

# SCOTLAND HIGH SCHOOL

## Course Selection Guide 2023 - 2024



1000 West Church Street  
Laurinburg, NC 28352  
(910) 276-7370

## Graduation Requirements

Content Area	Required Courses
English (4 Credits)	<input type="checkbox"/> English I <input type="checkbox"/> English II or English II Honors <input type="checkbox"/> English III or English III Honors <input type="checkbox"/> English IV or English IV Honors <input type="checkbox"/> AP English Language (Must be taken with AP US History) <input type="checkbox"/> AP English Literature (Must be taken with Literature Honors)
Mathematics (4 Credits) (If taken Math 1 in the 8 <sup>th</sup> grade, students will still need (4) additional maths for graduation requirements) (4 <sup>th</sup> Math aligned with student's graduation plans)	<input type="checkbox"/> Math I <input type="checkbox"/> Math II or Math II Honors <input type="checkbox"/> Math III or Math III Honors <input type="checkbox"/> CCRG Math <input type="checkbox"/> Math IV or AP Pre-Calculus * <input type="checkbox"/> Honors Calculus/AP Calculus AB (Must be taken together)
Science (3 Credits)	<input type="checkbox"/> Earth & Environmental Science or EES Honors <input type="checkbox"/> Biology or Biology Honors <input type="checkbox"/> Physical Science* <input type="checkbox"/> Chemistry or Chemistry Honors*
Social Studies (4 Credits)	<input type="checkbox"/> World History or World History Honors <input type="checkbox"/> Founding Principles or Founding Principles Honors <input type="checkbox"/> American History or America History Honors <input type="checkbox"/> Economics & Personal Finance <input type="checkbox"/> AP US History (Must be taken with AP English Language)
Second Language	Not required for graduation, but required for admission to the UNC System. <input type="checkbox"/> Foreign Language (I) <input type="checkbox"/> Foreign Language (II)
Health and Physical Education (2 credits required for Scotland County Schools)	<input type="checkbox"/> Health/PE (REQUIRED for 9 <sup>th</sup> grade students) <input type="checkbox"/> PE I <input type="checkbox"/> PE II <input type="checkbox"/> Boys Strength Training <input type="checkbox"/> Girls Strength Training

Electives	<p>(2) Elective credits of any combination from either Career and Technical Education (CTE) or Arts Education  <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit</p> <p>(4) Elective Credits (Four Course Concentration) strongly recommended from one of the following:  - Career and Technical Education (CTE)  - JROTC  - Fine Arts  - Advanced Placement Courses  <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit</p> <p>Additional Electives:</p> <div> <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit  <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit  <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit      <input type="checkbox"/> (1) Credit </div>
-----------	--



**Career & Technical Education (CTE) Cluster Concentration**

To earn a CTE concentration endorsement for graduation students must complete two or three credits from one cluster area including one level II.



HEALTH SCIENCE	HOSPITALITY	INFORMATION TECHNOLOGY
<u>Healthcare Professional Pathway</u> <input type="checkbox"/> Health Science I+ <input type="checkbox"/> Health Science II* (H)+  <u>Supplemental Technical Course</u> <input type="checkbox"/> Foundations of Health Science  <u>Career Pathway Major</u> <input type="checkbox"/> Pharmacy Tech (H)+ <input type="checkbox"/> NAS 101 Nurse Assist (RCC-2 Credits)	<u>Culinary Arts Internship Pathway</u> <input type="checkbox"/> Culinary Arts I <input type="checkbox"/> Culinary Arts II Internship <input type="checkbox"/> Culinary Arts III*  <u>Sports and Entertainment Pathway</u> <input type="checkbox"/> Sport & Event Planning I+ <input type="checkbox"/> Sport & Event Planning II* (H)+	<u>Computer Science Principles Pathway</u> <input type="checkbox"/> Foundations of Information Technology <input type="checkbox"/> Computer Engineering I <input type="checkbox"/> Computer Engineering II  <u>Career Pathway Major</u> <input type="checkbox"/> NET125: Introduction to Networks (RCC) <input type="checkbox"/> SEC110: Security Concepts (RCC)
LAW	MANUFACTURING	MARKETING
<u>Emergency Management Pathway</u> <input type="checkbox"/> Public Safety I <input type="checkbox"/> Public Safety II <input type="checkbox"/> Emergency Management I*  <u>Emergency Medical Technology Pathway</u> <input type="checkbox"/> Emergency Medical Technology I <input type="checkbox"/> Emergency Medical Technology II* (H)  <u>Criminal Justice Pathway</u> <input type="checkbox"/> Public Safety I <input type="checkbox"/> CJC 111 (RCC) <input type="checkbox"/> CJC 221* (RCC)  <u>Career Pathway Major</u> <input type="checkbox"/> CJC 112 (RCC)	<u>Welding Pathway</u> <input type="checkbox"/> Construction Core + Any two (2) of the following: <input type="checkbox"/> WLD 115A (RCC) <input type="checkbox"/> WLD 115B (RCC) <input type="checkbox"/> WLD 121 (RCC) <input type="checkbox"/> WLD 131 (RCC) <input type="checkbox"/> WLD 141* (RCC)  <u>Machining Pathway</u> <input type="checkbox"/> Construction Core + <input type="checkbox"/> MAC 111A (RCC) <input type="checkbox"/> MAC 111B* (RCC)  <u>Career Pathway Major</u> <input type="checkbox"/> Industrial Maintenance Certificate (RCC)	<u>Marketing Management Pathway</u> <input type="checkbox"/> Marketing + <input type="checkbox"/> Marketing Applications*  <u>Career Pathway Major</u> <input type="checkbox"/> MKT 120 (RCC)  <u>Sales Pathway</u> <input type="checkbox"/> Sales I <input type="checkbox"/> Sales II*  <u>Supplemental Technical Course</u> <input type="checkbox"/> Business Essentials
		STEM
		<u>Technology Engineering &amp; Design Pathway</u> <input type="checkbox"/> Technology Engineering & Design (H)+ <input type="checkbox"/> Technological Design* (H)+
		TRANSPORTATION
		<u>Drone Technology Pathway</u> <input type="checkbox"/> Drone Technology I <input type="checkbox"/> Drone Technology II*

\*Indicates Completer Course    (H) Honors Credit    (RCC) College Credit    + Articulated Credit

# ENGLISH

## ENGLISH I

This academic course is designed for the student who aspires to post-secondary college or vocational experience. A survey of literary types, this course focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

## ENGLISH I HONORS

This honors course is designed to challenge students. It concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

## ENGLISH II

**PREREQUISITE:** English I

This academic world literature course is designed for the student who aspires to post-secondary college or vocational experience. This class focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

## ENGLISH II HONORS

**PREREQUISITE:** English I or English I Honors

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of selected world literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

## ENGLISH III

**PREREQUISITE:** English II

This academic American literature course is designed for the student who aspires to post-secondary college or vocational experience. The course addresses reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

## ENGLISH III HONORS

**PREREQUISITE:** English II or English II Honors

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected American literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

## ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

**PREREQUISITE:** English III Honors

This college-level course provides an analytical and historical study of American literature and language in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board Advanced Placement Test. THIS COURSE SERVES AS THE ENGLISH III REQUIREMENT. **Students must simultaneously enroll in AP US History.**

## **ENGLISH IV**

**PREREQUISITE:** English III

Through the study of British literature, this course addresses reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

## **ENGLISH IV HONORS**

**PREREQUISITE:** English III or English III Honors

This honors course is designed to challenge the academically advanced/gifted, highly motivated student. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected British literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. Students are expected to function at or above grade level in communication and thinking skills.

