cadet will be placed per class.) They will assume the position of Flight Commander and be responsible for supervision, training, and guidance of the class. Health and Wellness is also incorporated into the curriculum involving physical fitness activities and health discussions.

JROTC 1 ARMY

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: See Below

Citizenship and leadership are emphasized in each year of the program. Communications, physical fitness, and teamwork are integral parts of the curriculum. American History provides an understanding of the military role in current events. Core curriculum for all levels includes communication skills, leadership, physical fitness, drill and ceremonies, drug abuse prevention, and American citizenship. This course includes core curriculum plus introduction to JROTC, geography, first aid, and an overview of citizenship through history. Students can achieve leadership positions. *Note: It is mandatory that students wear uniforms. Health and Wellness is also incorporated into the curriculum involving physical fitness activities and health discussions.

JROTC 2 ARMY

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: JROTC 1

This course includes core curriculum subjects in greater depth plus American military history, career opportunities, the role of the U.S. Army, and technology awareness. Students can achieve greater levels of responsibility and leadership positions. Health and Wellness is also incorporated into the curriculum involving physical fitness activities and health discussions.

JROTC 3 ARMY

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: JROTC 2

This course includes core curriculum studies built on levels 1 and 2. Additional subjects include roles of the U.S. Armed Forces. Students

can achieve greater levels of responsibility and leadership positions. Health and Wellness is incorporated into the curriculum involving physical fitness activities and health discussions.

JROTC 4 ARMY

Credit: 1

Grade Level: 11, 12

Prerequisite: JROTC 3

This course includes core curriculum studies built on Levels 1, 2, and 3. Additional subjects include the role of branches of government and individual leadership studies. A review of World and U.S. Geography is conducted. Students continue to achieve greater levels of responsibility and leadership positions. Health and Wellness is incorporated into the curriculum involving physical fitness activities and health discussions.

MEDIA ASSISTANT

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Teacher recommendation

This elective is an opportunity for students to learn skills involved in maintaining a library media collection. Students will process new materials and be trained in electronic circulation of materials. They will receive instruction in the Dewey Decimal System of Classification. Students will be instructed in the operation of a variety of media formats such as TV/VCR/CD-ROM/DVD, digital camcorders, digital cameras, computers, etc. The Library Media Assistant course is a hands-on, practical elective that offers experience in customer service.

STUDY SKILLS

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: School-based committee placement

This course is designed to help students learn skills essential for success in high school. These skills include time management, note taking, memorization, test taking, reading comprehension, research, and problem solving. Students will learn how to apply these skills to their other classes.

ASSISTANT (NON-CREDIT)

Credit: 0

Grade Level: 12

Prerequisite: Teacher recommendation

Seniors may elect to provide a service to the school for one period each day for non-credit.

PHYSICAL EDUCATION

A student who fails the required Health/Physical Education course must repeat that course before continuing to another Physical Education class. A student may only take one Physical Education class per semester.

PHYSICAL EDUCATION & HEALTH

Credit: 1

Grade Level: 9

Prerequisite: None

Physical Education and Health is a required credit for high school graduation. Class time is divided between classroom and indoor-outdoor activities. During the health portion of the curriculum emphasis is given to accepting personal responsibility for health-related decisions and their consequences; understanding potential health related problems such as venereal disease, drugs, alcohol, tobacco use, emotional stress; developing responsible nutritional habits and sexual behaviors. In Physical Education, students acquire the knowledge and skills for movement that provide the foundation

for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. This course is co-ed.

INDIVIDUAL LIFETIME SPORTS

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: PE & Health, Teacher recommendation

This course concentrates on individual sports and activities. Emphasis is placed on skills with high lifetime carry-over value. It is designed for the students with special interest in individual sports, especially tennis, bowling, and golf. This course is co-ed.

ADVANCED PE **Credit: 1**
Grade Level: 10, 11, 12
Prerequisite: PE & Health, Teacher recommendation
 This course concentrates on individual sports, particularly those that are lifetime sports. It is designed for students with special interest in improving individual skills in sports.

FITNESS & AEROBICS **Credit: 1**
Grade Level: 10, 11, 12
Prerequisite: PE & Health, Teacher recommendation
 The course's concentration is on weight and fitness training as well as aerobics.

CONDITIONING **Credit: 1**
Grade Level: 10, 11, 12
Prerequisite: PE & Health, Teacher recommendation
 Emphasis is placed on teaching proper technique and safety while gradually adding volume to workouts throughout the semester, using learned knowledge and skills. Workout formats are based on the five components of health-related physical fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition.

SPORTS MEDICINE **Credit: 1**
Grade Level: 11, 12
Prerequisite: Biology
 The course will consist of issues related to the field of sports medicine. The student will gain knowledge in the areas of anatomy (muscular-skeletal, neural, and surface), prevention and treatment of injuries, basic first aid and rehabilitation technique for injuries, and CPR. Health issues such as HIV, Hepatitis A and Hepatitis B, asthma, epilepsy, allergies, and diabetes will be discussed. Other issues useful in any sports environment such as nutrition and body composition will be analyzed.

SPORTS MEDICINE 2 **Credit: 1**
Grade Level: 11, 12
Prerequisite: Sports Medicine 1, Biology, (Anatomy and Physiology recommended)
 The course will focus on recognition and management of specific injuries and conditions related to sports. The course will center on recognition of anatomy, normal and abnormal function, and common sports injuries to all areas of the body, focusing on commonly injured regions including the foot, lower leg/ankle, knee, thigh, hip, groin, pelvis, shoulder, elbow, forearm, wrist/hand, spine, thorax, and head. Students will gain knowledge of normal and abnormal surface anatomy, recognition of specific injuries through special testing, and basic rehabilitation techniques for each region or injured body part. Special topics as they relate to young, old, and/or female athletes will also be discussed.

CAREER & TECHNICAL EDUCATION (CTE)

The mission of Career and Technical Education in Davidson County Schools is to empower all students to be successful citizens, workers, and leaders in a global economy. Through a statewide articulation agreement, many Career and Technical Education courses offer students the opportunity to receive community college credit. The following criteria will be used to award college credit for identified high school CTE courses:

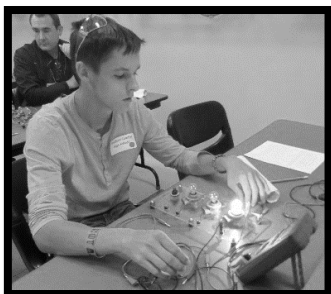
1. Grade of B or higher in the course, and;
2. A scaled score of 93 or higher on the standardized CTE Post-Assessment.

