

# Cumberland County Schools



## High School Course Selection Guide 2015-2016

Cumberland County Schools: [www.ccs.k12.nc.us](http://www.ccs.k12.nc.us)

College Tech Prep: [www.ccs.k12.nc.us/techprep](http://www.ccs.k12.nc.us/techprep)

(See your counselor or Career Development Coordinator for more information)

## Information

Letter from the Superintendent.....	4
How To Use This Guide .....	5
Schedule Change Statement.....	5
Important Policy Information.....	5-6

## Charts

High School Graduation Requirements .....	7
Cumberland County Schools Career Clusters .....	8-9
North Carolina Academic Scholars Program .....	10

## Choice Programs

.....	11-13
-------	-------

## Online Options

North Carolina Virtual Public School.....	13
---	----

## Articulation Agreement:

Cumberland County Partnership .....	14-15
-------------------------------------	-------

## FTCC High School Connections:

High School Connections at Fayetteville Technical Community College .....	16-28
---	-------

## Course Descriptions

English .....	29
English as a Second Language.....	31
World Language.....	31
Mathematics.....	35
Science .....	36
Social Studies .....	37
Arts Education.....	39
Agricultural Education .....	44
Business, Finance and Information Technology Education .....	45
Career Development Education .....	47
Family and Consumer Science Education .....	47
Health Science Education .....	49
Marketing and Entrepreneurship Education.....	50
Technology Engineering and Design Education .....	52
Trade and Industrial Education.....	53
Physical Education .....	55
Military Science (JROTC).....	56
Library Science.....	57
Miscellaneous .....	57
Exceptional Children .....	58
Occupational Course of Study .....	59

**Academy Specific Course Descriptions**

FFA Academy of Agriculture and Natural Sciences at Cape Fear High School .....60  
Academy of Arts Education at Seventy-First High School .....61  
Academy of Engineering Technology at Westover High School .....62  
Academy of Finance at Douglas Byrd High School .....63  
Cumberland County Schools Fire Academy at E.E. Smith High School .....64  
Academy of Green Technology at Douglas Byrd High School .....64  
Academy of Global Studies at Terry Sanford High School.....65  
Academy of Health Sciences and Technology at Westover High School.....65  
Academy of Information Technology at Pine Forest and Gray’s Creek High School.....65  
Integrated Systems Technology Academy of Engineering at Jack Britt High School .....66  
Academy of Math and Science at E.E. Smith High School .....66  
Academy of Natural Science at Cape Fear High School.....66  
Academy of Public Safety and Security at South View High School .....67  
International Baccalaureate Academy at South View High School .....67

High School Connections at Fayetteville Technical Community College.....69

**Registration**

Student Graduation Checklist.....77  
Registration Worksheet: Four-year Academic Plan .....78

**NON DISCRIMINATION STATEMENT**

It is the policy of the Cumberland County Public School System not to discriminate on the basis of race, ethnic origin, gender, or disability in its educational programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendments. Section 504 of the Rehabilitation Act of 1973, and Title II of the 1990 Americans with Disabilities Act (ADA). All courses are open to students regardless of race, gender, color, national origin, creed, disadvantaging or handicapping condition.





P.O. Box 2357

Fayetteville, North Carolina 28302

910-678-2300

DR. FRANK TILL  
SUPERINTENDENT

JAMES A. MCLAUCHLIN, CHAIR  
SUSAN B. WILLIAMS, VICE CHAIR  
ALICIA S. CHISOLM  
MACKY HALL

JUDY MUSGRAVE  
CARRIE SUTTON  
RUDY TATUM  
GREGORY WEST

Dear Students, Parents and Guardians:

The motto for Cumberland County Schools' educators this year is, "True North, Committed to Growth for Every Child." This implies that we will work to move all students to a higher level of academic performance, making them college and career ready.

The high school student of today has more educational options than ever before. Schools of choice, college classes, distance learning, and online virtual courses are available to ensure that graduates will be well trained and globally competitive.

In order to avoid confusion, and to guarantee that all graduation requirements are being met, careful academic planning is key. This 2015-2016 Course Selection Guide is a tool for selecting appropriate courses as you collaboratively design and update a Four-Year Plan with your counselor. Consider making an academic stretch by taking rigorous courses that will compliment future career goals. Remember that the choices you make now will determine your post-secondary educational and professional success.

The following sequence is recommended to assist you in the registration process:

- Read the material carefully
- Consider possible courses that will help you attain career goals
- Discuss potential choices with parents
- Consider taking an online class if you have not yet done so
- Schedule a registration appointment with your school counselor to review your Four-Year plan
- Ensure that graduation requirements are met before altering a proposed schedule

Careful planning and personal commitment are sure to make this year a meaningful and satisfying experience. Best wishes for success.

Sincere regards,

Dr. Frank Till  
Superintendent  
Cumberland County Schools

# How to Use this Guide

1. **Read all information in this Course Selection Guide carefully.**
2. **Study the Cumberland County High School Graduation Requirements Chart on page 7. Look at the courses required for graduation and consider the elective course options each year.**
3. **Choose courses that will prepare you for your intended career. Career planning materials are available in the counseling office, media center, JobLink Center, Cumberland County Public Library, and the FTCC Career Center.**
4. **Discuss your choices with your parents using the Registration Worksheet/Four-year Academic Plan.**
5. **Have your parents sign the completed Registration Worksheet/Four-year Academic Plan.**
6. **Review your completed Registration Worksheet/Four-year Academic Plan with your counselor.**

## Schedule Change Statement

The North Carolina Graduation and Future Ready Core Requirements, mandate that you must complete specific courses in order to graduate with a diploma. To avoid problems caused by schedule changes, you should complete and follow your Registration Worksheet/Four-year Academic Plan. Carefully analyze the consequences before requesting to drop or change a course.

## Important Policy Information

**Promotion:** In order to receive a passing grade for a course, you (the student) must be in attendance for ninety percent (90%) of the class time or its equivalent as determined by the principal.

Beginning with the 2003-2004 school year:

1. Students who attend a high school in which a maximum of eight (8) credits can be earned during the school year (4x4 Schedule).
  - For promotion from grade nine (9) to grade ten (10), each student must pass a minimum of six (6) units of course credits. One (1) of these units must be in English.
  - For promotion from grade ten (10) to grade eleven (11), each student must pass a minimum of thirteen (13) units of course credit in grades nine (9), ten (10). Two (2) of these must be English.
  - For promotion from grade eleven (11) to grade twelve (12), each student must pass a minimum of twenty (20) units of course credit in grades nine (9), ten (10), and eleven (11) and be in a position to graduate at the end of the regular school year. Three (3) of these must be in English.

Students transferring into a Cumberland County school who have been promoted under their previous school's standards will retain their pre-transfer grade level. Transfer students must then meet local promotion standards for subsequent grade level promotion. North Carolina state and local graduation requirements must be met in order for students to obtain a Cumberland County Schools' diploma.

## Attendance

The State Board of Education requires that students be enrolled in the public schools for at least 5.5 hours of instruction daily or 27.5 hours weekly. Students will be assigned to a full instructional day, unless they receive appropriate approvals.

## Course for Credit

A credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day:

- must consist of a minimum 150 clock hours of instruction in a traditional schedule or
- must consist of a minimum of 135 clock hours of instruction in a block schedule;
- must be directed by a teacher

One (1) unit of credit will be awarded for the course upon successful completion.

A course that consists of 300 clock hours of instruction in a traditional schedule or 270 clock hours of instruction in a block schedule will award two (2) units of credit upon successful completion. Credit will be awarded only at the completion of a two-credit hour course. Two-credit hour courses will not award a unit of credit after completion of only half of the course.

## Grading and Weighting of Grades

Effective with the 2015-2016 school year, high schools grades 9-12 shall use one grading scale. The conversion of grades to quality points is standardized. Implicit is a conversion of percentage grades to letter grades according to the following widely used scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; ≤ 59 = F. Grades and the corresponding number of quality points are shown below.

<u>90-100 = 4.0</u>	<u>80-89 = 3.0</u>	<u>70-79 = 2.0</u>	<u>60-69 = 1.0</u>	<u>≤ 59 and below = 0.0</u>	
<u>FF = 0.0</u>	<u>WP = 0.0</u>	<u>INC. = 0.0</u>	<u>AUD = 0.0</u>	<u>P = 0.0</u>	<u>WF = 0.0</u>

Grade point average calculations are based upon standardization of academic course levels, weighting of course grades, and grading scales. Effective with the freshman class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point. Effective with the freshman class of 2015-16, the weight for Advanced Placement/International Baccalaureate (AP/IB) courses shall be one (1) quality point.

## Honors Courses

The overall purpose of Honors courses is to provide a more rigorous curriculum in which instruction is expanded and special activities focus appropriately on both depth and breadth of content. Instructors place additional emphasis on the application of content within each course and across related disciplines. Honors courses require advanced reading lists, advanced writing assignments, and independent study/projects. Additional activities may include follow-up assignments on enrichment activities and a portfolio collection of work. You may enroll in an Honors course if you possess the appropriate prerequisite courses and choose to participate in this more rigorous course of study.

## Advanced Placement Courses

Advanced Placement courses expose high school students to college-level curriculum. Students may study challenging subjects of interest in a variety of areas: arts, English, world language, mathematics, science, and social studies. \*In order to enroll in AP coursework, students must possess appropriate prerequisite courses and choose to participate in this advance course of study. AP exams are administered in the spring of each school year. Colleges and universities may grant credit, placement, or both based on scores on the exams.

Cumberland County's Advanced Placement (AP) Testing Requirements Regulation may be accessed via the Cumberland County Schools website at <http://k12ag.ccs.k12.nc.us/ap-information/> AP courses require more rigorous and expansive reading, writing, and research than Honors or standard level courses.

## Teleconferencing

Teleconferencing was established in an effort to offer students the opportunity to take Advanced Placement courses and unique electives that may not be offered within the schools they attend. Two-way teleconferencing provides students with the opportunity to take coursework in a technology-rich environment while developing critical 21<sup>st</sup> century skills. To provide maximum learning opportunity and a greater degree of individualized instruction, the per-class student capacity is limited to 20. (Enrollment is based on a first come, first serve basis.)

Each student will utilize a laptop computer, provided by the school system, with high quality sound and picture capability. The television screen used by the instructor is divided into twenty sections, one for each student. When the instructor views the screen, he/she sees the entire class and is able to communicate directly with each individual student. Two-way student/teacher communication is enabled through use of a headset worn by the student. Lessons are archived ([ondemand.ccs.k12.nc.us](http://ondemand.ccs.k12.nc.us)) to give students access for review if they are absent from class or if they desire reinforcement. Course offerings are determined by the number of students which enroll in the course. Counselors will have a list of the projected course offerings for the upcoming school year. If you have questions, please contact the office of Secondary Education at 910-678-2420.



## Cumberland County High School Graduation Requirements

From the time you enter kindergarten, you are getting ready for high school graduation.

To make sure you are on track, remember that every high school student must meet state and local requirements. To see your Course and Credit Requirements, look in the colored blocks for the section that matches when you entered ninth grade for the first time.

Your school counselor is available to answer questions you may have about what you need to reach your goal of high school graduation.

CONTENT AREA	For Ninth Graders Entering in 2012-2013 and Later	For some Ninth Graders with Cognitive Disabilities 2000 - >
	FUTURE-READY CORE	■ OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)
<b>English</b>	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> OCS English I, II, III, IV
<b>Mathematics</b>	<b>4 Credits</b> Math I*, Math II, Math III and a 4 <sup>th</sup> math course to be aligned with the student's post high school plans.** <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education Policy. Please see your counselor for more details.</i>	<b>3 Credits</b> OCS Introductory Mathematics I, OCS Mathematics II, OCS Financial Management
<b>Science</b>	<b>3 Credits</b> A physical science course, Biology, Environmental Science	<b>2 Credits</b> OCS Applied Science, OCS Biology
<b>Social Studies</b>	<b>4 Credits</b> Civics and Economics, World History and either American History I: The Founding Principles and American History II <u>OR</u> AP US History and additional social studies course***	<b>2 Credits</b> Social Studies I Social Studies II
<b>World Language</b>	<b>Not required for high school graduation.</b> A two-credit minimum is required for admission to a university in the UNC system. ****	<b>Not required</b>
<b>Health/Physical Education</b>	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education
<b>Electives or other requirements</b>	<b>6 Credits Required</b> <b>2 Elective credits in any combination of:</b> Career and Technical Education (CTE), Arts Education, or World Languages <b>4 Elective credits from one of the following is strongly recommended:</b> <ul style="list-style-type: none"> <li>• <u>CTE</u> – 4 credits within a NC Career Cluster with at least 1 credit at the second or completer level</li> <li>• <u>Arts Education</u> – 4 credits (any combination) from any of the four Arts Ed. disciplines with at least 1 credit at the second level</li> <li>• <u>JROTC</u> – 4 credits</li> <li>• <u>World Language</u> – 4 credits within the same world language</li> <li>• <u>Advanced Placement and International Baccalaureate</u> – 4 credits of AP/IB courses</li> <li>• <u>Cross Disciplinary</u> – 4 credits from any combination of courses that relate to students' career or other interests, with at least 1 credit at the second or honors level</li> <li>• <u>Career and College Promise</u> – 4 high school credits in any of the 3 Career and College Promise Pathways</li> </ul> <b>6 Additional Electives from any content area</b>	<b>12 Credits Required</b> <ul style="list-style-type: none"> <li>• 6 Occupational Prep credits</li> <li>• 4 CTE credits</li> <li>• 2 additional elective credits</li> </ul>
<b>****All students beginning with in the graduating class of 2014-2015 must complete CPR instruction in order to receive a diploma</b>		
<b>Total</b>	<b>28 Credits</b>	<b>24 Credits</b> <i>Plus any local requirements</i>

\* Beginning in the 2007-2008 school year, the Math I requirement may be fulfilled by successfully completing Math I in the 8<sup>th</sup> grade. This course will count toward graduation requirements, but the students' GPA will be computed with only courses taken during the high school years.

\*\* Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math III as a prerequisite.

\*\*\* A student who takes AP US History instead of taking American History I: The Founding Principles and American History II must also take an additional social studies course in order to meet the four credits requirement.

\*\*\*\* Students seeking to complete minimum application requirements for UNC universities must complete two credits in the same world language.

\*\*\*\*\* CPR requirement is a result of legislation HB 837

■ Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment. Footnote for OCS: Beginning in the second semester of the 2013-2014 school year, OCS graduate standards will total 24 credits.

**Note:** Graduation requirements for transfer students will be four (4) less than the maximum number of credits the student could have earned over four (4) regular high school years.

**CUMBERLAND COUNTY SCHOOLS CAREER CLUSTERS**  
 (For students entering 9<sup>th</sup> grade in 2012-2013 and beyond)

<b>Agriculture, Food &amp; Natural Resources</b>	<b>Architecture &amp; Construction</b>	<b>Arts, Audio/Video Technology &amp; Communications</b>	<b>Business Management &amp; Administration</b>	<b>Finance</b>	<b>Health Science</b>	<b>Hospitality &amp; Tourism</b>
<p><b><u>Foundational Courses</u></b></p> <p>Agriscience Applications                      Animal Science I                      Animal Science II* - Small Animal                      Horticulture I                      Horticulture II*                      Horticulture II* - Landscaping                      Foods I                      Foods II* - Enterprise                      Personal Finance                      CTE Advanced Studies</p> <p>FTCC Horticulture</p> <p><b><u>FFA Academy of Agriculture &amp; Natural Sciences at CFHS</u></b></p> <p>Agricultural Mechanics I                      Agricultural Mechanics II*                      Biotechnology &amp; Agriscience Research I                      Biotechnology &amp; Agriscience Research II*                      Environmental and Natural Resources I                      Environmental and Natural Resources II*                      SCC Animal Science</p>	<p><b><u>Foundational Courses</u></b></p> <p>Carpentry I                      Carpentry II*                      Carpentry III                      Core &amp; Sustainable Construction                      Drafting I                      Drafting II* - Architectural                      Interior Design I                      Interior Design II*                      Personal Finance                      Principles of Business &amp; Finance                      CTE Advanced Studies</p> <p>FTCC Basic A/C Heating &amp; Refrigeration                      FTCC Basic Plumbing                      FTCC Building Construction Tech                      FTCC Green Sustainable Architecture                      FTCC Intro to Photo-Voltaic Systems</p>	<p><b><u>Foundational Courses</u></b></p> <p>Apparel &amp; Textile Production I                      Apparel &amp; Textile Production II*                      Entrepreneurship I                      Fashion Merchandising                      Marketing                      Microsoft Word &amp; Ppt.                      Multimedia and Webpage Design                      Programming &amp; Broadcasting I                      Programming &amp; Broadcasting II*                      Scientific &amp; Technical Visualization I                      CTE Advanced Studies</p> <p>FTCC Graphic Design</p>	<p><b><u>Foundational Courses</u></b></p> <p>Accounting I                      Business Law*                      Business Management*                      Microsoft Word &amp; Ppt.                      Entrepreneurship I*                      Principles of Business &amp; Finance                      CTE Advanced Studies</p> <p>FTCC Business Administration                      FTCC Office Administration</p>	<p><b><u>Foundational Courses</u></b></p> <p>Accounting I                      Accounting II*                      Business Financial Planning*                      Business Law                      Entrepreneurship I                      Microsoft Excel &amp; Access                      Personal Finance                      Principles of Business &amp; Finance                      CTE Advanced Studies</p> <p>FTCC Accounting</p> <p><b><u>Academy of Finance at DBHS</u></b></p> <p>AOF Business Economics                      AOF Financial Services                      AOF Business in a Global Economy*                      AOF Applied Finance*                      Entrepreneurship II*</p>	<p><b><u>Foundational Courses</u></b></p> <p>Health Team Relations                      Biomedical Technology                      Health Science I                      Health Science II*                      Nursing Fundamentals                      CTE Advanced Studies</p> <p>FTCC Certified Nurse Assistant I &amp; II                      FTCC Emergency Medical Science                      FTCC Medical Coding &amp; Billing</p> <p><b><u>Academy of Health Sciences &amp; Technology at WOHS</u></b></p> <p>PLTW Principles of Biomedical Sciences                      PLTW Human Body Systems*                      PLTW Medical Interventions                      PLTW Biomedical Innovation</p>	<p><b><u>Foundational Courses</u></b></p> <p>Culinary Arts &amp; Hospitality I                      Culinary Arts &amp; Hospitality II*                      Foods I                      Foods II*-Enterprise                      Hospitality &amp; Tourism*                      Introduction to Culinary Arts &amp; Hospitality                      Marketing                      Entrepreneurship I                      Sports &amp; Entertainment                      Marketing I                      Sports &amp; Entertainment                      Marketing II*                      CTE Advanced Studies</p> <p>FTCC Demi-Chef</p>
<p><b><u>Enhancement Courses</u></b></p> <p>Career Management                      Entrepreneurship I                      Introduction to Culinary Arts &amp; Hospitality                      Marketing                      Microsoft Excel &amp; Access                      Microsoft Word &amp; Ppt.                      Principles of Business &amp; Finance                      CTE Apprenticeship                      CTE Internship</p>	<p><b><u>Enhancement Courses</u></b></p> <p>Apparel &amp; Textile Production I                      Agricultural Mechanics I                      Career Management                      Entrepreneurship I                      Fashion Merchandising                      Marketing                      Microsoft Word &amp; Ppt.                      Microsoft Excel &amp; Access                      Multimedia and Webpage Design                      CTE Apprenticeship                      CTE Internship</p>	<p><b><u>Enhancement Courses</u></b></p> <p>Career Management                      Interior Design I                      Microsoft Excel &amp; Access                      Personal Finance                      Principles of Business &amp; Finance                      CTE Apprenticeship                      CTE Internship</p>	<p><b><u>Enhancement Courses</u></b></p> <p>Career Management                      Marketing                      Microsoft Excel &amp; Access                      Multimedia and Webpage Design                      Personal Finance                      Strategic Marketing                      CTE Apprenticeship                      CTE Internship</p>	<p><b><u>Enhancement Courses</u></b></p> <p>Career Management                      Marketing                      Microsoft Word &amp; Ppt.                      Strategic Marketing                      CTE Apprenticeship                      CTE Internship</p>	<p><b><u>Enhancement Courses</u></b></p> <p>Biotechnology &amp; Agriscience Research I                      Career Management                      Entrepreneurship I                      Foods I                      Marketing                      Microsoft Word &amp; Ppt.                      Microsoft Excel &amp; Access                      Parenting &amp; Child Dev.                      Personal Finance                      Principles of Business &amp; Finance                      CTE Apprenticeship                      CTE Internship</p>	<p><b><u>Enhancement Courses</u></b></p> <p>Career Management                      Microsoft Word &amp; Ppt.                      Microsoft Excel &amp; Access                      Multimedia and Webpage Design                      Personal Finance                      Principles of Business &amp; Finance                      CTE Apprenticeship                      CTE Internship</p>



# CUMBERLAND COUNTY SCHOOLS CAREER CLUSTERS

Human Services	Information Technology	Law, Public Safety, Corrections & Security	Manufacturing	Science, Technology, Engineering and Mathematics	Transportation, Distribution and Logistics
<p><b><u>Foundational Courses</u></b></p> <p>Early Childhood Education I Early Childhood Education II* Parenting &amp; Child Development Personal Finance Principles of Business &amp; Finance CTE Advanced Studies</p> <p>FTCC Infant/Toddler Care FTCC Manicuring/Nail Technology</p>	<p><b><u>Foundational Courses</u></b></p> <p>AP Computer Science Microsoft Excel &amp; Access Multimedia &amp; Webpage Design* Principles of Business &amp; Finance CTE Advanced Studies</p> <p>FTCC Computer Prog. – Visual Basic FTCC Hardware/Software Support FTCC Simulation &amp; Game Development FTCC Social Media</p> <p><b><u>Academy of Information Technology at GCHS &amp; PFHS</u></b></p> <p>Foundations of Information Technology FTCC Hardware/Software Support</p>	<p><b><u>Foundational Courses</u></b></p> <p>Criminal Justice I Criminal Justice II* Public Safety I CTE Advanced Studies</p> <p>FTCC Criminal Justice – Latent Evidence FTCC Fire Protection Technology FTCC Intro to Criminal Justice</p> <p><b><u>CCS Fire Academy</u></b></p> <p>Firefighter Technology I Firefighter Technology II* Firefighter Technology III</p> <p><b><u>Academy of Public Safety &amp; Security at SVHS</u></b></p> <p>FTCC Criminal Justice – Latent Evidence FTCC Intro to Criminal Justice FTCC Emergency Mgmt</p>	<p><b><u>Foundational Courses</u></b></p> <p>Apparel &amp; Textile Prod. I Apparel &amp; Textile Prod. II* Cabinetmaking I Cabinetmaking II* Cabinetmaking III Fashion Merchandising Marketing Principles of Business &amp; Finance CTE Advanced Studies</p> <p>FTCC Basic Computer-Integrated Machining FTCC Basic Welding</p> <p><b><u>Enhancement Courses</u></b></p> <p>Career Management Entrepreneurship I Microsoft Word PowerPoint, Publisher Microsoft Excel &amp; Access Multimedia &amp; Webpage Design Personal Finance CTE Apprenticeship CTE Internship</p>	<p><b><u>Foundational Courses</u></b></p> <p>Drafting I Principles of Tech I Scientific &amp; Technical Visualization I Scientific &amp; Technical Visualization II* Technology Engineering &amp; Design CTE Advanced Studies</p> <p><b><u>Academy of Engineering Tech (PLTW) at WOHS</u></b></p> <p>PLTW Introduction to Engineering Design PLTW Principles of Engineering PLTW Digital Electronics* PLTW Computer Integrated Manufacturing* PLTW Civil Engineering and Architecture* PLTW Engineering Design and Development</p> <p><b><u>Academy of Green Technology at DBHS</u></b></p> <p>Working Toward Sustainability Generating Clean Electrons FTCC Electrical Systems Technology</p> <p><b><u>Academy of Integrated Systems Tech at JBHS</u></b></p> <p>Intro to Integrated Systems Technology Integrated Systems Tech I Integrated Systems Tech II* Integrated Systems Tech III</p> <p>Drafting II* - Engineering Principles of Tech II*</p> <p>Sustainable Conservation Green Energy Technology*</p>	<p><b><u>Foundational Courses</u></b></p> <p>Intro to Automotive Service Automotive Service I Automotive Service II* Automotive Service III Automotive Brakes Automotive Electrical Automotive Electrical Advanced* Collision Repair Technology I Collision Repair Technology II* Marketing Marketing Management* Entrepreneurship I Strategic Marketing CTE Advanced Studies</p> <p>FTCC Automotive Suspension, Brakes &amp; Heating A/C FTCC Basic Collision Repair &amp; Refinishing</p>
<p><b><u>Enhancement Courses</u></b></p> <p>Career Management Entrepreneurship I Foods I Microsoft Word &amp; Ppt. Microsoft Excel &amp; Access CTE Apprenticeship CTE Internship</p>	<p><b><u>Enhancement Courses</u></b></p> <p>Career Management Entrepreneurship I Microsoft Word &amp; Ppt. Personal Finance CTE Apprenticeship CTE Internship</p>	<p><b><u>Enhancement Courses</u></b></p> <p>Career Management Microsoft Word &amp; Ppt. Microsoft Excel &amp; Access Personal Finance Principles of Business &amp; Finance CTE Apprenticeship CTE Internship</p>	<p style="text-align: center;"><b>Marketing</b></p> <p><b><u>Foundational Courses</u></b></p> <p>Fashion Merchandising Entrepreneurship I* Marketing Marketing Management* Principles of Bus &amp; Fin Strategic Marketing CTE Advanced Studies</p> <p><b><u>Enhancement Courses</u></b></p> <p>Apparel &amp; Textile Prod. I Business Law Career Management Microsoft Word &amp; Ppt. Microsoft Excel &amp; Access MM &amp; Webpage Design Personal Finance CTE Apprenticeship CTE Internship</p>	<p><b><u>Enhancement Courses</u></b></p> <p>Biotechnology &amp; Agriscience Research I Career Management Entrepreneurship I Horticulture I Microsoft Word &amp; PowerPoint Microsoft Excel &amp; Access Multimedia &amp; Webpage Design Personal Finance Principles of Business &amp; Finance CTE Apprenticeship CTE Internship</p>	<p><b><u>Enhancement Courses</u></b></p> <p>Agricultural Mechanics I Career Management CTE Advanced Studies Microsoft Word &amp; Ppt. Microsoft Excel &amp; Access Personal Finance Principles of Business &amp; Finance CTE Apprenticeship CTE Internship</p>

\*\* Students are strongly recommended to take at least four technical credits from a cluster. At least three of the technical credits must come from the Foundational Courses with at least one of the Foundational Courses at the completer level (\*). The fourth technical credit may be either a Foundational or an Enhancement Course

# NORTH CAROLINA ACADEMIC SCHOLARS & DIPLOMA ENDORSEMENTS

**Students must:**

- *Begin planning for the endorsements before entering ninth grade to ensure they obtain the most flexibility in their course selection.*
- *Complete all the requirements by the time of graduation.*
- *Students may earn a Career Endorsement, a College Endorsement, and/or a North Carolina Academic Scholars Endorsement.*

North Carolina Academic Scholars	College/UNC Endorsement	College Endorsement	Career Endorsement
<b>Students must:</b>	<b>Students must:</b>	<b>Students must:</b>	<b>Students must:</b>
Have an overall 4-year <b>un-weighted</b> grade point average of 3.5*	Have an overall 4-year <b>weighted</b> grade point average of 2.5*	Have an overall 4-year <b>un-weighted</b> grade point average of 2.6*	Have an overall 4-year <b>un-weighted</b> grade point average of 2.6*
Complete all course requirements under the Future-Ready Core Course of Study	Complete all course requirements under the Future-Ready Core Course of Study	Complete all course requirements under the Future-Ready Core Course of Study	Complete all course requirements under the Future-Ready Core Course of Study
Complete the Future-Ready Core mathematics sequence of Math I, Math II, Math III, and a higher level mathematics course with Math III as a prerequisite	Complete the Future-Ready Core mathematics sequence of Math I, Math II, Math III, and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements	Complete the Future-Ready Core mathematics sequence of Math I, Math II, Math III, and a fourth mathematics course that either meets University of North Carolina system Minimum Admission Requirements or North Carolina Community College System Multiple Measures for Placement	Complete the Future-Ready Core mathematics sequence of Math I, Math II, Math III, and a fourth mathematics course aligned with the student's post-secondary plans
<b>Two</b> (2) elective credits in a world language (other than English)	<b>Two</b> (2) elective credits in a world language (other than English)	No world language required	No world language required
<b>Four</b> (4) elective credits constituting a concentration strongly recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, World Languages, any other subject area.	No concentration required	No concentration required	<b>Four</b> (4) elective credits constituting a Career and Technical Education (CTE) concentration in one of the approved CTE Cluster areas
<p><b>Three</b> (3) elective higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as:</p> <ul style="list-style-type: none"> <li>- AP</li> <li>- IB</li> <li>- Dual or college equivalent course</li> <li>- Advanced CTE/CTE credentialing course</li> <li>- On-line courses</li> <li>- Other honors or above designated courses</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Two</b> (2) elective higher level courses taken during junior and/or senior years which carry 5 or 6 quality points <b>AND</b> completion of The North Carolina Graduation Project</p>	<p><b>Three</b> (3) credits of science including at least one physical science, one biological science, and one laboratory science, which must include either physics or chemistry</p>	No additional requirements	Earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments <b>OR</b> another appropriate industry credential/certification

\* Grade Point Average (GPA) will be calculated after final grades are posted for the 1<sup>st</sup> semester of the senior year.

# CUMBERLAND COUNTY SCHOOL OF CHOICE PROGRAM

The following School of Choice programs are available for high school students. Academy specific course descriptions begin on page 60.

- Students can attend programs outside their assigned school.
- Admission is by application only.
- Transportation is generally the responsibility of the parent or guardian
- Students may participate in athletics at their home schools if attending a classical high school.

## SCHOOLS OF CHOICE PROGRAMS

### Cross Creek Early College High School

*Cross Creek Early College High School* is located on the campus of Fayetteville State University. Candidates for this high school are first-year freshmen or sophomores based on vacancies, and generally First Generation College bound students. The mission of the school is to provide an academic environment that fosters growth and success by developing relationships, responsibility, and respect through relevant and rigorous coursework. Community Service hours are an integral part of the early college experience.

The curriculum focus is English, math, science, social studies honors level, and AVID (Advancement Via Individual Determination) to prepare students for college level course work. Students who complete the four-year high school experience at Cross Creek will participate in experiential learning projects, university experience, and potentially earn up to 60 hours of college credit tuition free.

### Cumberland International Early College High School

The goal of *Cumberland International Early College High School* is to graduate globally competent students who are prepared to communicate, collaborate, and compete locally, nationally, and internationally. This school is located on Fayetteville State University. Candidates for this high school are first-year freshmen or sophomores. The mission of the school is to provide a smaller academic global learning environment that fosters growth and success by developing relationships, responsibility, and respect through relevant and rigorous math, English, social studies and science courses through project based learning with an added required support class called AVID (Advancement Via Individual Determination). Students are also required to take a world language (Mandarin Chinese, Spanish, or Arabic). Students who complete this four-year high school experience at Cumberland International will participate in Global Learning Service Projects, community service, communication with learners world-wide, and have the opportunity to earn up to 60 credit hours of college tuition free.

### Douglas Byrd High School - Academy of Finance

*The Academy of Finance at Douglas Byrd High School* offers students the unique opportunity to gain specialized preparation in the field of finance while they complete their core curriculum. Affiliated with and administered by the National Academy Foundation, based in New York City, this program is designed to facilitate the transition from high school to more advanced training and eventually a career in the financial services industry.

Academy students, during their junior and senior years, complete in depth, specialized courses in finance both in high school and at local colleges, a paid internship, and a variety of enrichment activities. Students who complete all program requirements will receive a Certificate of Financial Studies in addition to their high school diploma.

### Douglas Byrd High School - Academy of Green Technology

*The Academy of Green Technology at Douglas Byrd High School* offers students the opportunity to build an educational foundation for a future career in alternative energy and sustainability. It provides opportunities for students to learn science, math, technology, and communication skills in real-life contexts with hands-on green technology and sustainability curriculum. Students take specialized high school and community college courses and work with local business partners to develop problem-solving skills, and will have the opportunity to earn certification as Solar PV Installers and Residential Energy Auditors.

### E. E. Smith High School - Cumberland County Schools Fire Academy

*The Cumberland County Schools Fire Academy at E. E. Smith High School* is in partnership with the City of Fayetteville Fire Department, Fayetteville Technical Community College, and Fayetteville State University to prepare students for a rewarding career as a professional fire fighter. Upon completion of the Academy courses, students may receive North Carolina Fire Fighter I and II certification.

### **E. E. Smith High School - Academy of Math and Science**

*The Academy of Math and Science at E. E. Smith High School* is designed to provide a technology-enhanced environment that challenges and motivates students to become leaders in the fields of math and science. Academy students will develop proficiency in math/science process skills using technology to promote practical understanding of those skills. They will manipulate scientific equipment while participating in advanced laboratory research. Moreover, students in this program will participate in specialized science courses that integrate math courses to develop a deeper understanding of scientific principals and concepts.

### **Howard Health and Life Sciences High School**

*Howard Health & Life Sciences High School* is on small serene campus located in the Massey Hill area. This school is designed to attract students who are dedicated to pursuing health care professions or careers in medical and life science areas. However all students motivated to earn college credits while in high school are welcome. The curriculum incorporates rigorous coursework into all subjects. Flexible course scheduling allows for diverse learning opportunities while enhancing informational technology skills. Our school utilizes multiple intelligences, and supports Project-Based Learning activities as means to enrich classroom instruction. During the four-year high school experience, all students will have the opportunity to earn up to a year and a half of college credits at post-secondary colleges or universities. Students are required to complete 20 hours of community services per semester for a total of 40 for the year. Our community service program aims to develop tolerant, selfless individuals who understand others, appreciate their needs, and find community service work personally satisfying.