## **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**

**PREREQUISITE:** English IV Honors or AP English Language and Comp. **Summer Reading Assignment Required.**

This college-level course provides an analytical and historical study of British and world literature in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Literature and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to function above grade level and take The College Board Advanced Placement Test. **STUDENTS MUST ENROLL IN LITERATURE HONORS ALSO.**

# MATHEMATICS

## MATH I

Course Description: The concepts in this course lay the foundation for more advanced courses. This course provides students the opportunity to study: 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. These standards are listed in conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

## MATH II

**PREREQUISITE:** Math I

Course Description: The high school standards in Math II specify the mathematics that all students should study in order to be college and career ready. This course continues the 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. These standards are listed in conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

## MATH II HONORS

**PREREQUISITE:** Math I

Course Description: Math II Honors demands a more challenging approach to the student's study of polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology will be used regularly for instruction and assessment. These standards are listed in conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

## MATH III

**PREREQUISITE:** Math II or II Honors

Course Description: The high school standards in Math III specify the mathematics that all students should study in order to be college and career ready. This course continues the progression of the standards established in Math II. In addition to these standards, Math III includes: more in depth coverage of the complex number system, inverse functions, trigonometric functions and the unit circle, and the geometric concepts of conics and circles. These standards are listed in conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

## MATH III HONORS

**PREREQUISITE:** Math II or II Honors

Course Description: Math III Honors demands a more challenging approach to the student's study of the complex number system, inverse functions, trigonometric functions and the unit circle, the geometric concepts of conics and circles, making inferences and justifying conclusions. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology will be used regularly for instruction and assessment. These standards are listed in conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

## **CCRG MATHEMATICS**

### **PREREQUISITE:** MATH III

This course prepares students for entry into the workforce, the military or the community college. Students with a grade point average (GPA) < 2.8 are required to take this course. Upon completion, students will have satisfied one or more placement tests for the community college system.

## **NC MATH IV**

### **PREREQUISITE:** Math III

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

## **ADVANCED PLACEMENT PRE-CALCULUS**

### **PREREQUISITE:** Honors Math III

Pre-calculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, series and sequence, data analysis, vectors, and limits. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. Students must have extensive knowledge of the graphics calculator. AP Precalculus contains content similar to existing high school precalculus courses—which are, by nature, already advanced. Teachers can continue to use their existing textbooks and follow along with the AP Precalculus Course and Exam Description. They'll also have access to digital instructional supports through AP Classroom and professional learning opportunities. A student cannot receive math graduation credit for Precalculus and Advanced Functions and Modeling; one must count as an elective.

## **ADVANCED PLACEMENT CALCULUS: AB**

### **PREREQUISITE:** Pre-calculus

The AP Calculus curriculum includes limits, continuity, derivatives with applications, and elementary integration with applications. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam. **(MUST BE ENROLLED IN HONORS CALCULUS ALSO)**



# SCIENCE

## BIOLOGY

This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal processes from the cellular to the multicellular level. Laboratory work is an important part of each phase of the course. The final exam is the North Carolina Biology End-of-Course Test

## BIOLOGY HONORS

Content and principles for biology are taught but in greater depth and magnitude. Students do extensive research, independent study, and laboratory investigations. This course is designed for students who have shown superior achievement and high interest in previous science courses. The final exam is the North Carolina Biology End-of-Course Test.

## BIOLOGY II HONORS

## ADVANCED PLACEMENT BIOLOGY

**PREREQUISITE(s):** Math II Honors

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. **(MUST BE ENROLLED IN HONORS BIOLOGY OR BIOLOGY II HONORS ALSO)**

## CHEMISTRY

**PREREQUISITE(s):** Math II

Chemistry is the study of the composition and properties of matter. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Laboratory experiences and demonstrations are integral parts of this course.

## CHEMISTRY HONORS

**PREREQUISITE(s):** Math II Honors

The concepts and principles of chemistry are presented in greater depth and at a more rapid pace than in Academic Chemistry. Students perform extensive research, independent study, and laboratory work. Theoretical and mathematical relationships in chemistry are studied.

## CHEMISTRY II HONORS

## ADVANCED PLACEMENT CHEMISTRY

**PREREQUISITE(s):** Chemistry/Honors Chemistry and Math III Honors

Students study the basic principles and concepts covered in an introductory "General Chemistry" college-level course. Topics include chemical composition, stoichiometry, atomic structure, bonding, molecular structure, chemical reactions, states of matter, and solutions. It is expected that students enrolled in this course will take the College Board Advanced Placement Test. **(MUST BE ENROLLED IN HONORS CHEMISTRY OR CHEMISTRY II ALSO)**

## EARTH AND ENVIRONMENTAL SCIENCE

Students are provided an in-depth study of the earth processes including plate tectonics, rock and mineral formation, and landforms. Laboratory work is a major component of the program. Environmental Science provides an opportunity for students to study man's interaction with the environment. Topics include pollution, conservation of natural resources, environmental management and planning, and society's impact on the environment. The student is also provided with an opportunity to study the mutual relationships between living organisms and physical factors in their environments. Topics include but are not limited to: biotic and abiotic factors, energy relationships, biogeological cycles, population dynamics, ecosystems, and biogeography. Laboratory activities are an integral part of this course.

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It is expected that students enrolled in this course will take the College Board Advanced Placement Test **(MUST BE ENROLLED IN AP WORLD HISTORY ALSO)**

## **PHYSICAL SCIENCE**

This course is designed as an entry-level course. The concepts of physics and chemistry are taught using both laboratory approaches and inquiry teaching. Students use their mathematical skills in the applications of science. Science projects and other independent student research provide students with a better understanding of the processes of science.

# **SOCIAL STUDIES**

## **WORLD HISTORY**

This course will address six periods in the study of world history, with a key focus of study from the mid-15th century to the present. Students will study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical, and cultural contexts.