To receive articulated credit, students must enroll at the community college within two years of their high school graduation date. For more information and a list of approved courses, please contact your CDC/counselor. For more information about the local Articulation Agreement with Davidson County Community College and a list of approved courses, please contact your CDC/counselor.

CAREER DEVELOPMENT

CAREER MANAGEMENT **Credit: 1**
Grade Level: 9, 10
Prerequisite: None

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.



CTE INTERNSHIP **Credit: 1**
Grade Level: 11, 12
Prerequisite: Application and CDC Approval

A CTE Internship allows for additional development of career and technical competencies within a student's career cluster. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The student must complete 135 hours for 1 credit. Internships are available in all program areas: agriculture; business, finance and information technology; family and consumer science; health science; marketing and entrepreneurship; technology engineering and design; and trade and industry. Students need to see their CDC/counselor for additional requirements.

CTE APPRENTICESHIP

Credit: Students may earn 2 units/year (maximum 1 unit/semester)

1 unit = minimum 135 hours (paid work experience)

2 units = minimum 270 hours (paid work experience)

Grade Level: 11, 12

Prerequisite: CDC Approval

High School Apprenticeship is an educational program that provides a qualified student the opportunity to begin learning a trade using a system that combines on-the-job training and related technical classroom instruction. The NC Department of Labor, a participating employer, and the school cooperatively put together an apprenticeship agreement that requires at least 2000 hours of on-the-job training and an additional amount of classroom instruction. It is intended that upon high school graduation, the high school apprentice will continue as an adult apprentice until all requirements are fulfilled. Apprenticeships are available in the following program areas: agriculture; business, finance and information technology;

family and consumer science; technology engineering and design; and trade and industry.

CTE ADVANCED STUDIES

Credit: 1

Grade Level: 12

Prerequisite: Three credits in the Career Cluster with one being a CTE Completer Course (*)

This is a four-phased exit course for seniors that are completing a CTE Career Cluster in one of the following program areas: agriculture; business, finance and information technology; family and consumer science; health science; marketing and entrepreneurship; technology engineering and design; and trade and industry. The four components include a research paper, a product, a portfolio, and a presentation. Students work under the guidance of a teacher facilitator in collaboration with community members, business representatives, and other school-based personnel.

AGRICULTURE

AGRISCIENCE APPLICATIONS

Credit: 1

Grade Level: 9, 10

Prerequisite: none

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science and agribusiness. Topics include agricultural awareness and literacy, leadership and FFA, employability skills, and introduction to all aspects of the total agricultural industry.

ANIMAL SCIENCE 1

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Agriscience Applications Recommended

This course provides instruction focused on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career. Topics include animal diseases, animal nutrition, career opportunities, and animal evaluation. Supervised agriculture experience programs and FFA are integral components of this course.

ANIMAL SCIENCE 2 HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Animal Science 1

This course expands upon the scientific knowledge and skills developed in Animal Science 1 to include more advanced scientific, computation, and communication skills. Topics include animal waste management, economics, decision-making, global concerns, genetics and breeding. Supervised agriculture experience programs and FFA are integral components of this course.

ANIMAL SCIENCE 2-SMALL ANIMAL HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Animal Science 1

This course provides instruction on animal husbandry topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care, and marketing of animals that fit into this category will be covered through this course

AGRICULTURAL MECHANICS 1

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Agriscience Applications Recommended

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems, accidents, and repair needs they will encounter in their chosen agricultural career.

AGRICULTURAL MECHANICS 2

Credit: 1

Grade Level: 11, 12

Prerequisite: Agricultural Mechanics 1

This course expands upon the knowledge and skills learned in Agricultural Mechanics 1. The topics include non-metallic agricultural fabrication techniques, metal fabrication, safety, human resource development, metalworking and welding, plastics, and advanced career exploration and decision-making.

AGRICULTURAL MECHANICS 2-SMALL ENGINES

Credit: 1

Grade Level: 12

Prerequisite: Agricultural Mechanics 1

This course provides hands-on instruction and emphasizes small engine systems including the compression, fuel, electrical, cooling and lubrication systems. Troubleshooting methods are emphasized. Students also learn how to select engines for specific applications.

HORTICULTURE 1

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Agriscience Applications Recommended

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics include plant growth and development, plant nutrition, media selection, plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development.

HORTICULTURE 2 HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Horticulture 1

This course expands the scientific knowledge and skills to include more advanced computations and communication skills needed

in the horticulture industry. Topics include greenhouse plant production, turf grass establishment and maintenance, landscape design, and nursery plant production.

ENVIRONMENTAL AND NATURAL RESOURCES 1 **Credit: 1**

Grade Level: 9, 10, 11

Prerequisite: Agriscience Applications Recommended

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and nonrenewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. Skills in biology and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are: agriscience projects, field trips, shadowing, and supervised agricultural experiences.

ENVIRONMENTAL AND NATURAL RESOURCES 2 **Credit: 1**

Grade Level: 10, 11, 12

Prerequisite: Environmental and Natural Resources 1

This course provides instruction in best management practices in methods of environmental monitoring and conservation, air and

water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. Skills in biology, chemistry and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are: agriscience projects, field trips, shadowing, and supervised agricultural experiences.

VETERINARY ASSISTING HONORS

Credit: 1

Grade Level: 12

Prerequisite: Animal Science 1; Animal Science 2; Animal Science 2- Small Animal

This course focuses on instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, enhancement of animal care learned in previous animal courses, and surgical/radiological procedures. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will have hands-on skill sets. Applied mathematics, science, writing, and skill sets are integrated throughout the curriculum.

BUSINESS, FINANCE & INFORMATION TECHNOLOGY

PERSONAL FINANCE

Credit: 1

Grade Level: 11, 12

Prerequisite: None

This course is designed to increase financial literacy and prepare graduates to be successful managers of their personal, family, and environmental resources. Students learn to manage finances through authentic applications such as: budgeting, development of spending plans, resource management, cost analyses, and career and financial planning.

PRINCIPLES OF BUSINESS AND FINANCE

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: None

This course introduces the major principles and concepts that are the foundation for future study of business and management. Topics of study include basic business principles, personal finance concepts, management concepts, systems thinking, quality management, and the current environment for business in a multinational marketplace.