### **Massey Hill Classical High School**

*Massey Hill Classical High School* provides a traditional education in a caring environment that emphasizes academics, the arts, and the development of character, school pride, and civic responsibility. Students are enrolled in a rigorous course of study and must take course in English, foreign language, mathematics, science, and social studies every year. Participation in and appreciation for the arts are encourage through a variety of course offerings and enrichment activities. Students are required to participate in Socratic Seminars and to perform community service throughout the school year. Uniforms are mandatory.

### **Pine Forest High School - Academy of Information Technology**

*The Academy of Information Technology at Pine Forest High School* presents a challenging academic and technical curriculum through a combination of high school and community college classes that prepare students for employment and/or post-secondary education in the field of information technology. This small learning community provides a program of study in computer engineering, software installation, computer hardware maintenance, networking, computer security, web design, computer programming, and simulation and gaming design to introduce students to the broad career opportunities in the information technology industry and build a foundation of skills necessary for this evolving career.

### **Reid Ross Year-Round Classical High School**

*Reid Ross Year-Round Classical High School* will provide a traditional education in a structured environment that emphasizes academics, the arts, and the development of character, school pride, and civic responsibility. Students are enrolled in a rigorous course of study and must take courses in English, foreign language, mathematics, science, and social studies every year. Participation in and appreciation for the arts are encouraged through a variety of course offerings and enrichment activities. Students are required to participate in weekly Socratic Seminars and intramurals and to perform community service throughout the school year. In addition, the year-round feature will encourage a continuity of learning with inter-sessions that feature both enrichment and acceleration of learning. Uniforms are mandatory.

### **Seventy-First High School - Academy of Arts Education**

As an integral part of a strong academic program, the *Academy of Arts Education at Seventy-First High School* challenges both the intellectual and aesthetic capabilities of students. Students engage in a rigorous course of arts study that broadens creative interest, develops artistic skills and abilities, and promotes physical, intellectual, emotional and social growth. The Academy of Arts Education provides a framework for students to explore and to develop their artistic abilities, to participate in integrated learning experiences, and to develop skills in critical and creative thinking, problem recognition/problem solving, and teamwork. In addition to developing their own artistic abilities, students focus on enhancing their knowledge, understanding, and appreciation of the arts through the study of a variety of world cultures, historical periods, and contemporary styles and trends.

Students enrolled in the Academy of Arts Education must complete at least one arts class per year over a four year period in one of the following arts disciplines: Band, Chorus, Dance, Orchestra, Theatre, or Visual Arts.

### **South View High School - Academy of Public Safety and Security**

*The Academy of Public Safety and Security* offers students the opportunity to get in-depth instruction in law enforcement, private security, and crime scene investigation. Students are enrolled in a combination of high school and community college courses and upon graduation, are eligible for certificate in Latent Evidence Technology and have up to 24 hours of college credit through Fayetteville Technical Community College.

### **South View High School - International Baccalaureate Academy**

*The International Baccalaureate (IB) Academy* is an internationally accredited college preparatory program with a rigorous four-year curriculum. Students take a prerequisite honors course their freshman and sophomore years. Juniors and seniors receive advanced level instruction and well-rounded curriculum which includes: English, world language, social studies, sciences, math, and the arts. This prepares them for nationally recognized examinations that may earn college credit. Successful completion of the IB curriculum would earn the prestigious IB Diploma awarded from Geneva, Switzerland.

The goals of the IB Academy include the education of the whole person. Required community involvement encourages relevant application of student education. There is an emphasis on research, writing, and analytical thinking skills in the classroom across the curriculum. Committed students will find in IB a trusting atmosphere that fosters intellectual risk taking and growth. In the forty-one years since its founding, IB has become a symbol of academic integrity.

All IB Diploma candidates are required to take the appropriate IB exams.

### **Terry Sanford High School - Academy of Global Studies**

*The Academy of Global Studies at Terry Sanford High School* offers students a rigorous college preparatory curriculum. The program will emphasize the liberal arts, encouraging advanced work in English, history, language, science, mathematics, and the arts. In addition, emphasis will be placed on the development of leadership skills, and community and cultural awareness. The program is designed for all motivated students who maintain set academic, behavioral, and attendance standards.

By using university and community resources, global awareness will be emphasized through participation in annual symposiums that address issues of international importance. During the spring semester, students also attend a Passport session, which highlights a particular country or area of the world.

### **Westover High School - Academy of Engineering Technologies**

*The Academy of Engineering Technologies at Westover High School* offers a comprehensive and intensive pre-professional and pre-technical secondary program through Project Lead the Way (PLTW). PLTW is a non-profit organization partnering with public schools, organization in the private sector, and higher education institutions to increase the quantity of engineers graduating from our educational system. PLTW has developed a four-year sequence of courses, which when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. The courses are Introduction to Engineering Design, Digital Electronics, Principles of Engineering, Computer Integrated Manufacturing, Engineering Design and Development, and Civil Engineering and Architecture. At the end of the course, students may choose to take an exam and pay a tuition fee to earn college credit from the Rochester Institute of Technology.

### **Westover High School - Academy of Health Sciences and Technology**

*The Academy of Health Sciences and Technology at Westover High School* offers a curriculum that combines both academic rigor and technical competencies essential to the pursuit of a successful health career through Project Lead the Way (PLTW). PLTW is a non-profit organization partnering with public schools, organizations in the private sector, and higher education institutions to increase the quantity and quality of healthcare professionals graduating from our educational system. The PLTW Biomedical Sciences curriculum engages high school students in problems related to the human body, cell biology, genetics, disease, and other biomedical topics in a sequence of four courses. The courses are Principles of the Biomedical Sciences, Human Body Systems, Medical Interventions, and Biomedical Innovation.

During the senior year, students will have the opportunity to participate in an internship at Womack Army Medical Center or a mentorship with an approved healthcare provider. A variety of enrichment activities are offered through Southern Regional Area Health Education Center and Health Occupations Students of America. Students are offered certification in CPR/First Aid, Vision Screening, and Certified Nurse Aide.

## **ONLINE OPTIONS**

### **North Carolina Virtual Public School**

The North Carolina Virtual Public School (NCVPS), established by the North Carolina State Board of Education, is an online school community serving middle and high school students throughout the state of North Carolina. NCVPS is not degree granting, but instead transfers credit to the local school of record for placement on the student transcript upon successful course completion. Students must go to their local high school of record for any state mandated end-of-course testing.

## Articulation Agreement: Cumberland County Partnership Cumberland County Schools to Fayetteville Technical Community College

Criteria:	1. Grade of B or higher in the course 2. A scaled score of 88 or higher on the standardized CTE post-assessment 3. Enroll at FTCC within two years of high school graduation				
Program Name	High School			Community College	
	New Number	Old Number	Course Name	Course Number	Course Name
<b>Agricultural Education</b>	AP42	6841	Horticulture I	HOR 150	Introduction to Horticulture
	AP44	6882	Horticulture II-Landscaping	HOR 114	Landscaping Construction
<b>Business, Finance and Information Technology Education</b>	BA10	6312	Accounting I	ACC 111	Financial Accounting
	BM20	6419	Microsoft Excel & Access	CTS 130	Spreadsheet
	BM10	6417	MS Word, PowerPoint, Publisher	CIS 111 or OST 136	Basic PC Literacy OR Word Processing
	BD10	6414	Multimedia & Webpage Design	WEB 110 or WEB 120	Internet/Web Fundamentals OR Intro to Internet Multimedia
	BF05	8726	Personal Finance	BUS 125	Personal Finance
	CN16	6357	AOF Business in a Global Econ	INT 110	International Business
	CN18	6361	AOF Financial Services	BAF 110	Principles of Banking
<b>Family and Consumer Science Education</b>	FE11 and FE12	7111 and 7112	Early Childhood Ed I AND Early Childhood Ed II (With 93 Scaled Score in Both)	EDU 119	Introduction to Early Childhood Education
	FN41	7046	Foods II - Enterprise AND ServSafe Certification	CUL 110 and CUL 110A	Sanitation & Safety and Lab
	FN41 and FN42	7045 and 7046	Foods I AND Food II - Enterprise	CUL 112	Nutrition for Food Service
<b>Health Science Education</b>	HU40	7240	Health Science I	OST 141 and OST 142	Medical Terms I-Med Office AND Medical Terms II-Med Office
	HN43	7243	Nursing Fundamentals	NAS 101	Nursing Assistant I
<b>Marketing and Entrepreneurship Education</b>	MM51	6621	Marketing	MKT 120	Principles of Marketing
	MM51 and MM52	6621 and 6622	Marketing AND Marketing Management	MKT 123	Fundamentals of Selling

Program Name	High School			Community College	
	New Number	Old Number	Course Name	Course Number	Course Name
Marketing and Entrepreneurship Education	MH31 and MH32	6670 and 6671	Sports & Entertain. Mktg. I AND Sports & Entertain. Mktg. II	MKT 229	Special Events Production
	MU92	6626	Strategic Marketing	MKT 120	Principles of Marketing
	ME11	8716	Entrepreneurship I	ETR 230	Entrepreneur Marketing
Trade and Industrial Education	IC00 and IC21	7700 and 7721	Core & Sustainable Constr. AND Carpentry I	CAR 110	Introduction to Carpentry
	IC00 and IC21 and IC22	7700 and 7721 and 7722	Core & Sustainable Constr. AND Carpentry I AND Carpentry II	CAR 111	Carpentry I
	IC00 and IC21 and IC22 and IC23	7700 and 7721 and 7722 and 7723	Core & Sustainable Constr. AND Carpentry I AND Carpentry II AND Carpentry III	CAR 112	Carpentry II
	IL45	7521	Collision Repair Technology II	AUB 121	Non-Structural Damage I
	IT12	7512	Automotive Brakes	AUT 151	Brake Systems
	IT14 and IT15	7514 AND 7515	Automotive Electrical AND Automotive Adv. Electrical	TRN 120	Basic Transp Electricity
	IC61	7921	Drafting I	ARC 111	Introduction to Architectural Technology
	IC61 and IC62	7921 and 7962	Drafting I AND Drafting II - Architectural	ARC 114 & 114A or DFT 151	Architectural CAD & Lab OR CAD I
	IC61 and IV22	7921 and 7972	Drafting I AND Drafting II - Engineering	ARC 114 & 114A or DFT 151	Architectural CAD & Lab OR CAD I
IV23	7973	Drafting III - Engineering	ARC 221	Architectural 3-D CAD	
Technology Engineering & Design Education	TP11 and TP12	8020 and 8021	PLTW Intro to Engr. Design AND PLTW Principles of Engr.	EGR 115	Introduction to Technology
	TE21 and TE22	8011 and 8012	Principles of Technology I AND Principles of Technology II	PHY 121 and PHY 122	Applied Physical Science I AND Applied Physical Science II

Students planning to attend a North Carolina community college other than Fayetteville Technical Community College must meet the articulation criteria under the North Carolina State-wide Articulation Agreement.



# 2015-2016



# HIGH SCHOOL CONNECTIONS

North Carolina's Career and College Promise program provides seamless dual enrollment educational opportunities for eligible high school students to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. There are two ways an eligible high school student can enroll:

1. A College Transfer Pathway.
2. A Career and Technical Education Pathway.

## **College Transfer Pathways**

The College Transfer Pathways are designed for high school juniors and seniors who wish to begin the earning credit towards a baccalaureate degree. The College Transfer Pathways provide several hours of tuition free college credits as part of the Universal General Education Transfer Component (UGETC) courses, which are guaranteed to transfer for general education equivalency credit to each of the 16 UNC institutions.

1. To be eligible for enrollment, a high school student must meet the following
  - a. Be a high school junior or senior;
  - b. Have a weighted GPA of 3.0 on high school courses; and
  - c. Demonstrate college readiness on an assessment or placement test (see placement test score chart: Table A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a College Transfer Pathway.
2. To maintain eligibility for continued enrollment, a student must
  - a. Continue to make progress toward high school graduation, and
  - b. Maintain a 2.0 GPA in college coursework after completing two courses. NOTE: Students who fall below a 2.0 GPA in their college coursework will become ineligible for future courses with High School Connections.
3. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another.
4. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student may enroll in both a College Transfer Pathway and a Career and Technical Education Pathway.

## **Career and Technical Education Pathways**

Career and Technical Education Pathways are programs of study to provide expanded opportunities for eligible high school students to participate in career and technical education tuition free courses and to expose students to a variety of high-skill career options.

1. The Career and College Promise Career Technical Education Pathway leads to a certificate or diploma aligned with a high school Career Cluster.

2. To be eligible for enrollment, a high school student must meet the following
  - a. Be a high school junior or senior;
  - b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and
  - c. Meet the prerequisites for the career pathway (see Table B).
3. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
4. To maintain eligibility for continued enrollment, a student must
  - a. Continue to make progress toward high school graduation, and
  - b. Maintain a 2.0 in college coursework after completing two courses. NOTE: Students who fall below a 2.0 GPA in their college coursework will become ineligible for future courses with High School Connections.
5. A student may not substitute courses in one program for courses in another. A student may enroll in two CTE programs at the same time, provided the exception has been approved by the college's Chief Academic Office or his/her designee.

### **Important Information Regarding FTCC Courses Outlined in this Publication**

\*Tuition is **free**, but the student is responsible for textbook and supply costs. Supply costs may include uniforms and special tools and equipment.

\*High School Connections classes are composed only of high school students.

\*Students may take approved FTCC courses concurrently with the regular adult students.

\*Classes are offered on FTCC's main campus, online, and at selected high schools.

\*High School Connections classes follow the Cumberland County Schools calendar (with the exception of NAS courses).

\*Most High School Connections courses have a web-assisted component, which will require some work to be done online through Blackboard.

\*Transportation will be offered by Cumberland County Schools to FTCC from each of the ten comprehensive high schools pending sufficient enrollment.

\*Students who successfully complete a Career & Technical Education certificate program with a minimum 2.0 FTCC GPA will be eligible to participate in the FTCC spring commencement ceremony.

\*High School Connections staff will register students based on their completed enrollment packet (enrollment form, transcript, and test scores) received from high schools. Students can also register in-person with a High School Connections staff member on open registration days, which will be posted on the HSC website.

\*For high-demand programs, priority will be given to seniors and will factor in their high school GPA.

**Note: Schedule/courses are subject to change. Please visit our website for the most current information.**  
[http://www.faytechcc.edu/highschool\\_connections/pathways\\_and\\_schedule.aspx](http://www.faytechcc.edu/highschool_connections/pathways_and_schedule.aspx)





**High School Connections Enrollment:** Courses for Fall 2015 and Spring 2016 outlined below are reserved specifically for qualified high school students participating in FTCC's High School Connections. These courses are set up to follow the Cumberland County Schools (CCS) calendar and observe all FTCC and CCS holidays, breaks, and early release schedules. These courses will begin the first day CCS starts each semester and will end with the FTCC calendar. Students interested in enrolling in these courses can register through their high school counselor.

**Concurrent Enrollment:** Please note that there are additional courses that a qualified high school student may take with the regular adult FTCC students, but these courses follow the FTCC calendar only. These additional courses do not observe CCS holidays, breaks, or early release schedules, and students are expected to be in class at FTCC even during days off from CCS. **Students taking these courses are responsible for registering in-person during certain days that are established by the HSC staff.** Visit our website at [www.faytechcc.edu](http://www.faytechcc.edu) for registration days and course schedule.

**COLLEGE TRANSFER PATHWAYS**

**NOTE: SAT, ACT, ACCUPLACER, PLAN, PSAT, Compass, or Asset test scores required (see Table A)**

**\*Course prerequisites apply**

**ASSOCIATE IN SCIENCE**

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit H = Honors
Fall	COM-231	Public Speaking	MW	1:00-2:50	3	1H
Fall	ENG-111	Writing & Inquiry	MW	1:00-2:50	3	1H
Fall	POL-120	American Government	MW	1:00-2:50	3	1H
Fall	SPA-111	Elementary Spanish 1	MW	1:00-2:50	3	1H
Fall	MAT-171	Precalculus Algebra	MW	1:00-2:50	4	1H
Fall	ENG-111	Writing & Inquiry	TTH	1:00-2:50	3	1H
Fall	PHI-240	Introduction to Ethics*	TTH	1:00-2:50	3	1H
Fall	PSY-150	General Psychology	TTH	1:00-2:50	3	1H
Fall	FRE-111	Elementary French 1	TTH	1:00-2:50	3	1H
Fall	MAT-171	Precalculus Algebra	TTH	1:00-2:50	4	1H
Fall	PSY-150	General Psychology	Online	Online	3	1H
Spring	PHI-240	Introduction to Ethics	MW	1:00-2:50	3	1H
Spring	ENG-111	Writing & Inquiry	MW	1:00-2:50	3	1H
Spring	COM-231	Public Speaking	MW	1:00-2:50	3	1H
Spring	PSY-150	General Psychology	MW	1:00-2:50	3	1H
Spring	SPA-112	Elementary Spanish 2*	MW	1:00-2:50	3	1H
Spring	MAT-171	Precalculus Algebra	MW	1:00-2:50	4	1H
Spring	COM-231	Public Speaking	TTH	1:00-2:50	3	1H
Spring	ENG-112	Writing/Research in the Disciplines*	TTH	1:00-2:50	3	1H
Spring	PSY-150	General Psychology	TTH	1:00-2:50	3	1H
Spring	FRE-112	Elementary French 2*	TTH	1:00-2:50	3	1H
Spring	MAT-172	Precalculus Trigonometry*	TTH	1:00-2:50	4	1H
Spring	ENG-111	Writing & Inquiry	Online	Online	3	1H
Either	ASL-111	Elementary ASL 1	Concurrent	Concurrent	3	1H
Either	ASL-112	Elementary ASL 2*	Concurrent	Concurrent	3	1H
Either	CHM-151	General Chemistry 1	Concurrent	Concurrent	4	1H
Either	CHM-152	General Chemistry 2*	Concurrent	Concurrent	4	1H

**NOTE: Students wishing to take concurrent classes will have to register in person at the HSC office.**

**ASSOCIATE IN ARTS**

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit H = Honors
Fall	COM-231	Public Speaking	MW	1:00-2:50	3	1H
Fall	ENG-111	Writing & Inquiry	MW	1:00-2:50	3	1H
Fall	HIS-132	American History 2	MW	1:00-2:50	3	1H
Fall	MUS-110	Music Appreciation	MW	1:00-2:50	3	1H
Fall	SPA-111	Elementary Spanish 1	MW	1:00-2:50	3	1H
Fall	MAT-152	Statistical Methods	MW	1:00-2:50	4	1H
Fall	ENG-111	Writing & Inquiry	TTH	1:00-2:50	3	1H
Fall	HIS-131	American History 1	TTH	1:00-2:50	3	1H
Fall	SOC-210	Introduction to Sociology	TTH	1:00-2:50	3	1H
Fall	FRE-111	Elementary French 1	TTH	1:00-2:50	3	1H
Fall	MAT-152	Statistical Methods	TTH	1:00-2:50	4	1H
Fall	HIS-132	American History 2	Online	Online	3	1H
Spring	COM-231	Public Speaking	MW	1:00-2:50	3	1H
Spring	ART-114	Art History Survey 1	MW	1:00-2:50	3	1H
Spring	ENG-111	Writing & Inquiry	MW	1:00-2:50	3	1H
Spring	HIS-132	American History 2	MW	1:00-2:50	3	1H
Spring	SOC-210	Introduction to Sociology	MW	1:00-2:50	3	1H
Spring	SPA-112	Elementary Spanish 2*	MW	1:00-2:50	3	1H
Spring	COM-231	Public Speaking	TTH	1:00-2:50	3	1H
Spring	ENG-112	Writing/Research in the Disciplines*	TTH	1:00-2:50	3	1H
Spring	HIS-131	American History 1	TTH	1:00-2:50	3	1H
Spring	SOC-210	Introduction to Sociology	TTH	1:00-2:50	3	1H
Spring	FRE-112	Elementary French 2*	TTH	1:00-2:50	3	1H

**NOTE: Students wishing to take concurrent classes will have to register in person at the HSC office.**

Students and parents are encouraged to remember that there are other college-transferable courses in the CTE pathways as well. These courses are approved for transfer within the UNC system and award Honors-weighted credit on the high school transcript. More information can be found in the following pages outlining the CTE courses.

- Examples:**
- |   |                                       |
|---|---------------------------------------|
| ACC-120 Principles of Financial Accounting  | CIS-110 Introduction to Computer      |
| ACC-121 Principles of Managerial Accounting | CIS-115 Intro. to Programming & Logic |
| ART-131 Drawing I                           | CJC-111 Intro. to Criminal Justice    |
| BUS-110 Introduction to Business            | CSC-139 Visual BASIC Programming      |
| BUS-115 Business Law I                      | CSC-239 Adv. Visual BASIC Programming |
| BUS-137 Principles of Management            | ECO-251 Principles of Microeconomics  |

## SAVE THE DATE!!

The **High School Connections Open House** will take place at FTCC on the evening of **Thursday, February 26, 2015**  
Check our website for more details!

## CAREER AND TECHNICAL EDUCATION PATHWAYS

+College transfer

^Articulated course

\*SAT, ACT, ACCUPLACER, PLAN, PSAT, Compass, or Asset test scores required (see Table B)

\*\*Course prerequisites apply

**Credit obtained in the High School Connections CTE pathways can generally be transferred directly into the corresponding Associate degree or Diploma program at FTCC. Some certificates require additional courses to be taken concurrently in order for the student to complete the program and be eligible for graduation.**

### ACCOUNTING C25100H1

The Accounting certificate is designed to provide students with the knowledge and the skills that form the foundation for accounting. Using the "language of business," accountants assemble and analyze, process, and communicate essential information about financial operations.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit H = Honors S = Standard
Fall	ACC 120+	Principles of Financial Accounting*	MW	1:00-2:50	4	1 H
	BUS 115+	Business Law I*	TTH	1:00-2:50	3	1 H
Spring	ACC 121+	Prin. of Managerial Accounting**	MW	1:00-2:50	4	1 H
	ACC 129	Individual Income Taxes*	TTH	1:00-2:50	3	1 S

### BASIC A/C HEATING & REFRIGERATION (Two Year Program) C35100H1 – NEW!

Basic A/C, Heating & Refrigeration is designed to prepare individuals for entry-level positions in the air conditioning, heating & refrigeration field. Courses include basic hands-on training in the installation, maintenance and repair of residential heating and air conditioning equipment.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall Year 1	AHR 110	Intro to Refrigeration	M - TH	1:00-2:50	5	2 S
Spring Year 1	AHR 112	Heating Technology**	M - TH	1:00-2:50	4	1 S
Fall Year 2	AHR 113	Comfort Cooling	M - TH	1:00-2:50	4	1 S
Spring Year 2	AHR 114	Heat Pump Technology**	M - TH	1:00-2:50	4	1 S

### BASIC COLLISION ESTIMATOR (Two Year Program) C60130H2 - NEW!

Basic Collision Estimator is designed to prepare students for entry-level positions as estimators in the collision repair industry. FTCC has partnered with national industry leaders, the Inter-Industry Conference for Automotive Collision Repair (I-CAR), and the NC Business Committee for Education to create a state-of-art collision industry program. Graduates of this program will be highly sought after in the industry.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall Year 1	AUB 162	Autobody Estimating	MW	1:00-2:50	2	1 S
	TRN 110	Intro to Transport Technology	TTH	1:00-2:50	3	1 S
Spring Year 1	AUB 121	Non-Structural Damage I	M - TH	1:00-2:50	3	1 S
Fall Year 2	AUB 131	Structural Damage I	M - TH	1:00-2:50	4	1 S
Spring Year 2	AUB 111	Painting & Refinishing	M - TH	1:00-2:50	4	1 S

**Note: Schedule/courses are subject to change. Please visit our website for the most current information.**  
[http://www.faytechcc.edu/highschool\\_connections/pathways\\_and\\_schedule.aspx](http://www.faytechcc.edu/highschool_connections/pathways_and_schedule.aspx)

### **BASIC COLLISION REPAIR AND REFINISHING TECHNOLOGY (Two Year Program) C60130H1**

Basic Collision Repair and Refinishing Technology is designed to prepare students for entry-level positions as helpers in the auto body repair industry. Instruction will include hands-on repairs in areas of non-structural and structural repairs, plastics and adhesives, and refinishing.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall Year 1	AUB 121^	Non-Structural Damage I	M - W	1:00-2:50	2	1 S
	TRN 110	Intro to Transport Technology	TH	1:00-2:50	3	1 S
Spring Year 1	AUB 131	Structural Damage I	M - TH	1:00-2:50	4	1 S
Fall Year 2	AUB 111	Painting & Refinishing	M - TH	1:00-2:50	4	1 S
Spring Year 2	AUB 136	Plastics & Adhesives	M - TH	1:00-2:50	3	1 S

### **BASIC COMPUTER-INTEGRATED MACHINING (Two Year Program) C50210H1**

Basic Computer-Integrated Machining is designed to develop fundamental skills in the operation of machine tools including drilling, turning, milling, and grinding. Training in basic measuring, layout, and blueprint reading is also provided. Students will be prepared for employment as entry-level machine operators or machinist apprentices.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall/Spring Year 1	MAC 111	Machining Technology I	M - W	1:00-2:50	6	2 S
	MAC 131	Blueprint Reading/Mach I	TH	1:00-2:50	2	1 S
	MAC 151	Machining Calculations	F	1:00-2:50	2	1 S

**Students must take MAC-112\*\* concurrently to complete the Basic Computer-Integrated Machining.**

### **BASIC HORTICULTURE C1524AH1**

**NOTE: Courses located at the FTCC Horticulture Education Center at the Cape Fear Botanical Garden.**

Basic Horticulture is designed to give students an introduction to the broad field of horticulture. Emphasis is placed on instruction in plant science, landscape management and irrigation, plant materials, pest management and plant propagation.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	HOR 162	Applied Plant Science	MW	1:00-3:15	3	1 S
	HOR 215	Landscape Irrigation	TTH	1:00-3:15	3	1 S
Spring	HOR 116	Landscape Management I	MW	1:00-3:15	3	1 S
	HOR 168	Plant Propagation	TTH	1:00-3:15	3	1 S

**Students must take HOR 160 and HOR 164 concurrently to complete the Basic Horticulture Certificate.**

### **BUILDING CONSTRUCTION TECHNOLOGY (Two Year Program) C35140H1**

Building Construction Technology is designed to provide students with an introduction to the building construction industry. Coursework includes basic construction concepts such as general construction, blueprint reading, and building codes. Graduates should qualify for entry-level jobs in any general construction setting as an on-the-job trainee.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall/Spring Year 1	CAR 111	Carpentry I	M - F	1:00-2:50	8	3 S
Fall Year 2	BPR 130	Blueprint Reading	MW	1:00-2:50	3	1 S
	CMT 120	Codes and Inspections	TTH	1:00-2:50	3	1 S
	CST 131	OSHA/Safety/Certification	F	1:00-2:50	3	1 S

**Note: Schedule/courses are subject to change. Please visit our website for the most current information.**  
[http://www.faytechcc.edu/highschool\\_connections/pathways\\_and\\_schedule.aspx](http://www.faytechcc.edu/highschool_connections/pathways_and_schedule.aspx)



### BUSINESS FOUNDATIONS C25120H1

Business Foundations is designed to teach students basic business principles. The certificate emphasizes business concepts from an individual, business, and national perspective. Course work includes an introduction to business principles, business law, management, marketing, and economics.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit H = Honors S = Standard
Fall	BUS 110+	Introduction to Business*	MW	1:00-2:50	3	1 H
	BUS 115+	Business Law I*	TTH	1:00-2:50	3	1 H
	ECO 251+	Principles of Microeconomics*	Online	Online	3	1 H
Spring	BUS 137+	Principles of Management*	MW	1:00-2:50	3	1 H
	MKT 120^	Principles of Marketing*	TTH	1:00-2:50	3	1 S

### CRIMINAL JUSTICE TECHNOLOGY/INTRO TO CRIMINAL JUSTICE C55180H1

Criminal Justice Technology is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial process, corrections, and security services. The criminal justice system's role within society will be explored.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit H = Honors S = Standard
Fall	CJC 111+	Introduction to Criminal Justice	MW	1:00-2:50	3	1 H
	CJC 131	Criminal Law*	TTH	1:00-2:50	3	1 S
Spring	CJC 221	Investigative Principles	MW	1:00-2:50	4	1 S
	CJC 231	Constitutional Law*	TTH	1:00-2:50	3	1 S

### CRIMINAL JUSTICE TECHNOLOGY/LATENT EVIDENCE C5518AH1

Latent Evidence provides an in-depth study of current crime scene processing techniques and procedures. Topics include fingerprint classification, identification, and chemical development. This program prepares the student in the basic skills required for entry-level employment as a crime scene investigator.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	CJC 244	Footwear & Tire Imprints	MW	1:00-2:50	3	1 S
	CJC 245	Friction Ridge Analysis	TTH	1:00-2:50	3	1 S
Spring	CJC 114	Investigative Photography	MW	1:00-2:50	2	1 S
	CJC 246	Advanced Friction Ridge Analysis**	TTH	1:00-2:50	3	1 S

**Students must take CJC 144 and CJC 146 concurrently to complete the Latent Evidence Certificate.**

### DEMI-CHEF C55150H1

**\* Uniform required - approximately. \$60**

Demi-Chef prepares students for entry-level positions in the catering and cold foods display fields. Students will learn basic cookery and cold food preparation concepts and techniques.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	CUL 110^	Sanitation and Safety*	F	1:00-2:50	2	1 S
	CUL 140	Basic Culinary Skills*	M - TH	1:00-2:50	5	2 S
Spring	CUL 120	Purchasing*	F	1:00-2:50	2	1 S
	CUL 170	Garde-Manger I**	M - TH	1:00-2:50	3	1 S

**See something you like? Ready to sign up for college classes?  
Talk to your high school guidance counselor for more information!**



### **ELECTRICAL SYSTEMS TECHNOLOGY/INTRO TO PHOTOVOLTAIC SYSTEMS C35130H1**

Intro to Photovoltaic Systems provides training for persons interested in the installation and maintenance of electrical systems that convert solar energy into electricity with photovoltaic (PV) technologies. Topics include site analysis for system integration, building codes, electrical specifications, PV system components, and array design.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	ELC 118	National Electrical Code	MW	1:00-2:50	2	1 S
	ELC 220	Photovoltaic Systems Tech	TTH	1:00-2:50	3	1 S
Spring	ELC 221	Advanced PV Systems Tech**	MW	1:00-2:50	3	1 S
	ELC 229	Applications Project	TTH	1:00-2:50	2	1 S

*Students must take ELC 112 concurrently to complete the Intro to Photovoltaic Systems Certificate.*

### **EMERGENCY MANAGEMENT C55460H1 - NEW!**

The Emergency Management Certificate program provides students with a foundation to build upon within emergency services delivery program. This program will prepare students for entry level knowledge required for employment in the Emergency Management Industry.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	EPT 120	Sociology of Disaster	MW	1:00-2:50	3	1 S
	EPT 130	Mitigation & Preparedness	TTH	1:00-2:50	3	1 S
Spring	EPT 210	Response & Recovery	MW	1:00-2:50	3	1 S
	EPT 220	Terrorism & Emergency Mgmt	TTH	1:00-2:50	3	1 S

### **EMERGENCY MEDICAL SCIENCE C45340H1 - Priority given to Seniors**

Emergency Medical Science prepares students with the entry-level skills of an Emergency Medical Technician-Basic (EMT-Basic). Students may be eligible to apply for both the state and national certification exams as an EMT-Basic.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Year-long	EMS 110	EMT Basic*	MWTH	1:00-2:50	8	2 S
Fall	OST 141	Medical Terms I - Medical Office*	T	1:00-2:50	3	1 S
	EMS 140	Rescue Scene Management	online	online	2	1 S
Spring	OST 142	Medical Terms II - Medical Office**	T	1:00-2:50	3	1 S
	HSC 120	CPR	online	online	1	1 S

### **FIRE PROTECTION TECHNOLOGY C55250H1**

Fire Protection Technology provides an in-depth study of fire protection and prepares students for entry level positions in the fire protection industry.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	FIP 120	Introduction to Fire Protection	MW	1:00-2:50	3	1 S
	FIP 124	Fire Prevention & Public Education	TTH	1:00-2:50	3	1 S
Spring	FIP 132	Building Construction	MW	1:00-2:50	3	1 S
	FIP 220	Fire Fighting Strategies	TTH	1:00-2:50	3	1 S

### **GRAPHIC DESIGN BASICS C30100H1**

Graphic Design Basics prepares students for entry-level positions in the graphic design profession. Students will learn design, advertising, illustration, and digital & multimedia preparation of printed/electronic promotional materials.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit H = Honors S = Standard
Fall	ART 131	Drawing I (1st 8 wks)	M - F	1:00-2:50	3	1 H
	GRD 141	Graphic Design I (2 <sup>nd</sup> 8 wks)	M - F	1:00-2:50	4	1 S
Spring	GRD 151	Computer Design Basics (1st 8 wks)	M - F	1:00-2:50	3	1 S
	GRD 152	Computer Design Tech I (2nd 8 wks)	M - F	1:00-2:50	3	1 S

### GREEN SUSTAINABLE ARCHITECTURE C40100H1

Green Sustainable Architecture introduces the concepts and principles related to green site development and architectural design. Students receive instruction in construction document preparation, materials and methods, environmental and structural systems, computer applications, and complete a design project.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	ARC 111^	Intro to Architectural Technology	MWF	1:00-2:50	3	1 S
	SST 140	Green Building	TTH	1:00-2:50	3	1 S
Spring	ARC 112	Construction Materials & Methods	MWF	1:00-2:50	4	1 S
	ARC 114^	Architectural CAD	TTH	1:00-2:50	2	1 S

### HARDWARE AND SOFTWARE C25260H1

Hardware & Software is designed to prepare graduates for entry-level employment with organizations that use computers to process, manage, and communicate information. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	CIS 110+	Introduction to Computers*	Online	Online	3	1 H
	SEC 110	Security Concepts*	MW	1:00-2:50	3	1 S
	NET 110	Networking Concepts*	TTH	1:00-2:50	3	1 S
Spring	CIS 110+	Introduction to Computers*	Online	Online	3	1 H
	CIS 110+	Introduction to Computers*	TTH	1:00-2:50	3	1 H
	NOS 110	Operating System Concepts*	MW	1:00-2:50	3	1 S

**Students must take CTS 120 and CTS 220 concurrently to complete the Hardware and Software Certificate.**

### INFANT/TODDLER CARE C55290H1

Infant/Toddler Care prepares students to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with infants and toddlers.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit H = Honors S = Standard
Fall	EDU 119	Intro to Early Child Edu (1 <sup>st</sup> 6 wks)	M - F	1:00-2:50	4	1 S
	EDU 131	Child, Family, & Comm.* (2 <sup>nd</sup> 5 wks)	M - F	1:00-2:50	3	1 S
	EDU 144+	Child Development I* (3 <sup>rd</sup> 5 wks)	M - F	1:00-2:50	3	1 H
Spring	EDU 153	Health, Safety, & Nutrition* (1 <sup>st</sup> 8 wks)	M - TH	1:00-2:50	3	1 S
	EDU 234	Infants, Toddlers, & Twos** (2 <sup>nd</sup> 8 wks)	M - TH	1:00-2:50	3	1 S

### MANICURING/NAIL TECHNOLOGY C55400H1

**Uniform, Books, and Nail Kit required - approximately. \$550**

Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. Graduates of this program should be prepared to take the NC Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and nail salons.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	COS 121	Manicure/Nail Technology I	MTWF	1:00 - 2:50	6	2 S
			TTH	1:00 - 4:50		
Spring	COS 222	Manicure/Nail Technology II**	MTWF	1:00 - 2:50	6	2 S
			TTH	1:00 - 4:50		

High school students participating in High School Connections classes/programs are expected to abide by all behavioral and attendance expectations put forth by Fayetteville Technical Community College. The student handbook can be found by visiting [www.faytechcc.edu](http://www.faytechcc.edu) and clicking the "Student Services" link, and then the "Student Handbook" link. All CCS policies for behavior are in effect as well.