Students will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

## **WORLD HISTORY HONORS**

This honors course is designed to challenge students. This course will address six periods in the study of world history, with a key focus of study from the mid-15th century to the present. Students will study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. Students will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology

## **AMERICAN HISTORY**

**PREREQUISITE(s):** Founding Principles of the US and NC: Civic Literacy

In this course students will examine the historical and intellectual origins of the US from the 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 US Constitution. This course will guide 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.

## **AMERICAN HISTORY HONORS**

**PREREQUISITE(s):** Founding Principles of the US and NC: Civic Literacy Honors or Founding Principles of the US and NC: Civic Literacy

This course is designed to challenge students. In this course students will examine the historical and intellectual origins of the US from the 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 US Constitution. This course will guide 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.

## **FOUNDING PRINCIPLES OF THE US AND NC: CIVIC LITERACY**

**PREREQUISITE:** World History

This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world. (11<sup>th</sup> Grade)

## **FOUNDING PRINCIPLES OF THE US AND NC: CIVIC LITERACY HONORS**

**PREREQUISITE:** World History Honors or World History

This honors course is designed to challenge students. This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world. (11<sup>th</sup> Grade)

## **ECONOMICS & PERSONAL FINANCE**

**PREREQUISITE:** American History

This course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Because the study of economics and personal finance is an integral part of the learning progression of each course, kindergarten through high school, this course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management.

## **ECONOMICS & PERSONAL FINANCE HONORS**

## **AP UNITED STATES HISTORY**

This course traces United States history from Pre-Columbian times to the present with an emphasis on the social, cultural, economic, and political forces shaping the American scene. This course is a college-level course which prepares students for college credit and placement. Students are encouraged to take the AP exam. **Students must be simultaneously enrolled in AP English Language and Composition.**

## **AP US GOVERNMENT AND POLITICS**

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

## **AP WORLD HISTORY**

Study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. **Students must enroll in AP Environmental Science also.**

# Foreign Language

## **AMERICAN SIGN LANGUAGE I**

This course provides students with the most basic functions of signed communications and aspects of the deaf culture. The emphasis is placed on the development of learning to fingerspell, to use signed communications from vocabulary development of specific words up through the sentence level (500 words) considering the grammatical and syntactical differences in spoken English and American Sign Language. Students will also describe categories of hearing loss and other cultural implications of deafness. Students will be evaluated on accuracy both expressively and receptively of signed words.

## **AMERICAN SIGN LANGUAGE II**

**PREREQUISITE:** American Sign Language I

This course provides students with the opportunity to continue the development of their signing skills. Students will develop a larger vocabulary (1200+ words) and greater facility with American Sign Language through the paragraph level. Students will participate in simple conversational situations. Students will be able to satisfy basic survival needs and interact on issues of everyday life both receptively and expressively. Students will be evaluated on fluency, speed, and accuracy.

## **SPANISH I**

This course provides the most basic functions of the language and elements of the culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing with the given context extending outside the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

## **SPANISH II**

**PREREQUISITE:** Spanish I

This course provides students with opportunities to continue the development of their listening, speaking, reading and writing skills. Students participate in simple conversational situations. They are able to satisfy basic survival needs and interact on issues of everyday life. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed upon understanding main ideas and concepts.

## **SPANISH III Honors**

**PREREQUISITE:** Spanish II

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create texts with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face to face communication. They identify main ideas and significant details in discussions, presentations, and written texts within cultural context; read and interpret authentic materials; narrate and describe in sentences, groups of related sentence, and short cohesive passages in present past and future time; they compose sentences, announcements, personal notes and advertisements; they use both subjunctive and conditional tenses in addition to previously learned materials.

## **SPANISH IV Honors**

**PREREQUISITE:** Spanish III Honors

This course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in a variety of time sequences. They satisfy routine social demands and meet most social requirements. Another emphasis of this course is on culture and literature. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication.

# **JOURNALISM/PUBLICATIONS**

## **JOURNALISM I**

This writing-intensive course focuses on three units of beginning journalism: journalism history, beginning newspaper writing, and yearbook layout and productions. Students will spend the first unit investigating the history of mass media devices including newspapers, magazines, the radio and television before learning basic news writing skills and techniques to produce news articles.

## **JOURNALISM II**

**PREREQUISITE:** Journalism I

This writing intensive course allows students to produce original works for the school newspaper, The Bagpiper, and the school yearbook, The Scotsman. Students will also produce other publication materials including an original magazine and school-related posters and advertisements.

## **JOURNALISM III**

Application Process Required

This course provides students with leadership roles with The Bagpiper and The Scotsman. Students will be tasked with editing experience, as well as producing original copy and photography. Students will master newspaper and yearbook writing and layout.

## **YEARBOOK/JOURNALISM IV**

Application Process Required

This course provides students with leadership roles with The Bagpiper and The Scotsman. Students will be tasked with editing experience, as well as producing original copy and photography. Students will master newspaper and yearbook writing and layout.

# JROTC

## JROTC I

This is an introductory course designed for 9th graders; however, it is available to any grade. Basic knowledge is presented as a foundation for the grade level to follow. Subjects include effective study techniques, leadership fundamentals, basic citizenship and ethical standards, goal setting, and self-discipline. Cadets learn to march, participate in physical fitness, and organization using a portfolio. Special skills include introduction to competitive military drill, military color guard and rifle marksmanship.

## JROTC II

**PREREQUISITE:** JROTC I

This second level of study includes leadership principles and traits, leadership styles, leadership motivation, problem solving, authority and responsibility, human behavior, public speaking, and physical fitness. Special team skills include competitive military drill, military color guard and rifle marksmanship.

## JROTC III

**PREREQUISITE:** JROTC II      Course Note: Teacher recommendation

This third level of study emphasizes leadership training and leadership application. The cadet is involved in leadership roles and situations. Cadets also concentrate on problem solving and decision making, fundamentals of command and management, counseling skills, and citizenship. Special skill areas are the same as LET II.

## JROTC IV

**PREREQUISITE:** JROTC III      Course Note: Teacher recommendation

The fourth level of study focuses on cadets who are assigned to the battalion staff. They help organize, coordinate and plan activities for the entire high school JROTC Program. Students perform logistics, administrative services, training events and public affairs.

## JROTC V

**PREREQUISITE:** JROTC IV      Course Note: Teacher recommendation

This leadership, education, and training course offers additional leadership/management experiences. These are cadets who exhibit an outstanding attitude and display exemplary personal leadership qualities. Application of the skills attained during Levels I - IV are expanded. Cadets must also be prepared to perform Drill and Ceremony requirements and display a desire to further their education. Special skills are the same as LET II.