BUSINESS LAW

Credit: 1

Grade Level: 11, 12

Prerequisite: Principles of Business and Finance

This course is designed to acquaint students with the basic legal principles common to business and personal activities. Topics include consumer concepts to assist students with evaluating contracts, purchasing with credit, purchasing appropriate insurance, and renting and owning real estate. Business concepts such as contracting, ethics, starting a business, hiring employees, managing employees, and representing other businesses and individuals in an agency capacity are included.

ACCOUNTING 1

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: None

This course provides an understanding of the basic principles of the accounting cycle from the analysis and recording of business transactions to the preparation and interpretation of financial statements and supporting data. Instruction emphasizes the why as

well as the how. Attention is given to payroll, taxes, data processing, special business transactions, and the basic types of business ownership.

ACCOUNTING 2 HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Accounting 1

This course is designed to help students develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes partnership accounting; adjustments and inventory control systems; budgetary control systems; cost accounting; and further enhancement of accounting skills. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes, and products.

MICROSOFT WORD AND POWERPOINT

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: None

This course will provide students with a world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in a classroom environment. Students will learn to use each Microsoft program interface, command, and features. Students will create, enhance, and customize documents to share and publish. Each program will offer essential standards and workplace readiness skills through authentic industry experiences.

MICROSOFT EXCEL

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: Microsoft Word and PowerPoint

This course will provide students with a world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in a classroom environment. Students will have a fundamental understanding of the Excel environment and the ability to complete tasks independently and create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Work examples include professional-looking budgets,

financial statements, team performance charts, sales invoices, and data-entry logs.

MULTIMEDIA AND WEBPAGE DESIGN

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Microsoft Word and PowerPoint

This course is designed to help students master advanced skills in the areas of integrating technology devices, Internet research strategies and uses, complex desktop publishing, multimedia production, and basic web page design. Emphasis is placed on skill development and refinement of skills in information technologies as well as economic, ethical, and social issues in the information technology area.

E-COMMERCE 1 HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Multimedia and Webpage Design

This course is designed to help students master skills in the design and construction of complex websites for conducting business electronically. Emphasis is on skill development in advanced webpage construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students will plan, design, create, publish, maintain, and promote an electronic business web site.

ENTREPRENEURSHIP 1

Credit: 1

Grade Level: 11, 12

Prerequisite: Principles of Business and Finance OR Personal Finance OR Marketing

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements.



BUSINESS FINANCIAL PLANNING

Credit: 1

Grade level: 10, 11, 12

Prerequisite: Principles of Business and Finance

This course expands student understanding of finance as it is impacted by globalization, convergence and consolidation, technological innovation, and increased regulation. Accounting and financial services including banking, insurance, and securities and investments are emphasized throughout the course. English language arts and mathematics are reinforced.

FAMILY & CONSUMER SCIENCE

APPAREL & TEXTILE PRODUCTION 1

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: None

This course examines clothing production in the areas of preparation for clothing construction, consumer decisions, textiles, historical perspectives and design, and career opportunities.

APPAREL & TEXTILE PRODUCTION 2

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Apparel and Textile Production 1

This course focuses on advanced clothing and housing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce a clothing or housing apparel product. A real or simulated apparel enterprise allows students to apply instructional strategies to an authentic experience and to develop a portfolio.

FOODS AND NUTRITION 1

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: None

This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. Work-based learning strategies appropriate for this course include service learning and job shadowing.

FOODS AND NUTRITION 2

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Foods and Nutrition 1 (Foods 1) OR Introduction to Culinary Arts and Hospitality

In this course students experience the cross-section of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students explore food protection, nutrients, life cycle nutrition, sports nutrition,

medical nutrition therapy, and American and global foodways. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing.

FOOD SCIENCE AND TECHNOLOGY HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Foods and Nutrition 1 (Foods 1) OR Introduction to Culinary Arts and Hospitality AND Earth Science OR Physical Science OR Biology OR Chemistry

Exploring the food industry "from the farm to the table" is the major emphasis of this course. Government regulations, emerging trends, biotechnology, and technological career opportunities from scientists to technicians will be presented. The student will examine production, processing, preparation, preservation, and packaging principles along the farm to table continuum. The student begins to understand how food technology affects the food that he/she eats. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, school-based enterprise, service learning, and job shadowing.

INTRODUCTION TO CULINARY ARTS & HOSPITALITY

Credit 1

Grade Level: 9, 10

Prerequisite: Foods and Nutrition 1 (Foods 1)

In this course, basic safety and sanitation practices leading to a national industry recognized food safety credential are introduced. Commercial equipment, small wares, culinary math, and basic knife skills in a commercial foodservice facility are taught. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Foods and Nutrition 1 is recommended as preparation for this course. Content for this course aligns with the following industry credential: ServSafe® Food Protection Managers Certification.

CULINARY ARTS AND HOSPITALITY 1 HONORS**Credit 1****Grade Level: 10, 11****Prerequisite: Introduction to Culinary Arts and Hospitality**

This course focuses on basic skills in cold and hot food production, baking and pastry and service skills. Art, English and language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Content in this course aligns with the following industry credential: ServSafe® Food Protection Managers Certification.

*For safety reasons enrollment should not exceed 20 in this course.

CULINARY ARTS AND HOSPITALITY 2 HONORS**Credit: 2****Grade Level: 11, 12****Prerequisite: Culinary Arts and Hospitality 1**

This course provides advanced experiences in cold and hot and food production management (front and back of the house) and service skills. Topics include menu planning, business management and guest relations. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing.

*For safety reasons enrollment should not exceed 20 in this course.

**INTERIOR DESIGN 1****Credit: 1****Grade Level: 9, 10, 11, 12****Prerequisite: None**

This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design.

INTERIOR DESIGN 2**Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Interior Design 1**

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design

fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing.

FASHION MERCHANDISING**Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Career Management**

In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, and merchandising of fashion and the selling of fashion. *Family and Consumer Sciences teachers are required to obtain a Fashion Merchandising Endorsement in order to teach this course.

PARENTING & CHILD DEVELOPMENT**Credit: 1****Grade Level: 9, 10, 11, 12****Prerequisite: None**

Students investigate the roles and responsibilities of parenting. Students discover the costs and obligations of being a parent and rearing a child. They learn about the influence of family structures on a child's development and are made aware of the importance of the parent on a child's development. They study the early childhood years and the ways children develop emotionally, socially, physically, and intellectually. Course content includes the care and guidance of children, creative activities for children, and community services available to families with children. Job opportunities and careers in the field of early childhood are explored.

PERSONAL FINANCE**Credit: 1****Grade Level: 11, 12****Prerequisite: None**

This course is designed to increase financial literacy and prepare graduates to be successful managers of their personal, family, and environmental resources. Students learn to manage finances through authentic applications such as: budgeting, development of spending plans, resource management, cost analyses, and career and financial planning.