### MEDICAL CODING AND BILLING C25310H1

Medical Coding and Billing prepares students for employment in a medical office or other healthcare related business. Students will learn accurate coding processes and develop skills applicable in the medical coding and billing field..

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	OST 141^	Med Terms I-Med Office* (1 <sup>st</sup> 8wks)	MWF	1:00-2:50	3	1 S
	OST 142^	Med Terms II-Med Office** (2 <sup>nd</sup> 8 wks)	MWF	1:00-2:50	3	1 S
	OST 149	Medical Legal Issues*	TTH	1:00-2:30	3	1 S
Spring	OST 148	Med. Coding, Bill & Ins** (1 <sup>st</sup> 8 wks)	M - F	1:00-2:50	3	1 S
	OST 247	Procedure Coding** (2 <sup>nd</sup> 8 wks)	MW	1:00-2:50	2	1 S
	OST 248	Diagnostic Coding** (2 <sup>nd</sup> 8 wks)	TTH	1:00-2:50	2	1 S

### NURSING ASSISTANT C45480H1 - Seniors Only

**CPR, Immunizations, and Uniform required**

**NOTE: NAS courses follow FTCC academic calendar and meet over a 16 week period.**

Nursing Assistant prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages. Course work emphasizes personal care, vital signs, communication, nutrition, medical asepsis, catheterization, tracheostomy care, dressing changes, oxygen therapy, and legal scope of practice for Nursing Assistants. Graduates of this curriculum may be eligible to be listed on the registry as a Nursing Assistant I and Nursing Assistant II.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
	NAS 101	Nursing Assistant I (1 <sup>st</sup> 8 wks)	MTWTH	2:00-4:30	6	2 S
		(2 <sup>nd</sup> 8 wks)	MT	2:00-4:30		
		(2 <sup>nd</sup> 8 wks)	TH	2:00-8:00		
Spring	NAS 102	Nursing Assistant II**	MT	2:00-4:30	6	2 S
			TH	2:00-8:00		
	NAS 103	Home Health Care	W	2:00-3:50	2	1 S

### OFFICE ADMINISTRATION/OFFICE ASSISTANT C25370H1

The Office Assistant certificate is designed to give individuals the opportunity to acquire basic skills necessary for entry-level employment in today's modern office. This certificate program covers keyboarding, records management, word processing, and office software applications. Upon completion of this program, students should be able to use these basic skills for entry-level employment.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	OST 131	Keyboarding (1 <sup>st</sup> 8 wks)	MW	1:00-2:50	2	1 S
	OST 136^	Word Processing** (2 <sup>nd</sup> 8 wks)	MW	1:00-2:50	3	1 S
	OST 164	Text Editing Applications*	TTH	1:00-2:50	3	1 S
Spring	OST 137	Office Software Applications*	MW	1:00-2:50	3	1 S
	OST 184	Records Management*	TTH	1:00-2:50	3	1 S

### PLUMBING C35300H1 - NEW!

The Plumbing certificate is designed to prepare individuals for entry-level positions in plumbing. Course work includes fundamental practices in plumbing assembly and repair, and in basic plumbing codes.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fa/Sp Year 1	PLU 110	Modern Plumbing	M - F	1:00-2:50	9	3 S
Fall Year 2	BPR 130	Blueprint Reading	Online	Online	3	1 S
	PLU 140	Intro to Plumbing Codes	MW	1:00-2:50	2	1 S
	PLU 150	Plumbing Diagrams**	TTH	1:00-2:50	2	1 S

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### **SIMULATION AND GAME DEVELOPMENT C25450H1**

Simulation and Game Development introduces students to the skills they would need for entry-level positions in the field. Students will learn about designing simulation, game programming, and 3D modeling.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	SGD 111	Introduction to SGD* (1 <sup>st</sup> 8 wks)	M - F	1:00-2:50	3	1 S
	SGD 113	3D Modeling (2 <sup>nd</sup> 8 wks)	M - F	1:00-2:50	3	1 S
Spring	SGD 112	SGD Design* (1 <sup>st</sup> 8 wks)	M - F	1:00-2:50	3	1 S
	SGD 114	SGD Programming* (2 <sup>nd</sup> 8 wks)	M - F	1:00-2:50	3	1 S

### **SIMULATION AND GAME DEVELOPMENT/ 3D ANIMATION C25450H2 - NEW!**

Students in this program learn the basics of 3D modeling and animation. They are introduced to texturing and motion capture. This certificate prepares students for entry into the game, film, and digital entertainment industries or for further study in commercial digital arts.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	SGD 114	3D Modeling (1 <sup>st</sup> 8 wks)	M - F	1:00-2:50	3	1 S
	SGD 116	Graphic Design Tools (2 <sup>nd</sup> 8 wks)	M - TH	1:00-2:50	3	1 S
Spring	SGD 162	SG 3D Animation** (1 <sup>st</sup> 8 wks)	M - F	1:00-2:50	3	1 S
	SGD 210	3D Data Capture** (2 <sup>nd</sup> 8 wks)	M - F	1:00-2:50	3	1 S

### **SOCIAL MEDIA C25290H1**

Social Media introduces students to the skills needed to take advantage of the various social media outlets available. Students will learn about designing/developing web pages, using social media for marketing purposes, creating a social media identity, and creating a project that uses many aspects of social media.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit S = Standard
Fall	WEB 110^	Internet/Web Fund* (1 <sup>st</sup> 8 wks)	M - TH	1:00-2:50	3	1 S
	WEB 125	Mobile Web Design** (2 <sup>nd</sup> 8 wks)	M - TH	1:00-2:50	3	1 S
Spring	WEB 214	Social Media** (1 <sup>st</sup> 8 wks)	M - TH	1:00-2:50	3	1 S
	WEB 285	Emerging Web Tech** (2 <sup>nd</sup> 8 wks)	M - TH	1:00-2:50	3	1 S

### **VISUAL BASIC PROGRAMMING C25130H1**

Visual BASIC Programming is designed to prepare students for entry-level employment as programmers in Visual BASIC through study and applications in computer concepts, logic, and programming procedures using the Visual BASIC programming language.

SEMESTER	COURSE	NAME	DAYS	TIMES	FTCC Credit	H.S. Credit H = Honors
Fall	CIS 110+	Introduction to Computers*	TTH	1:00-2:50	3	1 H
	CIS 115+	Intro to Programming & Logic*	MW	1:00-2:50	3	1 H
Spring	CSC 139+	Visual BASIC Prog** (1 <sup>st</sup> 8 wks)	M - TH	1:00-2:50	3	1 H
	CSC 239+	Adv. Visual BASIC** (2 <sup>nd</sup> 8 wks)	M - TH	1:00-2:50	3	1 H

**Note: Schedule/courses are subject to change. Please visit our website for the most current information.**  
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**The Career and Technical Education Pathways listed below may be taken concurrently.  
Some of these courses are offered in the evenings.**

**AUTOMOTIVE SUSPENSION, BRAKES, AND HEATING A/C CERTIFICATE C60160H1**

**Approved Courses:** AUT 141 & 141A Suspension & Steering Systems with Lab  
AUT 151^ & 151A Brake Systems with Lab  
TRN 120 Basic Transportation Electricity  
TRN 140 & 140A Transportation Climate Control with Lab

**BASIC WELDING TECHNOLOGY C50420H1**

**Approved Courses:** WLD 110 Cutting Processes  
WLD 115 SMAW (Stick) Plate  
WLD 121 GMAW (MIG) FCAW/Plate  
WLD 131 GTAW (TIG) Plate

**BASIC ELECTRICITY, MOTORS AND CONTROLS, AND PLC C351130H1**

**Approved Courses:** ELC 112 DC/AC Electricity  
ELC 117 Motors and Controls  
ELC 128 Intro to PLC  
ELC229 Applications Project

**Check out these helpful links for FTCC Technology!**

**Student email:** [http://www.faytechcc.edu/management\\_services/studentemail.aspx](http://www.faytechcc.edu/management_services/studentemail.aspx)

**WebAdvisor:** [http://www.faytechcc.edu/management\\_services/webadvisorlogin.aspx](http://www.faytechcc.edu/management_services/webadvisorlogin.aspx)



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# Required Minimum Placement Test Scores



## Table A: College-Transfer Courses

The following courses are available in the college transfer pathways:

ACA-122, ART-114, ASL-111, ASL-112\*, BIO-111, CHM-151\*\*, CHM-152\*, COM-231,  
 ENG-111, ENG-112\*, FRE-111, FRE-112\*, HIS-131, HIS-132, MAT-152, MAT-171,  
 MAT-172\*, MUS-110, PHI-240\*\*\*, POL-120, PSY-150, SOC-210, SPA-111, SPA-112\*

Students wishing to take these courses must demonstrate college readiness in all 3 of the following areas:

Test	PLAN	PSAT	ACT	SAT	ACCUPLACER
<b>English/Writing</b>	15	45	18	500	86 (Sentence Skills)
<b>Reading/Verbal</b>	18	47	22	500	80 (Reading Comp)
<b>Math</b>	19	47	22	500	75 (Elem Algebra)

\*All courses must be taken in sequence (i.e. ENG-111 before ENG-112, MAT-171 before MAT-172, etc.)

\*\*CHM-151 has a pre-requisite of MAT-171

\*\*\*PHI-240 has a pre-requisite of ENG-111

## Table B: Career and Technical Education Courses

Class	Pre -Req	R C+SS *	AL*	Class	Pre -Req	R C+SS *	AL*	Class	Pre - Req	R C+SS *	AL*
ACC 120		129	55	CUL 140		92	34	OST 149		92	
ACC 121	ACC 120	129	55	CUL 170		92	34	OST 164		92	
ACC 129			34	ECO 251		129	55	OST 184		92	
AHR 112	AHR 110			EDU 131		129		OST 247	OST 141 &		
AHR 114	AHR 110 & 113			EDU 144		129		OST 248	OST 141 &	92	
AUT 141/A		129		EDU 153		129		PLU 150	PLU 110		
AUT 151/A		129		EDU 234	EDU 119	166		SEC 110		92	55
BUS 110		92		ELC 221	ELC 220			SGD 111			55
BUS 115		166		EMS 110		166		SGD 112		92	
BUS 137		129		GRD 152	GRD 151			SGD 113			55
CIS 110		92	34	MAC 112	MAC 111			SGD 162	SGD 114		
CIS 115		92	55	MKT 120		92		SGD 210	SGD 114		
CJC 131		166		NAS 102	NAS 101			TRN 120		129	
CJC 231		166		NET 110		92	34	TRN 140/A		129	
CJC 246	CJC 245			NOS 110		92		WEB 110		92	55
COS 222	COS 121			OST 136	OST 131	92		WEB 125	WEB 110		
CSC 139	CIS 115	92	55	OST 137		92		WEB 214	WEB 110		
CSC 239	CSC 139			OST 141		92		WEB 285	WEB 125		
CUL 110		92		OST 142	OST 141						
CUL 120		129	34	PST 148	OST 141	92					

\* **ACCUPLACER: RC + SS** = Reading Comprehension + Sentence Skills. **AL** = Elementary Algebra.

A student wishing to use their PSAT, PLAN, SAT, or ACT scores to qualify for CTE classes must have passing English AND Reading scores (if **RC+SS** required) and/or passing Math scores (if **AL** required) based on the college-transfer cut scores listed in Table A.

CTE courses not listed above **do not** have testing requirements.

**Note: Required test scores are subject to change. Please visit our website for the most current information.**  
[http://www.faytechcc.edu/highschool\\_connections](http://www.faytechcc.edu/highschool_connections)



**COURSE DESCRIPTIONS**  
*Not all schools offer all courses.  
Each school provides supplementary  
information on course offerings*

**ENGLISH/LANGUAGE ARTS**

**READING/Writing FOR SUCCESS**

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: None**

This course helps improve students' reading and writing skills through active use of reading and writing strategies. Students practice reading for information and comprehension, for improving vocabulary, and for gaining fluency. The process writing skills are used to develop practical skills including planning, drafting, revising, and editing a composition.

**SPEECH I**

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: None**

This course aids students in the fundamentals of communication. Topics of study include interviewing skills, interpersonal communications, panel discussions, parliamentary procedure, and oral interpretation of written pieces, research methods and constructive criticism. Students improve diction, articulation, enunciation, and projection.

**SPEECH II**

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Speech I**

This course further develops the fundamentals of communication.

**DEBATE I**

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Successful participation in Middle School Forensics program, Speech I**

This course focuses on a wide range of competitive public speaking and debate skills and techniques. Students are expected to participate in local forensics tournaments and have opportunities to compete in selected public speaking and debating tournaments. Skill development includes advanced techniques in diction, articulation, enunciations, and projection. Students begin to analyze pieces of literature, create orations, and evaluate performances.

**DEBATE II**

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Debate I**

This course further develops skills in communication, logic and reasoning through the participation in scholastic forensics competitions. Students specialize in at least one of the speaking events, begin to develop expertise in a second area and compete at local, regional and state tournaments. Students continue to refine diction, articulation, enunciation, and projection skills while applying more advanced techniques of public speaking. Students exhibit team responsibility and develop skills of evaluation and analysis.

**DEBATE II HONORS**

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Debate I**

This course further develops skills in communication, logic, and reasoning through the participation in scholastic forensics competitions. Students specialize in and demonstrate expertise in at least one of the speaking events, begin to develop a second area and compete at local, regional and state tournaments. Students continue to refine diction, articulation, enunciation, and projection skills while applying more advanced techniques of public speaking. Students exhibit team responsibility and develop skills of evaluation and analysis. Honors activities may include required/advanced reading lists, required/advanced writing assignments, special projects, enrichment activities and a portfolio of student activities/performances.

**DEBATE III**

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisites: Debate II and/or II Honors**

This course expands public speaking and forensics skills and abilities such as selecting and editing quality literature, sharpening research skills, and analyzing current issues. Students polish performances in two or more areas and perform in a variety of settings. They further develop skills of analysis and evaluation by beginning to coach team members, lead parent and volunteer judging seminars, and present workshops to middle school forensics students. Students are expected to compete at local, regional and state tournaments.

**DEBATE III HONORS**

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisites: Debate II or Debate II Honors**

Students consistently demonstrate an advanced level of skill in selecting and editing quality literature, research methods, analysis of current issues, and analysis and evaluation of public speaking and debate activities. Students compete at local, regional and state tournaments. Honors activities may include required/advanced reading lists, required/advanced writing assignments, special projects, enrichment activities, and a portfolio of student activities/performances.

**DEBATE IV**

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisites: Debate III or III Honors**

This is an advanced standard level course that prepares students for advanced competition in three or more competition events in a variety of settings. Students learn principles of leadership, sportsmanship, coaching techniques, scholarship through the development of superior skills of analysis, evaluation and performance. Students provide leadership for team activities such as judging seminars and event workshops, peer coaching and tournament hosts. Students are expected to compete at local, regional and state tournaments.

**DEBATE IV HONORS**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisites: Debate IV**

This is an advanced honors level course for students participating in advanced competition in three or more public speaking and debate events in a variety of settings. It continues the honor level focuses of leadership, performance excellence, sportsmanship and scholarship. Students compete at local, regional and state tournaments. Honors activities may include required/advanced reading lists, required/advanced writing assignments, special projects, enrichment activities, and a portfolio of student activities/performances.

**ENGLISH I**

**Grade Level: 9**

**Credit: 1 unit**

**Prerequisite: None**

This course provides a foundational study of literary genres (fiction, nonfiction, poetry, and drama to include literary terms and elements.) Special emphasis focuses on the interpretation of reading literature, reading informational text, writing, speaking and listening, language, and viewing, as well as the importance of audience and purpose in communication. It should also include analysis of influential U.S. historical documents and the reading of at least one Shakespearean play.

**ENGLISH I HONORS**

**Grade Level: 9**

**Credit: 1 unit**

**Prerequisite: None**

This course provides reading literature, reading informational text, writing and speaking and listening opportunities, processes which challenge the advanced learner. Special emphasis focuses on the integration of reading, literature, reading informational text, writing, speaking and listening, language, and viewing, as well as the importance of audience and purpose in communication. This course also provides interpretive reading and discussions and aims to improve the student's abilities to comprehend complex fiction and nonfiction texts to include the novel, US historical documents, and Shakespearean literature. Writing and research are integrated into the reading instruction and require students to synthesize and evaluate information in various written format.



**ENGLISH II****Grade Level: 10****Credit: 1 unit****Prerequisite: English I**

This course provides reading literature, reading informational text, writing, speaking and listening opportunities. Required writing includes argumentative papers that reflect a strong command of grammar and usage. Students will continue to build on the literary progression of previous grades by engaging in reading and comprehending increasingly complex texts. The course includes a study of influential historical documents and one Shakespearean play. Students will also engage in research processes and recognize various documentation techniques.

**ENGLISH II HONORS****Grade Level: 10****Credit: 1 unit****Prerequisite: English I**

This course provides challenging writing and speaking opportunities designed to develop the students' abilities in language arts as preparation for education beyond high school. Composition types, writing strategies and revision techniques are stressed as students strive to develop personal writing styles and voice. Language study and grammar reviews are integrated with oral and written assignments. Literature focuses on world cultures, world famous authors and critical analysis of their works. At this level, reading will include a study of Shakespearean literature as well as reading and evaluating influential U.S. documents.

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

This course stresses continued reading improvement, development of vocabulary skills, grammar review, and the skills needed for effective writing in academic and vocational situations. Literature focuses on world cultures, world famous authors and critical analysis of their works. At this level, reading will include a study of Shakespearean literature as well as reading and evaluating influential U.S. documents.

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

Students continue to refine writing and speaking skills using processes which illustrate logical and analytical thinking. Literature studies include an in-depth study of U.S. literary nonfiction especially foundational works and documents from the 17<sup>th</sup> century through the early 20<sup>th</sup> century. At least one Shakespearean play should be included. Research skills include the use of primary and secondary sources, the writing of a term paper, and annotating reports and short papers. This course is especially designed to challenge students who wish to pursue education beyond high school. Literature focuses on world cultures, world famous authors and critical analysis of their works. At this level, reading will include a study of Shakespearean literature as well as reading and evaluating influential U.S. documents.

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

Language skills mature in expository composition and in literature studies. This course completes the global perspective initiated in English II. Though the 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. Students continue practicing completing applications, writing résumés, letters, and short biographies. Research and library skills are refined to prepare students for the world of work or for advanced education beyond high school.

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

This course provides in-depth application of all communication skills and completes the global perspective initiated in English II Honors. Students study representative pieces of European literature as unique reflections of the European experience in order to understand influential U.S. historical documents, contemporary issues, and texts influenced by European philosophy or action. Students read at least one Shakespearean play. At this level, students refine research and library skills to prepare themselves for postsecondary education.

**AP LANGUAGE AND COMPOSITION****Grade Level: 11****Credit: 1 unit****Prerequisite: English II Honors**

Students study prose models and develop a personal style of their own in both expository and creative writings. Types of writing emphasized include essays, reports, summaries, personal narratives, and arguments. The required research paper will be based on critical analysis of classic writers and an in-depth study of historical documents and contemporary issues. At least one Shakespearean play should be included. At the completion of the course, students will be required to take the Advanced Placement Exam and might receive college credit based upon their scores and the requirements of the college of their choice.

**AP LITERATURE AND COMPOSITION****Grade Level: 12****Credit: 1 unit****Prerequisite: English III Honors or AP Language/Composition**

AP Literature/Composition focuses on major European, American, and world authors and their works as a foundation for analytical reading and composition. Students will demonstrate critical analysis of novels, drama, and poetry through a wide range of reading and researching. This course includes analytical reading of U.S. historical documents and at least one Shakespearean play. Students study prose models and develop a personal style of their own in both expository and creative writings. Types of writing emphasized include essays, reports, summaries, personal narratives, and arguments. The required research paper will be based on critical analysis of classic writers and an in-depth study of historical documents and contemporary issues. At the completion of the course, students will be required to take the Advanced Placement Exam and might receive college credit based upon their scores and the requirements of the college of their choice.

**THEMES IN LITERATURE****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: None**

This course offers a study of literary themes in poetry, short stories and drama designed to improve analytical and evaluative skills needed in reading and discussing important literary works. The course introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South and North), Africa, Eastern Europe, Asia and the Middle East. Influential U.S. historical documents and a Shakespearean play should be included.

**THEMES IN LITERATURE/CREATIVE WRITING II****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: None**

This course is open to students who are self-disciplined, highly motivated, gifted in self-expression, and eager to read. The students explore new and exciting short stories, plays, poems, and novellas for their global perspectives and issues. Students will write to acquire meaning, to analyze U.S. historical documents to establish connections to contemporary issues, as well as to establish style, voice and purpose in communication. At least one Shakespearean play should be included.

**ANNUAL STAFF (ANNUAL A, ANNUAL B)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

The annual staff develops, organizes, and publishes the yearbook. Students select and group pictures, sell advertisements, design layouts of copy, identify pictures, organize materials, and write copy. Students also learn business management skills in sales while producing and distributing the annual.

**JOURNALISM I (1-A, 1-B)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Students study techniques of journalistic writing, layout, the organization of the newspaper staff, and the history of American journalism. Students also survey the mass media, photography, television and radio reporting. Journalism I students receive on-the-job training, as they assist in reporting, layout, selling, and circulating each edition of the newspaper.

## JOURNALISM II

(11-A, 11-B)

Grade Level: 10, 11, 12

Credit: 1 unit

Prerequisites: Journalism I

The primary duties of Journalism II students are to produce a school newspaper and/or magazine. Students further their knowledge and skills in writing, layouts, and organizing a quality publication. They explore the use of technology in preparing written publications.

## JOURNALISM III

(III-A, III-B)

Grade Level: 11, 12

Credit: 1 unit

Prerequisite: Journalism II

Journalism III students refine their knowledge of journalism basics as well as receive instruction in specialized areas of media. These students write, layout, and publish the newspaper and/or a literary magazine. They learn sales/business management in the sale and preparation of advertising.

## JOURNALISM IV

(IV-A, IV-B)

Grade Level: 12

Credit: 1 unit

Prerequisites: Journalism III and Advisor Recommendation Journalism IV students work in leadership positions, assuming leadership responsibility for written or broadcast media with an emphasis on TV broadcasting. They manage the production of the written or broadcast media.

## JOURNALISM IV HONORS

(IV HONORS-A, IV HONORS-B)

Grade Level: 12

Credit: 1 unit

Prerequisites: Journalism III and Advisor Recommendation Students continue to define their journalistic skills and serve in top leadership positions in the production of written and broadcast media. They serve as editors and are responsible for all aspects of planning, organizing, and preparing quality journalistic products.

## ENGLISH AS A SECOND LANGUAGE

NOTE: ESL courses are intended for students with limited English proficiency. ESL teachers evaluate students to determine eligibility.

### ENGLISH AS A SECOND LANGUAGE (ESL) I

(ESL 1-A, ESL 1-B)

Grade Level: 9, 10, 11, 12

Credit: 1 unit

Prerequisite: None

The purpose of this course is to introduce non-English proficient students to the English language. It will provide students with basic skills in listening, speaking, reading, and writing through a "whole language" approach. Cultural similarities as well as differences are studied. Student assessment in all four-language skills will determine eligibility.

### ENGLISH AS A SECOND LANGUAGE (ESL) II

(ESL 11-A, ESL 11-B)

Grade Level: 9, 10, 11, 12

Credit: 1 unit

Prerequisite: ESL I

This course is a continuation of ESL I. It provides limited English proficient students with intermediate skills in listening, speaking, reading, and writing. Increased progress in communication skills, vocabulary development, grammatical structure, literature, and culture are emphasized. Placement will be based on a student's mastery of skills in ESL I. End-of-year student assessment in all four language skills will determine if a student will "exit" the program or may continue on to ESL III.

### ENGLISH AS A SECOND LANGUAGE (ESL) III

(ESL 111-A, ESL III-B)

Grade Level: 9, 10, 11, 12

Credit: 1 unit

Prerequisite: ESL II

This course is a continuation of ESL II. It provides limited English proficient students with advanced skills in listening, speaking, reading, and writing. Focus is on the student's enhancement of second language acquisition through reinforcement and refinement of skills learned in ESL II. Short stories, prose, and poetry are included. Placement will be based on a student's mastery of skills in ESL II. End-of-year assessment in all four language skills will determine if a student has mastered the skills needed to "exit" the program.

## ENGLISH AS A SECOND LANGUAGE IV

(ESL IV-A, ESL IV-B)

Grade Levels: 9, 10, 11, 12

Credit: 1 unit

Prerequisite: ESL III

This course is a continuation of ESL III. It provides advanced limited English proficient students with opportunities to develop full competency in listening, speaking, reading, and writing. Students will continue to refine critical thinking skills, continue to develop vocabulary and grammar skills, study various forms of literature in-depth, and exhibit competency in narrative, descriptive, expository, and persuasive writing. End-of-year assessment of students will determine if a student has mastered the language skills necessary to succeed in regular classes.

## WORLD LANGUAGE

### AMERICAN SIGN LANGUAGE I

Grade Level: 9, 10, 11

Credit: 1 unit

Prerequisite: None

This course covers the beginning level of sign language for high school students. Beginning Sign Language is designed to assist the student in obtaining a basic introductory knowledge of Sign Language. The student will learn basic sign language, sign vocabulary, grammatical structure, facial expression and body language. Proficiency exam will be given at the end of the course.

### ARABIC I

Grade Level: 9, 10

Credit: 1 unit

Prerequisite: None

This course introduces the fundamental elements of the modern standard Arabic language within the cultural context of Arabic-speaking people. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Arabic and demonstrate cultural awareness. Proficiency exam will be given at the end of the course.

Note: Course is offered only at Cumberland International Early College.

### ARABIC II

Grade Level: 9, 10, 11

Credit: 1 unit

Prerequisite: Arabic I and language proficiency

Students will continue to improve speaking proficiency, listening, comprehension and writing skills. By the conclusion of the school year, students should be able to speak casually about daily and common activities. Students will begin a more intensive study of grammatical forms of Arabic and vocabulary words. They will conduct research and make presentations of current and historical events in Arabic speaking regions in the world. Proficiency exam will be given at the end of the course.

Note: Course is offered only at Cumberland International Early College.

### ARABIC III HONORS

Grade Level: 10, 11

Credit: 1 unit

Prerequisite: Arabic II and language proficiency

Arabic III focuses on strengthening the basic language skills of reading, writing, listening, and speaking, all in cultural context. It reinforces grammar and vocabulary in an intermediate language level through constant review and expands to challenge students as their skills develop. Students will conduct research and make presentations of current and historical events in Arabic speaking regions of the world. Proficiency exam will be given at the end of the course.

Note: Course is offered only at Cumberland International Early College.

### ARABIC IV HONORS

Grade Level: 10, 11, 12

Credit: 1 unit

Prerequisite: Arabic III Honors and language proficiency

This course includes communicative competencies in speaking, listening comprehension, reading and writing at an intermediate level with attention to cultural awareness. Emphasis is placed on intermediate skills in speaking, reading, writing, and comprehension of spoken language. Upon completion, students should be able to demonstrate simple conversations and read works written in modern standard Arabic. Proficiency exam will be given at the end of the course.

Note: Course is offered only at Cumberland International Early College.

## FRENCH I

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: None**

French I is an introduction to the French language and various francophone cultures. Emphasis is on listening, speaking, reading, writing and culture. There is much oral practice with many personalized questions and a variety of classroom activities emphasizing personal expression. Students will perform the most basic functions of the reading and writing aspects of the language. A variety of media are used to introduce different aspects of French culture and civilization. Integration of other disciplines is on-going throughout the course. Proficiency exam will be given at the end of the course.

*Note: Course is offered at Massey Hill Classical, Cape Fear, Douglas Byrd, Gray's Creek, Terry Sanford, and South View High Schools.*

## FRENCH II

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: French I or French I Part I and French I Part II (Middle School) and language proficiency**

French II is a continuation of French I. Students enrolled in this course have either successfully completed the Level I course at the high school or at the middle school or have placed out of Level I due to previous language study at the elementary and/or middle grades. The course covers increased oral accuracy, vocabulary development, grammatical structure, reading, writing, civilization, and culture. These objectives will be reinforced through increased use of the French language. Students continue to develop multicultural awareness and integration of other disciplines. Proficiency exam will be given at the end of the course.

*Note: Course is offered at Massey Hill Classical, Cape Fear, Douglas Byrd, Gray's Creek, Terry Sanford, and South View High Schools.*

## FRENCH III HONORS

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: French II and language proficiency**

In Level III an increasing integration of the four language skills is stressed. Students initiate and maintain face to face communication. Continued emphasis is placed on reading, examination of other cultures, and integration with other disciplines. Proficiency exam will be given at the end of the course.

*Note: Course is offered at Massey Hill Classical, Cape Fear, Douglas Byrd, Gray's Creek, Terry Sanford, and South View High Schools.*

## HONORS FRENCH CONVERSATION AND COMPOSITION

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: French III Honors and language proficiency**

The Intensive French Conversation course introduces students to conversation through viewing and discussing French films. The recent films serve as introduction to specific linguistic objectives, and to contemporary cultural issues. This course represents an ideal opportunity to develop content cultural knowledge while practicing conversation skills. Emphasis will be placed on regular practice in conversation and composition with review of grammar and continuing work on language skills in French. Proficiency exam will be given at the end of the course.

*Note: Course is offered at Massey Hill Classical, Cape Fear, Douglas Byrd, Gray's Creek, Terry Sanford, and South View High Schools.*

## FRENCH IV HONORS

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: French III Honors and language proficiency**

The students of French IV will expand their knowledge of basic structures, vocabulary, and fluency of speech. Students will do advanced studies in French history, literature and culture. Proficiency exam will be given at the end of the course.

*Note: Course is offered at Massey Hill Classical, Cape Fear, Douglas Byrd, Gray's Creek, Terry Sanford, and South View High Schools.*

## AP FRENCH LANGUAGE AND CULTURE

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisites: French III Honors or French IV Honors, language proficiency and Teacher Recommendation**

This college level course is designed to lead the student to a high level of proficiency through intensive study of vocabulary, advanced grammar review and extensive writing and speaking. Students will read literature and magazine articles. The course will provide mastery of the four skills of listening, reading, speaking and writing. Proficiency exam will be given at the end of the course.

*Note: Course is offered at Massey Hill Classical, Cape Fear, Douglas Byrd, Gray's Creek, Terry Sanford, and South View High Schools.*

## MANDARIN CHINESE I

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: None**

Chinese I is an introductory course to Mandarin Chinese. Though students will receive instruction in all four aspects of the language (oral, listening, reading and writing), during the early stages of their Chinese studies, class time will primarily be devoted to acquiring basic oral and listening skills. Once students are more familiar with structural conventions they will be challenged with reading and writing materials that include some unknown characters in order for them to develop their skills under more authentic circumstances. In addition to gaining communicative and linguistic competence, students will be exposed to the Chinese culture in order to better understand the cultural context in which their language skills will be used. The course will provide students with the ability to communicate interpersonally in daily life. Topics will include greetings, basic introductions, making appointments, location, countries, languages, descriptions, shopping and food. Proficiency exam will be given at the end of the course. *Note: Course is offered at Seventy-First, Cumberland International Early College High Schools and Teleconferencing.*

## MANDARIN CHINESE II

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Mandarin Chinese I or Mandarin Chinese I Part I and Mandarin Chinese I Part II (Middle School) and language proficiency**

This course builds on the skills introduced in Chinese I. Aural comprehension, pronunciation and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to further develop reading and writing skills. Students expand their capacity to read and write Chinese characters. Students continue to study Chinese history, culture and society. Proficiency exam will be given at the end of the course. *Note: Course is offered at Seventy-First, Cumberland International Early College High Schools and Teleconferencing.*

## MANDARIN CHINESE III HONORS

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Mandarin Chinese II and language proficiency**

In this course students will continue to gain oral proficiency through a variety of language activities including games, dialogues, oral presentations, and imaginative tasks. Meanwhile, efforts will be continuously made to improve the accuracy of the student's pronunciation and the ability to convey meaning. Reading and writing skills will be taught in meaningful contexts. The culture and language integration at this level will be focused on the "life way" study, and the student will develop an appreciative acquaintance with Chinese culture. Students will take what they have learned and will use them in more complex sentences, phrases, and conversation. Students are expected to speak longer sentence and ask simple questions on familiar and unfamiliar topics. Proficiency exam will be given at the end of the course. *Note: Course is offered at Seventy-First, Cumberland International Early College High Schools and Teleconferencing.*

## HONORS MANDARIN CHINESE CONVERSATION/COMPOSITION

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Mandarin Chinese III Honors and language proficiency**

This course aims to enhance the students' understanding of Chinese culture and introduce them to issues in contemporary China through reading and discussion. Authentic texts of Modern Chinese, including newspaper articles and published writings of literary, cultural, and social interest will be introduced in the course. Proficiency exam will be given at the end of the course.