## JROTC VI

**PREREQUISITE:** JROTC V      Course Note: Teacher Recommendation

This leadership, education and training course provides for expansion and practical application of skills attained by the cadet in Levels I - V. Senior leadership opportunities are developed. Cadets must also be prepared to perform Drill and Ceremony requirements and display a desire to further their education.

# Physical Education

## HEALTH AND PHYSICAL EDUCATION

Course required for high school graduation; recommended for all students entering ninth grade.

This course will focus on stress management, nutrition/weight management, substance abuse, personal fitness, healthful lifestyles, social wellness, appreciation for diversity, and social wellness. (REQUIRED for all 9<sup>th</sup> grade students)

## SPORTS MEDICINE I

**PREREQUISITE:** Health and Physical Education

This class is designed to introduce students to the Athletic Trainer's role in the athletic world. Emphasis is on prevention and care of common sports injuries, the history of and how to become an athletic trainer, and the types of jobs that are available to athletic trainers.

## SPORTS MEDICINE II

**PREREQUISITE:** Basic Sports Medicine

A continuation of Basic Techniques of Athletic Training, this course is designed to prepare students for a possible career in athletic training. Emphasis is placed on specific athletic injuries and the assessment and rehabilitation.

## BOYS STRENGTH AND CONDITIONING (FALL)

This course has been designed to help students improve the overall performance of their body and its natural abilities. This increased performance level will be achieved through various means. Each athlete will be trained in various types of lifts, training for both power and strength, as well as participate in speed development drills, plyometrics, and body weight calisthenics.

## BOYS STRENGTH AND CONDITIONING (SPRING)

This course has been designed to help students to improve the overall performance of their body and its natural abilities. This increased performance level will be achieved through various means. Each athlete will be trained in various types of lifts, training for both power and strength, as well as participate in speed development drills, plyometrics, and body weight calisthenics.

## GIRLS STRENGTH AND CONDITIONING (FALL)

This course has been designed to help students improve the overall performance of their body and its natural abilities. This increased performance level will be achieved through various means. Each athlete will be trained in various types of lifts, training for both power and strength, as well as participate in speed development drills, plyometrics, and body weight calisthenics.

## GIRLS STRENGTH AND CONDITIONING (SPRING)

This course has been designed to help students improve the overall performance of their body and its natural abilities. This increased performance level will be achieved through various means. Each athlete will be trained in various types of lifts, training for both power and strength, as well as participate in speed development drills, plyometric, and body weight calisthenics.

## PHYSICAL EDUCATION I: LIFETIME FITNESS AND CONDITIONING

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will learn the basic fundamentals of strength training, aerobic fitness and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

## PHYSICAL EDUCATION II: TEAM SPORTS AND CONDITIONING

This course provides students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and improve their personal fitness. The content includes knowledge and application of skills, techniques, rules, and safety practices necessary to participate in team sports.

# N.C. TEACHER CADET



## **TEACHER CADET I**

*(Course available to juniors and seniors only.)*

The NC Teacher Cadet Curriculum is designed to introduce the beginning student to the field of education. We see the teacher as a facilitator rather than a fountain of knowledge. The teacher will introduce, probe, and search the questions as well as the solutions. Learners are no longer viewed as receptacles to be filled with information. They are active participants in the learning process, capable of constructing their own knowledge and having legitimate feelings that incite care and respect. The course offers a balance between providing information and promoting opportunities for discovery by the Cadets. The use of technology, opportunities to solve problems, and student interactivity should make the curriculum appealing to students and teachers.

## **TEACHER CADET II**

*(Course available to juniors and seniors only.)*

The Teacher Cadet II course introduces students to the science of learning, the role of the learner, professional expectations and responsibilities of the teacher and also presents the global perspective of educational systems past, present, and future. The curriculum is activity based and uses observation and reflection, student choice, projects, individualized contracts and research to effectively engage students in learning. The curriculum also teaches basic concepts of human growth and development, current educational research and practices, history of education, and development of the education profession. Information is included on brain research, best practices, and a section on tips from current Teacher Cadet instructors.

# FINE ARTS

Arts Education includes four separate and distinct disciplines: dance, music, theatre arts, and visual arts - each with its own body of knowledge and skills. Arts education benefits both student and society, because students of the arts disciplines gain powerful tools for:

- understanding human experiences, both past and present;
- teamwork and collaboration;
- making decisions creatively and solving problems, when no prescribed answers exist;
- adapting to and respecting others' diverse ways of thinking, working, and expressing themselves;
- understanding the influence of the arts and their power to create and reflect cultures;
- analyzing nonverbal communication, and making informed judgments about products and issues; and,
- communicating effectively.

The arts are core subjects in the Federal Elementary and Secondary Education Act, and the NC Basic Education Program, and, as such, are included as core subjects every student should learn as part of a balanced curriculum for all children in North Carolina. While not all students will become professional dancers, musicians, actors, or visual artists, all students will benefit from skills and processes that are developed through the arts and that can be applied in a variety of disciplines and settings.

## NINTH GRADE BAND

This course is the initial course in band at the high school level.

## MARCHING BAND (Fall)

**PREREQUISITE:** 8<sup>th</sup> or 9<sup>th</sup> grade band

Marching Band is open to all band students by informal audition or invitation in the winter and spring of the previous academic year. Performances are required, but are not limited to football games, parades, competitions, and festivals. Current enrollment in Beginning, Intermediate, Proficient, or Advanced Band is required.

## CONCERT BAND

**PREREQUISITE:** Beginning Band

This course continues the band experience. Students will continue to study music and grow as musicians.

## SYMPHONIC BAND

Director approval only

This course continues the band experience and is geared for the advanced music students to achieve the highest level of musical performance and musicianship.

## VOCAL MUSIC BEGINNING

This is the entry-level choir at Scotland High School. This performance group emphasizes fundamental musical skills and professional choral demeanor during class and in public performance. Students will develop a basic understanding of choral singing, tone proper diction, traditional music styles, performance practices and skills, as well as a basic knowledge of history and theory. Students will study a variety of traditional choral literature. This class is open to any student taking chorus at the high school level for the first time. Public performances are required.

## VOCAL MUSIC INTERMEDIATE

**PREREQUISITE:** Vocal Music Beginning

This is an intermediate level choir at Scotland High School, and continues to build upon musical skills and professional choral demeanor. This group combines singing with movement. Emphasis is given in a wide variety of musical styles that include foreign languages as well as choreography/acting for the musical stage. Students will receive instruction in history, notation, composition, conducting, and solo performance. Students wishing to be a part of this choral group will need to have at least one semester of Vocal Music I, and an instructor-approved audition. Public performances are required.