HEALTH SCIENCE

BIOMEDICAL TECHNOLOGY 1**Credit: 1****Grade Level: 9, 10, 11, 12****Prerequisite: None**

This course designed to investigate 21st century medical and health care practices using computerized databases, the Internet, media, and visiting health team professionals. Topics include the world of biomedical technology, the language of medicine, present and evolving specialties, biomedical ethics, and health career development.

BIOMEDICAL TECHNOLOGY 2**Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Biomedical Technology 1**

This course focuses on genetics, neurobiology, sleep disorders and biological rhythms, bioethics, the evolution of medicine, and the use of technology to study cellular and molecular biology. Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content.

HEALTH TEAM RELATIONS**Credit: 1****Grade Level: 9, 10, 11, 12 Prerequisite: None**

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communications, medical math, leadership and career decision-making.

HEALTH SCIENCE 1**Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Biology Highly Recommended**

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn

about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content.

HEALTH SCIENCE 2 HONORS**Credit: 1****Grade Level: 11, 12****Prerequisite: Health Science 1**

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training.

MARKETING & ENTREPRENEURSHIP

ENTREPRENEURSHIP 1**Credit: 1****Grade Level: 11, 12****Prerequisite: Principles of Business and Finance OR Personal Finance OR Marketing**

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements.

MARKETING**Credit: 1****Grade Level: 10, 11, 12 Prerequisite: None**

This course prepares students for employment in some field of marketing at a level commensurate with their abilities. The course which focuses on the National Marketing Education Standards emphasizes the foundations of business, management, and entrepreneurship; professional development; and communication and interpersonal skills. Included are such concepts as distribution, financing, selling, pricing, promotion, information management, and product/service management.

MARKETING ED COOP**Credit: Students may earn 2 units/year (maximum 1 unit/semester)****1 unit = 135 hours****2 units = 270 hours****Grade Level: 11, 12****Prerequisite: Marketing Teacher Recommendation**

Students must be enrolled in a Marketing course offering this cooperative method and be a potential CTE Cluster Completer. Students receiving credit for work-based learning methods of instruction must complete an official agreement among school, business partner, student, and parent/ guardian stipulating the requirements and responsibilities of all involved. Students cannot receive academic credit by providing school services such as bus driver, cafeteria worker, office assistant, or teacher assistant.

FASHION MERCHANDISING**Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Career Management**

In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge

and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, and merchandising of fashion and the selling of fashion.

HOSPITALITY AND TOURISM**Credit: 1****Grade Level: 11, 12 Prerequisite: Marketing OR Principles of****Business and Finance OR Sports and Entertainment Marketing 1**

In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is placed on community service, and leadership activities provide the opportunity to apply standards and workplace skills through authentic experiences.

SPORTS AND ENTERTAINMENT MARKETING 1**Credit: 1****Grade Level: 10, 11, 12 Prerequisite: None**

This course is designed for students interested in an introduction to sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundations, concessions and on-site merchandising; economic foundations; promotions; safety and security; and human relations. Skills in communications, human relations, psychology, and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships, or school-based enterprises.

SPORTS AND ENTERTAINMENT MARKETING 2**Credit: 1****Grade Level: 11, 12****Prerequisite: Sports and Entertainment Marketing 1**

This course is designed for students interested in an advanced study of sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: business management, career development options, client relations, ethics, events management, facilities management, legal issues and contracts, promotion, and sponsorships. Skill in communications, human relations, technical writing, psychology, and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships, or school-based enterprises.

TECHNOLOGY ENGINEERING & DESIGN

TECHNOLOGY ENGINEERING AND DESIGN

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: None

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming.

TECHNOLOGICAL DESIGN

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Technology Engineering and Design

This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems.

ENGINEERING DESIGN

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Technology Engineering and Design

This course continues to apply the skills, concepts, and principles of engineering. Students explore various technological systems and engineering processes in related career fields. Topics include investigating technological systems, design optimization, and problem solving. Students utilize CAD and physical and virtual modeling concepts to construct, test, collect, and report data.

EXPLORING ROBOTICS WITH ELECTRONICS 1 HONORS

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Technology Engineering and Design

This course provides an introduction to the topics of robotics, programming, manufacturing, and electronics. This course covers the principles and applications of different types of logic and programming used to control packaging machinery and systems. Topics include hardware and software composition of control systems, input/output interfacing, basic logic commands and common programming instructions. There is additional emphasis on common program tasks, and troubleshooting PLC based systems.

EXPLORING ROBOTICS WITH ELECTRONICS 2 HONORS

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Exploring Robotics with Electronics 1

This course expands on the topics of robotics, programming, manufacturing, and electronics. Students will participate in

presentations, hands-on robotic programming and simulations. This course will prepare students for success on the Student Electronics Technician Certification Exam and the Associate Level Certified Electronic Technician Certification Exam.

INTRODUCTION TO ENGINEERING DESIGN HONORS

Credit: 1

Grade Level: 9, 10, 11, 12

Prerequisite: Math 1

This course introduces the student to the field of engineering and engineering technology. Using 3-D modeling software, students learn the design process and solve design problems as they develop, analyze, and create product models. Math, science and technology will be utilized to solve a variety of engineering problems.

PRINCIPLES OF ENGINEERING HONORS

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Introduction to Engineering Design

Students will explore various technology systems and manufacturing processes. The student will learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit society. The course also includes concerns about social and political consequences of technological change.

DIGITAL ELECTRONICS HONORS

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Principles of Engineering

Students will utilize computer simulations in an engineering environment to learn about the logic of electronics as they design, test, and construct circuits and devices. The student will use math, science, and technology in an engineering problem solving process to reinforce critical thinking skills.

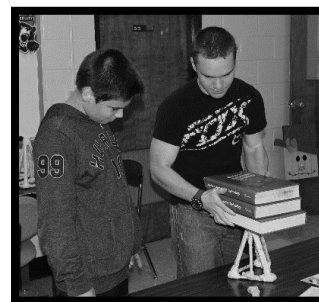
ENGINEERING DESIGN AND DEVELOPMENT HONORS

Credit: 1

Grade Level: 11, 12

Prerequisite: Digital Electronics

Students will utilize computer simulations in an engineering environment to learn about the logic of electronics as they design, test, and construct circuits and devices. Students will use math, science, and technology in an engineering problem solving process to reinforce critical thinking skills.