*Note: Course is offered only at Seventy-First High School.*

## MANDARIN CHINESE IV HONORS

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Mandarin Chinese III Honors and language proficiency**

This course offers continuing instruction in listening, speaking, reading and writing, with particular emphasis on consolidating basic conversational skills and improving reading confidence and depth. Chinese I, II, III and IV form a sequence. Upon completion of this course, students should be able to speak in Chinese, with some fluency on basic conversational topics, they should be able to read texts composed of characters introduced in the textbook in both simplified and traditional characters, and they should be able to write short compositions using these characters. Classes are made up of lecture sessions, cultural studies, drill practices, discussion, reading comprehension practice, listening comprehension practice, situational dialogue practice, and language games. Classes will be conducted in Mandarin. Proficiency exam will be given at the end of the course.

*Note: Course is offered only at Seventy-First High School.*

## AP CHINESE LANGUAGE AND CULTURE

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Mandarin Chinese III Honors or Mandarin Chinese IV Honors, language proficiency, and Teacher Recommendation**

This is an intensive course designed for highly motivated students to improve competency and gain proficiency in Chinese. The course provides extensive preparation for the AP Chinese Language and Culture exam given in May. Students write biweekly compositions in Chinese and develop their speaking, listening and writing skills at an advanced level by making recordings. Students are expected to become competent in reading and in understanding spoken Chinese using authentic sources. A concise review of grammar and extensive vocabulary are addressed throughout the year. Proficiency exam will be given at the end of the course.

*Note: Course is offered only at Seventy-First High School*

## SPANISH I

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: None**

This course is intended for the beginning Spanish language student. Spanish I is designed to give students a balanced exposure to all four language skills. The course objectives emphasize accurate pronunciation, structure knowledge with primary focus on the present tense and language acquisition of basic vocabulary. The course provides students with opportunities to: respond to and give oral directions and commands and to make routine requests in the classroom and in public places; understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests. Students will begin to speak and write in the target language. Cultural similarities as well as differences between Spanish-speaking countries and the United States are studied. Proficiency exam will be given at the end of the course.

## SPANISH I HERITAGE/IMMERSION

**Grade Level: 9, 10, 11**

**Credit: 1 unit**

**Prerequisite: Student must be a native or heritage speaker of Spanish. Needs Curriculum Specialist, Spanish Teacher or counselor recommendation**

This course is designed for students for whom Spanish is their native or heritage language. It provides those students with the opportunity to expand their existing proficiency and to develop their reading and writing skills. Spelling and vocabulary development are stressed. Proficiency exam will be given at the end of the course.

## SPANISH II

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Spanish I or Spanish I Part I and Spanish I Part II (Middle School) and language proficiency**

Spanish II is a continuation of Spanish I with substantial amount of new grammatical structures. The course increases emphasis on listening, reading and writing. Students will begin to understand spoken Spanish and converse on a more sophisticated level. The students will become familiar with different aspects of the culture, including the visual arts, architecture, literature and music. Culture and history of Hispanic countries are also studied. The course enables students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Proficiency exam will be given at the end of the course.

## SPANISH III HONORS

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Spanish II and language proficiency**

This course reviews Spanish II concepts. Students should have a basic mastery of level II grammar and vocabulary. Oral proficiency continues to be a major focus with increased emphasis on the depth of study of the many target cultures represented in the Spanish-speaking world. Reading and writing skills are stressed. Students read for comprehension from a variety of authentic materials, such as advertisements in newspapers, magazines, cartoons and personal correspondence, short literacy selections of poetry, plays, and short stories. Student writes, paraphrases, summarizes, and writes brief compositions. The course provides instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the target language. Proficiency exam will be given at the end of the course.

## HONORS SPANISH CONVERSATION AND COMPOSITION

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Spanish III and language proficiency**

This course is appropriate for students who wish to continue building skills in speaking and writing. The course is divided into thematic units and provides vocabulary enrichment, as well as opportunities to speak and write extensively in Spanish. Knowledge of grammatical structures presented in levels II and III is expected. Proficiency exam will be given at the end of the course.

## SPANISH IV HONORS

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Spanish III Honors and language proficiency**

Spanish IV provides an advanced application of skills learned in Spanish I, II, and III Honors. The course is divided into thematic units, which provide vocabulary enrichment and language integrated skills. Students receive constant exposure to spoken Spanish and will develop reading strategies through the study of history, literature, and culture of Spanish-speaking countries. The course enables the students to express opinions and make judgments, respond to factual and interpretive questions and interact in complex social situations. Students read for comprehension from a variety of longer authentic materials and are aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in the target language. Proficiency exam will be given at the end of the course.

## SPANISH V HONORS

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Spanish IV Honors and language proficiency**

This course is designed for students who wish to continue building skills in speaking, reading, and writing. Students receive opportunities to speak and write extensively in Spanish. Knowledge of grammatical structure is stressed. Students will demonstrate an understanding of the principal elements of nonfiction, articles in newspapers, create stories and poems, short plays, and skits based on personal experiences and exposure to themes analyzing the main plot, characters and their descriptions and roles. Proficiency exam will be given at the end of the course.

## AP SPANISH LANGUAGE AND CULTURE

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisites: Spanish III Honors or Spanish IV Honors, language proficiency, and Teacher Recommendation**

This is an intensive course designed for highly motivated students to improve competency and gain proficiency in Spanish. The course provides extensive preparation for the AP Spanish language exam given in May. Students write compositions in Spanish and develop their speaking skills at an advanced level by making recordings. Students are expected to become competent in reading and in understanding spoken Spanish using authentic sources. A concise review of grammar and extensive vocabulary are addressed throughout the year. Course content might best reflect interests shared by the students and the teacher, e.g., the arts, current events, literature, culture, sports, etc. Spanish Language, Advanced Placement seeks to develop language skills that are useful and that can be applied to various activities and disciplines rather than being limited to any specific of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. Proficiency exam will be given at the end of the course.

**GERMAN I****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

This course is intended for the beginning German language student. Students learn to speak, read, write, and comprehend basic standard German. Basic vocabulary and grammatical structure help the student to understand the German language and culture. Current events and culture are emphasized throughout the year, with discussions in both English and German. Proficiency exam will be given at the end of the course.

*Note: Course is offered only at South View High School.*

**GERMAN II****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: German I and language proficiency**

German II students continue to expand their practice of speaking, reading, writing, and listening comprehension of basic standard German. This course consists of students in Grades 9-12. In addition to a common textbook, students are introduced to materials from newspaper articles, magazines, books, and internet sources. These documents span a variety of topics (political, economic, social, cultural and others) to familiarize the students with contemporary issues facing Germany, as well as the European community. Proficiency exam will be given at the end of the course. *Note: Course is offered only at South View High School.*

**GERMAN III HONORS****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: German II and language proficiency**

German III includes reinforcement and refinement of the skills and vocabulary learned in German I and II. Speaking and listening comprehension exercises continue to help students toward acquiring fluency and the ability to create dialogues and compositions using the German language. Also, the course invites the students to develop strategies that will enable them to read and understand original German texts and all of their complexities. In these texts, students learn the fundamental elements of German grammar as it relates to the texts. Students frequently write compositions and dialogues in German and present these writings orally to the rest of the class. Students' compositions in German III consist of at least 150 words. In addition to a common textbook, students are introduced to materials for newspaper articles, magazines, books, and internet sources. These documents span a variety of topics (political, economic, social, cultural and others) to familiarize the students with contemporary issues facing Germany, as well as the European community. Proficiency exam will be given at the end of the course. *Note: Course if offered only at South View High School.*

**GERMAN IV HONORS****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: German III Honors and language proficiency**

German IV includes a refinement of the skills and vocabulary learned in previous German courses. The major emphasis is on speaking, reading, and writing. The reading continues to focus on cultural information and on preparing students to read and study literature in its original, simplified form. Listening and speaking skills are further developed and refined as students converse and communicate using the past, present, and future tenses. Students refine their speaking and grammar comprehension further by frequently writing compositions; and then presenting these writings orally to the rest of the class. Students' compositions in German IV consist of at least 200 words. In addition to a common textbook, students are introduced to materials from newspaper articles, magazines, books, and internet sources. These documents span a variety of topics (political, economic, social, cultural and others) to familiarize the students with contemporary issues facing Germany, as well as the European community. Proficiency exam will be given at the end of the course. *Note: Course is offered only at South View High School.*

**AP GERMAN LANGUAGE AND CULTURE****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: At least a 90 Average in German III Honors or German IV Honors, Teacher Recommendation and language proficiency**

Students at this advanced language level are expected to demonstrate greater and more sophisticated use of the four skills of listening, speaking, reading, and writing. Those content/skill areas, which are outlined for the Advanced Placement Test by the College Board, form the basis for the course of study. At the completion of this course, students are required to take the Advanced Placement Test, and they may receive college credit based upon their scores and the requirements of the college of their choice. History, literature, and culture are taught primarily through the active use of the German language. In addition to a common textbook, students are introduced to materials from newspaper articles, magazines, books, and internet sources. These documents span a variety of topics (political, economic, social, cultural and others) to familiarize the students with contemporary issues facing Germany, as well as the European community. The teacher uses German almost exclusively in the AP German class and encourages students to do likewise. Proficiency exam will be given at the end of the course.

*Note: Course is offered only at South View High School.*

**LATIN I****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

This course introduces basic Latin vocabulary, inflections, and grammar as it applies to reading and translating simple Latin sentences. Special emphasis is placed on building English derivatives and vocabulary. Roman culture, art, history, law, and government are also explored to help build an appreciation of the ancients' effects on modern American society. Proficiency exam will be given at the end of the course.

*Note: Course is offered at Jack Britt, Massey Hill Classical and Reid Ross Classical High Schools.*

**LATIN II****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Latin I or Latin I Part I and Latin I Part II (Middle School) and language proficiency**

Students continue building vocabulary and studying more complex grammar. The study of ancient Roman history is expanded as students begin reading the simpler texts written by ancient authors. Proficiency exam will be given at the end of the course.

*Note: Course is offered at Jack Britt, Massey Hill Classical, and Reid Ross Classical.*

**LATIN III HONORS****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Latin II and language proficiency**

Students continue building vocabulary and studying more complex grammar. Through their study of Latin, students reinforce and further their understanding of English. They expand their study of Roman history as they begin reading simpler texts written by ancient authors. Proficiency exam will be given at the end of the course.

*Note: Course is offered at Jack Britt, Massey Hill Classical, and Reid Ross Classical High Schools.*

**LATIN IV HONORS****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Latin III Honors and language proficiency**

Students in advanced Latin continue to trace Greco-Roman history, culture, and language and its impact on modern civilizations. Reading comprehension is stressed through the exploration of more advanced texts, especially Catullus, Horace, and Vergil. Emphasis is placed on the reading and scansion of the poetry of these authors. Proficiency exam will be given at the end of the course.

*Note: Course is offered at Jack Britt, Massey Hill Classical, and Reid Ross Classical High Schools.*



## AP LATIN

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite:** Latin III Honors or Latin IV Honors and Teacher Recommendation, and language proficiency

Students at this advanced language level are expected to demonstrate greater and more sophisticated use of the four skills of listening, speaking, reading, and writing. Literature, History, and culture are taught primarily through the active use of the second language. Those continent/skills areas and Roman authors, which are outlined for the Advanced Placement Test by the College Board, form the basis for the course of study. Proficiency exam will be given at the end of the course.

*Note: Course is offered at Jack Britt, Massey Hill Classical, and Reid Ross Classical High Schools.*

## MATHEMATICS

### FOUNDATIONS OF MATH I

Grade Level: 9, 10, 11

Credit: 1 unit

**Prerequisite:** None

Foundations of Math I is a continuation of the mathematical skills and concepts studied in middle school. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in Math I. There will be an emphasis on developing concepts in algebra, functions and numbers and operations.

### MATH I

Grade Level: 9, 10, 11, 12

Credit: 1 unit

**Prerequisite:** None

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

### FOUNDATIONS OF MATH II

Grade Level: 9, 10, 11, 12

Credit: 1 unit

**Prerequisite:** Math I

Foundations of Math II is a continuation of the mathematical skills and concepts studied in Math I. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in Math II. There will be an emphasis on developing concepts in algebra, geometry and statistics.

### MATH II

Grade Level: 9, 10, 11, 12

Credit: 1 unit

**Prerequisite:** Math I

Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes; polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

### MATH II HONORS

Grade Level: 9, 10, 11, 12

Credit: 1 unit

**Prerequisite:** Math I

Math II Honors addresses the topics of Math II at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

### FOUNDATIONS OF MATH III

Grade Level: 10, 11, 12

Credit: 1 unit

**Prerequisite:** Math II

Foundations of Math III is a continuation of the mathematical skills and concepts studied in Math II. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in Math III. There will be an emphasis on developing concepts in algebra, functions and geometry.

### MATH III

Grade Level: 10, 11, 12

Credit: 1 unit

**Prerequisite:** Math II

Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math II extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles.

## MATH III HONORS

Grade Level: 10, 11, 12

Credit: 1 unit

**Prerequisite:** Math II

Math III Honors addresses the topics of Math III at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

## ADVANCED FUNCTIONS AND MODELING

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite:** Math III

Advanced Functions and Modeling provides students 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.

## SREB Math Ready

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite:** Math III

The SREB Math Ready course emphasizes understanding mathematics concepts rather than just memorizing procedures. Students will learn the context behind procedures. This equips them with higher-order thinking skills enabling them to apply math skills functions, and concepts in different situations. The course contains eight units: exponentials, quadratics, equations, measurement, number operations, systems, linear functions, and statistics. Math Ready is designed primarily for high school students, juniors and seniors, not planning to major in a STEM (science, technology, engineering and mathematics) area beyond high school.

## DISCRETE MATHEMATICS

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite:** Math III

Discrete Mathematics introduces students to the mathematics of networks, social choice, 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, will be used regularly for instruction and assessment.

## DISCRETE MATHEMATICS HONORS

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite:** Math III

This course will cover topics, which include graph theory, applications of probability, mathematics of social decision-making, matrix modeling, and the mathematics of iteration. Some of the subtopics include fairness in decision making, analysis of elections, Markov chains, investigating algorithms, and graphic modeling. Students will study supplementary topics, participate in seminars, and develop projects that involve real world applications. A more rigorous pacing is required.

## AP STATISTICS

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite:** Math III

AP Statistics, which follows the College Board Curriculum, introduces students to the major statistical concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. At the completion of this course, students will be required to take the Advanced Placement Exam.

## PRE-CALCULUS HONORS

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite:** Math III

Pre-Calculus provides students a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, sequences and series, and data analysis. Applications and modeling will be included throughout the course of study. Appropriate technology, from manipulatives to calculators and applications software, will be used regularly for instruction and assessment.

**AP CALCULUS (AB and BC)****Grade Level: 12****Credit: 1 unit****Prerequisite: Pre-Calculus Honors**

AP Calculus follows the College Board Curriculum to develop the students' understanding of the concepts of calculus (functions, graphs, limits, derivatives, and integrals) and provides experiences with its methods and applications. These courses encourage the geometric, numerical, analytical, and verbal expressions of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. At the completion of either course, students will be required to take the Advanced Placement Exam.

**AP COMPUTER SCIENCE (A)****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Math III**

AP Computer Science follows the College Board Curriculum. Major emphasis is on programming methodology, algorithms, and data structures in the context of applications of computing. Language used in the course is specified by the AP Board (currently C ++). Students need a familiarity with mathematical notation, experience in problem solving, and the ability to develop a logical structure of a given topic. At the completion of this course, students will be required to take the Advanced Placement Exam.

**ALTERNATE MATHEMATICS I****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Alternate Mathematics I provides learners an opportunity to apply mathematics concepts and skills from earlier high school mathematics courses in practical situations while focusing on learning skills associated with information and communication technology.

**ALTERNATE MATHEMATICS II****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Alternate Mathematics I**

Alternate Mathematics II provides learners an opportunity to apply, mathematical concepts and skills from earlier high school mathematics courses to financial situations while using learning skills associated with information and communication technology.

**SCIENCE**

**PHYSICAL SCIENCE****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Math I**

The Physical Science course will provide a foundation for the continued study of science. The curriculum will integrate the following topics in chemistry and physics: structure of atoms, structure and properties of matter, motion and forces, conservation of energy, matter and charge.

**BIOLOGY I****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Through laboratory and literary investigations the Biology course provides in-depth study of the following concepts: the cell, the molecular basis of heredity, biological evolution theory, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive responses of organisms.

**BIOLOGY I HONORS****Grade Level: 9, 10****Credit: 1 unit****Prerequisite: None**

Honors Biology is designed to give the student a more challenging and in-depth experience. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In addition to the North Carolina Standard Course of Study for Biology standards and objectives, students are expected to: design and carry out several independent investigations of biological questions, read and report on recent research in biology and demonstrate a more in-depth understanding of all biology objectives.

**BIOLOGY II****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Biology I**

Biology II is a continuation of the Biology I program of study. The course considers selected topics studied in Biology I through extended laboratory and literary investigations.

**BIOLOGY II HONORS****Grade Level: 11, 12****Credit: 1 unit****Pre-requisite: Biology I Honors, Chemistry I Honors**

Co-requisite (Spring Semester): AP Biology

Biology II Honors is designed to be taken in the fall semester and partner with AP Biology course taken during the spring semester. This course provides additional laboratory study, student-directed exploration and research involving objectives in the Advanced Placement course of study.

**AP BIOLOGY****Grade Level: 11, 12****Credit: 1 unit****Prerequisites: Biology I Honors, Chemistry I Honors and Math III**

Advanced Placement Biology is equivalent to a two-semester college biology course that includes eight major themes: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature, and science, technology, and society. At the completion of this course, students will be required to take the Advanced Placement Exam.

**ANATOMY AND PHYSIOLOGY****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Biology I; Chemistry I**

Anatomy and Physiology is designed for students interested in pursuing a career in the health sciences. Emphasis will be placed on study of the function and structure of the human body. Laboratory investigations will be used to study important concepts.

**ANATOMY & PHYSIOLOGY HONORS****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Biology I Honors; Chemistry I Honors**

Anatomy & Physiology Honors is a rigorous curriculum designed to allow highly motivated students to conduct an in-depth study of the function and structure of the human body. Students are expected to work more independently completing two to three additional research projects.

**EARTH/ENVIRONMENTAL SCIENCE****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

The Earth/Environmental Science curriculum focuses on the functions of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, origin and evolution of the earth, solar system, and universe, environmental awareness, weather and climate, human population dynamics and sustainable living, and the cycles that circulate matter and energy through the earth system.

**EARTH/ENVIRONMENTAL SCIENCE HONORS****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Honors Earth/Environmental Science is designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system.

**AP ENVIRONMENTAL SCIENCE****Grade Level: 11, 12****Credit: 1 unit****Prerequisites: Biology I Honors and Chemistry I Honors**

Advanced Placement Environmental Science is equivalent to a one semester college course that includes the following major topics: the origin and structure of the Universe, the interdependence of Earth Systems, human population dynamics, renewable and nonrenewable resources, air, water and soil quality, global changes and their consequences, and environmental decision making. At the completion of this course, students will be required to take the Advanced Placement Exam.



## CHEMISTRY I

Grade Level: 10, 11, 12

Credit: 1 unit

Prerequisite: Math III

The Chemistry course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances.

## CHEMISTRY I HONORS

Grade Level: 10, 11, 12

Credit: 1 unit

Prerequisite: Math III

Chemistry Honors is an accelerated comprehensive laboratory course designed to give the students a more conceptual and in-depth understanding of concepts in the North Carolina Standard Course of Study in Chemistry. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course will include additional Honors objectives and an in-depth study of at least two enrichment topics. Students will design and complete at least one in-depth independent study of chemistry directed questions.

## CHEMISTRY II

Grade Level: 11, 12

Credit: 1 unit

Prerequisite: Chemistry I

Chemistry II is designed to help students develop an in-depth understanding of topics covered in Chemistry I. Laboratory investigations are used to stress important concepts relative to topics including molecular chemistry, electrochemistry, gas-laws, and acid-base reactions.

## CHEMISTRY II HONORS

Grade Level: 11, 12

Credit: 1 unit

Pre-requisite: Biology I Honors, Chemistry I Honors

Co-requisite: (Spring Semester): AP Chemistry

Chemistry II Honors is designed to be taken in the fall semester and partner with AP Chemistry course taken during the spring semester. This course provides additional laboratory study, student-directed exploration and research involving objectives in the Advanced Placement course of study.

## AP CHEMISTRY

Grade Level: 11, 12

Credit: 1 unit

Prerequisites: Biology I Honors and Chemistry 1 Honors

Advanced Placement Chemistry is equivalent to a two-semester college chemistry course. Topics include atomic and molecular structure, descriptive inorganic and organic chemistry, stoichiometry, thermodynamics, chemical kinetics, chemical equilibrium, electrochemistry, the chemistry of aqueous solutions, and basic techniques of qualitative analysis. At the completion of this course, students will be required to take the Advanced Placement Exam.

## PHYSICS

Grade Level: 11, 12

Credit: 1 unit

Prerequisites: Math III

Physics, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction. The following topics are "uncovered" in this curriculum: conservation of mass and energy, conservation of momentum, waves, and interactions of matter and energy.

## PHYSICS HONORS

Grade Level: 11, 12

Credit: 1 unit

Prerequisites: Math III

Honors Physics uses the North Carolina Standard Course of Study for Physics as a foundation for more challenging and advanced study that enriches key topics and broadens the student's view of the larger physics community including current research. Increased depth of each topic as well as student-directed exploration and experimentation is a vital part of this course. At least two of the following enrichment topics will be included in course objectives: optics, nuclear physics, modern physics, electromagnetism, thermodynamics, and engineering.

## AP PHYSICS 1: ALGEBRA BASED

Grade Level: 12

Credit: 1 unit

Co-requisite: Pre-calculus or Adv. Functions and Modeling

Advanced Placement Physics 1: Algebra Based is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. At the completion of this course, students will be required to take the Advanced Placement Exam.

## AP PHYSICS 2: ALGEBRA BASED

Grade Level: 12

Credit: 1 unit

Prerequisite: AP Physics 1: Algebra Based

Co-requisite: Pre-calculus or Adv. Functions and Modeling

Advanced Placement Physics 2: Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. At the completion of this course, students will be required to take the Advanced Placement Exam.

## AP PHYSICS C: ELECTRICITY AND MAGNETISM

Grade Level: 12

Credit: 1 unit

Prerequisite: Physics Honor and AP Calculus

Advanced Placement Physics C: Electricity and Magnetism is equivalent to a semester college physics course and should provide instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. Calculus is used to develop concepts. One part of the Physics C examination covers mechanics; the other part covers electricity and magnetism. Students are permitted to take either one or both parts of this examination, and separate grades are reported for the two subject areas. At the completion of this course, students will be required to take the Advanced Placement Exam.

## AP PHYSICS C: MECHANICS

Grade Level: 12

Credit: 1 unit

Prerequisite: Physics Honors and AP Calculus

Advanced Placement Physics C: Mechanics is equivalent to a semester college physics course and should provide instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation and oscillations and gravitation. Calculus is used to develop concepts. One part of the Physics C examination covers mechanics; the other part covers electricity and magnetism. Students are permitted to take either one or both parts of this examination, and separate grades are reported for the two subject area. At the completion of this course, students will be required to take the Advanced Placement Exam.

## SOCIAL STUDIES

### WORLD HISTORY

Grade Level: 9

Credit: 1 unit

Prerequisite: None

World History at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions.

### WORLD HISTORY HONORS

Grade Level: 9

Credit: 1 unit

Prerequisite: None

World History Honors provides challenging opportunities for students to explore the origins of world civilizations and to examine the impact of non-western cultures on the global society. The effects of events on individuals, social, political interaction, and technological development are stressed throughout the course. Specialized projects provide the student with a more extensive examination of the events, which have influenced the development of the world.

**AP WORLD HISTORY****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Advanced Placement World History offers examination in World History to students who wish to complete studies in secondary school equivalent to an introductory college course in world history. The purpose of this course is to develop greater understanding of the evolution of global processes and contacts, and interaction with different types of human societies. Consistent attention is given to contacts among societies that form the core of world history as a field of study. At the completion of this course, students will be required to take the Advanced Placement Exam.

**LEADERSHIP DEVELOPMENT****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisites: SGA, Class or Club Officer, and Approval of Instructor**

Planning for school activities, school service, and parliamentary procedure will be stressed in this course. This class should provide a study of the legal, educational and philosophical bases of student government. Activities may include travel to other campuses, area conferences and state conferences. The course is designed to teach leadership skills and to give practical experience in the field of student government. Course may be taken three times for credit.

**CIVICS AND ECONOMICS****Grade Level: 10****Credit: 1 unit****Prerequisite: World History**

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. This is a survey course that gives students the needed practical understanding of civic participation and government as well as a study of the basic economics that affect their lives as consumers and citizens.

**CIVICS AND ECONOMICS HONORS****Grade Level: 10****Credit: 1 unit****Prerequisite: World History**

Honors Civics and Economics provides a more rigorous examination of American government and economic systems. Instructional pacing is accelerated beyond the standard Civics and Economics course. The course builds and extends on the government and economic topics and concepts taught in the standard Civics and Economics course. Students will be expected to read and/or interact to a wide spectrum of more challenging, relevant instructional material.

**AP U.S. HISTORY****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Complete American History I**

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in studying the history of the United States beyond the state mandated survey course. The AP course prepares students for intermediate and advanced college courses. The work is designed to be extremely rigorous and challenging both in content and in its accelerated pacing. In depth writing assignments aligned to College Board DBQ and essay standards are required.

**AFRICAN AMERICAN STUDIES****Grade Level: 9-12****Credit: 1 unit****Prerequisite: None**

African Americans have made significant contributions to the economic, political, social, and cultural development of the United States. Through this course, students discover how African Americans have always been an integral part of the American experience. However, African Americans have also been a viable force unto themselves with their own experiences, culture, and aspirations. African American history cannot be understood except in the broader context of the United States' history.

**AP EUROPEAN HISTORY****Grade Level: 11, 12****Credit: 1 unit****Recommendation: World History, Civics & Economics**

AP European History is divided into three major categories: Political and diplomatic; intellectual and cultural; and social and economic. Students trace the development of these categories through several chronological periods. Extensive reading, projects, research papers, and class discussions assist the student in tracing the development of these categories through history. This course cannot be used to satisfy the World Studies graduation requirement. At the completion of this course, students will be required to take the Advanced Placement Exam.

**CURRENT AFFAIRS****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: World History**

Current Affairs is a study and discussion of local, national, and international current events. Emphasis is placed on determining how these events affect the lives of Americans. In order to promote greater student understanding of contemporary issues, students also study the historical background related to each topic. This course cannot be used as a substitute for Civics and Economics.

**21<sup>ST</sup> CENTURY GEOGRAPHY****Grade Level: 11, 12****Credit: 1 unit**

This geography course will emphasize the increasing interconnectedness of Earth's people due to globalization, as well as, the notion of "spatial variation"—how and why things differ from place to place both physically and culturally on the earth's surface. Globalization is the ongoing process of increasing interconnectedness and interdependence among humankind. While its origins are debatable, this process has been significantly amplified with the onset of new communication technologies that have improved economic, political, social, cultural, historic, and geographic connections among individuals, groups, and nations. The mounting flow of goods, services, finances, ideas, and people across national and international borders has created a world ever more devoid of physical and political boundaries and dependent upon empathy and collaboration. Since the consequences of the process are not predetermined, an awareness of the positive or negative possibilities of these connections is paramount to individual improvement and the advancement of humanity.

**AP HUMAN GEOGRAPHY****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Advanced Placement Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Students also learn about the methods and tools geographers use in their research and applications.

**PSYCHOLOGY****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: World History****Recommendations: Civics & Economics, American History I**

The elective course, Psychology, engages students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental process and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

**AP PSYCHOLOGY****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: None**

This course is designed 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 with psychology. Students will also learn about the ethics and methods psychologists use in their science and practice. At the completion of this course, students will be required to take the Advanced Placement Exam.

**MINORITY STUDIES****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: World History**

Minority Studies focuses on the contributions made by minority groups to American society and to the world. This class offers an examination of the social, political, and economic roles of various minority groups in the United States. Students study issues that have created conflict and analyze the search for equity in all facets of American life.

**SOCIOLOGY****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: World History****Recommendations: Civics & Economics, American History I**

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

**AP UNITED STATES GOVERNMENT AND POLITICS****Grade Level: 11, 12****Credit: 1 unit****Recommendation: Civics & Economics**

American Government is a study of the governmental institutions affecting the structure and function of the American federal system. Students examine the relationship among the three branches of government and evaluate Constitutional issues focusing on the freedoms of American citizens. Because this is a College Board approved class with an exit exam, it provides a more rigorous curriculum focusing on critical analysis of issues through research and discussion. At the completion of this course, students will be required to take the Advanced Placement Exam.

**AMERICAN HISTORY I****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: None**

This course guides students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. Students examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the United States Constitution. Students continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture and geography taught in grades kindergarten through eight and use skills of historical analysis as they examine American history. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. Students entering 9<sup>th</sup> grade in 2012-2013 are required to take American History I and II or American History I Honors and II Honors. This is a graduation requirement.

**AMERICAN HISTORY II****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: None**

This course guides students from the late nineteenth century time period through the early 21<sup>st</sup> century. Students examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world. Students entering 9<sup>th</sup> grade in 2012-2013 are required to take American History I and II or American History I Honors and II Honors. This is a graduation requirement.

**AMERICAN HISTORY I HONORS****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: None**

Honors American History I provides students with opportunities to gain a deeper understanding of historical events which shaped the United States from European Exploration to the early nineteenth century. Instructional pacing is accelerated beyond the standard American History I course. The course builds on the historical and intellectual origins of the United States. Students are expected to read and /or interact to a wide spectrum of more challenging, relevant instructional material. Students entering 9<sup>th</sup> grade in 2012-2013 are required to take American History I and II or American History I Honors and II Honors. This is a graduation requirement.

**AMERICAN HISTORY II HONORS****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: None**

Honors American History II provides students with opportunities to gain a deeper understanding of historical events which shaped the United States from late nineteenth century to early 21<sup>st</sup> century. Instructional pacing is accelerated beyond the standard American History I course. The course builds and extends on the role the federal government has had on the development of the United States. Students are expected to read and/or interact to a wide spectrum of more challenging, relevant instructional material. Students entering 9<sup>th</sup> grade in 2012-2013 are required to take American History I and II or American History I Honors and II Honors. This is a graduation requirement.

**ARTS EDUCATION**

**GENERAL MUSIC (Music Specialization-Beginning)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Students develop knowledge and skills in musical literacy, response and relevancy. Course content is aligned to the Essential Standards curriculum for music at the beginning level. Students gain musical literacy through singing and playing simple instruments, reading and notating music, improvising, composing, and arranging music. For musical response, students focus on listening to, describing, analyzing, critiquing, and evaluating music. Students understand musical relevancy by applying musical knowledge in relation to history, culture, heritage, other content areas, concepts, 21<sup>st</sup> century skills and life-long learning.

**MUSIC APPRECIATION (Music Specialization-Beginning)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Students develop an understanding and appreciation of music as a fine art through the study of varied music literature. Students build musical literacy through an examination of the interacting elements of music in response to music literature and music performances. Students develop knowledge and skills in musical response and relevance as they listen to, analyze, and evaluate music in relation to history, culture, and other content areas. Course content is aligned to the Essential Standards curriculum for music at the beginning level.

**MUSIC THEORY (Music Specialization-Proficient)****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of an intermediate level music course**

Music Theory is a standard level course open to students who have prior musical experience (vocal or instrumental) at an intermediate level in high school. This course is a survey of musical form, structure, notation, sight singing, and development as applied to practice in contemporary American music as well as historical contributions of various cultures and geographic influences. This course is aligned to the Essential Standards curriculum for music at the proficient level. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation.

**MUSIC THEORY (10-12) AP (AP Music Theory)****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Proficient level music course**

This course is designed for the advanced music student who plans to study or major in music or music education in college. The course reflects the content and level of skills of a first-year college music course. The goal of this course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. Students develop aural, sight-singing, written, compositional, and analytical skills through listening, performance, written, creative and analytical activities and assignments. Students create and maintain portfolios containing written, audio, or visual examples of their work. Additional emphasis is placed music styles and cultural and historical influences. At the completion of this course, students are expected to take the Advanced Placement Exam.

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

Vocal Music-Beginning is an introductory choral music course for students interested in singing and musical performance but have limited choral music experience. This course provides a mixed performing ensemble featuring vocal music literature at levels II-III. Students develop and demonstrate appropriate vocal practices, refine the use of the voice as an instrument, sing vocal literature which include changes in tempi, keys, and meters and represent diverse genres, styles, historical periods, and cultures. Course components include the fundamentals of music sight-singing, vocal techniques, ensemble and performance techniques as well as improvising, composing and arranging music and listening to, analyzing, and evaluating musical experiences. Course content is aligned to the Essential Standards curriculum for music at the beginning level. Activities may include required evening and weekend rehearsals and performances. All concert rules apply.