## **VOCAL MUSIC PROFICIENT**

### **PREREQUISITE: Vocal Music Intermediate**

This is an upper-level choir at Scotland High School. While continuing to build upon musical skills and professional choral demeanor, this group combines singing with movement. Emphasis is given in a wide variety of musical styles that include foreign languages as well as choreography/acting for the musical stage. Students will receive instruction in history, notation, composition, conducting, and solo performance. Students will be given the opportunity to participate in off-campus performances and competitive events. Students wishing to be a part of this choral group will need to have at least one semester of Vocal Music Intermediate, along with the recommendation of the director or an instructor-approved audition. Public performances are required.

## **VOCAL MUSIC ADVANCED**

### **PREREQUISITE: Vocal Music Proficient**

The advanced choral group at Scotland High School has the highest musical and vocal demands that are placed upon a group of students. Students enrolling in this class will continue to build upon their knowledge and application of good choral tone, proper diction, traditional choral musical styles, performances practices and skills, music theory and history. Students will continue to bolster their abilities in sight singing, notation, composition, conducting, and solo performance. Special emphasis will be given to musical styles of other cultures throughout the world. Students will be given the opportunity to participate in off-campus performances and competitive events. Students wishing to sing with the Advanced Choir must audition and have had at least two semesters of Vocal Music to qualify. Auditions for the Advanced Choir are held throughout the year with the choral instructor. Students accepted into the Advanced Choir are encouraged to register for two semesters of Vocal Music due to the preparation for contest in the Spring semester. Public performances are required.

## **THEATRE ARTS BEGINNING**

Beginning Theatre is offered to students who have had no drama training and who want to learn theatrical skills. Students will study the basics of acting, improvisation, voice and diction. They also survey basics of costumes, makeup, props, sets, lighting and sound.

**COURSE NOTE: REQUIRED REHEARSALS AND PERFORMANCES WILL BE HELD OUTSIDE OF THE REGULAR SCHOOL DAY.**

## **THEATRE ARTS INTERMEDIATE**

### **PREREQUISITE: Theatre Arts Beginning**

Students will continue the study of theater with greater emphasis, on the historical evolution and cultural contributions of Theatre, production styles, and performance. Students study basic components of production and apply them through performance.

**COURSE NOTE: REQUIRED REHEARSALS AND PERFORMANCES WILL BE HELD OUTSIDE OF THE REGULAR SCHOOL DAY.**

## **THEATRE ARTS PROFICIENT**

### **PREREQUISITE: Theatre Arts Intermediate**

This course is for students interested in acting. Students will practice using the voice, body, and mind to create characters in improvisations and scripted plays. Basic principles of production are studied and applied through performances in various theatrical applications. **COURSE NOTE: REQUIRED REHEARSALS AND PERFORMANCES WILL BE HELD OUTSIDE OF THE REGULAR SCHOOL DAY.**

## **THEATRE ARTS ADVANCED**

### **PREREQUISITE: Theatre Arts Proficient**

Recommended PREREQUISITE(s): Proficient theatre

Students will do advanced work in acting, directing, and set design, and will continue the study of theatre with greater emphasis on the historical evolution and cultural contributions of theatre, production styles, and performance. Students study basic components of production, and apply them through performance. **COURSE NOTE: REQUIRED REHEARSALS AND PERFORMANCES WILL BE HELD OUTSIDE OF THE REGULAR SCHOOL DAY.**

## **VISUAL ARTS BEGINNING**

This course is designed to give students a basic understanding and appreciation of art. Beginning Art is planned to meet the needs for beginning art. The course emphasizes skills development of the creative thought process. A variety of materials will be used.

## **VISUAL ARTS INTERMEDIATE**

### **PREREQUISITE: Visual Arts Beginning**

This studio course is planned so that students will learn additional techniques and creative thought processes as well as new applications for the skills and concepts learned in Beginning Art. The content of Intermediate Art will focus on the understanding and the use of various aspects of two and three-dimensional art and art history, and may include drawing, painting, sculpture, collage, printmaking and pottery.

## **VISUAL ARTS PROFICIENT**

### **PREREQUISITE: Intermediate Art**

This studio course is an advanced level art. Students will take what they have learned in Beginning and Intermediate and begin to perfect their techniques and applications. Students will develop their own style and choices in this less teacher-directed situation.

## **VISUAL ARTS ADVANCED**

### **PREREQUISITE: Intermediate Art and Proficient Art**

This course is designed for the serious art student who wishes to pursue a varied course of study in advanced art techniques while creating a portfolio. Students will develop an individual plan of study; produce visual artwork; analyze, interpret and evaluate works of art. There will be a major emphasis on the development of a portfolio, which will deal with well-developed themes.

## **AP ART STUDIO**

### **PREREQUISITE: Intermediate Art and Proficient Art**

This course is designed for the serious art student who wishes to pursue a varied course of study in advanced art techniques while creating a portfolio. Students will develop an individual plan of study; produce visual artwork; analyze, interpret and evaluate works of art. There will be a major emphasis on the development of a portfolio, which will deal with well-developed themes. In this course, there is an emphasis on critical-analysis and innovative art-making processes and products. This course does require active art demands on students. Students have the opportunity to earn college credit upon successful completion of their portfolio.

# **OCCUPATIONAL COURSE OF STUDY**

**Four English credits that shall be:**

- 1. English I**
- 2. English II**
- 3. English III**
- 4. English IV**

**Three Mathematics credits that shall be:**

- 1. Introduction to Mathematics**
- 2. NC Math I**
- 3. Financial Management**

**Two Science credits that shall be:**

- 1. Applied Science**
- 2. Biology**

**Two Social Studies credits that shall be:**

- 1. Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy**
- 2. Economics and Personal Finance**

**One Health and Physical Education credit:**

- 1. Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.**
- 2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.**

**Six Occupational Preparation Education Credits and 600 work hours, which shall be:**

- 1. Occupational Preparation I or Employment Preparation I: Science**
- 2. Occupational Preparation II or Employment Preparation II: Citizenship 1A and Employment Preparation II: Citizenship 1B**
- 3. Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship II B**
- 4. Occupational Preparation IV or Employment Preparation IV: Math**

**The work hours shall include:**

- 1. 150 hours of school-based training with work activities and experiences that align with student's post school goals, and**
- 2. 225 hours of community-based training, and**
- 3. 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.**

#### **4. Total work hours: 600**

### **Four Career/Technical Education Elective credits**

#### **A career portfolio**

#### **Completion of the student's IEP objectives**

### **PREPARATION I, II, III, IV**

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 participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students are involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career – 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

### **OCS ENGLISH I, II, III, IV**

This curriculum exposes students to content that is closely aligned with that of English courses content. It focuses on the writing process to develop a product, the development of an understanding of appropriate presentation skills, the use of a variety of strategies to comprehend texts, the identification of examples of appropriate conventions in both written and spoken language, the analysis of cause and effect relationships, the understanding of literary elements, rhetorical techniques, and informational text, and the application of research tools and techniques to selected topics.