TRADE & INDUSTRIAL EDUCATION

CORE AND SUSTAINABLE CONSTRUCTION

Credit: 1

Grade Level: 9, 10, 11

Prerequisite: None

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, hand tools, power tools, blueprints, material handling, basic communication skills, and employability skills.

CARPENTRY 1

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Core and Sustainable Construction

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills.

CARPENTRY 2 **Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Carpentry 1**

This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout.

ELECTRICAL TRADES 1 **Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Core and Sustainable Construction**

This course introduces residential wiring, electrical installation, and service. Topics include skills in safety, basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools.

ELECTRICAL TRADES 2 **Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Electrical Trades 1**

This course provides advanced instruction in residential wiring and introduction to electrical theory including AC and DC circuits. Emphasis is placed on safety, test equipment, electrical color coding, conduit bending and installation, electrical measurements, use of polyphase current, specialty tools, transformers, and generators.

DIGITAL MEDIA **Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Multimedia and Webpage Design**

This course provides a broad-based foundation in the digital media field. An emphasis is placed on the fundamental concepts of audio and video design, various digital media technologies, non-linear editing, product development and design, and career development.

ADVANCED DIGITAL MEDIA **Credit: 1****Grade Level: 11, 12****Prerequisite: Digital Media**

This course provides students with more advanced knowledge in the digital and interactive media industry. Emphasis is placed on advanced audio and video nonlinear editing techniques for the media; and commercial and emerging, web-based interactive media.

DRAFTING 1 **Credit: 1****Grade Level: 9, 10, 11, 12****Prerequisite: None**

This course introduces students to the use of simple and complex drafting equipment used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics.

DRAFTING 2-ARCHITECTURAL HONORS **Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Drafting 1**

This course is focused on the principles, concepts, and use of complex drafting equipment used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections, and elevation drawings.

DRAFTING 3-ARCHITECTURAL HONORS **Credit: 1****Grade Level: 11, 12****Prerequisite: Drafting 2-Architectural Honors**

This course introduces students to advanced architectural design concepts. Emphasis is placed on CAD tools in the design and execution of site and foundation plans as well as topographical information and detailed drawings of stairs and wall sections. Teaming and problem solving skills are reinforced at this level.

DRAFTING 2-ENGINEERING HONORS **Credit: 1****Grade Level: 10, 11, 12****Prerequisite: Drafting 1**

This course focuses on engineering graphics, introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using computer assisted design (CAD). English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.

DRAFTING 3-ENGINEERING HONORS **Credit: 1****Grade Level: 11, 12****Prerequisite: Drafting 2-Engineering Honors**

This course introduces the student to advanced engineering concepts using computer assisted design (CAD) tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.

WELDING TECHNOLOGY 1 **Credit: 1****Grade Level: 10, 11, 12****Prerequisite: None**

This is an introductory course in industrial and construction welding. The course includes the nature of and opportunities in the welding industry.

WELDING TECHNOLOGY 2 **Credit: 1****Grade Level: 11, 12****Prerequisite: Welding Technology 1**

Emphasis focuses on the further development of the skills introduced in Welding 1.

WELDING TECHNOLOGY 3 **Credit: 1****Grade Level: 11, 12****Prerequisite: Welding Technology 2**

This course is designed to continue the development of advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Further emphasis is placed on topics covered in Welding Technology 2 such as weld fit-up and testing, metal properties, gas metal (GMAW), flux cored (FCAW), and shielded metal arc welding (SMAW).

Davidson County Community College (CCP Welding)**WELDING-110 (CCP Welding)****Grade Level: 9, 10****Prerequisite: None**

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

WELDING -141 (CCP Welding)**Grade Level: 9, 10****Prerequisite: Welding 110**

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

WELDING -121 (CCP Welding)**Grade Level: 9, 10****Prerequisite: Welding 141**

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

WELDING -122 (CCP Welding)**Grade Level: 10, 11****Prerequisite: Welding 121**

This course is designed to enhance skills with the gas metal arc (MIG) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able to perform groove welds with prescribed electrodes on various joint geometry.

WELDING -115 (CCP Welding)**Grade Level: 10, 11****Prerequisite: Welding 122**

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WELDING -116 (CCP Welding)**Grade Level: 10, 11, 12****Prerequisite: Welding 115**

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

WELDING -131 (CCP Welding)**Grade Level: 10, 11, 12****Prerequisite: Welding 116**

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

WELDING -215 (CCP Welding)**Grade Level: 11, 12****Prerequisite: Welding 131**

This course covers the knowledge and skills that apply to welding pipe. Topics include pipe positions, joint geometry, and preparation with emphasis placed on bead application, profile, and discontinuities. Upon completion, students should be able to perform SMAW welds to applicable codes on carbon steel pipe with prescribed electrodes in various positions.

WELDING -151 (CCP Welding)**Grade Level: 11, 12****Prerequisite: Welding 215**

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment

WELDING -132 (CCP Welding)**Grade Level: 11, 12****Prerequisite: Welding 151**

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

WELDING -231 (CCP Welding)**Grade Level: 11, 12****Prerequisite: Welding 132**

This course covers gas tungsten arc welding on pipe. Topics include joint preparation and fit up with emphasis placed on safety, GTAW welding technique, bead application, and joint geometry. Upon completion, students should be able to perform GTAW welds to applicable codes on pipe with prescribed electrodes and filler materials in various pipe positions.

WELDING -261 (CCP Welding)**Grade Level: 11, 12****Prerequisite: Welding 231**

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

WELDING -270 (CCP Welding)**Grade Level: 11, 12****Prerequisite: Welding 261**

This course introduces automated tungsten inert gas (TIG) welding hardware, equipment, and processes required to apply specific, accurate, automated, and consistently repetitive pipe welds. Emphasis is placed on proper identification of automated welding process variables, how each relates to the functionality of orbital equipment and components, and how changes in variables directly influence weld quality. Upon completion, students should be able to produce quality pipe welds through the appropriate operation and control of automated TIG welding equipment.

MATHEMATICS GRADUATION REQUIREMENTS FOR STUDENTS

Effective for Freshmen entering high school in 2012-2013 and BEYOND
(POLICY GCS-N-004 from <http://sbepolicy.dpi.state.nc.us/>)

FOUR MATHEMATICS CREDITS* ARE REQUIRED FOR GRADUATION.

A student's post-secondary school plans should help determine the student's mathematics sequence.