**VOCAL MUSIC-INTERMEDIATE****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Placement Audition or Instructor Recommendation**

Vocal Music-Intermediate provides a mixed performing ensemble featuring vocal music literature at Levels III-IV. Students should be able to sight-read and have a general understanding of music theory and notation. Music of various styles, cultures, and historical periods are included in the repertoire of choral literature studied and performed. Course content is aligned to the Essential Standards curriculum for music at the intermediate level. Performance is an important component of this course and may include required evening and weekend concerts. All concert rules apply.

**VOCAL MUSIC-PROFICIENT****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of an intermediate level music course and Placement Audition or Instructor Recommendation**

Vocal Music-Proficient is an honors level course offering a performing ensemble for students displaying refined levels of vocal practice and uses of the voice as an instrument. Students study and perform vocal music literature at levels IV-V and gain an understanding of vocal literature in relationship to varied styles, history, cultures, and other content areas. Course content is aligned to the Essential Standards curriculum for music at the proficient level. Learning activities build skills in improvising, composing, and arranging music. Students also listen to, analyze, and evaluate musical performances. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation. Performance is an important and required component of this course and may include required evening and weekend participation. All concert rules apply.

**VOCAL MUSIC-ADVANCED****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of a proficient level choral music course and Placement Audition or Instructor Recommendation**

Vocal Music-Advanced is an honors level course offering an advanced vocal performance ensemble. Students perform choral literature at levels V-VI that requires advanced technical and interpretive skills, the ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements of music of varied styles, cultures, and historical periods. Course content is aligned to the Essential Standards music curriculum at the advanced level. Students create and maintain portfolios containing a combination of written, audio, or visual examples of their work for evaluation. Performance is an important component of this course and student may be required to participate in evening and weekend activities and performances. All concert rules apply.

**VOCAL ENSEMBLE I (Vocal Music-Proficient)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of an intermediate level choral course and audition or Instructor Recommendation**

This course features a balanced S.A.T.B. (Soprano, Alto, Tenor, Bass) vocal ensemble that performs a varied repertoire of traditional and contemporary music at levels IV-V. Movement and choreography accompany appropriate literature. Vocal Ensemble I is an honors level course aligned to the Essential Standards music curriculum at the proficient level. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation. Performance is an integral part of this course and may involve required evening and weekend rehearsal and concerts. All concert rules apply.

**VOCAL ENSEMBLE II (Vocal Music-Advanced)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of a proficient level choral course and audition or Instructor Recommendation**

This course features a balanced S.A.T.B. (Soprano, Alto, Tenor, Bass) vocal ensemble that performs a varied repertoire of traditional and contemporary music at levels V-VI. Movement and choreography accompany appropriate literature. Vocal Ensemble II is an honors level course aligned to the Essential Standards music curriculum at the advanced level. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation. Performance is an integral part of this course and may involve required evening and weekend rehearsal and concerts. All concert rules apply.

**BAND-BEGINNING****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None.**

**This course is offered only as needed with the approval of the band director and principal.** Band students who have successfully completed the middle school band program are eligible to enroll in **Band-Intermediate**. Band-Beginning is an introductory level band class for students with limited or no instrumental experience. This course is a performance oriented class with emphasis on music at levels I-III. Students develop and demonstrate fundamental instrumental practices and play literature that may include changes in tempi, keys, and meters. Students develop basic skills in improvising, composing and arranging music and apply reading, music notation as well as skills in listening to, analyzing, and evaluating musical experiences. Music of varied styles, cultures, and historical periods is studied and played. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festivals/concert contests, school-sponsored events, and community activities. Band students are expected to be members of the marching band. The principal or band director may permit exceptions.



**BAND-INTERMEDIATE****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful participation in a middle school band program, Placement Audition or Instructor Recommendation**

Band-Intermediate is a performance oriented class with emphasis on music literature at levels III-IV. Students develop and demonstrate appropriate instrumental practices and play literature that may include changes in tempi, keys, and meters. Students develop skills in improvising, composing and arranging music and apply reading, music notation as well as skills in listening to, analyzing, and evaluating musical experiences. Music of varied styles, cultures, and historical periods is studied and played. This course is aligned to the Essential Standards music curriculum at the intermediate level. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festivals/concert contests, school-sponsored events, and community activities. Band students are expected to be members of the marching band. The principal or band director may permit exceptions.

**BAND-PROFICIENT****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of an intermediate level band course and Placement Audition or Instructor Recommendation**

Band-Proficient is an honors level performance-oriented course that develops technical accuracy and expression needed for rigorous ensemble and solo performance. This course is aligned to the Essential Standards music curriculum at the proficient level. Band-Proficient focuses on music literature at levels IV-V that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys. This course provides a foundation for proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Students broaden and refine their skills in improvising, composing and arranging music and their knowledge of music in the context of historical periods, cultures, and contemporary styles and genres. Students formulate and apply aesthetic criteria to analyze, evaluate, and describe musical compositions and performances. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festivals/concert contests, school-sponsored events, and community activities. Band members are expected to be members of the marching band. The principal or band director may make exceptions.

**BAND-ADVANCED****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of a proficient level band course and Placement Audition or Instructor Recommendation**

Band-Advanced is an advanced honors level performing ensemble for highly skilled and motivated high school band students. This course is aligned to the Essential Standards music curriculum at the advanced level and focuses on music literature at levels V-VI. Students gain advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research. This course promotes advanced technical and interpretive skills, the ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements. Students develop personal aesthetic criteria for analysis and evaluation. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation. Membership is determined by instrumental proficiency and instrumentation needs. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festivals/concert contests, school-sponsored events, and community activities. Band students are expected to be members of the marching band. The principal or band director may make exceptions.

**JAZZ ENSEMBLE I****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Audition or Instructor Recommendation**

Jazz Ensemble students study and perform music of many styles, ranging from the Jazz and Big Band eras to Post-Modern and Contemporary. Instrumentation is based on enrollment and auditions as determined by the band director. Music literature to be performed will focus on intermediate levels III-IV. Jazz Ensemble is aligned to the Essential Standards music curriculum at the intermediate level. Jazz Ensemble is a performance-oriented class and may include evening and weekend performances for student participation and evaluation. All scheduled activities and performances are required.

**JAZZ ENSEMBLE II (Music Specialization-Proficient)****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Audition or Instructor Recommendation**

Jazz Ensemble II students continue in the study and performance of music of many styles, ranging from the Jazz and Big Band eras to Post-Modern and Contemporary. Instrumentation is based on enrollment and auditions as determined by the band director. Music literature to be performed will focus on intermediate levels IV-V. Jazz Ensemble II is aligned to the Essential Standards music curriculum at the proficient level. Jazz Ensemble II is a performance-oriented class and may include evening and weekend performances for student participation and evaluation. All scheduled activities and performances are required.

**ORCHESTRA-BEGINNING****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

**This course is offered only as needed with the approval of the orchestra director and principal. This course may not be offered at high schools with one orchestra class.**

Orchestra-Beginning is an introductory level course for students with little or no string instrument experience. Instruction on individual and group technique is offered for the violin, viola, cello, and string bass and is aligned with the Essential Standards music curriculum at the beginning level. This course is a performance-oriented class that plays instrumental literature at levels I-III focusing on music fundamentals, changes in tempi, key signatures, and meter. Music literature represents diverse genres, styles, cultures and historical periods. Students develop basic skills in improvising, composing and arranging music as well as listening to, analyzing, and evaluating musical experiences. Scheduled activities are required including concerts, assemblies, festivals/contests, school-sponsored events, and community activities during the school day, evening or weekend.

**ORCHESTRA-INTERMEDIATE****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of middle school Orchestra program, Placement Audition or Instructor Recommendation**

Orchestra-Intermediate offers instruction on individual and group technique in violin, viola, cello, and string bass and is aligned to the Essential Standards music curriculum at the intermediate level. This is a performance-oriented class with emphasis on music at levels III-IV featuring intermediate technical demands, expanded ranges, and varied interpretive requirements. Music literature represents diverse genres, styles, cultures and historical periods. Students develop skills in improvising, composing and arranging music as well as listening to, analyzing, and evaluating musical experiences. Scheduled activities are required including concerts, assemblies, festivals/contests, school-sponsored events, and community activities during the school day, evening or weekend.

**ORCHESTRA-PROFICIENT****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of an intermediate level orchestra course and Placement Audition or Instructor Recommendation**

Orchestra-Proficient is an honors level course that promotes student proficiencies as individual players and as members of a performing ensemble. This course is a performance-oriented class with emphasis on music at levels IV-V requiring well-developed technical skills, attention to phrasing and interpretation and the ability to perform various meters and rhythms in a variety of keys. This course is aligned to the Essential Standard music curriculum at the proficient level. An understanding of instrumental literature in relationship to history, culture, and other content areas is gained by studying and playing literature representing diverse genres, styles, and cultures. This course also promotes proficiencies in conducting, listening, analyzing, composing, the use of current technology, and research. Students create and maintain portfolios that contain a combination of written, audio, or visual examples of their work for evaluation. Participation in daytime, evening and weekend rehearsals, concerts and events is required.

**ORCHESTRA-ADVANCED****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of proficient level orchestra course and Placement Audition or Instructor Recommendation**

Orchestra-Advanced is an advanced honors level performing ensemble for highly skilled and motivated high school orchestra students focusing on music literature at levels V-VI. This course promotes advanced technical and interpretive skill, the ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements. This course is aligned to the Essential Standards music curriculum at the advanced level and provides instruction for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research. Students create and maintain portfolios that contain a combination of written, audio, or visual examples of their work for evaluation. Focuses include orchestral techniques, instrumental pedagogy, music theory, music history, improvisation, composition, analysis and evaluation of musical experiences and ensemble skills. Students develop personal aesthetic criteria for analysis and evaluation. Participation in daytime, evening and weekend rehearsals, concerts and events is required.

**ART APPRECIATION (Visual Arts Specialization-Beginning)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Through the study of significant artists and artworks, students gain an appreciation of the elements of art, design principles and creative processes involved in visual arts. Students expand their use of art terminology as they view, analyze and critique artwork from various cultures and historical periods. Students use oral and written analysis and evaluation of artworks to develop critical thinking skills to gain an understanding of the connections that the visual arts have to culture, history, other disciplines and careers. Course content is aligned to the Essential Standards visual arts curriculum at the beginning level.

**VISUAL ARTS-BEGINNING****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Visual Arts-Beginning is an introductory studio art course for students with limited art experiences. This course is aligned to the Essential Standards visual arts curriculum at the beginning level and features the foundational study of the elements of art and principles of design, color theory, art vocabulary, use and care of art tools and equipment, art criticism, art history and safety in the art room. Visual Arts-Beginning explores various art media, processes, procedures, aesthetic theories and historical developments. Essential materials are supplied. Students may be asked to supply special project materials.

**VISUAL ARTS-INTERMEDIATE****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of a beginning level art course, submission of Placement Portfolio or Instructor Recommendation**

Visual Arts-Intermediate is a studio course aligned to the Essential Standards visual arts curriculum at the intermediate level. Various art processes, techniques, procedures, and theories are presented in a problem-solving context allowing for independent choices and personal solutions. Students use a larger variety of tools, media, and processes and learn to select the most appropriate for finding innovative artistic solutions. Students begin developing their personal artistic style while adhering to basic design principles. Students use art vocabulary to analyze and evaluate the composition of works of art. Students gain knowledge and understanding of past and present art forms, through the study of a variety of artists, artworks, cultures and historical periods. Essential materials are supplied. Students may be asked to supply special project materials.

**VISUAL ARTS-PROFICIENT****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of an intermediate level art course with submission of Placement Portfolio or Instructor Recommendation**

Visual Arts-Proficient is an honors level studio course that provides a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism, art appreciation and art history. Students create art by analyzing the relationship between media, processes, and results. Students use art vocabulary to analyze and evaluate compositions, understand the relationship between personal expression and design and recognize historical and contemporary art styles, themes and genres. Students form artistic goals, develop appropriate work habits, and consider art careers. Knowledge of the arts in relation to culture,

**VISUAL ARTS-PROFICIENT (continued)**

history, other disciplines, and careers is promoted through visual, verbal, and written means. Art history, criticism, and aesthetics are studied in conjunction with selected artworks leading to the development of a personal philosophy of art. Students create and maintain portfolios to document personal choices and growth as artists. Essential materials are supplied. Students may be asked to supply special project materials.

**VISUAL ARTS-ADVANCED****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of a proficient level art course with submission of Placement Portfolio or Instructor Recommendation**

Visual Arts-Advanced is an advanced level honors course promoting an in-depth knowledge of art processes, media, styles, history and aesthetics. Student efforts are based on further developing personal expression and styles, applied design, analysis of compositional components and contemporary themes. Students use specialized art tools, processes and media appropriately, safely and effectively. Assignments may focus on artistic analysis and critique through reading and writing assignments, independent research, and art appreciation activities. Students create and maintain portfolios to document personal choices and growth as artists for evaluation. Students take part in planning and installing an exhibition of their work. Essential materials are supplied. Students may supply special project materials.

**STUDIO ART (Drawing (9-12) AP; 2-Design (9-12) AP; Studio Art: 3-D Design (9-12) AP)****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Proficient level visual arts course**

The AP Studio Art program offers three choices of Advanced Placement level portfolios: Drawing, 2-D Design or 3-D Design designed to provide students with learning experiences equivalent to introductory college level courses. According to the Advanced Placement College Board National Guidelines, students are to develop and submit for evaluation one portfolio of artwork in their chosen concentration which reflects the artistic quality, concentration and breadth of an intense examination of the elements and principles in their artwork. Student work should reflect artistic quality, concentration and breadth in a selected concentration of either Drawing, 2-D Design or 3-D Design. Students are required to furnish some special project materials. Students create and maintain portfolios to document personal choices and growth as artists. At the completion of this course, students are expected to submit digital and physical portfolios of their work for evaluation.

**ART HISTORY (9-12) AP****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Proficient level visual arts course**

Art History is an advanced placement level course offering students similar instructional experiences as an introductory college course in art history. Students examine and critically analyze major forms of artistic expression including architecture, sculpture, painting and other media from the past and the present from a variety of cultures. Students learn to look at works of art critically, with intelligence and sensitivity. Students may furnish special project materials. Students create and maintain portfolios for documentation and evaluation. At the completion of this course, students are expected to take the Advanced Placement Exam.

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

Theatre Arts-Beginning is an introductory level course for students with little to no theatre arts experiences. This course is aligned to the Essential Standards theatre arts curriculum at the beginning level. This course focuses on essential theatre arts vocabulary and creative processes, writing simple plays and scenes, reading and researching theatre literature, acting and basic technical theatre. The fundamentals of speaking, acting, improvisation, stage movement, directing, technical theatre, make-up, scenery, lighting, and costumes are covered with a highlight on practical application through the presentation of informal productions such as scenes and simple plays. Students develop an understanding of theatre literature reflecting on aspects of the theatre through history and different cultures. Activities and performances may include required daytime, evening and weekend participation.



**THEATRE ARTS-INTERMEDIATE****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of a beginning level Theatre Arts course**

Theatre Arts-Intermediate offers a more detailed study of theatre vocabulary, reading, writing and critiquing of theatre literature, acting techniques and technical theatre. This course is aligned to the Essential Standards theatre arts curriculum at the intermediate level. Students use both verbal and non-verbal skills such as observation, concentration, and characterization to explore improvisation and acting techniques. Students analyze plot structure and thematic, technical and dramatic elements in selected theatre arts literature. Students build and apply skills in technical theatre, costuming, publicity, and box office management. Students extend their acting skills by participating in a variety of formal and informal theatrical presentations. Students study theatre arts literature reflecting historical and contemporary genres and cultures. Activities and performances may include required daytime, evening or weekend participation.

**TECHNICAL THEATRE I (Theatre Arts Specialization-Intermediate)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of a beginning level Theatre Arts course**

This intermediate level course is for students with an interest in "hands-on" learning about the technical elements of theatrical production. Students get a "behind the scenes" look at theatre organization, management and operation. Students learn about stagecrafts as they design, build, and paint scenery, explore special effects and typical theatrical machinery. Students learn about lighting, sound, and scenic design through a theatrical production. This course is aligned to the Essential Standards theatre arts curriculum at the intermediate level. Performances for the school and community are required and may involve some daytime, evening, or weekend participation.

**TECHNICAL THEATRE II (Theatre Arts Specialization-Proficient)****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of Technical Theatre I**

Technical Theatre II is an honors level course for students with a foundational understanding of theatrical production. This course is aligned to the Essential Standards theatre arts curriculum at the proficient level. Students are offered opportunities for leadership and artistic design as they continue their study of production and technical elements of lighting, sound, sets, costuming, make-up, and other stagecrafts as well as theatre organization, management and operation. Students create and maintain portfolios that contain a combination of written, audio, or visual examples of their work for evaluation. Performances for the school and community are required and may involve some daytime, evening or weekend participation.

**THEATRE ARTS-PROFICIENT****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of an intermediate level theatre arts course and placement audition**

Theatre Arts-Proficient is an honors level course offering opportunities for students to use their voices, bodies, and minds to communicate as they develop into well-rounded actors and begin to practice analysis and critique of their own work and the work of others. This course places a greater emphasis on the execution of skills, ensemble work, and collaboration with other artists. Students read and analyze a wider variety of theatre literature and styles from theatre history and various cultures with special focus on American history and traditions. Through the study of directing, students learn how to use stage space, communicate effectively with actors, develop prompt books, and direct scenes and one-act plays. Students apply their technical knowledge to analyze design concepts and problem solve in technical areas of sound, lighting, set, and costuming. Performances for the school and community are required and may require daytime, evening or weekend participation. Students maintain portfolios of their work and experiences for evaluation.

**PLAY PRODUCTION (Theatre Arts Specialization-Proficient)****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of an intermediate level theatre arts course and placement audition**

Play Production is an honors level course requiring students to use organizational and communication skills in producing ensemble performances for the school and community. Play Production is aligned to the Essential Standards theatre arts curriculum at the proficient level.

**PLAY PRODUCTION (Theatre Arts Specialization-Proficient)***(continued)*

Opportunities to examine self-motivation, personal discipline and the ability to work independently and with others are features of the instructional process as students form aesthetic judgments and refine artistic choices. Rehearsals and performances may require some daytime, weekend, or evening participation. Students are required to perform technical theatre duties in the areas of make-up, costuming, lighting, sound, and sets. Students maintain a portfolio of their work and related activities for evaluation.

**THEATRE ARTS-ADVANCED****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of a proficient level theatre arts course and placement audition**

Theatre Arts-Advanced is a rigorous honors level course aligned to the Essential Standards theatre arts curriculum at the advanced level. This course challenges students to be initiators and leaders as they apply verbal, non-verbal and movement skills for expression in both improvisational and scripted theatrical settings and individual, ensemble and collaborative working environments. Students analyze and critique plot structure, pacing, given circumstances and character development within plays from a variety of theatre literature. Students use technical knowledge and design skills to formulate designs for productions. Students investigate and understand the traditions, roles and conventions of theatre as an art form through an analysis of social, historical and cultural contexts. Performances for the school and community are required and may require some daytime, evening or weekend participation. Students maintain a portfolio of their work and experiences for evaluation.

**DANCE-BEGINNING****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Dance-Beginning is an introductory level course for students with little to no dance experience and is aligned to the Essential Standards dance curriculum at the beginning level. This course explores movement as a creative art form and focuses on the use of kinesthetic awareness, proper body alignment, physical strength, flexibility and endurance, and care of the dance instrument. Students explore the use of dance elements, choreographic principles, improvisation, and basic modern dance technique to create and enhance dances that communicate ideas, experiences, feelings, and images. Through dance ensemble work, students experience the role of both choreographer and dancer and have opportunities to present their work. Students explore dance in various cultures and historical periods, career opportunities and connections with other art forms and subject areas. Rehearsals and performances are required and may require some daytime, weekend, or evening participation.

**DANCE-INTERMEDIATE****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of beginning level dance course and placement audition**

Dance-Intermediate emphasizes intermediate movement skills and performance values, through the study of selected dance techniques and genres. This course is aligned to the Essential Standards dance curriculum at the intermediate level. Students learn to take responsibility for their personal health and to care for their dance instrument. Students continue to explore improvisation, dance elements and composition as both dancer and choreographer. Students create dances that vary the use of dance elements and use simple choreographic principles and structures to fulfill choreographic tasks. Students present the skills they have learned to selected audiences and use technical/theatrical skills for dance production. Students extend their understanding of dance as an art form through the study of aesthetic and philosophical perspectives of selected dance artists and dance history in a variety of cultural contexts. Students learn and use appropriate dance behaviors and etiquette as a dancers, performers, choreographers and observers. Rehearsals and performances are required and may include daytime, weekend, or evening participation.

**DANCE-PROFICIENT****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of an intermediate level dance course and placement audition**

Dance-Proficient is an honors level course focusing on dance technique, choreography, dance history and aesthetic exploration. Students demonstrate commitments to personal fitness and to attaining proficient levels of technical skill through the integration of anatomy, body organization and body skills in dance. Students perform with greater fluency, precision, and articulation and integrate breath support into dance movement, phrasing, and expression. Students combine the use of improvisation, dance elements, choreographic principles, and technical/theatrical elements to explore the creation of meaningful dance compositions. Students use a defined creative process to plan, create, revise and present dances using selected dance elements, choreographic principles, structures, processes and production elements to fulfill artistic intent and meet aesthetic criteria. Students analyze the impact of their own choreography and the work of others and use teacher, peer and self-assessments to refine performance and compositions. Students create interdisciplinary projects and continue their study of dance through a variety of cultures and historical periods with an emphasis on the role of dance in US history. This course is aligned to the Essential Standards dance curriculum at the proficient level. Students create and maintain portfolios containing written and visual examples of their work for evaluation. Rehearsals and performances are required and may include some daytime, weekend, or evening participation.

**DANCE-ADVANCED (Dance IV)****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of a proficient level dance course and placement audition**

Dance-Advanced is a rigorous honors level course aligned to the Essential Standards dance curriculum at the advanced level. Students create dances using movement choices, choreographic principles, structures, processes and production elements to fulfill artistic intent and aesthetic criteria. Students use expanded aesthetic criteria to analyze, synthesize, and evaluate their own choreography as well as work of others. Students examine the creative process of integrating movement with choreographic intent. Students interpret dance from personal, cultural, and historical contexts focusing on the dance styles of important 20<sup>th</sup> and 21<sup>st</sup> century choreographers. Students maintain portfolios containing written and visual examples of their work for evaluation. Rehearsals and performances are required and may include some daytime, weekend, or evening participation.

**AGRICULTURAL EDUCATION**

**AGRISCIENCE APPLICATIONS****Grade Level: 9****Credit: 1 unit****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 of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ANIMAL SCIENCE I****Grade Level: 10, 11****Credit: 1 unit****Prerequisite: None**

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ANIMAL SCIENCE II - SMALL ANIMAL****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Animal Science I**

This course provides instruction on animal science 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 are taught in this course. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ANIMAL SCIENCE II - SMALL ANIMAL-HONORS****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Animal Science I**

This course provides instruction on animal science 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 are taught in this course. This honors course extends the standard course to a higher, more challenging level. Students can expect to complete focused assignments and create a portfolio. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**HORTICULTURE I****Grade Level: 10, 11****Credit: 1 unit****Prerequisite: None**

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**HORTICULTURE II****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Horticulture I**

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**HORTICULTURE II – HONORS****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Horticulture I**

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This honors course extends the standard course to a higher, more challenging level. Students can expect to complete focused assignments and create a portfolio, and be exposed to intensive plant identification.

**HORTICULTURE II - LANDSCAPING****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Horticulture I**

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Nursery and Landscape Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topic discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. 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, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ENVIRONMENTAL & NATURAL RESOURCES I****Grade Level: 10, 11****Credit: 1 unit****Prerequisite: None**

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CTE ADVANCED STUDIES – AGRICULTURE****Grade Level: 12****Credit: 1 unit****Prerequisite: Two technical credits in one Career Cluster**

This culminating course is for seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21<sup>st</sup> century skills. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**BUSINESS FINANCE AND INFORMATION  
TECHNOLOGY EDUCATION****ACCOUNTING I****Grade Level: 10, 11****Credit: 1 unit****Prerequisite: None**

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ACCOUNTING II****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Accounting I**

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ACCOUNTING II - HONORS****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Accounting I**

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Honors credit is based on expanded learning opportunities that include practical applications of concepts. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**AP COMPUTER SCIENCE****Grade Level: 12****Credit: 1 unit****Prerequisite: None**

This is a college-level introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is designed to be the equivalent of a first-semester college course in computer science. Mathematics is reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**BUSINESS LAW****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Principles of Business and Finance**

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America, (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**BUSINESS LAW - HONORS****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Principles of Business and Finance**

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Honors credit is based on expanded learning opportunities that include practical applications of concepts. Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America, (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**BUSINESS MANAGEMENT****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Principles of Business and Finance**

This course expands student understanding of management, including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the course. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ENTREPRENEURSHIP I****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Marketing/Personal Finance/Principles of Business & Finance**

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. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**MICROSOFT EXCEL AND ACCESS****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help the student use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students who successfully complete the course will be prepared and eligible to take an examination to earn the Microsoft Office Certification as a Microsoft Office Specialist.

**MICROSOFT EXCEL AND ACCESS - HONORS****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Completion of Microsoft Word and PowerPoint course and MOS certifications**

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as it relates to tables, forms, queries, and reports in a database. Microsoft Excel and Access-Honors extends the Standard Course of Study to a higher, more challenging level. Students will be expected to complete focused assignments and create a portfolio. Based upon the Common Core Standards for North Carolina, mathematics is highly reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students who successfully complete the course will be prepared and eligible to take an expert level examination to earn the Microsoft Office Certification as a Microsoft Office Specialist.



## **MICROSOFT WORD AND POWERPOINT**

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: None**

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students who successfully complete the course will be prepared and eligible to take an examination to earn the Microsoft Office Certification as a Microsoft Office Specialist.

## **MULTIMEDIA AND WEBPAGE DESIGN**

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Microsoft Word and Powerpoint**

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and Webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **PERSONAL FINANCE**

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: None**

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **PRINCIPLES OF BUSINESS AND FINANCE**

**Grade Level: 9, 10**

**Credit: 1 unit**

**Prerequisite: None**

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **CAREER DEVELOPMENT EDUCATION**

### **CAREER MANAGEMENT**

**Grade Level: 9**

**Credit: 1 unit**

**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. Student participation in Career and Technical Student Organization, (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **FAMILY & CONSUMER SCIENCES EDUCATION**

### **APPAREL AND TEXTILE PRODUCTION I**

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: None**

In this course, students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **APPAREL AND TEXTILE PRODUCTION II**

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Apparel I**

In this course, students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and Family, Career and Community Leaders of America; (FCCLA) activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and science are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Apprenticeship is not available for this course. FCCLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**APPAREL AND TEXTILE PRODUCTION II – HONORS****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Apparel I**

In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and science are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Apparel II Enterprise-Honors is designed to give the highly motivated student a challenging and in-depth experience. Students are expected to work independently on a variety of assignments and accept a greater responsibility for their learning. Students enrolling in this course are required to have a strong foundation in sewing construction. Increased depth of each topic as well as student-directed exploration and experimentation is a vital part of this course.

**INTRODUCTION TO CULINARY ARTS AND HOSPITALITY****Grade Level: 10, 11****Credit: 1 unit****Prerequisite: None**

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 food service facility are taught. English language arts, mathematics, art and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Foods I is recommended as preparation for this course.

**CULINARY ARTS AND HOSPITALITY I****Grade Level: 11****Credit: 1 unit****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 language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**CULINARY ARTS AND HOSPITALITY II****Grade Level: 12****Credit: 2 units****Prerequisite: Culinary Arts and Hospitality I**

This course provides advanced experiences in cold and hot 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. Family, Career and Community leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**EARLY CHILDHOOD EDUCATION I****Grade Level: 11****Credit: 2 units****Prerequisite: Students must be 16 by October 1st**

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Parenting and Child Development is recommended as preparation for this course.

**EARLY CHILDHOOD EDUCATION II****Grade Level: 12****Credit: 2 units****Prerequisite: Early Childhood Education I Students must be 16 by October 1st**

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**EARLY CHILDHOOD EDUCATION II – HONORS****Grade Level: 12****Credit: 2 units****Prerequisite: Early Childhood Education I and student must be 16 by October 1<sup>st</sup>**

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. Students enrolled in the honors section will be required to complete one honor's project within each unit. Each project will allow students to demonstrate a deeper analysis and an application of the concepts being taught. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**FOODS I****Grade Level: 9, 10, 11****Credit: 1 unit****Prerequisite: None**

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.



## FOODS II - ENTERPRISE

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Foods I OR Culinary Arts and Hospitality I**

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. 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. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## INTERIOR DESIGN I

**Grade Level: 10, 11**

**Credit: 1 unit**

**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. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. 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. Apprenticeship is not available for this course. Family, Career Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## INTERIOR DESIGN II

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Interior Design I**

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. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## PARENTING AND CHILD DEVELOPMENT

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: None**

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## PERSONAL FINANCE

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: None**

This course prepares students to understand economic activities and challenges of individuals and families, the role of life style goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## CTE ADVANCED STUDIES-FACS

**Grade Level: 12**

**Credit: 1 unit**

**Prerequisite: Two technical credits in one Career Cluster**

This culminating course is for seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## HEALTH SCIENCE EDUCATION

### BIOMEDICAL TECHNOLOGY I

**Grade Level: 10**

**Credit: 1 unit**

**Prerequisite: Math I and 2.5 GPA**

This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### HEALTH SCIENCE I

**Grade Level: 10, 11**

**Credit: 1 unit**

**Prerequisite: Math I, and 2.5 GPA**

**Co-prerequisite: Biology**

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## HEALTH SCIENCE II

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Health Science I OR PLTW Human Body Systems.**

This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn healthcare skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## HEALTH SCIENCE II HONORS

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Health Science I or PLTW Human Body Systems**

This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Honors credit is based on expanded learning opportunities that include practical applications of concepts. Students will learn healthcare skills including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## HEALTH TEAM RELATIONS

**Grade Level: 9, 10**

**Credit: 1 unit**

**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 healthcare, healthcare agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

## NURSING FUNDAMENTALS

**Grade Level: 12**

**Credit: 2 units**

**Prerequisite: Health Science II and application process**

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNMP become listed on the NCNAI Registry. Students who successfully complete the course will be eligible to take the N.C. Nurse Aide I examination to earn certification as a nurse aide. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. Cooperative education is not available for this course. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## CTE ADVANCED STUDIES - HEALTH SCIENCE

**Grade Level: 12**

**Credit: 1 unit**

**Prerequisite: Health Science II and application process**

This culminating course is for seniors who are career focused in an allied health or medical career. The Advanced Studies course must augment the content of the Health Science II completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of Health Sciences in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. HOSA (Health Occupations Student Association) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students are also mentored in the clinical setting. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs prior to the mentorship.

## MARKETING & ENTREPRENEURSHIP EDUCATION

### ENTREPRENEURSHIP I

**Grade Level: 11, 12**

**Credit: 1 unit**

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

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. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### ENTREPRENEURSHIP I HONORS

**Grade Level: 11, 12**

**Credit: 1 unit**

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

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. English language arts and social studies are reinforced. This honors level course will extend the depth, rigor, pacing, complexity, challenges and creativity beyond the standard level course. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**FASHION MERCHANDISING****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

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, merchandising of fashion, and the selling of fashion. Mathematics and science are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**HOSPITALITY AND TOURISM****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Marketing OR Sports and Entertainment Marketing I**

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 on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**MARKETING****Grade Level: 9, 10, 11****Credit: 1 unit****Prerequisite: None**

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**MARKETING MANAGEMENT****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Marketing OR Fashion Merchandising**

In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business decisions. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**MARKETING MANAGEMENT HONORS****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Marketing OR Fashion Merchandising**

In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business decisions. English language arts and social studies are reinforced. This honors level course will extend the depth, rigor, pacing, complexity, challenges and creativity beyond the standard level course. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**PERSONAL FINANCE****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**SPORTS AND ENTERTAINMENT MARKETING I****Grade Level: 9, 10, 11****Credit: 1 unit****Prerequisite: None**

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**SPORTS AND ENTERTAINMENT MARKETING II****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Sports and Entertainment Marketing I**

In this course, students acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## STRATEGIC MARKETING HONORS

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite:** None – Strongly Recommend Marketing, Fashion Merchandising or Sports and Entertainment Marketing I

In this course, students examine what business can do to stay ahead of its competition and maintain a high level of customer satisfaction in an ever-changing business climate. Examining real world situations, this fast-paced course will allow students to understand why and how business decisions are made through the minds of marketers. The curriculum, activities, and resources utilized in this course are written at the freshman college level. The Strategic Marketing course focuses on the impact of marketing on society, procedures used in buying behavior, procedures to manage marketing information, procedures to develop and manage products, pricing procedures, promotion, marketing channels, supply chain management, retail operations, and global marketing. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## TECHNOLOGY ENGINEERING AND DESIGN

### PRINCIPLES OF TECHNOLOGY I

Grade Level: 10, 11

Credit: 1 unit

**Prerequisite:** Math 1

This course provides a project based learning approach to understanding the fundamental principles and concepts of physics and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to work, force, rate, resistance, energy, and power. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Technology Engineering and Design is recommended as preparation for this course.

### PRINCIPLES OF TECHNOLOGY II

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite:** Principles of Technology I and teacher recommendation

This course is a continuation of project based learning experiences where students focus on mechanical, electrical, fluid and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy convertors, transducers, radiation theory, optical systems, and time constants. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### PRINCIPLES OF TECHNOLOGY II - HONORS

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite:** Principles of Technology I and teacher recommendation

This course is a continuation of project based learning experiences where students focus on mechanical, electrical, fluid and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy convertors, transducers, radiation theory, optical systems, and time constants. Art, English language arts, mathematics and science are reinforced. This honors course extends the standard course to a higher, more challenging level. Students can expect to complete focused assignments and create a portfolio. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## SCIENTIFIC AND TECHNICAL VISUALIZATION I

Grade Level: 10, 11

Credit: 1 unit

**Prerequisite:** None

This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the course. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## SCIENTIFIC AND TECHNICAL VISUALIZATION II

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite:** Scientific and Technical Visualization I

This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## SCIENTIFIC AND TECHNICAL VISUALIZATION II - HONORS

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite:** Scientific and Technical Visualization I

This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. This honors course extends the standard course to a higher, more challenging level. Students can expect to complete focused assignments and create a portfolio. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.