### **OCS INTRODUCTION TO MATHEMATICS**

Course Description: Students will develop math skills in preparation for enrollment in Algebra I. Students will apply mathematical operations with rational numbers to solve problems, apply ratios, proportions and percent to solve problems, understand rational numbers, apply time and measurement skills to solve problems, understand patterns and relationships, and understand data in terms of graphical displays, measures of center and range. This course is for students who have an Individual Education Plan (IEP).

### **OCS MATH I**

This curriculum is directly aligned with that of the Algebra I course content. See the Math I course description.

### **OCS FINANCIAL MANAGEMENT**

### **EMPLOYMENT PREPARATION IV: Math (to include 150 work hours)**

### **OCS APPLIED SCIENCE**

### **OCS BIOLOGY**

This curriculum is directly aligned with that of the Biology course content. See Biology course description.

### **EMPLOYMENT PREPARATION I: Science (to include 150 work hours)**

### **OCS Founding Principles of the United State of American and North Carolina: Civic Literacy**

This course is designed to provide the student with the basic economic, government, and political knowledge they need to become responsible citizens and consumers. It covers the historical background of the development of the United States, including the Constitution and amendments, and the three branches of government, and major laws that affect citizens. The course also covers state and local government roles and jurisdictions, and issues of personal citizenship.

### **OCS Economics and Personal Finance**

This course is designed to teach the students concepts and skills related to self-advocacy and self-determination which are essential for achieving independence and successful adult outcomes. The course strands are presented in natural progression as follows: self-concept, communication and assertiveness, problem solving, and self-advocacy





# **Scotland High School**

## **Career and Technical Education**

Career and Technical Education fulfills an increasingly significant role in school reform efforts. Students who concentrate in a CTE area, earning at least four related technical credits and meeting other criteria, are better prepared for the further education and advanced training required to be successful in 21st century careers. Career and Technical Educators at the state and local levels partner with business and industry and with community colleges and other postsecondary institutions to ensure Career and Technical Education serves the needs of individual students and of the state.

Every Career and Technical Education (CTE) course falls into one of the career clusters. A career cluster is a group of jobs and industries that are related by skills or products. Within each cluster, there are cluster “pathways” that correspond to a collection of courses and training opportunities to prepare you for a given career.

## **AGRICULTURE**

### **AGRISCIENCE APPLICATIONS**

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.

### **ANIMAL SCIENCE I**

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.

### **ANIMAL SCIENCE II (SMALL ANIMAL)**

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, and global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class.

### **SUSTAINABLE AGRICULTURE PRODUCTION I**

This course focuses on the increasingly complex world of producing enough food and fiber to meet the growing world demand and at the same time maintain ecological balance and conserve our natural resources. Students will explore implementing environmentally sound practices in agricultural production to satisfy the needs of a growing population for today and tomorrow. A breadth of topics including: crop and animal production, natural resource management, agroforestry, food safety, and the farm to fork continuum will set the educational stage for this course. English language arts, mathematics, and science are reinforced.

### **SUSTAINABLE AGRICULTURE PRODUCTION II**

This course expands on the complexity of producing enough food and fiber to meet the world demand and at the same time maintain an economical balance and conserve our natural resources. Students will explore the U.S. food system and how agriculture impacts the quality of life at all levels as well as the energy resources necessary to meet these needs. Twenty first century topics such as precision agriculture, biotechnology, bioinformatics, plant and animal breeding, apiculture, aquaponics, hydroponics, vermicomposting and food safety will be explored as to their role in a sustainable society. Students will discuss marketing strategies for agricultural products and develop a business plan for a sustainable grower. English language arts, mathematics, and science are reinforced.

### **VETERINARY ASSISTING**

**Prerequisite:** AA22 Animal Science II or AA23 Animal Science II - Small Animal (Designed for 11<sup>th</sup> or 12<sup>th</sup> grade students with an interest in animal medicine)

This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Applied mathematics, science and writing are integrated throughout the curriculum. All aspects of this course will feature hands-on skill sets designed to enhance experiential learning. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are cooperative education, internship, mentorship, 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.

Students who wish to take the Veterinary Assisting Exam developed by Texas Veterinary Medical Association to be a Certified Veterinary Assistant (CVA) Level 1 should complete an additional 500 hours of supervised agricultural experience (SAE) during their three animal science courses. Two hundred SAE hours focus on the care and management of animals; will be substantiated by records and conducted under the direct supervision of the agricultural teacher. Hours may be earned any time during the year including summer months. An additional 300 hours of supervised agricultural experience (worked based learning) will be conducted as an internship program in animal medicine under the supervision of a licensed veterinarian or certified veterinary technician who will attest that participating students have mastered a standard set of skills used in animal medicine as identified by the cooperating teacher. Hours may be earned any time during the year including summer months.

# **BUSINESS, FINANCE, AND MARKETING**

## **BUSINESS ESSENTIALS**

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.

## **ENTREPRENEURSHIP I**

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.

## **ENTREPRENEURSHIP II**

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.

## **FINANCIAL PLANNING I**

This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also, students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building, and critical-thinking skills.

## **FINANCIAL PLANNING II**

Students will further develop the fundamental knowledge and skills acquired in the prerequisite course to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national, and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic, team-building, and critical-thinking skills.

## **MARKETING**

This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Also students develop an understanding of marketing functions applications and impact on business operations. English language arts, mathematics, and social studies are reinforced.

## **MARKETING APPLICATIONS**

In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. English, language arts, and social studies are reinforced.

## **SPORT AND ENTERTAINMENT PLANNING I**

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.

## **SPORT AND ENTERTAINMENT PLANNING II**

In this course, students acquire an understanding of selling, promotion, and market planning 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. English/language arts, mathematics and Social studies are reinforced.

# **COMPUTER SCIENCE and INFORMATION TECHNOLOGY**

## **FOUNDATIONS OF INFORMATIONAL TECHNOLOGY**

This introductory course provides students with the foundation to pursue further study in information technology on network systems, information support and services, programming and software development, and information Mathematics is reinforced.

## **FAMILY AND CONSUMER SCIENCES**

### **CULINARY ARTS & HOSPITALITY I**

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service. Art, English language arts, mathematics, science, and social studies are reinforced.

### **CULINARY ARTS & HOSPITALITY II INTERNSHIP**

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations through mentored work experiences in the food service industry. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. Arts, English and language arts, mathematics, science, and social studies are reinforced.

### **CULINARY ARTS & HOSPITALITY III**

The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced.

# **HEALTH SCIENCE**

## **HEALTH SCIENCE I**

This course focuses on human anatomy, physiology, 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.

## **HEALTH SCIENCE II**

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 health care skills, including current CPR and first aid training for healthcare professionals. English language arts and science are reinforced in this course.