MATH I (2103) + MATH 2 (2201) + MATH 3 (2301) + a 4th mathematics course taken
from one of the three columns listed below and on the following page will
= ALL FOUR Mathematics Credits for Graduation

Courses accepted as the 4th Level Mathematics credit for admission into UNC System Institutions

NC STANDARD COURSE OF STUDY COURSES

2400 - Adv Functions and Modeling
2401 - Discrete Mathematics
2403 - Pre-Calculus

COMMUNITY COLLEGE COURSES

2722 - CCP-MAT172 - Precalculus Trigonometry
2723 - CCP MAT271 - Calculus I
2724 - CCP MAT171 - Precalculus Algebra
2C015 - MAY143 - Quantitative Literacy
2C025 - MAT 152 - Statistical Methods I
2C055 - MAT 263 - Brief Calculus
2C075 - MAT 272 - Calculus II
2C115 - MAT 252 - Statistics II
2C125 - MAT 273 - Calculus III
2C135 - MAT 280 - Linear Algebra
2C145 - MAT 285 - Differential Equations
2C155 - MAT 141 - Mathematical Concepts I
2C165 - MAT 142 - Mathematical Concepts II
2C175 - MAT 167 - Discrete Math

AP AND IB COURSES

2501 - AP Calculus AB
2502 - AP Calculus BC
2511 - AP Statistics
21008 - IB Computer Science SL
21018 - IB Computer Science HL
21028 - IB Mathematical Studies SL
21038 - IB Mathematics SL
21048 - IB Mathematics HL
21058 - IB Further Math HL

Due to the Curriculum Improvement Project at the NC Community College System, many courses were revised or archived. If not on this list, but on a previous math options chart and taken prior to **2014-15 SY**, they are still acceptable. This includes the lab component for many of the archived courses.

Most math labs were incorporated into the revised courses listed above. Some community colleges may still require a lab before the mandatory Summer 2015 switch. If your community college does, then it must be taken this final year.

Students planning to attend other Colleges, a Community College or a Technical School**

ANY OF THE COURSES LISTED IN THE COLUMN ON LEFT

CTE SINGLE COURSES THAT EQUAL 1 FULL MATH CREDIT

2521 - AP Computer Science
BA10 - Accounting I
BA20 - Accounting II
BF10 - Principles of Business and Finance
IC61 - Drafting I
IV22 - Drafting II Engineering
IC62 - Drafting II Architectural
IC21 - Carpentry
TP24 - PLTW Biotechnical Engineering
TP25 - PLTW Aerospace Engineering
TP23 - PLTW Civil Engineering and Architecture
TP11 - PLTW Introduction to Engineering Design
TP22 - PLTW Computer Integrated Manufacturing
TP12 - PLTW Principles of Engineering
TP21 - PLTW Digital Electronics
TP31 - PLTW Engineering Design and Development
FA31 - Apparel & Textile Production I
FA32 - Apparel & Textile Production II
FI51 - Interior Design I
FI52 - Interior Design II
FH22 - Culinary Arts and Hospitality II
FH72 - ProStart II
TE21 - Principles of Technology I
TE22 - Principles of Technology II
BP10 - Computer Programming I
BP12 - Computer Programming II

PAIRS OF CTE COURSES THAT EQUAL 1 MATH CREDIT

BP20 - SAS I & BP22 - SAS II
BF05 - Personal Finance & ME11 - Entrepreneurship I
IM31 - Electronics I & IM32 - Electronics II
IC11 - Masonry I & IC12 - Masonry II
FH20 - Intro to Culinary A/H & FH21 - Culinary A/H I
TS31 - Game Art Design & TS32 - Adv. Game Art Design
IC41 - Electrical Trades I & IC42 - Electrical Trades II
TS21 - Sci. and Tech. Visual I & TS22 Sci. Tech Visual II
FH20 - Introduction to Culinary A/H & FH71 - ProStart
IC22 - Carpentry II & IC23 - Carpentry III

****** Not eligible for Multiple Measures entry with NC Community College System. Students using CTE courses to meet Math credit graduation requirements (Class of 2014 & Beyond) will be required to complete math placement testing prior to enrolling in community college math courses.

Students Exempted by Principal from usual sequence (Substitution)	Students Completing the Occupational Course of Study
Math 1 and Math 2 PLUS TWO (2) ADDITIONAL COURSES FROM CHOICES LISTED: 2020 - Introductory Mathematics 2050 - Foundations of Math I 2051 - Foundations of Math II 2052 - Foundations of Math III OR 2521 - AP Computer Science BA10 - Accounting I BA20 - Accounting II BF10 - Principles of Business and Finance IC61 - Drafting I IV22 - Drafting II Engineering IC62 - Drafting II Architectural IC21 - Carpentry IM41 - Metals Manufacturing Technology I IM42 - Metals Manufacturing II TP24 - PLTW Biotechnical Engineering TP25 - PLTW Aerospace Engineering TP23 - PLTW Civil Engineering and Architecture TP11 - PLTW Introduction to Engineering Design TP22 - PLTW Computer Integrated Manufacturing TP12 - PLTW Principles of Engineering TP21 - PLTW Digital Electronics TP31 - PLTW Engineering Design and Development FA31 - Apparel & Textile Production I FA32 - Apparel & Textile Production II FI51 - Interior Design I FI52 - Interior Design II FH22 - Culinary Arts and Hospitality II FH72 - ProStart II TE21 - Principles of Technology I TE22 - Principles of Technology II BP10 - Computer Programming I BP12 - Computer Programming II Students are NOT required to complete math credits in this option in any particular order. Students may take CTE or other courses prior to or concurrently with Math I and/or Math II. Additionally, students may also complete the Substitution sequence with two core mathematics courses plus one additional math course from the SUBSTITUTION List and ONE CTE course OR a PAIR of CTE courses (equals 1 math credit).	9220B - Introduction to Math I 9221B - Math I AND ONE of the following courses: 9222B - Financial Management 2041 - Alternate Math II BF05 - Personal Finance Students who complete the sequence above should be classified as Occupational Course of Study (OCS). These students may also complete a CTE concentration.