## TECHNOLOGY ENGINEERING AND DESIGN

**Grade Level: 9, 10**

**Credit: 1 unit**

**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. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## CTE ADVANCED STUDIES – TECH ED

**Grade level: 12**

**Credit: 1 unit**

**Prerequisite: Two technical credits in one Career Cluster**

This culminating course is for seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21<sup>st</sup> century skills. Skills USA and Technology Students Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## TRADE AND INDUSTRIAL EDUCATION

## INTRODUCTION TO AUTOMOTIVE SERVICE

**Grade Level: 10, 11**

**Credit: 1 unit**

**Prerequisite: None**

This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

## AUTOMOTIVE SERVICE I

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Introduction to Automotive Service**

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

## AUTOMOTIVE SERVICE II

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Automotive Service I**

This course builds on the knowledge and skills introduced in automotive servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

## AUTOMOTIVE SERVICE III

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Automotive Service II**

This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*

## CABINETMAKING I

**Grade Level: 10, 11**

**Credit: 1 unit**

**Prerequisite: None**

This course introduces career information, employment opportunities, and skills required for work in the furniture and cabinetmaking industry. Topics include tools and equipment, theory and practice, types of woods, finishes, styles, bonds, and fasteners. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

## CABINETMAKING II

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Cabinetmaking I** (Geometry recommended for this course)

This course teaches the development of knowledge and skills in the furniture and cabinet making industry. Emphasis is placed on construction principles applied to mass production and the construction and installation of cabinet drawers and doors. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## CORE AND SUSTAINABLE CONSTRUCTION

**Grade Level: 9, 10**

**Credit: 1 unit**

**Prerequisite: None**

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impact on the environment making them more aware of how to reduce their carbon footprint. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course prepares students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

## CARPENTRY I

**Grade Level: 10, 11**

**Credit: 1 unit**

**Prerequisite: Core and Sustainable Construction**

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course. Carpentry I students must pass the OSHA safety certification course to pass Carpentry I, and to also move on to Carpentry II.

## CARPENTRY II

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Carpentry I; teacher's recommendation and OSHA Safety Certification**

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. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

## COLLISION REPAIR TECHNOLOGY I

**Grade Level: 10, 11**

**Credit: 1 unit**

**Prerequisite: None**

This course provides a basic introduction to collision repair work and the technical aspects of the industry. Topics include safety, hand and power tools and equipment, painting and refinishing, welding, cutting, and panel repair. Skills in mathematics, science, reading, leadership, business, and problem solving are reinforced in this course.

## COLLISION REPAIR TECHNOLOGY II

**Grade Level: 11, 12**

**Credit: 2 units**

**Prerequisite: Collision Repair Technology I and teacher recommendation**

This course covers basic collision repair practices, career information and employment opportunities. Topics include welding, cutting, proper use of collision repair tools and equipment, and panel repair using various substances. Skills in mathematics, science, reading, leadership, business, and problem solving are reinforced in this course.

## PUBLIC SAFETY I

**Grade Level: 9, 10**

**Credit: 1 unit**

**Prerequisite: None**

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## CRIMINAL JUSTICE I

**Grade Level: 10, 11**

**Credit: 1 unit**

**Prerequisite: None**

This course familiarizes the student with career, opportunities, employability skills, trade terminology, equipment, materials, principles, and theories relevant to criminal justice. It reinforces leadership, problem solving, and reading skills.

## CRIMINAL JUSTICE II

**Grade Level: 11, 12**

**Credit : 1 unit**

**Prerequisite: Criminal Justice I**

This course continues the technical support services of the criminal justice process. It analyzes experiences developed in accident investigation, criminal investigation, and criminalistics. Skills in safety, leadership, problem solving, reading, and mathematics are reinforced in this course.

## DRAFTING I

**Grade Level: 10, 11**

**Credit: 1 unit**

**Prerequisite: None**

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3-D 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. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## DRAFTING II - ENGINEERING

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Drafting I**

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. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.



**DRAFTING II ENGINEERING - HONORS****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Drafting I**

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. This honors course extends the standard course to a higher, more challenging level. Students can expect to complete focused assignments and create a portfolio. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**PROGRAMMING & BROADCASTING I****Grade Level: 10, 11****Credit: 1 unit****Prerequisite: None**

This course includes instruction in the various components used within television production including the use of video cameras, lighting, sound, props, editing, and recording. It assists students in production programs shown over a school's closed-circuit television system. Communication, problem solving, and mathematical skills are reinforced in this course.

**PROGRAMMING & BROADCASTING II****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Programming & Broadcasting I and teacher's recommendation**

This course introduces students to more advanced television production and programming skills within a studio setting. It assists students in developing programs to air on a school's closed-circuit system. Communication, mathematical, problem solving, and technical skills are reinforced in this course.

**CTE ADVANCED STUDIES - T & I****Grade Level: 12****Credit: 1 unit****Prerequisite: Two technical credits in one Career Cluster**

This culminating course is for seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**PHYSICAL EDUCATION**

**FUNDAMENTALS OF ATHLETIC TRAINING****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: None**

This course covers the development of Athletic Training as an allied health profession in the modern day explosion of sports and physically active people. Students will be able to care for common injuries to joints, bones and muscles, as well as recognize catastrophic injuries and specific illnesses, including HIV and Hepatitis B. Also, OSHA guidelines, negligence, and proper administration of medical records will be studied. Students will apply classroom knowledge and taping skills by working after school with one of the school's athletic teams. A Certified Athletic Trainer will teach the course, and students may become certified in First Aid and CPR.

**FUNDAMENTALS OF COACHING****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: None**

This course covers rules, game strategies, officiating, conditioning, and other aspects of coaching. Students enrolled in the course should work closely to help with the school's intramural program.

**HEALTH EDUCATION //PHYSICAL EDUCATION I****Grade Level: 9****Credit: 1 unit****Prerequisite: None**

The course will enable students to gain knowledge and skills about healthful living topics important to their age levels. The following strands are the focus of instruction: health-related fitness, motor skills, movement concepts, personal and social responsibility, nutrition and physical activity, alcohol, tobacco and other drugs, mental and emotional health, interpersonal communication and relationships and personal and consumer health.

**PHYSICAL EDUCATION II****Grade Level: 10****Credit: 1 unit****Prerequisite: Health Education/Physical Education I**

This course is designed to develop attitudes and techniques, which will enable the student to take part in lifetime sports with an increased degree of knowledge, skill and satisfaction. Emphasis is placed on the development of specific skills, acquiring knowledge of activity and its history, participation, physical development, and student leadership. Students are provided with opportunities in the following areas: warm-up and conditioning activities; individual and dual activities - golf, tennis, weight training, wrestling, jogging, recreational games and gymnastics; fitness testing; team games - basketball, softball, volleyball, soccer; rhythms; and folk, social, and modern dancing.

**PHYSICAL EDUCATION III****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: Physical Education II**

This course is designed to allow the students to concentrate in areas of interest developed in PE II. The course will be team-taught with each unit being presented in greater detail. Emphasis will be placed on skill development, knowledge of the activity, and physical fitness, as well as learning how to set up various programs, officiate various sports, and conduct research in areas of conditioning and weight training. Emphasis will be placed on routines on selected pieces of apparatus and on knowledge of routines and scoring methods for each specific routine.

**PHYSICAL EDUCATION IV****Grade Level: 12****Credit: 1 unit****Prerequisite: Physical Education III**

This course is completely coeducational and covers a wide variety of advanced physical education activities as developed in PE II and PE III.

**PHYSICAL EDUCATION PUPIL INSTRUCTORS (PEPI-1)****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisites: Physical Education I and Teacher Approval**

This course is designed for students interested in serving as a physical education assistant to elementary physical education specialist. Leadership training will be provided to each student prior to being assigned to a physical education site. Students interested in pursuing a career in teaching and assisting younger students will find this course beneficial.

**PHYSICAL EDUCATION PUPIL INSTRUCTORS (PEPI-11)****Grade Level: 11, 12****Credit: 1 unit****Prerequisites: PEPI-1 and Teacher Approval**

The second year is a peer-tutoring program for rising juniors and seniors. They may assist elementary classroom teachers, elementary physical education specialists, or middle and high school physical education teachers in teaching physical education. Content and experience provided through this course assist students in developing leadership skills in working with the very young as well as their own peer group.

**PHYSICAL EDUCATION PUPIL INSTRUCTORS (PEPI-111)****Grade Level: 12****Credit: 1 unit****Prerequisites: PEPI-11 and Teacher Approval**

The third year is a continuation of the core materials and experiences of the PEPI-11 program. The course is designed to expose students to various educational opportunities associated with physical education.

## MILITARY SCIENCE (JROTC)

### **AFJROTC I - (AFJROTC I-A, AFJROTC I-B)**

**Grade Level:** 9, 10, 11, 12

**Credit:** 1 unit

**Prerequisite:** None

The first year is a history course designed to acquaint the student with the historical development of flight and the role of the military in history. Over half of the available classroom hours are spent reviewing the development of flight from ancient legends to the space shuttle with an emphasis throughout on the role of the military. Leadership Education during the first year includes instruction on the wear of the uniform, Air Force customs, and courtesies, basic drill and ceremonies, and fellowship skills. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communicates. Wellness is an official part of the AFJROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender. All AFJROTC courses in CCS include one day of wellness each week.

### **AFJROTC II - (AFJROTC II-A, AFJROTC II-B)**

**Grade Level:** 10, 11, 12

**Credit:** 1 unit

**Prerequisite:** AFJROTC I

The second year is a science course designed to acquaint the student with the aerospace environment, the principles of flight and navigation, and human limitations of flight. Leadership Education during the second year stresses communication skills and cadet corps activities. Written and oral reports compliment academic materials. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communicates. Wellness is an official part of the AFJROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender. All AFJROTC courses in CCS include one day of wellness each week. An alternative offering includes a new course that is designed to provide cadets knowledge of the rapidly changing world in which they live. It is designed to introduce cadets to the study of world affairs, regional studies, and cultural awareness. Additionally, the course looks into history, geography, language, culture, human rights, and social issues on a global scale. The world is divided into specific regional areas for study.

### **AFJROTC III - (AFJROTC III-A, AFJROTC III-B)**

**Grade Level:** 11, 12

**Credit:** 1 unit

**Prerequisite:** AFJROTC II

The third year is a science course, which discusses the principles of propulsion systems, fundamentals of rocketry and its application to spacecraft, principles underlying space travel, and various aspects of space exploration. This year's materials are perhaps the most technical. Leadership Education for third year cadets places emphasis on the management process. Cadets are introduced to various management theories and are taught principles and techniques of stress and financial management. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communicates. Wellness is an official part of the AFJROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender. All FJROTC courses in CCS include one day of wellness each week.

### **AFJROTC III HONORS**

**(AFJROTC III-A HONORS, AFJROTC III-B HONORS)**

**Grade Level:** 11, 12

**Credit:** 1 unit

**Prerequisites:** AFJROTC II and Teacher Recommendation

This course is designed for students who assume the additional responsibilities required in leadership positions as well as the regular course requirements of AFJROTC III. Students promoted to Wing/Group Commander and other senior staff positions are eligible for this honors level. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communicates. Wellness is an official part of the AFJROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender. All AFJROTC courses in CCS include one day of wellness each week.

### **AFJROTC IV - (AFJROTC IV-A, AFJROTC IV-B)**

**Grade Level:** 12

**Credit:** 1 unit

**Prerequisite:** AFJROTC III

The fourth year of AFJROTC requires the cadets to demonstrate their leadership and managerial skills. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision making will be done by the cadets. They practice their communication, decision making, personal interaction, managerial, and organizational skills. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communicates. Wellness is an official part of the AFJROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender. All AFJROTC courses in CCS include one day of wellness each week.

### **AFJROTC IV HONORS**

**(AFJROTC IV-A HONORS, AFJROTC IV-B HONORS)**

**Grade Level:** 11, 12

**Credit:** 1 unit

**Prerequisites:** AFJROTC III and Teacher Recommendation

This course is designed for students who assume the additional responsibilities required in leadership positions as well as the regular course requirements of AFJROTC IV. Students promoted to Wing/Group Commander and other senior staff positions are eligible for this honors level. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communicates. Wellness is an official part of the AFJROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender. All AFJROTC courses in CCS include one day of wellness each week.

### **JUNIOR ROTC I - (JR ROTC I-A, JR ROTC I-B)**

**Grade Level:** 9, 10, 11, 12

**Credit:** 1 unit

**Prerequisite:** None

This course is a military oriented academic program supported jointly by the U.S. Army, Air Force, Navy, and the public school system. This course stresses the development of good citizenship, leadership, self-reliance, initiative, responsibility, effective communications, and physical conditioning. The following areas are covered in this course: Organization of the Armed Forces and ROTC, American Military history, weapon safety and marksmanship, leadership development, drill and ceremony, hygiene and first aid.

### **JUNIOR ROTC II - (JR ROTC II-A, JR ROTC II-B)**

**Grade Level:** 10, 11, 12

**Credit:** 1 unit

**Prerequisite:** JR ROTC I

This course is a continuation of ROTC I with emphasis on leadership development, drill, and weapons.

### **JUNIOR ROTC III**

**Grade Level:** 11, 12

**Credit:** 1 unit

**Prerequisite:** JR ROTC II

This course is a continuation of ROTC II with emphasis on leadership, small unit leader problems, psychology of leadership, marksmanship, leadership development, and drill.

### **JUNIOR ROTC III HONORS**

**(JR ROTC III - A HONORS, JR ROTC III-B HONORS)**

**Grade Level:** 11, 12

**Credit:** 1 unit

**Prerequisites:** JR ROTC II and Teacher Recommendation This course is designed for students who assume the additional responsibilities required in leadership positions as well as the regular course requirements of Junior ROTC III. Students promoted to Battalion Commander and other executive and staff positions are eligible for this honors level.

### **JUNIOR ROTC IV - (JR ROTC IV-A, JR ROTC IV-B)**

**Grade Level:** 12

**Credit:** 1 unit

**Prerequisite:** JR ROTC III

This course is a continuation of ROTC III with emphasis on the cadets demonstrating the ability to study self-paced and to complete exercises, case studies, and vignettes in the Programmed Text within the time constraints established by the instructor staff. Leadership, techniques of communication, drill and ceremonies, command and staff procedures, and drug abuse prevention are stressed during this course.

## JUNIOR ROTC IV HONORS

(JR ROTC IV – A HONORS, JR ROTC IV – B HONORS)

Grade Level: 11, 12 Credit: 1 unit

**Prerequisites:** JR ROTC III and Teacher Recommendation This course is designed for students who assume the additional responsibilities required in leadership positions as well as the regular course requirements of Junior ROTC IV. Students promoted to Battalion Commander and other executive and staff positions are eligible for this honors level.

## JUNIOR ROTC DRILL

Grade Level: 11, 12 Credit: 1 unit

**Prerequisite:** None; **Co-requisite:** JR ROTC

This lab course will cover all basic drill procedures. Procedures for honors and ceremonies that would apply to both military and civilian protocol are included. In addition to standard military drill under arms, fancy drill will be taught to enhance the cadet drill team's skills and capabilities.

## NJROTC I

Grade Level: 9, 10, 11, 12 Credit: 1 unit

**Prerequisite:** None

This course is a military-oriented academic program supported jointly by the U.S. Navy and public school system. This course, as all other NJROTC courses, stresses development of good citizenship skills leadership, self-reliance, initiative, responsibility, effective communications, and physical conditioning. Class time is normally split between academic study and drill techniques or physical conditioning, as well as application of leadership theory. Extracurricular activities are available for enrolled students in Drill, Color Guard, Rifle Team, NJROTC Academics, and NJ ROTC Athletics.

## NJROTC II

Grade Level: 10, 11, 12 Credit: 1 unit

**Prerequisite:** NJROTC I

This course is a continuation of the core materials in the NJROTC program. Additional areas covered include Naval History (1860-World War II), Shipboard Organization, Meteorology, Navigation Fundamentals and Rules of the Nautical Road, Naval Weapons, and Survival Training. Additional emphasis is placed on development of leadership skills, cadet planning, and community and civic support. Extra-curricular offerings are the same as NJROTC I.

## NJROTC III

Grade level: 11, 12 Credit: 1 unit

**Prerequisite:** NJROTC II

This course is a continuation of the NJROTC program. Additional areas covered include Military Justice, Astronomy, International Law, Sea Power and National Security, Naval History (Post World War II to Bosnia), Naval Operations and communications, and Fundamentals of Electricity and Electronics. Additional emphasis is placed on development of leadership skills, cadet staff officer planning, and community and civic support. Extracurricular activities are the same as NJROTC I & II.

## NJROTC III HONORS

Grade Level: 11, 12 Credit: 1 unit

**Prerequisites:** NJROTC II and Teacher Recommendation

This course is designed for students who assume the additional responsibilities required in leadership positions as well as the regular course requirements of NJROTC III. Students promoted or advanced to Cadet Commander and other officer and petty officer positions are eligible for this honors level. Additional course requirements will include preparation of independent research papers.

## NJROTC IV

Grade Level: 12 Credit: 1 unit

**Prerequisite:** NJROTC III

This course is a continuation of the NJROTC program. Additional areas covered include Cadets Staff Officer Organization and Implementation, Intelligence and National Security, Health Education, and Current Events. Additional emphasis is placed on demonstration of cadet leadership skills and techniques. Extracurricular offerings are the same as previous NJROTC courses.

## NJROTC IV HONORS

Grade Level: 11, 12 Credit: 1 unit

**Prerequisites:** NJROTC III and Teacher Recommendation

This course is designed for students who assume the additional responsibilities required in leadership positions as well as the regular course requirements of NJROTC IV.

## NJROTC IV HONORS (continued)

Students promoted or advanced to Cadet Commander and other officer and petty officer positions are eligible for this honors level. Additional course requirements will include presentation of oral reports and the preparation of independent research papers.

## NJROTC DRILL AND CEREMONIES LABORATORY

Grade Level: 10, 11, 12 Credit: 1 unit

**Prerequisites:** Successful completion of NJROTC I and Teacher Approval

**Co-requisite:** Enrollment in NJROTC II, III, IV/Teacher Approval

This lab course will cover all basic drill procedures. Procedures for honors and ceremonies that would apply to both military and civilian protocol are included. In addition to standard military drill under arms, exhibition drill will be taught to enhance the cadet drill team's skills and capabilities.

## Library Science

### LIBRARY/MEDIA ASSISTANT

Grade Level: 9, 10, 11, 12 Credit: 1 unit

This course is open to all students who are interested in working in the media center one class period a day. The library/media assistant course includes instruction in information skills and efficient use of digital databases, care and operation of technological devices, multimedia production, and media service delivery to students and school staff. Students will show increased proficiency when working with technological devices. Students also gather, organize, and combine information from print, visual, auditory, and electronic references.

## MISCELLANEOUS

### PRACTICAL EDUCATION TRAINING I (PET)

Grade Level: 11, 12 Credit: 1 unit

**Prerequisite:** By Application

Practical Education Training I is a course designed to provide high school students an opportunity to work with students at an elementary school. After a training period, PET students enter the elementary classroom to provide tutorial help to students.

### PRACTICAL EDUCATION TRAINING II (PET)

Grade Level: 11, 12 Credit: 1 unit

**Prerequisite:** By Application

Practical Education Training II program is twofold: 1) to allow high school students the opportunity to tutor elementary, middle, or other high school students; 2) to afford academically successful students the experience of working with students and hopefully encouraging them to make teaching a career choice.

### PEER HELPING

Grade Level: 10, 11, 12 Credit: 1 unit

**Prerequisite:** By Application

Peer Helping is a class for those students interested in helping fellow students with problem solving, tutoring, or areas in which the peer might have problems. Peer helpers may also assist teachers in various tasks. Training includes skills in listening, questioning, communication, problem solving, and tutoring. A selection process is used to determine entry into this course. The curriculum must be approved by Secondary Education.

### STAFF ASSISTANT

Grade Level: 10, 11, 12 Credit: 0 unit

**Prerequisite:** By Application

Staff Assistant is a class for those students interested in providing assistance to school staff members. Students may be asked to answer phone calls, run errands within the school, file miscellaneous materials, or assist in other areas pertinent to the job of the person to whom the student is providing assistance. According to State Board Policy: Each local superintendent shall ensure that all required and elective courses have sufficient rigor, breadth, and depth to be awarded high school credit. Credit may not be awarded for school bus driving, office assistance, teacher assistance, or laboratory assistance. Students enrolled in this course will receive a grade of pass or fail.



**SAT/ACT PREPARATION****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Geometry**

SAT/ACT Preparation is a semester long course designed to improve student performance on the SAT or ACT exams. The course is divided into four nine week segments covering: 1) verbal skills and strategies, 2) math skills and strategies, 3) technology applications including computer research skills, and 4) general test taking skills and skills required for transition from high school to college.

**SUCCESS 101****Grade Level: 9****Credit: 1 unit****Prerequisite: None**

Success 101 focuses on providing new high school students with the skills necessary to be successful during secondary and post-secondary educational careers. Course content emphasis is placed on the acquisition of study, note-taking, interview, and test-taking skills. Other skills include conducting research, utilizing technology, media, and problem-solving strategies.

**FRESHMAN SEMINAR****Grade Level: 9****Credit: 1 unit****Prerequisite: None**

This course is designed to foster the academic and social development of students for the transition from middle to high school Freshman Seminar is coupled with the English I class. Topics include but are not limited to the following: organizational skills, time management, reinforcement of English skills, and career planning. Students in this course read Sean Covey's Seven Habits of Highly Effective Teens.

**TEACHER CADET****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: 2.5 GPA**

The Teacher Cadet course is considered an introduction and orientation to the teaching profession. The curriculum includes simulations and other "hands-on" activities designed to promote interest in the teaching field. All students are required to observe and participate in classrooms at the elementary, middle school, and/or high school levels.

**TEACHER CADET II****Credit: 1 unit**

The Teacher Cadet II course is a more in-depth study with longer field experience. The curriculum includes simulations and other "hands-on" activities designed to promote interest in the teaching field. All students are required to observe and participate in classrooms at the elementary, middle, and/or high school levels.

**EXCEPTIONAL CHILDREN**

**SPECIAL TOPICS IN READING-I****Prerequisite: None****Credit: 1 unit**

This course is an interactive, multisensory, remedial reading program designed for students with specific deficits in reading. The program develops the students' phoneme awareness, word decoding, encoding skills, writing, and related problems with language use.

**SPECIAL TOPICS IN READING-II****Prerequisite: Special Topics in Reading-I****Credit: 1 unit**

This course is a continuation of Special Topics in Reading I.

**SPECIAL TOPICS IN READING-III****Prerequisite: Special Topics in Reading- II****Credit: 1 unit**

This course is a continuation of Special Topics in Reading II.

**SPECIAL TOPICS IN READING- IV****Credit: 1 unit****Prerequisite: Special Topics in Reading-III**

This course is a continuation of Special Topics in Reading III

**CURRICULUM ASSISTANCE****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

This course is designed to help students integrate study and social skills into subject areas by helping them acquire more efficient learning methods and interpersonal skills. It assists students in specific areas such as studying effectively, interpersonal communication, social skills, anger management, and listening. Areas of concentration will be individualized based on student IEP goals and objectives.

**SPECIAL TOPICS IN LANGUAGE AND VOCABULARY****Grade Level: 9, 10, 11, 12****Credit: 1 unit**

This course provides students with hearing impairments individualized instruction in the development of language (English) and vocabulary. Instruction will focus on oral/signed academic and social language development, writing, literacy, grade-specific needs and strategies. Students will learn to implement strategies to repair identified communication breakdowns. Students will use language skills to effectively advocate for his/her academic and social needs within the school and community.

**SPECIAL TOPICS IN MATHEMATICS - I****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisites: None**

This course is designed for and restricted to Exceptional Children's students with specific deficits in mathematics. Instructions will be designed for each student to adhere to the specifications contained in their Individual Education Plan (IEP)

**SPECIAL TOPICS IN MATHEMATICS - II****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisites: None**

This course is a continuation of Special Topics in Mathematics I. The course is designed for and restricted to Exceptional Children's students with specific deficits in mathematics. Instruction will be designed for each student to adhere to the specifications contained in their Individual Educational Plan (IEP).

**SPECIAL TOPICS IN MATHEMATICS - III****Grade Level: 11, 12****Credit: 1 unit****Prerequisites: None**

This course is a continuation of Special Topics in Mathematics II. The course is designed for and restricted to Exceptional Children's students with specific deficits in mathematics. Instruction will be designed for each student to adhere to the specifications contained in their Individual Educational Plan (IEP).

**SPECIAL TOPICS IN MATHEMATICS - IV****Grade Level: 12****Credit: 1 unit****Prerequisites: None**

This course is a continuation of Special Topics in Mathematics III. The course is designed for and restricted to Exceptional Children's students with specific deficits in mathematics. Instruction will be designed for each student to adhere to the specifications contained in their Individual Educational Plan (IEP).

**EXTENDED CONTENT STANDARDS - ELECTIVES**

**SKILLS IN INDEPENDENT LIVING****Credit: 1 unit**

This course is designed to assist student in developing competencies in the following areas: money management, purchasing, cooking, laundry, cleaning, proper eating habits, appropriate manners, grooming, transportation, and mobility.

**LEISURE & TRANSITION SKILLS****Credit: 1 unit**

This curriculum concentrates on work related behavior. The curriculum includes assuming the roles associated with the development of acceptable manners, recognition and respect for authority, development of self-responsibility, and appropriate expression of emotions. Activities are related to actual experiences. Concepts lead to the student's recognition of himself/ herself as a valuable asset to society. The purpose of leisure education is to assist students in developing the skills necessary to enjoy leisure time with opportunities for learning about leisure, developing leisure skills, and practicing the skills.

**VOCATIONAL TRAINING****Credit: 1 unit****Prerequisites are: Occupational Preparation I-IV**

This course is for students following the extended content standards and concentrates on the development of entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. This course builds on those skills learned in Occupational Preparation I-IV.

## OCCUPATIONAL COURSE OF STUDY

### OCCUPATIONAL PREPARATION – I

**Credit: 1 unit**

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on-vocational training in Career and Technical Education courses, and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

### OCCUPATIONAL PREPARATION - II (Year-Long)

**Credit: 2 units**

This course emphasizes the development of skills generic to all career majors. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills will also continue to be refined.

### OCCUPATIONAL PREPARATION - III (Year-Long)

**Credit: 2 units**

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality.

### OCCUPATIONAL PREPARATION – IV

**Credit: 1 unit**

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses. This course will allow students to solve work-related problems experienced in competitive employment, practice self-advocacy, and master the theoretical and practical aspects of their career choice. Students will complete the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students will also develop a job placement portfolio that provides an educational and vocational record of their high school experience.

### OCCUPATIONAL PREP LAB

Occupational Prep Lab continues from Occupational I, II, III and IV. The course is designed to provide additional opportunities for student to further develop and refine the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment. Students will participate in school-based learning activities such as school factories, work-based enterprises, hands-on-vocational training and the operation of small businesses. Community-based training activities will include job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to develop, refine and apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality and skills. Multiple opportunities for leadership development and self-determination are provided.

### OCCUPATIONAL ENGLISH – I

**Credit: 1 unit**

This course is designed to provide students with an introduction to a variety of communication modes and develop an understanding of the importance that each plays. Students apply a writing process to develop a product and develop an understanding of appropriate presentation skills. They apply reading and writing skills to comprehend various texts. There is an emphasis on the understanding of basic conventions of standard English and the recognition of appropriate examples of basic convention based on audience, purpose, and context. Students apply reading and writing skills to understand relationships in literature, societies, and cultures. They apply research tools and techniques to selected topics.

### OCCUPATIONAL ENGLISH – II

**Credit: 1 unit**

Occupational English II focuses on the exploration and examination of a variety of communication modes and the importance each plays. Students create increasingly complex written responses for various audiences, purpose, and contexts. They apply reading and writing skills to analyze and evaluate relationships in real life situations, current events, and from global perspectives. They design and create oral, written, and visual products using 21<sup>st</sup> century technologies.

### OCCUPATIONAL ENGLISH – III

**Credit: 1 unit**

Occupational English III focuses on the exploration and examination of a variety of communication modes and the importance each plays in real life situations and employment settings. Students apply reading and comprehension strategies to informational text found in employment, post-secondary education/training, and independent living domains. They apply knowledge of cause and effective relationships to problem-solve personal life situations and critique informational products for use in employment and at home.

### OCCUPATIONAL ENGLISH – IV

**Credit: 1 unit**

Occupational English IV continues the focus on the exploration and examination of a variety of communication modes and the importance each plays in real life situations and employment settings. Students apply information from literary and informational texts to carry out adult living tasks. They produce plans to solve problems that occur in various domains of adult life and form opinions based on the analysis of current events, written texts, and/or personal life experiences. Students complete, present, and critique their Career Portfolio.

### OCCUPATIONAL INTRODUCTORY MATHEMATICS

**Credit 1 unit**

Occupational Introduction to Mathematics is the study of: a) Rational Numbers: comparing, identifying, ordering, and the mathematical skills using integers, decimals, fractions, percentages, ratios, proportions and probability; b) Geometry: calculating perimeter, area, and volume of two and three dimensional figures; c) Time and Measurement; d) Algebraic Structures; e) Patterns; and f) Data analysis. Students will acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

### OCCUPATIONAL MATH I

**Credit: 1 unit**

Occupational Math I continues from Occupational Introductory Mathematics, the study of rational numbers and the application of these skills for independent living and successful employment. More emphasis is placed on algebraic and geometric reasoning, statistics, probability, and applying formulas. Application of these math skills is rooted in the understanding of functions based on mathematical and real-world phenomena.

### OCCUPATIONAL FINANCIAL MANAGEMENT

**Credit: 1 unit**

Occupational Financial Management is the study of math skills to gain independent living and successful employment. Emphasis is placed on financial planning, financial services, taxes, and wages. Students will apply appropriate methods to establish and maintain checking and savings accounts, loans, credit cards, and debit cards for personal financial management and independent living. They will compare methods of paying bills, debt versus credit, consumer spending, and insurance types. Application of these skills is necessary for independent living and successful employment.

### OCCUPATIONAL AMERICAN HISTORY I

**Credit: 1 unit**

This course guides students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including 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. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution.

## OCCUPATIONAL AMERICAN HISTORY II

**Credit: 1 unit**

This course guides students from the late nineteenth century time period through the early 21<sup>st</sup> century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop and understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in the United States in an interconnected world.

## OCCUPATIONAL APPLIED SCIENCE

**Credit: 1 unit**

Occupational Applied Science is designed to provide students with the knowledge necessary to understand and identify the basic principles of physics, physical science, and life science. Students will receive instruction on the concepts of energy, force, motion, electricity, matter and the body systems. Students will have opportunities to apply skills in the area of healthy living and safety to various situations within the home, community and workplace.

## OCCUPATIONAL BIOLOGY I

**Credit: 1 unit**

Occupational Biology I emphasizes basic, functional knowledge of science concepts in the areas of living organisms, molecular biology, evolution, genetics, and ecology. Students will have the opportunity to apply science based concepts to daily living situations at home, in the community, and the workplace.

## ACADEMY SPECIFIC COURSE DESCRIPTIONS

*Enrollment in these courses is limited to students accepted in the specific academy.*

### FFA ACADEMY OF AGRICULTURE AND NATURAL SCIENCES CAPE FEAR HS

## AGRICULTURAL MECHANICS I

**Grade Level: 10, 11**

**Credit: 1 unit**

**Prerequisite: Enrollment in the FFA Academy of Agriculture and Natural Sciences**

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 and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*Note: Course enrollment limited to 20 to ensure safety in laboratory settings.*

## AGRICULTURAL MECHANICS II

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Agricultural Mechanics I**

In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## BIOTECHNOLOGY & AGRISCIENCE RESEARCH I

**Grade Level: 10, 11**

**Credit: 1 unit**

**Prerequisite: Biology I and Enrollment in the FFA Academy of Agriculture and Natural Sciences**

This course provides instruction in the technologically advanced world of agriculture and life sciences. Students are exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Agriscience Applications is recommended as preparation for this course.

## BIOTECHNOLOGY & AGRISCIENCE RESEARCH II

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Biotechnology & Agriscience Research I**

**Co-requisite: Chemistry I**

This course provides instruction in laboratory and safety skills needed by agricultural research scientists. Current applications of biotechnology in animal science, environmental science, food science and plant science are emphasized. Basic concepts of genetics and microbiology are applied to the agriculture industry and its success in providing food and fiber for the world. Opportunities exist for students to conduct individual or team research experiments. Hands-on laboratories and current topic discussions provide students an understanding of careers in agriscience research. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is approved for honors weighting.

## BIOTECHNOLOGY & AGRISCIENCE RESEARCH II - HONORS

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Biotechnology & Agriscience Research I**

This course provides instruction in laboratory and safety skills needed by agricultural research scientists. Current applications of biotechnology in animal science, environmental science, food science and plant science are emphasized. Basic concepts of genetics and microbiology are applied to the agriculture industry and its success in providing food and fiber for the world. Hands-on laboratories and current topic discussions provide students an understanding of careers in agriscience research. Students will have the opportunity to utilize laboratory equipment to perform cutting-edge techniques in the modern biotechnology industry. Opportunities exist for students to conduct individual or team research experiments. Honors credit for the course is awarded to students willing to complete an advanced research project related to the field of agriscience. Projects should build upon core concepts developed in the course and show evidence of significant research on the chosen topic. Students will develop a meaningful and scientifically valid research project from proposal to presentation. These projects will follow the National FFA guidelines found at [www.ffa.org](http://www.ffa.org). English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.