## **FOUNDATIONS OF HEALTH SCIENCE**

This course is designed to assist potential health care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.

## **PHARMACY TECHNICIAN**

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course.

# TRADE, TECHNOLOGY, ENGINEERING, and INDUSTRIAL

## ADOBE VISUAL DESIGN I

**Aligned Industry Credential:** Adobe Certified Associate Photoshop Adobe Certified Associate Illustrator

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

## ADOBE VIDEO DESIGN I

**Aligned Industry Credential:** Adobe Certified Associate Premiere

Description: This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to the Adobe Certified Associate Premiere Pro certification, and also integrates Adobe Photoshop and Adobe Illustrator skills. English language arts are reinforced.

## CONSTRUCTION CORE

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

## DRAFTING I

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching and computer assisted design (CAD) skills and techniques. English language arts, mathematics, and science are reinforced.

## DRAFTING II - ARCHITECTURAL

This course focuses on the principles, concepts of architectural design, and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans, foundation plans, wall sections, and elevation drawings. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as REVIT, are essential to this course, and the required method of producing finished drawings. English language arts, mathematics, and science are reinforced.

## DRONE TECHNOLOGY I

This course is designed to provide students basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. The Small UAS rule adds a new part 107 to Title 14 Code of Federal Regulations (14 CFR) to allow for routine civil operation of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and flight and mapping software. English language arts are reinforced.

## **DRONE TECHNOLOGY II**

### **Prerequisite:** DroneTechnology I

This course is designed to provide students, who have their FAA CFR 14 Part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" the knowledge and skills needed to be a commercial pilot in the Drone Industry. Entrepreneurship, Fleet management, and Drone software are included in this course. Students will fly a variety of mission types to include Construction, Agriculture, Public Safety, Power and Energy, and Cinematography. English language arts are reinforced.

## **CARPENTRY I**

### **Prerequisite:** Construction Core

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on the development of introductory skills to include orientation to the trade, building materials, fasteners, and adhesives, hand, and power Tools, reading plans and elevations, introduction to concrete, reinforcing materials, and forms, floor system construction procedures, wall and ceiling framing procedures, and basic stair layout. English language arts and mathematics are reinforced.

## **CARPENTRY II**

### **Prerequisite:** Carpentry I

This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, windows and exterior doors installation, exterior finishing, and the introduction to weatherization module. English language arts and mathematics are reinforced.

## **ELECTRICAL TRADES I**

This course covers basic electrical trades' terminology and develops technical aspects of electrical trades with emphasis on the development of introductory skills, such as residential wiring, electrical installation, and service. Topics include orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electric Code, device boxes, hand bending techniques, raceways and fittings, and introduction to weatherization. English language arts, mathematics, and science are reinforced.

## **ELECTRICAL TRADES II**

This course builds on skills mastered in Electrical Trades I and provides an emphasis on conductors and cables, construction drawings, residential electric services, electrical test equipment usage, alternating current (A/C) theory, grounding and bonding techniques, motors: theory and application, and electric lighting to structures. English language arts, mathematics, and science are reinforced.

## **EMERGENCY MEDICAL TECHNOLOGY I & II**

This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part I of a two course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Students must be 17 years of age prior to enrollment per NCOEMS requirements.

## **EMERGENCY MANAGEMENT I**

### **Prerequisite:** Public Safety I

This course is the first in a series of courses aligned to the EmergencyManagement certifications from FEMA and are recommended by the NorthCarolina Emergency Management Office at the NC Department of Public Safety as appropriate for high school students. These certifications are those required by professional in this field. The course includes skills in each area, using resources from the community to help deliver instruction to the students.English, language arts are reinforced.

## **PLUMBING I**

This course covers basic plumbing terminology and develops technical aspects of plumbing trades with emphasis on development of introductory skills such as the plumbing profession, plumbing math, pipe fittings and service. Topics include safety, plumbing math, plastic pipe and fittings, drawings, fixtures, and water distribution systems.



## **PLUMBING II**

This course covers the second level of plumbing terminology and develops technical aspects of plumbing trades with emphasis on development of advanced skills such as the plumbing profession, plumbing math, pipe fittings and service. Topics include safety, plumbing math, plastic pipe and fittings, drawings, fixtures, and water distribution systems.

## **PUBLIC SAFETY I**

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100,200, 700, 800 are also a part of this course. 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.

## **PUBLIC SAFETY II**

This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification and NECI 40-hour 9-1-1 Basic Communications course certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. English language arts are reinforced.

## **TECHNOLOGY, ENGINEERING, AND DESIGN**

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.

## **TECHNOLOGICAL DESIGN**

This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Art, English, Language Arts, Mathematics and science are required.

## **CTE INTERNSHIP**

### **CTE INTERNSHIP**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.



## **CAREER AND COLLEGE PROMISE**

**Career College Promise (CCP):** High school juniors and seniors may attend Richmond Community College through the Career and College Promise program if they meet specific guidelines. Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina High School Students in order 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: College Transfer Pathways and Career and Technical Education Pathways. Please visit <http://www.nccommunitycolleges.edu/academic-programs/career-college-promise> for more information.

- Must be a junior or senior.
- Must have a high school unweighted GPA of **2.8**
- Must meet with a high school guidance counselor to ensure college classes fit in the high school track.
- Must take a minimum of two courses at SHS each semester.

Career and College Promise courses and descriptions through Richmond Community College are available at <http://richmondcc.edu/course-syllabi>. Students must complete a Richmond Community College application, maintain a 3.0 GPA, and complete a placement test (PLAN, PSAT, ACT, SAT, or ACCUPLACER) if applicable.

**CCP Classes have specific requirements to enroll in the course:**

1. Meet the requirements as listed above.
2. Complete the application for Richmond Community College: <http://www.richmondcc.edu/shs>
3. Read & Sign the CCP Student Contract

### **Career & College Promise Courses**

*Select on the name of the course to view description and PREREQUISITE requirements*

<b>CCP Course Name</b>	<b>College Credit</b>	<b>High School Credit</b>	<b>Notes</b>
ART 111 ART APPRECIATION	3	1	
ACC120-PRINCIPLES OF FINANCIAL ACCOUNTING	4	1	
AHR 110 – INTRO TO REFRIGERATION	5	1	
AHR 111 – HVACR ELECTRICITY	3	1	
AHR 113 – COMFORT COOLING	4	1	