<i>Honors (Proficient) Visual Art</i>	<i>Honors (Proficient) Music-Band</i>
Proficient (Grade 9, 10, 11 or 12) Overview: This is an upper level visual art course for students who have shown achievement at the art intermediate level. Students enrolling should exhibit model behavior of art student expectations as listed previously. Students enrolling should be serious about their studies of the visual arts and want to improve their abilities to further their studies of the visual art. - Admission Requirement: A portfolio of work will need to be submitted to the respective art teacher at the student's school for approval to enroll. The portfolio will need to consist of five works of art that exhibit the best of the students' abilities. <u>Upon teacher approval</u> student will be able to enroll in course. If the teacher has not taught the student, a <u>district developed rubric</u> will be used to evaluate artwork submitted for consideration. - Criteria Used: Specific media, outlines, and concepts will be determined by the individual teachers at the individual schools aligned with the evidences indicated for each anchor standard. Common Goals: Elements of art and principles of design, Art history, Portrait, Figure drawing, Still life, Landscape, Scaling, and Contemporary Art - Students will discuss, relate, critique, and replicate the work of a contemporary artist. Exemplars may include a critique form, written response (paper), and/or a work of art. - Students will complete an ongoing practicum in the application of art. Exemplars may include a sketchbook, journal, or an altered book. - Students will submit a portfolio of artwork by the end of the semester that includes six works in different mediums. - Students will complete an in depth study of one of the five P.CX.1 clarifying objectives involved in the contextual relevancy of art. The focus of the study will be how art relates to the specific context and makes connections. - Students will discover and articulate a problem of practice for an artist in today's society. Students will then create a solution for the problem that centers on collaboration. - Students will complete multiple critiques demonstrating an awareness of personal aesthetic response and reflective inquiry. Critique exemplars may include gallery walks, rubrics, or personal interviews. Visual Art (Proficient) P.CX.1 Clarifying Objectives - P.CX.1.1: Understand the role of visual arts in United States history as a means of interpreting past eras within an historical context. - P.CX.1.2: Understand how personal perspective is influenced by temporal context. - P.CX.1.3: Exemplify contemporary arts and artists. - P.CX.1.4: Understand how personal aesthetic responses to art are influenced by culture. - P.CX.1.5: Understand the relationship of the environment to art, including technology, preservation, and sustainability of resources.	Proficient (Grade 9, 10, 11 or 12) Overview: This is an upper level honors music course for students who have shown achievement in music. Students enrolling should be serious about their study of music and want to improve and enhance their music literacy, performance, and creation skills. Students enrolled in the course will: - Complete a successful audition for the Davidson All-County Band and at least one of the musical ensembles listed below. A successful audition requires that the student receive an overall score that is at least an average of all students evaluated. Because auditions reflect an independent evaluation of a student's performing and music literacy ability, audition scores are to be included as a part of the student's grade in the course. (Weighting, based on the raw score, is acceptable.) - Northwest NC All-District Band - Western Region Orchestra - Western Region/All-State Jazz Band - North Carolina All-State Band - North Carolina Governor's School - Solo and Ensemble Event (<i>Solo Only for Individual Evaluation</i>) - Perform in a chamber ensemble of similar instrumentation (i.e. trumpet choir, percussion ensemble, woodwind quintet, etc.) - Understand elements of music theory (including notation, intervals, and triads) using an assessment as prescribed by your instructor. An exemplar of a useful online assessment tool may be found at http://www.musictheory.net. - Demonstrate for the instructor an awareness of musical improvisation and composition in a method to be determined by the instructor. - Complete an in depth study of a conductor and how the conductor's gestures/teaching contribute to the expressiveness and accuracy of the performance. The focus of the study should be on how the musicians are responding to the conductor. - Utilize a North Carolina Bandmasters Music Performance Adjudication or Audition rubric to critique at least one of the two items below: - Select two performances of the <u>same</u> musical selection. The performances critiqued might be live, or pre-recorded examples (e.g. "YouTube"). Suggestions for improvement must be included as a part of the submission. Utilize correct musical terminology while describing what you hear during the live or recorded musical excerpt. - Perform an audition for another student who will utilize an All-District Band audition evaluation rubric to evaluate and critique your performance. You will in turn evaluate a student utilizing the All-District Band audition evaluation rubric and critique their performance. Both evaluations must be submitted to the instructor. Utilize correct musical terminology while describing what you hear. - Discuss, relate, critique, and explore the connections of music from the *contextual relevancy clarifying objectives. At least two exemplars must be presented as evidence of student understanding. Exemplars may include a critique form/rubric, written reflection response (paper), a personal interview, and/or shared musical examples found by the student that connect or illustrate the clarifying objective.

REVISED DECEMBER 2017

<i>Honors (Proficient) Music-Choir</i>	<i>Choir (-cont.)</i>
Proficient (Grade 9, 10, 11 or 12) Overview: This is an upper level honors music course for students who have shown achievement in music. Students enrolling should be serious about their study of music and want to improve and enhance their music literacy, performance, and creation skills. Students enrolled in the course will: - Complete a successful audition for any one of the musical ensembles listed below. A successful audition requires that the student receive an overall score that is at least an average of all students evaluated. Because auditions reflect an independent evaluation of a student's performing and music literacy ability, audition scores from a school based or regional audition are to be included as a part of the student's grade in the course. (Weighting, based on the raw score, is acceptable.) - North Carolina Honors Choir (Fall Semester) - North Carolina Governor's School (Spring Semester) - Mars Hill College Choral Festival (Fall Semester) - Following a successful selection, participate in rehearsals and performances of any one of the following ensembles/singing organizations or an ensemble approved by the teacher: - Davidson All-County Chorus (Fall Semester) - Lexington Choral Society (Fall & Spring Semesters) - NC All-State Chorus (Spring Semester) - Perform a solo or small ensemble selection for the NC Solo/Small Ensemble Music Performance Adjudication. (Spring Semester) - Demonstrate for the instructor an awareness of musical improvisation and composition in a method to be determined by the instructor. - Accompany a choral group on any instrument. Then, reflect on that experience in a written evaluation focusing on what you learned, what you previously thought and what you now think about the accompanying process. - Understand elements of music theory (including notation, intervals, and triads) using an assessment as prescribed by your instructor. An exemplar of a useful online assessment tool may be found at http://www.musictheory.net. - Complete an in depth study of a conductor and how the conductor's gestures/teaching contribute to the expressiveness and accuracy of the performance. The focus of the study should be on how the musicians are responding to the conductor.	- Utilize an approved Music Performance Adjudication or Audition rubric to critique at least <i>one</i> of the two items below: - Select two performances of the <u>same</u> musical selection. The performances critiqued might be live, or pre-recorded examples (e.g. "YouTube"). Suggestions for improvement must be included as a part of the submission. Utilize correct musical terminology while describing what you hear during the live or recorded musical excerpt. - Perform an audition for another student who will utilize an approved evaluation rubric to evaluate and critique your performance. You will in turn evaluate a student utilizing the approved evaluation rubric and critique their performance. Both evaluations must be submitted to the instructor. Utilize correct musical terminology while describing what you hear. - Discuss, relate, critique, and explore the connections of music from the *contextual relevancy clarifying objectives. At least two exemplars must be presented as evidence of student understanding. Exemplars may include a critique form/rubric, written reflection response (paper), a personal interview, and/or shared musical examples found by the student that connect or illustrate the clarifying objective. <i>Music (Proficient) - Band and Choir</i> <i>*Contextual Relevancy Clarifying Objectives</i> Understand global, interdisciplinary, and 21st century connections with music. - P.CR.1.1 Understand the role of music in United States history as a means of interpreting past eras within a historical context. - P.CR.1.2 Understand the relationship between music and concepts from other areas. - P.CR.1.3 Explain how advances in music technology influence traditional music careers and produce new opportunities. - P.CR.1.4 Explain the causes of potential health and wellness issues for musicians. - P.CR.1.5 Compare the roles of creators, performers, and others involved in the production and presentation of the various arts, in order to make informed decisions regarding participation and involvement in the arts.