## **ENVIRONMENTAL & NATURAL RESOURCES II**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Environmental & Natural Resources I**

This course covers 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. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is approved for honors weighting.

## **ENVIRONMENTAL & NATURAL RESOURCES II - HONORS**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Environmental & Natural Resources I**

This course covers 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. Honors curriculum extends rigor in the following subject areas: timber evaluation, global positioning systems, recreational camping, and judging evaluation, habitat observation, aquatic crop marketing, and careers in the environmental and natural resources industry. Advanced understanding of English language arts, mathematics, and science are required for this course. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **ANIMAL SCIENCE II**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Animal Science I**

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **ANIMAL SCIENCE II-HONORS**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Animal Science I**

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class. This honors course extends the standard course to a higher, more challenging level. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **EQUINE SCIENCE I**

**Grade Level: 10, 11**

**Credit: 1 unit**

**Prerequisite: Animal Science I**

This course focuses on the basic scientific principles and processes related to equine physiology, breeding, nutrition, and care in preparation for a career in the equine industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriated for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **EQUINE SCIENCE II**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Animal Science I**

The course focuses on more advanced applications of feeding, breeding, and management practices involved in the horse industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **ANS 110 ANIMAL SCIENCE**

**Grade Level: 11, 12**

**Credit: 1 unit**

This course introduces practices, diseases, meat processing, sustainable livestock production and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide and internationally. Animal Science I highly recommended beforehand.

## **ANS 115 FEEDS AND NUTRITION**

**Grade Level: 11, 12**

**Credit: 1 unit**

This course covers the fundamentals of animal feeding and nutrition. Topics include nutrient requirements, digestion, feed formulation, and classification. Upon completion, students should be able to demonstrate knowledge of nutritional requirements and feeding practices of farm animals. Animal Science I highly recommended beforehand.

## **ANS 140 SWINE MANAGEMENT**

**Grade Level: 11, 12**

**Credit: 1 unit**

This course provides an introduction to the swine industry. Topics include basic skills for breeding, farrowing, nursery, environmental issues, and grower/finisher. Upon completion, students should be able to demonstrate a basic understanding of swine production practices and the economic and environmental impact of the swine industry locally, regionally, state-wide, and internationally. Animal Science I is highly recommended beforehand.

## **ANS 150 ANIMAL HEALTH**

**Grade Level: 11, 12**

**Credit: 1 unit**

This course introduces animal diseases and health management. Topics include identification, prevention, management (including integrated pest management, and treatment of diseases. Upon completion, students should be to recognize disease symptoms. Recommend treatments, identify preventive steps, and develop biosecurity procedures. Animal Science I highly recommended beforehand.

# **ACADEMY OF ARTS EDUCATION SEVENTY-FIRST HS**

## **BALLET I (Dance Specialization-Beginning)**

**Grade Level: 9, 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Dance I**

This course provides instruction in ballet technique and choreographic principles and is aligned to the Essential Standards dance curriculum at the beginning level. While emphasis will be placed on the development of ballet technique, students will also study ballet history, contemporary styles, and noted performers. Students present the skills they have learned through performances for selected audiences.

## **BALLET II (Dance Specialization-Intermediate)**

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Ballet I and Audition or Instructor Recommendation**

This course continues the study of ballet and is aligned to the Essential Standards dance curriculum at the intermediate level. While the emphasis will continue to be on the development of ballet technique, students will also participate in choreographic design. Students will also study ballet history, contemporary and classical styles, as well as the lives of significant artists. Students perform a variety of works for selected audiences.

**BALLET III (Dance Specialization-Proficient)****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Ballet II and Audition or Instructor Recommendation**

Ballet III is aligned to the Essential Standards dance curriculum at the proficient level. Students continue to develop as ballet artists and choreographers and study contemporary and historical ballet styles. Students perform a variety of works for selected audiences.

**PERFORMANCE COMPANY (Dance Specialization-Proficient)****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of an intermediate level dance course and audition or Instructor Recommendation**

This is an auditioned dance performing group aligned to the Essential Standards dance curriculum at the proficient level. Students will compile a portfolio that shows evidence of in-depth study in the areas of dance production, dance performance, criticism/aesthetics, history/research, and choreography.

**CHOREOGRAPHIC LAB (Dance Specialization-Advanced)****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of a proficient level dance course and placement audition or Instructor Recommendation**

Choreographic Lab provides students with choreographic and production techniques necessary for creating and staging a choreographic work (including costuming, music, lighting, set, sound, make-up, publicity, etc.). Students develop a senior project, which must be presented in formal concert. This course is aligned to the Essential Standards dance curriculum at the advanced level. Students will compile a portfolio reflecting evidence of in-depth study.

**CHAMBER CHOIR (Vocal Music-Advanced)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Successful completion of a proficient level choral music course and audition or Instructor Recommendation**

This is an auditioned performing group of advanced soprano, alto, tenor and bass voices. Repertory for performance and study focuses on music of the renaissance, baroque, classical, and romantic periods. Through the analysis and study of history, appropriate musical vocabulary, symbols, and literature (Grades V-VI), this course provides an appreciation and understanding of music in relation to selected styles, periods, composers, and cultures. Students create and maintain portfolios containing a combination of written, audio and visual examples of their work. Performance is an integral part of this course and all rehearsals and performances are required.

**ART APPRECIATION (Visual Art Specialization-Beginning)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

This course introduces the origins and historical development of visual arts. Emphasis is placed on the elements and principals of art as seen in selected art works from various art periods.

**DRAWING & PAINTING (Visual Arts Specialization-Intermediate)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Art I**

This course focuses on a variety of drawing and painting techniques and media with emphasis on landscapes, portraits, and still life and is aligned to the Essential Standards visual arts curriculum at the intermediate level. Students receive instruction in matting and framing works of arts and are required to mat and frame selected art created in the class. Students must provide some art supplies.

**SCULPTURE (Visual Arts Specialization-Intermediate)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Art I**

Students explore a variety of styles of and materials used to make sculpture. Special emphasis will be placed on the dimensionality of sculpture and the interplay of light and shadow. This course is aligned to the Essential Standards visual arts curriculum at the intermediate level. Student must provide some art supplies.

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

This course offers an introduction to the art of Photography. Students will learn about camera operation, artistic composition, creative effects, film (black and white), developing and prints.

**FILM MAKING****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: None**

Students will learn about the creative and technical processes involved in the production of a film or video. Students will creatively collaborate with other academic or arts disciplines in the production of films or videos.

**HISTORICAL CRAFTS OF THE WORLD (Visual Arts Specialization-Intermediate)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisite: Art I**

Students will learn about the origins and historic developments of fine arts and crafts from various countries and historical periods and analyze their influence on current society. This course will focus on a variety of art and craft techniques such as (but not limited to) weaving, pottery making, jewelry making, and batik. This course is aligned to the Essential Standards visual art curriculum at the intermediate level. Students must provide some selected art supplies.

**MUSICAL THEATRE (Theatre Arts Specialization-Intermediate)****Grade Level: 9, 10, 11, 12****Credit: 1 unit****Prerequisites: Theatre Arts I and Audition**

This is an auditioned theatre arts company for students interested in the production of musical plays that teach, inform, and entertain audiences. This course is aligned to the Essential Standards theatre arts curriculum at the intermediate level. Rehearsals and performances may require after-school and evening participation. Musical Theatre students will be involved in all aspects of artistic, creative, and technical activities required for a theatrical production.

**ACTING & DIRECTING (Theatre Arts Specialization- Proficient)****Grade Level: 10, 11, 12****Credit: 1 unit****Prerequisite: Theatre Arts II and audition or Instructor Recommendation**

This course focuses on selected techniques and approaches to acting and directing. Students research, study, and implement acting elements and a variety of acting techniques, methods, and styles. Students are required to perform in a variety of roles. Students study the creative role of a director in both historical and contemporary theatre. Students are required to direct a play from start to finish including, casting, rehearsals, and production. This course is aligned to the Essential Standards curriculum at the proficient level.

**LEARNING ART THROUGH HISTORY****Grade Level: 11, 12****Credit: 1 unit****Prerequisite: U.S. History**

This course will be offered to enhance U.S. History and embrace an artistic opportunity while complementing the Arts Education Academy. This course offers a more relevant and meaningful approach to appreciating art and history at the same time.

**ACADEMY OF ENGINEERING TECHNOLOGY  
WESTOVER HS**

**PLTW INTRODUCTION TO ENGINEERING DESIGN****Grade Level: 9, 10****Credit: 1 unit****Prerequisite: Algebra I and Enrollment in the Academy of Engineering Technology**

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, RIRST Robotics Competition (FRC), community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **PLTW PRINCIPLES OF ENGINEERING (Honors)**

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Math II and Introduction to Engineering Design**

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students' survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, FIRST Robotics Competition (FRC), community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is approved for honors weighting.

### **PLTW CIVIL ENGINEERING AND ARCHITECTURE (Honors)**

**Grade Level: 11-12**

**Credit: 1 unit**

**Prerequisite: PTLW Foundation Courses**

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing, Technology Student Association (TSA) competitive events, FIRST Robotics Competition (FRC), community service, and leadership readiness skills through authentic experiences. This course is approved for honors weighting.

### **PLTW DIGITAL ELECTRONICS (Honors)**

**Grade Level: 10, 11**

**Credit: 1 unit**

**Prerequisite: Math I and Introduction to Engineering Design**

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students focus on the process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high-definition televisions. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, FIRST Robotics Competition (FRC), community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is approved for honors weighting.

### **PLTW COMPUTER INTEGRATED MANUFACTURING (Honors)**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Math II, and IED, DE and POE**

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students answer the questions: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics and automation. The course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software, robotics, and flexible manufacturing systems. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course.

### **PLTW COMPUTER INTEGRATED MANUFACTURING (continued)**

Technology Student Association (TSA) competitive events, community service, FIRST Robotics Competition (FRC) and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is approved for honors weighting.

### **PLTW ENGINEERING DESIGN AND DEVELOPMENT**

**Grade Level: 11-12**

**Credit: 1 unit**

**Prerequisite: Math I and Enrollment in the Academy of Engineering Technology**

In this capstone Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students will work in teams to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead the Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable skill set for students in the future. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, FIRST Robotics Competition (FRC), community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **ACADEMY OF FINANCE DOUGLAS BYRD HS**

### **AOF BUSINESS ECONOMICS**

**Grade Level: 10**

**Credit: .5 units**

**Prerequisite: Enrollment in the Academy of Finance**

Business Economics introduces students to the key concepts of economics as they pertain to business. This course discusses the American economy and the factors that influence the success of businesses and products. It describes forms of business ownership, discusses the relationship of labor and business, and provides a broad overview of the global economy. Students also examine careers in business, both as employees and as business owners.

### **AOF FINANCIAL SERVICES**

**Grade Level: 10**

**Credit: .5 units**

**Prerequisite: Enrollment in the Academy of Finance**

This course gives students an overview of banks and other financial services companies. It introduces students to the origins of money and banking and examines the early history of banking in the United States. Students study the financial services industry and the types of companies it includes in depth. They learn about the services offered by such companies and analyze the ways these companies earn profits. Finally, students examine careers in financial services.

### **AOF APPLIED FINANCE**

**Grade Level: 12**

**Credit: .5 units**

**Prerequisite: Enrollment in the Academy of Finance**

Applied Finance delves into the financial concepts introduced in Principles of Finance. Students learn to identify the legal forms of business organization and continue to develop an understanding of profit. They learn about various financial analysis strategies and the methods by which businesses raise capital. Students also have the chance to explore, in-depth, topics of high interest in the field of finance, and explore the types of careers that exist in finance today.



## AOF BUSINESS IN A GLOBAL ECONOMY

**Grade Level:** 12

**Credit:** .5 units

**Prerequisite:** Enrollment in the Academy of Finance

Business in a Global Economy provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally, and to the potential opportunities available to those businesses. Building on concepts introduced in Principles of Finance, Business in a Global Economy broadens students' understanding of how businesses operate, grow, and thrive in our ever-changing world.

## ENTREPRENEURSHIP II

**Grade Level:** 11, 12

**Credit:** 1 unit

**Prerequisite:** Entrepreneurship I

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## CCS FIRE ACADEMY E.E. SMITH HS

## FIRE FIGHTER TECHNOLOGY I

**Grade Level:** 10, 11

**Credit:** 1 unit

**Prerequisite:** None

This course covers part of the NC Fire Fighter 1 /11 combination certification modules required for all fire fighters in North Carolina. The modules include: Fire Department Orientation and Safety; Fire Prevention, Education, and Cause; Fire Alarms and Communications; Fire Behavior; Personal Protective Equipment; Portable Fire Extinguishers; and Fire Hose, Streams, and Appliances. English language arts are reinforced. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Fire Fighter 1/11 certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## FIRE FIGHTER TECHNOLOGY II

**Grade Level:** 11, 12

**Credit:** 1 unit

**Prerequisite:** Fire Fighter Technology I

This course covers additional NC Fire Fighter 1/11 combination certification modules required for all fire fighters in North Carolina. The modules include: Ropes; Ladders; Forcible Entry; Ventilation; Water Supply; Sprinklers; and Foam Fire Stream. English language arts are reinforced. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Fire Fighter 1/11 certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## FIRE FIGHTER TECHNOLOGY III

**Grade Level:** 11, 12

**Credit:** 1 unit

**Prerequisite:** Fire Fighter Technology II

In this course, students select one specific occupation in the Career Cluster and conduct research to include the nature of the work, work environment, training, education, and advancement, and job prospects. Work-based learning strategies appropriate for this course including job shadowing and internship. Apprenticeship and cooperative training are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## ACADEMY OF GREEN TECHNOLOGY DOUGLAS BYRD HS

## WORKING TOWARD SUSTAINABILITY

**Grade Level:** 9

**Credit:** 1 unit

**Prerequisite:** Enrollment in the Academy of Green Technology

The modules in Working Toward Sustainability engage students in investigating the importance of sustainability for businesses and for people around the globe. The modules explore changes businesses are making to have their products and processes more sustainable, as well as the shift toward fuel sources and technologies that can serve as alternative to fossil fuels. Students learn why people around the globe are looking at alternative energy sources and the importance of current research into stable and practical sources of energy. Given concerns over the impact people are having on our planet, individuals, governments, and companies around the world are seeking alternative ways of meeting their energy needs-alternatives that are cost-effective and sustainable, and will not further damage the environment or unduly impact one group of people more than another.

## SUSTAINABLE CONSERVATION

**Grade Level:** 10

**Credit:** 1 unit

**Prerequisite:** Working Toward Sustainability

This course builds on the modules in Working Toward Sustainability to further investigate sustainability processes and practices. Students will participate in hands-on lab procedures in sustainability combined with a solid foundation in science, technology, engineering, and mathematics.

## GENERATING CLEAN ELECTRONS

**Grade Level:** 10

**Credit:** 1 unit

**Prerequisite:** Sustainable Conservation

This course introduces students to alternative energy generation sources. Students will participate in hands-on lab procedures in solar, wind turbine, and hydrogen fuel cell energy generation combined with a solid foundation in science, technology, engineering, and mathematics.

## DC/AC ELECTRICITY – ELC 112

**Grade Level:** 11

**Credit:** 2 units

**Prerequisite:** Previous required academy courses

This FTCC course introduces the fundamental concepts and computation related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment, and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

## APPLICATIONS PROJECT – ELC 229

**Grade Level:** 12

**Credit:** 1 unit

**Prerequisite:** Previous required academy and FTCC Courses

This FTCC course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an application project.

## PHOTOVOLTAIC SYS TECH – ELC 220

**Grade Level:** 11, 12

**Credit:** 1 unit

This course introduces the concepts, tools, techniques, and materials needed to understand systems that convert solar energy into electricity with photovoltaic (pv) technologies. Topics include site analysis for system integration, building codes, and advances in photovoltaic technology. Upon completion, students should be able to demonstrate an understanding of the principles of photovoltaic technology and current applications

## ADVANCED PV SYS DESIGNS – ELC 221

**Grade Level:** 11, 12

**Credit:** 1 unit

**Prerequisite:** ELC 220

This course introduces specific elements in photovoltaic (pv) systems technologies including efficiency, modules, inverters, charge controllers, batteries, and system installation. Topics include National Electrical Code (NEC), electrical specifications, photovoltaic system components, array design and power integration requirements that combine to form a unified structure. Upon completion, students should be able to demonstrate an understanding of various photovoltaic designs and proper installation of NEC compliant solar electric power systems.

## ELC 118 NATIONAL ELECTRICAL CODE

**Grade Level: 11, 12**

**Credit: 1 unit**

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

### ACADEMY OF GLOBAL STUDIES TERRY SANFORD HS

## FOUNDATIONS OF KNOWLEDGE HONORS

**Grade Level: 9, 10, 11**

**Credit: 1 unit**

**Prerequisite: None**

This is a required interdisciplinary course for students in the School of Global Studies. The class includes basic information about time management, organization, study skills, and modes of learning. Throughout the year, students will increase their vocabulary through an intensive study of Latin and Greek prefixes, roots, and suffixes. They will be introduced to MLA style papers. Students will research the college application and admissions process. Throughout the course, emphasis is placed on reading and listening critically, writing and speaking effectively, and using higher level thinking skills. This course is designated as an honors level class.

## HUMANITIES HONORS

**Grade Level: 12**

**Credit: 1 unit**

**Prerequisite: None**

The Humanities course, a required course for School of Global Studies seniors, investigates the various disciplines of the humanities as defined by the National Endowment for the Humanities. These areas include history, psychology, literature, archaeology, the history and criticism of art and music, ethics, comparative religion, architecture, and film. The senior project, a requirement for graduation from the School of Global Studies, is a component of the Humanities curriculum. The course is designated as an honors course.

## GLOBAL ISSUES IN SCIENCE HONORS

**Grade Level: 10, 11**

**Credit: 1 unit**

**Prerequisite: None**

This course is an introductory level class designed to give an overview of current global science issues of the 21<sup>st</sup> century by integrating different cultural and interdisciplinary perspectives. Topics will include natural resources and energy, health and human development, human population, and global conflict and cooperation.

### ACADEMY OF HEALTH SCIENCES AND TECHNOLOGY WESTOVER HS

## PLTW PRINCIPLES OF THE BIOMEDICAL SCIENCES

**Grade Level: 10**

**Credit: 1 unit**

**Prerequisite: Enrollment in the Academy of Health Sciences and Technology**

This course is designed for students to investigate the human body systems and various health conditions. They determine factors that lead to the death of a fictional person and investigate lifestyle choices. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## PLTW HUMAN BODY SYSTEMS

**Grade Level: 11**

**Credit: 1 unit**

**Prerequisite: PLTW Principles of Biomedical Sciences**

In this course students examine the human body systems, design experiments and use data acquisition software to monitor body functions and often play the role of the biomedical professional. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## PLTW MEDICAL INTERVENTIONS

**Grade Level: 11**

**Credit: 1 unit**

**Prerequisite: PLTW Human Body Systems**

This course allows students to investigate the interventions involved in the prevention, diagnosis and treatment of disease. It is a "How-To" manual for maintaining overall health. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## PLTW BIOMEDICAL INNOVATIONS

**Grade Level: 12**

**Credit: 1 unit**

**Prerequisite: PLTW Medical Interventions**

This course allows students to apply their knowledge and skills to answer questions or solve problems related to biomedical sciences. Students design innovative solutions to the health care challenges of the 21<sup>st</sup> century. Students work on independent projects and may work with a mentor in the healthcare industry. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### ACADEMY OF INFORMATION TECHNOLOGY PINE FOREST AND GRAY'S CREEK HS

## FOUNDATION OF INFORMATION TECHNOLOGY

**Grade Level: 9, 10**

**Credit: 1 unit**

**Prerequisite: Enrollment in the Academy**

This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media. Mathematics is reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## HARDWARE/SOFTWARE SUPPORT- CTS 120

**Grade Level: 11**

**Credit: 1 unit**

**Prerequisite: CIS 110 or Articulated Credit for Microsoft Word, PowerPoint & Publisher**

This FTCC course covers the basic hardware of a personal computer, including operations and interactions with software. Topics include component identification, the memory system, peripheral installation and configuration, preventative maintenance, and diagnostics and repair. Upon completion, students should be able to select appropriate computer equipment, upgrade and maintain existing equipment, and troubleshoot and repair non-functioning personal computers.

## ADVANCED HARDWARE/SOFTWARE SUPPORT – CTS 220

**Grade Level: 11**

**Credit: 1 unit**

**Prerequisite: Hardware/Software Support CTS 120**

This FTCC course introduces the installation and troubleshooting aspects of personal computer software. Emphasis is placed on initial installation and optimization of system software, commercial programs, system configuration files, and device drivers. Upon completion, students should be able to install, upgrade, uninstall, optimize, and troubleshoot personal computer software.

**INTEGRATED SYSTEMS  
TECHNOLOGY ACADEMY OF ENGINEERING  
JACK BRITT HS**

**INTRODUCTION TO INTEGRATED SYSTEMS TECHNOLOGY**

**Grade Level: 9** **Credit: 1 unit**

**Prerequisite: Enrollment in the Academy**

This course provides instructions and practice in the skills needed to be successful in the Integrated Systems Technology program. Topics include design and problem solving, machine processes, and basic mechanical, fluidal and electrical concepts. Reading and critical thinking skills are used throughout the instruction. The course integrates STEM (science, technology, engineering, and math) throughout this course.

**INTEGRATED SYSTEMS TECHNOLOGY 1**

**Grade Level: 10, 11, 12** **Credit: 1 unit**

**Prerequisite: Algebra I**

Integrated Systems Technology (IST) 1 is a technical skill based course that teaches modern employability competencies that meet international skills standards. Topics covered in IST 1 are fluid power, quality assurance, machine processes, robotics, programmable logic and electrical systems, the creation of a product from inception, modeling and the use of a formal design process. This course reinforces mathematical, communication, and problem solving skills.

**INTEGRATED SYSTEMS TECHNOLOGY 2 HONORS**

**Grade Level: 11, 12** **Credit: 1 unit**

**Prerequisite: Integrated Systems Technology 1**

Integrated Systems Technology (IST) 2 Honors is a technical course designed to expand students' knowledge in specific principles and processes introduced in IST 1. IST 2 Honors is a rigorous continuation of laboratory and class room-based experiences including field research and technical writing. The IST 2 Honors course reinforces mathematical, communication, problem solving skills and prepares students for postsecondary coursework in engineering and technology. This course is approved for honors weighting.

**INTEGRATED SYSTEMS TECHNOLOGY 3 HONORS**

**Grade Level: 12** **Credit: 1 unit**

**Prerequisite: Integrated Systems Technology 2**

Integrate Systems Technology (IST) 3 Honors is a technical course designed to expand students' knowledge in specific principles and processes introduced in IST 1 and IST 2 Honors. IST 3 Honors is a rigorous continuation of laboratory and class room-based experiences including mass producing a manufactured product from inception, modeling, technical writing, a real world engineering problem and the organizing and hosting of a community event for the IST Academy of Engineering. The IST 3 Honors class reinforces mathematical, communication, problem solving skills and prepares students for a postsecondary coursework in engineering and technology. This course is approved for honors weighting.

**ACADEMY OF MATH AND SCIENCE  
E.E. SMITH HS**

**ASTRONOMY HONORS**

**Grade Level: 11, 12** **Credit: 1 unit**

**Co-requisite: Physics or Chemistry**

This is an introductory course where the students survey the solar system. Topics include the history of astronomy, space probes, and the motions of the moon, stars, and planets in the night sky. Other topics include celestial coordinate systems, astronomical instruments, the natural light, and Kepler and Newton's laws of motion. Students will participate in two night labs while learning to use the school's telescopes. Students will also use Internet controlled telescopes to obtain images for several astronomy projects.

**BIOTECHNOLOGY HONORS**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisites: Biology I and Chemistry I**

This course introduces students to the tools and techniques of biotechnology. Information and investigations covering the fundamentals of DNA based technologies are the main focus. Everyday application, societal issues, and careers in biotechnology are also integrated into this course.

**METEOROLOGY HONORS**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Chemistry**

Meteorology is an introductory course focusing on the application of scientific concepts and principles dealing with atmospheric, oceanic, and hydrologic sciences.

**RESEARCH IN SCIENCE HONORS**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Biology, Chemistry, Environmental Science or Earth/Environmental**

This course is designed to allow students to pursue individual research problems in Biology, Chemistry, Physics, or Earth Science. Students learn to use resources, gain experience in scientific writing, receive supervised training in techniques commonly used in research, and receive instruction in laboratory safety and proper experimental design. Each student designs a carries out a research project under the supervision of the instructor.

**ZOOLOGY HONORS**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Biology**

**Co-requisite: Chemistry**

This course is designed to give the student a more challenging and in-depth experience of Invertebrate and Vertebrate Zoology. Students will be expected to: design and carry out several investigations of biological concepts, distinguish between and identify various animals by their calls and physical characteristics. Students will also be expected to conduct field investigative studies and conduct comparative gross anatomy labs, which features selected representatives from various animal phyla.

**ACADEMY OF NATURAL SCIENCE  
CAPE FEAR HS**

**ASTRONOMY HONORS**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Co-requisite: Physics or Chemistry**

This is an introductory course where the students survey the solar system. Topics include the history of astronomy, space probes, and the motions of the moon, stars, and planets in the night sky. Other topics include celestial coordinate systems, astronomical instruments, the natural light, and Kepler and Newton's laws of motion. Students will participate in two night labs while learning to use the school's telescopes. Students will also use Internet controlled telescopes to obtain images for several astronomy projects.

**BOTANY HONORS**

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Biology**

**Co-requisite: Chemistry**

This class offers an introduction to the structure, processes, and reproduction of higher plants, including the diversity of the plant kingdom and principles of inheritance and ecology. Fieldwork in a Carolina Bay will introduce students to vascular plant structures, field identification of plant species, population dynamics, biological communities, and energy flow in ecosystems.

**GEOLOGY HONORS**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Earth/Environmental Science and Biology**

**Co-requisite: Chemistry**

Studies include the composition of earth materials and the major processes that have produced and continue to modify the modern Earth such as plate tectonics, volcanoes, and glaciation. Areas of special emphasis include the geology of North Carolina, the Eastern Coastal Plain, and the Carolina Bays.



### MARINE SCIENCE HONORS

**Grade Level: 10, 11, 12**

**Credit: 1 unit**

**Prerequisite: Biology**

**Co-requisite: Chemistry**

This course is designed to introduce students to organisms living in the marine environment, study the entry of elements and compounds into marine waters, study coastal features such as beaches and inlet, study the history of the global ocean basins, and examine the factors related to human development and human interactions with coastal ecosystems. Students will be involved with lab activities and field trips to the coast of North Carolina.

### RESEARCH IN SCIENCE HONORS

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Biology, Chemistry, Environmental Science or Earth/Environmental**

This course is designed to allow students to pursue individual research problems in Biology, Chemistry, Physics, or Earth Science. Students learn to use resources, gain experience in scientific writing, receive supervised training in techniques commonly used in research, and receive instruction in laboratory safety and proper experimental design. Each student designs and carries out a research project under the supervision of the instructor.

### ZOOLOGY HONORS

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Biology**

**Co-requisite: Chemistry**

This course is designed to give the student a more challenging and in-depth experience of Invertebrate and Vertebrate Zoology. Students will be expected to: design and carry out several investigations of biological concepts, distinguish between and identify various animals by their calls and physical characteristics. Students will also be expected to conduct field investigative studies and conduct comparative gross anatomy labs, which features selected representatives from various animal phyla.

## ACADEMY OF PUBLIC SAFETY AND SECURITY SOUTH VIEW HS

### CRIME SCENE PROCESSING – CJC 144

**Grade Level: 11**

**Credit: 1 unit**

**Prerequisite: Enrollment in the Academy of Public Safety and Security and previous academy courses**

This FTCC course introduces the theories and practices of crime scene processing and investigating. Topics include legal considerations at the crime scene, processing indoor and outdoor scenes, recording, note taking, collection and preservation of evidence and submission to the crime laboratory. Upon completion, students should be able to evaluate and search various crime scenes and demonstrate the appropriate techniques.

### TRACE EVIDENCE – CJC 146

**Grade Level: 11**

**Credit: 1 unit**

**Prerequisite: Enrollment in the Academy of Public Safety and Security and previous academy courses**

This FTCC course provides a study of trace evidence as it relates to forensic science. Topics include collection, packaging, and preservation of trace evidence from crime scenes such as bombings, fires, and other scenes. Upon completion, students should be able to demonstrate the fundamental concepts of trace evidence collection, preservation and submission to the crime laboratory.

## INTERNATIONAL BACCALAUREATE ACADEMY SOUTH VIEW HS

(Available to the students attending the International Baccalaureate Academy at South View High School)

### ARTS EDUCATION

**IB MUSIC I (SL)**

**Credit: 1 unit**

**AP MUSIC THEORY**

**Credit: 2 units**

**Grade Level: 11, 12**

**Prerequisite: Enrollment in IB Academy, Music Theory, and Instructor Recommendation**

This course builds on a student's prior rigorous study in music and includes the study of Western and Non-Western music and societies. History, aural skills, sight-reading, performance, analysis and composition (manuscript and computer assisted) are stressed. A portfolio of original compositions, arrangements, improvisations, and performances must be maintained. Private lessons in the student's major instrument (voice, keyboard, and band/orchestral) and membership in a performance ensemble are strongly recommended.

**IB THEATRE ARTS (SL)**

**Credit: 1 unit**

**Grade Level: 10, 11, 12**

**Prerequisite: Theatre Arts I & II**

IB theatre Arts is a continuation of Theatre Arts I and II and offers advanced assignments in seminar style with in-depth research, analysis, application, and production. The IB Internal Assessment involves performance and a portfolio.

**THEATRE ARTS HONORS/IB THEATRE ARTS (HL)**

**Credit: 2 units**

**Grade Level: 10, 11, 12**

**Prerequisite: Theatre Arts I & II**

This course is an in-depth study of practical play analysis. The Internal Assessment requires an audio recording of each candidate's practical play analysis.

### ENGLISH/LANGUAGE ARTS

**PRE-IB ENGLISH I**

**Credit: 1 unit**

**Grade Level: 9**

**Prerequisite: Must be enrolled in the IB Academy**

This course is designed to develop a global awareness through exposure to literature representing a variety of cultures.

**PRE-IB ENGLISH II**

**Credit: 1 unit**

**Grade Level: 10**

**Prerequisite: Pre-IB English I**

This course uses literature as the basis for developing higher level thinking skills through written and oral communication.

**IB ENGLISH III (HL)**

**Credit: 1 unit**

**Grade Level: 11**

**Prerequisite: Enrollment in the IB Academy.**

**Pre-IB English I and Pre-IB English II**

This course requires students to use close reading to evaluate the interrelatedness of patterns of rhetorical and stylistic devices that result in the student's sophisticated understanding of selected world literature of poetry, drama, and novels. Students will develop a critical vocabulary in both oral and written work for internal and external assessments.

**IB ENGLISH IV (HL)**

**Credit: 1 unit**

**Grade Level: 12**

**Prerequisite: Enrollment in the IB Academy and completion of IB English III**

This course is the second year of a required two-year sequence. Students complete the requirement for Higher Level English while engaging in an in-depth study of British and world literature. Diploma candidates take the HL oral exam in March and the written exam in May.

**IB FOREIGN LANGUAGE IV**

Grade Level: 10, 11, 12

Credit: 1 unit

**FOREIGN LANGUAGE**

Living languages include French, German, and Spanish. All languages are taught in the following sequence.

**PRE-IB I & II**

IB III &amp; IV

IB V

Standard Credit

Honors Credit

AP Credit

**PRE-IB FOREIGN LANGUAGE I**

Grade Level: 9, 10

Credit: 1 unit

**Prerequisite: Enrollment in IB Academy**

This course introduces the fundamental elements of the language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading and writing skills.

**PRE-IB FOREIGN LANGUAGE II**

Grade Level: 9, 10

Credit: 1 unit

**Prerequisite: Enrollment in IB Academy and completion of level I**

In level II, students expand their knowledge of vocabulary and grammar and increase their fluency in the language.

**IB FOREIGN LANGUAGE III**

Grade Level: 10, 11, 12

Credit: 1 unit

**Prerequisite: Enrollment in the IB Academy and Completion of levels I and II**

Level III increases integration of the four language skills with emphasis on oral proficiency, written composition, and reading in preparation for the IB Language B examination.

**Prerequisite: Enrollment in the IB Academy and Completion of level III**

Level IV expands student knowledge of diction, syntax, writing skills and oral proficiency. Students do advanced studies in literature and culture in preparation of the IB Language B examination.

**IB FOREIGN LANGUAGE V**

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite: Enrollment in the IB Academy, completion of Level IV, and teacher recommendation**

Students at this level demonstrate advanced use of language skills as the course is taught by stressing literature, history and culture. The College Board Advanced Placement Test and IB curriculum outline form the basis of study for this course and prepare the student for the IB Foreign Language B examination.

**MATHEMATICS****IB MATHEMATICS (SL)**

Grade Level: 11, 12

Credit: 2 units

**Prerequisite: Enrollment in the IB Academy, B or better in Pre-Calculus, or IB Math Studies (SL). Requires Enrollment in AP Calculus to complete the units in a second semester**

The aim of Mathematical Methods is to provide students who will continue to study mathematics at university with a background of mathematical thought and a reasonable level of technical ability. The course will require two semesters to complete since the course encompasses Calculus as well as other topics. Both semesters are to be scheduled in the same year. Course topics include: logarithms; sequences and series; linear and quadratic functions and equations; the binomial theorem; arcs and sectors; trigonometry; calculus, vectors and matrices; and probability and statistics.

**IB MATH STUDIES (SL)**

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite: Enrollment in the IB Academy, B or better in Pre-IB Algebra II Honors, Designed for students of varied backgrounds and abilities who wish to major in an area that does not require significant involvement with mathematics.**

The course will develop the skills needed to cope with the mathematical demands of a technological society with an emphasis on the application of mathematics to real-life, everyday situations. Course topics include: linear, quadratic, and exponential functions; approximations and error; algorithms; probability and statistics; sets and logic; simple sequences and finance; linear programming; vectors, matrices; and trigonometry. A personal research project involving the collection, analysis, and evaluation of data is a requirement of the course.

**MISCELLANEOUS****CAS**

Grade Level: 11, 12

Credit: 0 unit

**Prerequisite: Enrollment in the IB Academy**

This course fulfills the requirement of Creativity, Action, and Service for the IB diploma. Students must complete 150 hours divided equally among these three areas. This requirement begins the summer after the sophomore year and is noted on the transcript upon completion of the requirement in the senior year.

**EXTENDED ESSAY**

Grade Level: 11, 12

Credit: 0 unit

**Prerequisite: Enrollment in the IB Academy**

This course fulfills the requirement for the extended essay for the IB Diploma. The extended essay of some 4,000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university level. The extended essay begins second semester of the junior year and is noted on the transcript upon completion of the requirement in the senior year.

**INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (ITGS) (SL)**

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite: Be enrolled in the IB Academy, Microsoft Word, Excel & Publisher; Microsoft Excel & Access; Multimedia & Webpage Design**

The main focus of ITGS course of study is to consider how two aspects, the social significance of Information Technology (IT) and the ethical considerations arising from IT, influence individuals, communities (including nations), institutions and organizations. ITGS is a standard level course that aims to prepare students to meet the following challenges:

1. Understanding the uses of Information Systems.
2. Evaluating the consequences of those technologies on society
3. Determining, evaluating and discussing the social significance of these technologies
4. Discussing ethical considerations that arise from using information technologies
5. Predicting the changes most likely to emerge in the future

**IB THEORY OF KNOWLEDGE (TOK) (SL)**

Grade Level: 11

Credit: 1 unit

**Prerequisite: Enrollment in the IB Academy**

This course is taught during the spring semester of the students' junior year. TOK stresses integration of previous material from the various disciplines combined with reflective study of the ways that knowledge and its origins differ among disciplines.

**SCIENCE****IB BIOLOGY (HL)**

Grade Level: 11, 12

Credit: 2 units

**Prerequisite: Enrollment in the IB Academy Biology I Honors, Chemistry I Honors**

This course will provide an in-depth study of biological principles. Advanced topics will include biochemistry, genetic concepts and applications, ecological diversity, human health and physiology, neurobiology and behavior, evolution, cellular mechanics, and classification and diversity. Advanced laboratory investigations will constitute a major portion of the course. All students will participate in a required interdisciplinary science research project.

**IB ENVIRONMENTAL SCIENCE (SL)**

Grade Level: 11, 12

Credit: 1 unit

**Prerequisite: Enrollment in the IB Academy Biology and Chemistry**

IB Environmental Science is a rigorous course that examines the fundamental structure and functioning of natural systems and the broad impacts of human activities, with a balance of local and global material. Emphasis is placed on lab and fieldwork. Students will evaluate scientific, political, and ethical aspects of environmental issues.

## **SOCIAL STUDIES**

### **PRE-IB WORLD HUMANITIES**

**Grade Level: 10**

**Credit: 1 unit**

**Prerequisite: Concurrent enrollment in Pre-IB English II**

This is an interdisciplinary curriculum that incorporates knowledge, skills and processes from literature, the social studies, and the English performance standards. Students who successfully complete this course satisfy the 10<sup>th</sup> grade World History requirement.

### **IB PSYCHOLOGY (SL)**

**Grade Level: 11, 12**

**Credit: 1 unit**

**Prerequisite: Enrollment in the IB Academy**

This course will introduce the learner to the scientific study of human behavior. The student will be allowed to explore human behavior from the behavioral, humanistic, biological, and phenomenological perspectives. Through hands on activities and internal assessments, the learner will have a better understanding of the psychological make-up of human beings.

### **IB HISTORY OF THE AMERICAS**

**Grade Level: 11**

**Credit: 1 unit**

**Prerequisite: Enrollment in IB Academy, Pre-IB World Humanities**

IB History of the Americas 1 is a study of the Americas with focus on United States, Mexico, and Canada from colonialism through 1900.

### **IB 20<sup>th</sup> CENTURY WORLD TOPICS**

**Grade Level: 12**

**Credit: 1 unit**

**Prerequisite: Enrollment in IB Academy, Pre-IB World Humanities, IB History of the Americas**

IB History of the Americas 2 is a study of the Americas with focus on United States, Mexico, and Canada from 1900 through today.

## **FTCC/HIGH SCHOOL CONNECTIONS**

### **ACC 120 PRINCIPLES OF FINANCIAL ACCOUNTING H.S. unit: 1 H**

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

### **ACC 121 PRINCIPALS OF MANAGERIAL ACCOUNTING H.S. unit: 1 H**

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems.

### **ACC 129 INDIVIDUAL INCOME TAXES H.S. unit: 1 S**

This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law and complete various individual tax forms.

### **AHR INTRO TO REFRIGERATION H.S. Unit: 2 S**

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

### **AHR 112 HEATING TECHNOLOGY H.S. Unit: 1**

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

### **AHR 113 COMFORT COOLING**

**H.S. Unit: 1 S**

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.

### **AHR 114 HEAT PUMP TECHNOLOGY**

**H.S. Unit: 1 S**

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.

### **ARC 111 INTRO TO ARCHITECTURAL TECHNOLOGY H.S. unit: 1 H**

This course introduces basic architectural drafting techniques, lettering, use of architectural and engineer scales, and sketching. Topics include orthographic, axonometric, and oblique drawing techniques using architectural plans, elevations, sections, and details; reprographic techniques; and other related topics. Upon completion, students should be able to prepare and print scaled drawings within minimum architectural standards.

### **ARC 112 CONSTRUCTION MATERIALS AND METHODS**

**H.S. units: 1 S**

This course introduces construction materials and their methodologies. Topics include construction terminology, materials and their properties, manufacturing processes, construction techniques, and other related topics. Upon completion, students should be able to detail construction assemblies and identify construction materials and properties.

### **ARC 114 ARCHITECTURAL CAD**

**H.S. units: 1 S**

This course introduces basic architectural CAD techniques. Topics include basic commands and system hardware and software. Upon completion, students should be able to prepare and plot architectural drawings to scale within accepted architectural standards.

### **ARC 114A ARCHITECTURAL CAD LAB**

**H.S. unit: 1 S**

This course provides a laboratory setting to enhance architectural CAD skills. Emphasis is placed on further development of commands and system operation. Upon completion, students should be able to prepare and plot scaled architectural drawings.

### **ARC 210 SUSTAINABLE DESIGN**

**H.S. unit: 1 S**

**Prerequisite: ARC 111**

This course introduces concepts and principles related to sustainable site development and architectural design. Topics include low impact and sustainable site development, water efficiency, energy efficiency, material and resource management, indoor environmental quality, and return on investment. Upon completion, students should be able to articulate and integrate sustainable design principles into site and architectural design.

### **ART 111 ART APPRECIATION**

**H.S. unit: 1 H**

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media.

### **ART 131 DRAWING I**

**H.S. unit: 1 H**

This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes.

### **AUB 111 PAINTING AND REFINISHING**

**H.S. units: 1 S**

This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations, personal safety, refinishing equipment and materials, surface preparation, masking, application techniques, and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards.

**AUB 121 NON-STRUCTURAL DAMAGE I** H.S. units: 1 S  
This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards.

**AUB 131 STRUCTURAL DAMAGE I** H.S. units: 1 S  
This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage.

**AUB 136 PLASTICS AND ADHESIVES** H.S. units: 1 S  
This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards.

**AUB 162 AUTOBODY ESTIMATING** H.S. Unit: 1 S  
This course provides a comprehensive study of autobody estimating. Topics include collision damage analysis, industry regulations, flat-rate and estimated time, and collision estimating manuals. Upon completion, students should be able to prepare and interpret a damage report.

**AUT 141 SUSPENSION & STEERING AND LAB** H.S. Unit: 1 S  
This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

**AUT 151 BRAKE SYSTEMS AND LAB** H.S. Unit: 1 S  
This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

**BPR 130 BLUEPRINT READING** H.S. unit: 1 S  
This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.

**BUS 110 INTRODUCTION TO BUSINESS** H.S. unit: 1 H  
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

**BUS 115 BUSINESS LAW I** H.S. unit: 1 H  
This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

**BUS 137 PRINCIPLES OF MANAGEMENT** H.S. unit: 1 H  
**Prerequisite:** BUS 110  
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**CAR 111 CARPENTRY I** H.S. units: 3 S  
This course introduces the theory and construction methods associated with the building industry, including framing, materials, tools, and equipment. Topics include safety, hand/power tool use, site preparation, measurement and layout, footings, and foundations, construction framing, and other related topics. Upon completion, students should be able to safely lay out and perform basic framing skills with supervision.

**CAR 114 RESIDENTIAL BUILDING CODES** H.S. unit: 1 S  
This course covers building codes and the requirements of state and local construction regulations. Emphasis is placed on the minimum requirements of the North Carolina building codes related to residential structures. Upon completion, students should be able to determine if a structure is in compliance with North Carolina building codes.

**CIS 110 INTRODUCTION TO COMPUTERS** H.S. unit: 1 H  
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).

**CIS 115 INTRO TO PROGRAMMING & LOGIC** H.S. unit: 1 H  
This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language.

**CJC 111 INTRODUCTION TO CRIMINAL JUSTICE** H.S. unit: 1 H  
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

**CJC 114 INVESTIGATIVE PHOTOGRAPHY** H.S. units: 1 S  
This course covers the operation of various photographic equipment and its application to criminal justice. Topics include using various cameras, proper exposure of film, developing film/prints, and preparing photographic evidence. Upon completion, students should be able to demonstrate and explain the role of photography and proper film exposure and development techniques.

**CJC 131 CRIMINAL LAW** H.S. unit: 1 S  
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

**CJC 221 INVESTIGATIVE PRINCIPLES****H.S. units: 1 S**

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

**CJC 231 CONSTITUTIONAL LAW****H.S. unit: 1 S**

This course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

**CJC 244 FOOTWEAR AND TIRE IMPRINTS****H.S. units: 1 S**

This course provides a study of the fundamental concepts of footwear and tire imprint evidence as related to forensic science. Topics include proper photographic recording, casting, recognition of wear patterns and imprint identification. Upon completion, the student should be able to recognize, record, photograph, and identify footwear and tire imprints.

**CJC 245 FRICTION RIDGE ANALYSIS****H.S. units: 1 S**

This course introduces the basic elements of fingerprint technology and techniques applicable to the criminal justice field. Topics include the history and meaning of fingerprints, pattern types and classification, filing sequence, searching and referencing. Upon completion, students should be able to discuss and demonstrate the fundamental techniques of basic fingerprint technology.

**CJC 246 ADVANCED FRICTION RIDGE ANALYSIS****H.S. units: 1 S**

This course introduces the theories and processes of advanced friction ridge analysis. Topics include evaluation of friction ridges, chart preparation, comparative analysis for valued determination rendering proper identification, chemical enhancement and AFIS Preparation and usage. Upon completion, students must show an understanding of proper procedures for friction ridge analysis through written testing and practical exercises.

**COM 231 PUBLIC SPEAKING****H.S. units: 1 S**

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

**COS 121 MANICURE/NAIL TECHNOLOGY I****H.S. units: 2 S**

This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.

**COS 222 MANICURE/NAIL TECHNOLOGY II****H.S. units: 2 S****Prerequisite: COS 121**

This course covers advanced techniques of nail technology and hand and arm massage. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.

**CSC 139 VISUAL BASIC PROGRAMMING****H.S. unit: 1 H**

This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at the beginning level.

**CSC 239 ADVANCED VISUAL BASIC****H.S. unit: 1 H**

This course is a continuation of CSC 139 using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes and using object-oriented tools such as the class debugger. Upon completion, student should be able to design, code, test, debug, and implement objects using the appropriate environment.

**CST 131 OSHA/SAFETY/CERTIFICATION****H.S. units: 1 S**

This course covers the concepts of work site safety. Topics include OSHA regulations, tool safety, and certifications which relate to the construction industry. Upon completion, students should be able to identify and maintain a safe working environment based on OSHA regulations and maintain proper records and certifications.

**CUL 110 SANITATION & SAFETY****H.S. unit: 1 S**

This course introduces the basic principles of sanitation and safety and their relationship to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of sanitation and safety procedures in the hospitality industry.

**CUL 120 PURCHASING****H.S. units: 1 S**

This course covers purchasing for hotels and restaurants. Emphasis is placed on procurement, yield tests, inventory control, specification, planning, forecasting, market trends, terminology, cost controls, pricing, and foodservice ethics. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.

**CUL 140 BASIC CULINARY SKILLS****H.S. units: 2 S**

This course introduces the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on recipe conversion, measurements, terminology, knife skills, safe food handling, cooking methods, flavorings, seasonings, stocks/sauces/soups, and other related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the food service industry.

**CUL 170 GARDE-MANGER I****H.S. units: 1 S**

This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to lay out a basic cold food display and exhibit an understanding of the cold kitchen and its related terminology.

**ECO 251 PRINCIPLES OF MICROECONOMICS****H.S. unit: 1 H**

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

**EDU 119 INTRO TO EARLY CHILDHOOD****H.S. unit: 1 S**

This course covers the foundations of the education profession, types of programs, professionalism, and planning quality programs for children. Topics include historical foundations, career options, types of programs, professionalism, observational skills, and planning developmentally appropriate schedules, environments, and activities for children. Upon completion, students should be able to demonstrate observational skills, identify appropriate schedules and environments, develop activity plans, and describe influences on the profession. This course is also available through the Virtual Learning Community (VLC).



**EDU 131 CHILD, FAMILY & COMMUNICATIONS** H.S. unit: 1 S  
This course covers the development of partnerships between families, inclusive programs for children/schools that serve young children with and without disabilities, and the community. Emphasis is placed on requisite skills and benefits for successfully establishing, supporting, and maintaining respectful collaborative relationships between today's diverse families, centers/schools, and community resources. Upon completion, students should be able to describe appropriate relationships with parents/caretakers, enter/school colleagues, and community agencies that enhance the educational experiences/well-being of all children. This course is also available through the Virtual Learning Community (VLC).

**EDU 144 CHILD DEVELOPMENT I** H.S. unit: 1 H  
This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on development sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical development characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. This course is also available through the Virtual Learning Community (VLC).

**EDU 153 HEALTH, SAFETY, & NUTRITION** H.S. unit: 1 S  
This course focuses on promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, implement safe learning environments, and adhere to state regulations.

**EDU 234 INFANTS, TODDLERS, & TWOS** H.S. unit: 1 S  
This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

**ELC 112 DC/AC ELECTRICITY** H.S. Unit: 2 S  
This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

**ELC 117 MOTORS AND CONTROLS** H.S. Unit: 1 S  
This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

**ELC 128 INTRO TO PLC** H.S. Unit: 1 S  
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.

**ELC 229 APPLICATIONS PROJECT** H.S. Unit: 1 S  
This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

**EMS 110 EMT-BASIC** H.S. units: 2 S  
This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT-Basic certification.

**EMS 140 RESCUE SCENE MANAGEMENT** H.S. unit: 1 S  
This course introduces rescue scene management and is required for paramedic certification. Topics include response to hazardous material conditions, medical incident command, and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment.

**EMS 150 EMER VEHICLES & EMS COMMUNICATIONS** H.S. unit: 1 S  
This course examines the principles governing emergency vehicles, maintenance of emergency vehicles, and EMS communication equipment and is required for paramedic certification. Topics include applicable motor vehicle laws affecting emergency vehicle operation, defensive driving, collision avoidance techniques, communication systems, and information management systems. Upon completion, students should have a basic knowledge of emergency vehicles, maintenance, and communication needs.

**EMS 235 EMS MANAGEMENT** H.S. unit: 1 S  
This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.

**ENG 111 EXPOSITORY WRITING** H.S. unit: 1 H  
This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

**ENG 112 ARGUMENT-BASED RESEARCH** H.S. unit: 1 H  
This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style.

**EPT 120 SOCIOLOGY OF DISASTER** H.S. Unit: 1 S  
This course is designed to overview sociological disaster research, disaster systems, and alternative research approaches. Topics include human and organizational behaviors, long disaster impact on communities, disaster warning, and evacuation considerations. Upon completion, students should be able to assess and predict the impact of disaster-related human behavior.

**EPT 130 MITIGATION & PREPAREDNESS** H.S. Unit: 1 S  
This course introduces the mitigation and preparation techniques and methods necessary to minimize the impact of natural, technological, and man-made disasters. Topics include hazard identification and mapping, design and construction applications, financial incentives, insurance, structural controls, preparation, planning, assessment, implementation, and exercises. Upon completion students should be able to develop a mitigation and preparedness plan.

**EPT 210 RESPONSE & RECOVERY** H.S. Unit: 1 S  
This course introduces the basic concepts, operational procedures, and authorities involved in response and recovery efforts to major disasters. Topics include federal, state, and local roles and responsibilities in major disaster, response, and recovery work, with an emphasis on governmental coordination. Upon completion, students should be able to implement a disaster response plan and assess the needs of those involved in a major disaster.

**EPT 220 TERRORISM AND EMER. MGMT.** H.S. Unit: 1 S  
This course covers preparing for, responding to, and safely mitigating terrorism incidents. Topics include the history of terrorism, scene hazards, evidence preservation, risk assessment, roles and responsibilities, explosive recognition, and terrorism planning. Upon completion, students should be able to recognize the threat of terrorism and operate within the emergency management framework at a terrorism incident.

**FIP 120 INTRODUCTION TO FIRE PROTECTION** H.S. unit: 1 S  
This course provides an overview of the development, methods, systems and regulations that apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and related subjects. Upon completion, students should be able to demonstrate a broad understanding of the fire protection field.

**FIP 124 FIRE PREVENTION & PUBLIC ED** H.S. unit: 1 S  
This course introduces fire prevention concepts as they relate to community and industrial operations. Topics include the development and maintenance of fire prevention programs, educational programs, and inspection programs. Upon completion, students should be able to research, develop, and present a fire safety program to a citizens or industrial group.

**FIP 128 DETECTION & INVESTIGATION** H.S. unit: 1 S  
This course covers procedures for determining the origin and cause of accidental and incendiary fires. Topics include collection and preservation of evidence, detection and determination of accelerants, courtroom procedure and testimony, and documentation of the fire scene. Upon completion, students should be able to conduct a competent fire investigation and present those findings to appropriate officials or equivalent, meeting NFPA 1021.

**FIP 220 FIRE FIGHTING STRATEGIES** H.S. unit: 1 S  
This course provides preparation for command of initial incident operations involving emergencies within both the public and private sector. Topics include incident management, fire-ground tactics and strategies, incident safety, and command/control of emergency operations. Upon completion, students should be able to describe the initial incident system as it relates to operations involving various emergencies in fire and non-fire situations, meeting NFPA 1021.

**GRD 141 GRAPHIC DESIGN I** H.S. units: 2 S  
This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles and visual elements to projects.

**GRD 151 COMPUTER DESIGN BASICS** H.S. units: 1 S  
This course covers designing and drawing with various types of software applications for advertising and graphic design. Emphasis is placed on creative and imaginative use of space, shapes, value, texture, color, and typography to provide effective solutions to advertising and graphic design problems. Upon completion, students should be able to use the computer as a creative tool.

**GRD 152 COMPUTER DESIGN TECH I** H.S. units: 1 S  
This course covers complex design problems utilizing various design and drawing software applications. Topics include the expressive use of typography, image, and organization to communicate a message. Upon completion, students should be able to sue appropriate computer software to professionally present their work.

**HIS 121 WESTERN CIVILIZATION I** H.S. unit: 1 H  
This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the middle Ages and the emergence of national monarchies in Western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization.

**HOR 116 LANDSCAPE MANAGEMENT I** H.S. unit: 1 S  
This course covers information and skills necessary to analyze a property and develop a management schedule. Emphasis is placed on property measurement, plant condition, analysis of client needs, and plant culture needs. Upon completion, students should be able to analyze a property, develop management schedules, and implement practices based on client needs.

**HOR 162 APPLIED PLANT SCIENCE** H.S. unit: 1 S  
This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture.

**HOR 168 PLANT PROPAGATION** H.S. unit: 1 S  
This course is a study of sexual and asexual reproduction of plants. Emphasis is placed on seed propagation, grating, stem and root propagation, micro-propagation, and other propagation techniques. Upon completion, students should be able to successfully propagate ornamental plants.

**HOR 215 LANDSCAPE IRRIGATION** H.S. unit: 1 S  
This course introduces basic irrigation design, layout, and installation. Topics include site analysis, components of irrigation systems, safety, types of irrigation systems, and installation techniques. Upon completion, students should be able to design and install basic landscape irrigation systems.

**MAC 111 MACHINING TECHNOLOGY I** H.S. units: 2 S  
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

**MAC 112 MACHINING TECHNOLOGY II** H.S. units: 2 S  
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completions, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

**MAC 131 BLUEPRINT READING/MACH I** H.S. unit: 1 S  
This course covers the basic principles of blueprint reading and sketching. Topics include multi-view drawings; interpretation of conventional lines; and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches.

**MAC 151 MACHINING CALCULATIONS** H.S. unit: 1 S  
This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.

**MAT 171 PRECALCULUS ALGEBRA** H.S. unit: 1 H  
This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.

**MED 120 SURVEY OF MED TERMINOLOGY** H.S. Unit: 1 S  
This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms.

**MKT 120 PRINCIPLES OF MARKETING** H.S. unit: 1 S  
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

**NAS 101 NURSING ASSISTANT I** H.S. unit: 1 S  
This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. This is a certificate-level course.

**NAS 102 NURSING ASSISTANT II** **H.S. unit: 1 S**  
This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trachea care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. This is a certificate-level course.

**NAS 103 HOME HEALTH CARE** **H.S. unit: 1 S**  
This course covers basic health issues that affect clients in the home setting. Emphasis is placed on home safety, recognizing significant changes in the client's condition, family dynamics, and use of home health care equipment. Upon completion, students should be able to identify care for clients at home. This is a certificate-level course.

**NET 110 NETWORKING CONCEPTS** **H.S. unit: 1 S**  
This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, sub netting, and TCP/IP Protocols. This course is also available through the Virtual Learning Community (VLC).

**NOS 110 OPERATING SYSTEMS CONCEPTS** **H.S. unit: 1 S**  
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

**OST 131 KEYBOARDING** **H.S. unit: 1 S**  
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

**OST 136 WORD PROCESSING** **H.S. unit: 1 S**  
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

**OST 137 OFFICE SOFTWARE APPLICATION** **H.S. unit: 1 S**  
This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands-on approach. Upon completion, students should be able to use software in a business environment.

**OST 141 MED TERMS I – MED OFFICE** **H.S. unit: 1 S**  
This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

**OST 142 MED TERMS II – MED OFFICE** **H.S. unit: 1 S**  
**Prerequisite: OST 141**  
This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

**OST 148 MED CODING, BILLING & INSURANCE** **H.S. unit: 1 S**  
**Prerequisite: OST 141**  
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of the and accurately complete a medical insurance claim. This course is also available through the Virtual Learning Community (VLC).

**OST 149 MEDICAL LEGAL ISSUES** **H.S. unit: 1 S**  
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

**OST 164 TEXT EDITING APPLICATIONS** **H.S. unit: 1 S**  
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

**OST 184 RECORDS MANAGEMENT** **H.S. unit: 1 S**  
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

**OST 247 PROCEDURE CODING** **H.S. unit: 1 S**  
**Prerequisites: OST 141 and OST 148**  
This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

**OST 248 DIAGNOSTIC CODING** **H.S. unit: 1 S**  
**Prerequisites: OST 141 and OST 148**  
This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

**PLU 110 MODERN PLUMBING** **H.S. Unit: 3 S**  
This course introduces the tools, equipment, and materials associated with the plumbing industry. Topics include safety, use and care of tools, recognition and assembly of fittings and pipes, and other related topics. Upon completion, students should be able to safely assemble various pipes and fittings in accordance with state code requirements.

**PLU 140 INTRO TO PLUMBING CODES** **H.S. Unit: 1 S**  
This course covers plumbing industry codes and regulations. Emphasis is placed on North Carolina regulations and the minimum requirements for plumbing materials and design. Upon completion, students should be able to research and interpret North Carolina plumbing codes.

**PLU 150 PLUMBING DIAGRAMS** **H.S. Unit: 1 S**  
This course introduces sketching diagrams and interpretation of blueprints applicable to the plumbing trades. Emphasis is placed on plumbing plans for domestic and/or commercial buildings. Upon completion, students should be able to sketch plumbing diagrams applicable to the plumbing trades.

**PSY 150 GENERAL PSYCHOLOGY** **H.S. unit: 1 S**  
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

**SEC 110 SECURITY CONCEPTS****H.S. unit: 1 S**

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

**SGD 111 INTRODUCTION TO SGD****H.S. unit: 1 S**

This course provides students with an introduction to simulation and game development. Topics include setting, storytelling, narrative, character design, interface design, game play, internal economy, care mechanics, game genres, AI, the psychology of game design and professionalism. Upon completion, students should be able to demonstrate knowledge of the major aspects of simulation and game design and development.

**SGD 112 SGD DESIGN****H.S. unit: 1 S**

This course introduces the fundamentals of simulation and game design. Topics include industry standards and design elements for simulations and games. Upon completion, students should be able to design simple simulations and/or games.

**SGD 113 SGD PROGRAMMING****H.S. units: 1 S**

This course introduces the fundamentals of programming languages and tools employed in simulation and game development. Emphasis is placed on programming concepts used to create simulations and games. Upon completion, students should be able to program simple games and/or simulations.

**SGD 114 3D MODELING****H.S. units: 1 S**

This course introduces the tools required to create three dimensional (3D) models. Emphasis is placed on exploring tools used to create 3D models. Upon completion, students should be able to create and animate 3D models using 3D modeling tools.

**SGD 116 GRAPHIC DESIGN TOOLS****H.S. Unit: 1 S**

This course introduces students to computer-based graphic design tools and their use within the context of simulation and game design. Topics include texture creation, map creation, and introduction to advanced level graphic design techniques. Upon completion, students should be able to competently use and explain industry-standard graphic design software.

**SGD 162 SG 3D ANIMATION****H.S. Unit: 1 S**

This course introduces the fundamental principles of 3D animation used in simulation and game development. Emphasis is placed on a historical survey of 3D animation, aspects of the 3D animation techniques. Upon completion, students should be able to produce 3D character sketches, morph simple objects, create walk and run cycles and develop professional storyboards.

**SGD 210 3D DATA CAPTURE****H.S. Unit: 1 S**

This course introduces students to the tools used to capture data in a 3D environment. Emphasis is placed on capturing data from motion capture and/or 3D scanning devices for use in 3D models and animations. Upon completion, students should be able to capture data from a 3D environment and import for use in 3D models, simulations, and animations.

**SOC 210 INTRODUCTION TO SOCIOLOGY****H.S. unit: 1 H**

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

**SPA 111 ELEMENTARY SPANISH I****H.S. unit: 1 H**

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

**SST 140 GREEN BLDG & DESIGN CONCEPTS****H.S. unit: 1 S**

This course is designed to introduce the student to sustainable building design and construction principles and practices. Topics include sustainable building rating systems and certifications, energy efficiency, indoor environmental quality, sustainable building materials and water use. Upon completion, students should be able to identify the principles and practices of sustainable building design and construction.

**TRN 110 INTRO TO TRANSPORT TECH****H.S. Unit: 1 S**

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

**TRN 120 BASIC TRANSP ELECTRICITY AND LAB****H.S. Unit: 1 S**

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

**TRN 140 TRANSP CLIMATE CONT AND LAB****H.S. Unit: 1 S**

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems.

**WEB 110 INTERNET/WEB FUNDAMENTALS****H.S. unit: 1 S**

This course introduces World Wide Web consortium (W3C) standard mark-up language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines.

**WEB 125 MOBILE WEB DESIGN****H.S. unit: 1 S****Prerequisite: WEB 110**

This course introduces students to web design for mobile devices. Topics include planning an effective mobile Web site, industry standard Mobile Mark-up Language, CSS3, multimedia, m-commerce, social media, testing and publishing. Upon completion, students should be able to plan, develop, test, and publish Web content designed for mobile devices.

**WEB 214 SOCIAL MEDIA****H.S. unit: 1 S**

This course introduces students to social media for organizations. Topics include social media, marketing strategy, brand presence, blogging, social media analytics and technical writing. Upon completion, students should be able to utilize popular social media platforms as part of a marketing strategy, and work with social media analytics tools.

**WEB 285 EMERGING WEB TECHNOLOGIES****H.S. unit: 1 S**

This course will explore, discuss, and research emerging technologies in the web arena. Emphasis is placed on exposure to up-and-coming technologies relating to the web, providing hands-on experience, and discussion of practical implications of these emerging fields. Upon completion, students should be able to articulate issues relating to these technologies.

**WLD 110 CUTTING PROCESSES****H.S. Unit: 1 S**

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.

**WLD 115 SMAW (Stick) PLATE****H.S. Unit: 2 S**

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.

**WLD 121 GMAW (MIG) FCAW/PLATE****H.S. Unit: 1 S**

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.

**WLD 131 GTAW (TIG) PLATE****H.S. Unit: 2 S**

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.



# Cumberland County Schools Graduation Requirements Checklist

Student Name: \_\_\_\_\_

ID# \_\_\_\_\_

<b>ENGLISH</b> (4 Credits)	9 <sup>th</sup> Grade-Eng. I <input type="checkbox"/> completed	10 <sup>th</sup> Grade-Eng. II <input type="checkbox"/> completed	11 <sup>th</sup> Grade-Eng. III OR AP Language <input type="checkbox"/> completed	12 <sup>th</sup> Grade-Eng. IV OR AP Literature <input type="checkbox"/> completed
<b>MATHEMATICS</b> (4 Credits)	Math 1 <input type="checkbox"/> completed	Math 2 <input type="checkbox"/> completed	Math 3 <input type="checkbox"/> completed	4 <sup>th</sup> Math Course <i>(aligned with the student's post high school plans)</i> <input type="checkbox"/> completed
<b>SCIENCE</b> (3 Credits)	Earth/Environmental Science <input type="checkbox"/> completed		Biology <input type="checkbox"/> completed	A Physical Science course <input type="checkbox"/> completed
<b>SOCIAL STUDIES</b> (4* Credits)	World History <input type="checkbox"/> completed	Civics & Economics <input type="checkbox"/> completed	American History I <input type="checkbox"/> completed	American History II <input type="checkbox"/> completed
			OR	
			AP US History <input type="checkbox"/> completed	4 <sup>th</sup> Social Studies course <input type="checkbox"/> completed
<b>HEALTH &amp; PE</b> (1 Credit)	Health/PE (1 Credit) <input type="checkbox"/> completed		CPR (0 Credit/pass an approved skills test) <input type="checkbox"/> completed	
<b>SECOND LANGUAGE</b>	Not required for graduation. A two credit minimum is required for admission to a university in the UNC system. <input type="checkbox"/> completed <input type="checkbox"/> completed			
<b>ELECTIVES</b> (6 required Credits)	2 Elective credits of any combination from either: <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• Arts Education</li> <li>• World Languages</li> </ul> <input type="checkbox"/> completed <input type="checkbox"/> completed		4 Elective credits (four credit concentration) (strongly recommended) from one of the following: <ul style="list-style-type: none"> <li>• Cross-Disciplinary</li> <li>• CTE</li> <li>• Arts Education</li> <li>• JROTC</li> <li>• World Language</li> <li>• Advanced Placement / International Baccalaureate</li> <li>• Career &amp; College Promise</li> </ul> <input type="checkbox"/> completed <input type="checkbox"/> completed <input type="checkbox"/> completed <input type="checkbox"/> completed	

Reviewed on: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent/Guardian's Signature

## Registration Worksheet/Four-year Academic Plan

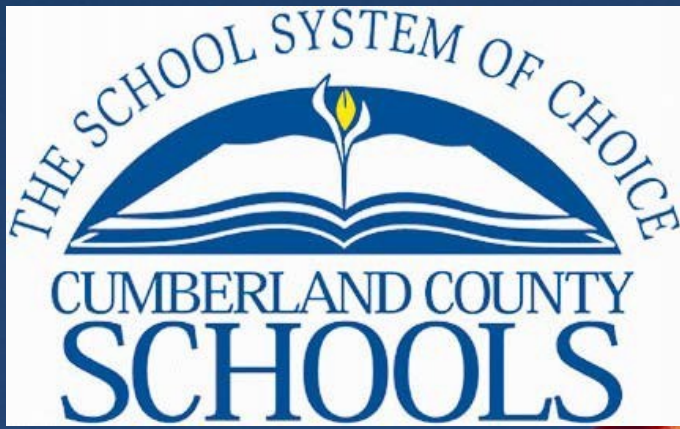
NAME:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">LAST</td> <td style="width: 33%; padding: 5px;">FIRST</td> <td style="width: 33%; padding: 5px;">MIDDLE</td> </tr> </table>	LAST	FIRST	MIDDLE	IDENTIFICATION NUMBER
LAST	FIRST	MIDDLE			

### COURSE PLANNING CHART

Grade 9		Grade 10		Grade 11		Grade 12	
English		English		English		English	
Math		Math		Math		Math	
Science		Science		Science		Science	
Social Studies		Social Studies		Social Studies		Social Studies	
Health/PE							
Total Units		Total Units		Total Units		Total Units	

### ADDITIONAL COURSES (8<sup>th</sup> Grade (High School Credit Course), Summer School, NCVPS, and High School Connections)

Total Units		Total Units		Total Units		Total Units	



**CUMBERLAND COUNTY SCHOOLS**

[www.ccs.k12.nc.us](http://www.ccs.k12.nc.us)

**COLLEGE TECH PREP**  
[www.ccs.k12.nc.us/techprep](http://www.ccs.k12.nc.us/techprep)