REVISED DECEMBER 2017

What should I be doing to plan for my future?

9TH GRADE

- ☐ Start thinking about what you will be doing four years from now.
- ☐ Start a file to keep report cards, lists of awards and accomplishments, school and community activities, and volunteer work.
- ☐ Make good grades....everything counts starting NOW!
- ☐ Ask questions!!!!!!
- ☐ Get involved. Join a club. Play a sport. Volunteer.
- ☐ Create a CFNC account. (College Foundation of North Carolina) Go to www.cfnc.org
- ☐ Register for classes that fit your abilities and will help you explore possible career interests.

10TH GRADE

- ☐ Keep those grades up!
- ☐ Start thinking about colleges. What are you looking for? Small setting, large setting, Co-Ed, close to home, far away, 2-year technical or community college, 4-year college or university?
- ☐ Take a career interest inventory (your counselor or CDC can give you some options) to see what careers you might want to pursue. CFNC has interest inventories you can take.
- ☐ Take the PreACT and the PSAT to practice for the ACT and SAT. A Career Interest Inventory is included in the PreACT.
- ☐ Register for classes that fit your abilities and interests...but don't be afraid to challenge yourself.
- ☐ Visit colleges or universities during the summer or on a non-school day.
- ☐ Think about enriching summer opportunities...a part-time job, a camp, volunteer

11TH GRADE

- ☐ Make sure your grades are the best ever! Your GPA at the end of your junior year is the one for college applications.
- ☐ Consider your career interests and look at colleges that offer programs of study in those areas.
- ☐ Make a list of colleges you are considering. What are their requirements?
- ☐ Take the ACT....given in February or March by your high school. Do your best on this test. This can be used as your college entrance test. Your scores can be used to "place out" of classes or other entrance requirements in 2-year and 4-year colleges.
- ☐ Consider taking the SAT. The ACT and SAT are both college entrance exams and colleges will accept either. If you decide to take the SAT, schedule it at the end of the semester in which you take math so those math concepts will be fresh in your mind.
- ☐ Schedule college visits. Juniors are allowed two college visit and/or military days during the course of the school year that are waived and do not count towards exam exemption.
- ☐ Are you considering military? Let your counselors know you want to speak to recruiters when they visit your high school. The military can be a reliable source of money for college and you can even take college courses while on active duty. Take the ASVAB test if you are considering military.
- ☐ Check out the scholarship lists created by your school counselor to see what scholarships will be available for which you may want to apply next year.
- ☐ Register for your senior year classes selecting courses that show you are preparing for college; however, do not select multiple upper level courses for your final year of high school if you have never taken upper level courses before.
- ☐ Think about teachers you may ask to write you letters of recommendation for college and scholarship applications next year. Talk to them and ask if they would be willing to do so.
- ☐ Make the summer count.... Work. Go on a mission trip. Go to an enriching camp (your counselors keep a list of enriching summer opportunities), visit college campuses.

12TH GRADE

- ❑ Create a calendar of application due dates for the colleges to which you plan to apply (or use the calendar in your agenda provided by your school).
- ❑ Create a resume of your high school activities, awards, and accomplishments.
- ❑ Complete the FAFSA as early as October using your family's income information from two years prior.
- ❑ Complete the NC Residency Form before you apply to any NC colleges or universities to qualify for in-state tuition.
- ❑ Take advantage of "College Application Month" through CFNC (usually in November). Many colleges waive application fees during this month...but not all colleges so do your research.
- ❑ Schedule college tours. Seniors are allowed two college visit and/or military days during the course of the school year that are waived and do not count towards exam exemption. Check "Open House" dates at schools in which you are interested.
- ❑ Retake the September, October or November ACT or SAT if you are not pleased with your score from last year. Make sure to do some "test prep." Retaking with no additional practice will probably produce a similar score to what you have already earned.
- ❑ Make sure to send your ACT and SAT scores to the colleges to which you are applying. You are allowed to send your scores to 4 colleges as a part of your registration fee for the ACT/SAT.
- ❑ Check out scholarships for which you may wish to apply. Record due dates on your calendar. College and scholarship applications are not be accepted late.
- ❑ Don't let tuition costs scare you away. Private colleges often offer scholarships to offset higher costs. Apply to schools that have qualities you like and make your final decision in the spring when financial aid packages have been sent. Then you can look at the "real bottom dollar" cost.
- ❑ Many students who wish to pursue a four year degree start their education at a community college to obtain the general education courses which are usually required in the first two years of the degree. This is a very economical decision. Also, SAT and ACT are not required for entrance into community colleges and GPA requirements are not as competitive.
- ❑ **See your school counselor for help with any of the steps above!!**

EDUCATION PAYS

A HIGH SCHOOL DROPOUT IS INELIGIBLE FOR 90% OF JOBS IN AMERICA.

A HIGH SCHOOL GRADUATE'S LIFETIME INCOME IS 50%-100% HIGHER THAN A NON-GRADUATE'S.

HIGH SCHOOL GRADUATES HAVE BETTER HEALTH AND LONGER LIFE EXPECTANCY.

HIGH SCHOOL GRADUATES CONTRIBUTE TO AMERICA'S NATIONAL SECURITY BECAUSE STUDENTS THAT LEAVE HIGH SCHOOL WITHOUT A DIPLOMA ARE NOT QUALIFIED TO SERVE IN THE MILITARY

UNEMPLOYMENT RATES AND EARNINGS BY EDUCATIONAL ATTAINMENT, 2016

Source: Bureau of Labor Statistics