AHR 160 – REFRIGERANT CERTIFICATION	1	0	
ASL 111 – ELEMENTARY SIGN LANGUAGE I	3	1	Counts as HS Foreign Language
ASL 112 – ELEMENTARY SIGN LANGUAGE II	3	1	Counts as HS Foreign Language
BIO 110 – PRINCIPLES OF BIOLOGY	4	1	Introductory course in college Biology
BIO 111 - GENERAL BIOLOGY I	4	1	1 credit; may be combined with BIO 112 to satisfy the Biology graduation requirement, Must pass both courses and complete the EOC to meet HS graduation requirement.
BIO 112 – GENERAL BIOLOGY II	4	1	1 credit; may be combined with BIO 111 to satisfy the Biology graduation requirement, Must pass both courses and complete the EOC to meet HS graduation requirement.
BUS110 - INTRO TO BUSINESS	3	1	
CIS110 - INTRODUCTION TO COMPUTERS	3	1	
CIS 115 - INTRODUCTION TO PROGRAMMING AND LOGIC	3	1	
CJC111 - INTRODUCTION TO CRIMINAL JUSTICE	3	1	
CJC112 - CRIMINOLOGY	3	1	
CJC 221 – INVESTIGATIVE PRINCIPLES	3	1	
CJC 222 – CRIMINALISTICS	3	1	
COM231-PUBLIC SPEAKING	3	1	
ECO251-PRINCIPLES OF MICROECONOMICS	3	1	
ECO 252 PRINCIPLES OF MACROECONOMICS	3	1	
EDU 119 - INTRO TO EARLY CHILDHOOD	4	1	
ENG 111 - EXPOSITORY WRITING	3	1	All 3 Courses together counts as a HS English III
ENG 112 ARGUMENT BASED RESEARCH	3	1	
ENG 231 AMERICAN LITERATURE I <b>OR</b> ENG 232 AMERICAN LITERATURE II	3	1	
ENG 111 - EXPOSITORY WRITING	3	1	
	3	1	

ENG 112 ARGUMENT BASED RESEARCH			All 3 Courses together counts as a HS English IV
ENG 241 BRITISH LITERATURE I <b>OR</b> ENG 242 BRITISH LITERATURE II	3	1	
HIS131-AMERICAN HISTORY I	3	1	Both HIS 131 & HIS 132 must be taken to count as HS American History
HIS132-AMERICAN HISTORY II	3	1	
MAC111A- MACHINING TECHNOLOGY I	3	1	
MAC111B- MACHINING TECHNOLOGY I	3	1	
MAC122-CNC TURNING	3	1	
MAC 124 - CNC Milling	3	1	
MAT143- QUANTATIVE LITERACY	3	1	Counts as a HS 4th Math
MAT152 – STATISTICAL METHODS I	3	1	Counts as a HS 4 <sup>th</sup> Math
MAT 171 PRECALCULUS ALGEBRA	4	1	Counts as a HS 4th Math
MAT 172 PRECALCULUS TRIG	4	1	
MED 121 MEDICAL TERMINOLOGY I	3	1	
MED 122 MEDICAL TERMINOLOGY II	3	1	
NAS101 - NURSING ASSISTANT I	6	2	
NET 125 NETWORKING BASICS	3	1	
PHI 240 INTRO TO ETHICS	3	1	
PSY 150 - GENERAL PSYCHOLOGY	3	1	
SOC210 - INTRO TO SOCIOLOGY	3	1	
SPA 111 – ELEMENTARY SPANISH I	3	1	Counts as HS Foreign Language
SPA 112 – ELEMENTARY SPANISH II	3	1	Counts as HS Foreign Language
WLD115A-SMAW Stick Plate	3	1	
WLD115B-SMAW Stick Plate	3	1	
WLD121- GMAW	4	1	
WLD131- GTAW	4	1	
WLD141 - SYMBOLS AND SPECIFICATIONS	3	1	
<b>Indicates a CTE/CCP Course</b>			

## SCOTLAND COUNTY SCHOOLS ARTICULATED COURSE LIST

### Process to Document and Award Credit

To receive articulated credit, students must enroll at the community college within **two** years of their high school graduation date and meet the following criteria:

- ✓ Final grade of **B** or higher in the course, and;
- ✓ A score of **93**, or higher, on the standardized CTE Post Assessment.

<u>High School Program Area</u>	<u>High School Course Number / Title</u>		<u>Community College Course Number/ Title</u>
Business and Information Technology Education	<u>8726 Personal Finance</u>	=	BUS-125 Personal Finance
Health Occupations Education	<u>7240 Health Science I</u>	=	MED-121 Medical Terminology I AND MED-122 Medical Terminology II
Health Occupations Education	<u>7242 Health Science II</u>	=	HSC-110 Orientation to Health Careers AND (HSC-120 CPR OR MED-180 CPR Certification)
Marketing Education	<u>8716 Entrepreneurship I</u>	=	ETR-210 Intro to Entrepreneurship
Marketing Education	<u>6621 Marketing</u>	=	ETR-230 Entrepreneur Marketing OR MKT-110 Principles of Fashion OR MKT-120 Principles of Marketing
Trade and Industrial Education	<u>7741 Electrical Trades I AND 7742 Electrical Trades II</u>	=	ELC-113 Basic Wiring I

In some cases students must show proficiency in multiple courses in order to receive articulated credit. In some cases, there are options. Be sure to pay attention to the *AND* and *OR* statements

## **CAREER & COLLEGE PROMISE COURSES**

**Career and College Promise (CCP):** High school juniors and seniors may attend Richmond Community College through the Career and College Promise program if they meet specific guidelines. Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina High School Students in order 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: College Transfer Pathways and Career and Technical Education Pathways.

### **AHR 110 – Introduction to Refrigeration**

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 111 – HVACR Electricity**

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

### **AHR 113 – Comfort Cooling**

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 160 – Refrigerant Certification**

This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations.

### **ART 111 – Art Appreciation**

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various 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. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in humanities/fine arts.

### **ASL 111 – American Sign Language I**

This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students will be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness.

### **ASL 112 – American Sign Language II**

This course is a continuation of ASL 111 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, the students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness.

### **BIO 110 – Principles of Biology**

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life.

### **BIO 111 – General Biology I**

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

### **BIO 112 - General Biology II**

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.



**BUS 110 – Introduction to Business**

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.

**CIS 110 – Introduction to Computers**

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).

**CJC 111 – Introduction to Criminal Justice**

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 relationships to life in our society. Upon completion of this course, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

**CJC 221 – Investigative Principles**

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 222 - Criminalistics**

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

**COM 231 – Public Speaking**

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.

**ECO 251 - Principles of Microeconomics**

This course introduces economic analysis of individual, business, and industry choices 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.

**ECO 252 - Principles of Macroeconomics**

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socio economic goals.

**EDU 119 - Intro to Early Childhood Education**

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children.

**EDU 173 - Becoming a Professional in ECE**

This course is an introduction to the early childhood profession. Emphasis is placed on the NAEYC Ethical Code, professional growth through involvement in professional organizations, and development of a professional portfolio. Upon completion, students should be able to identify professional resources and community partners in order to involve oneself in the early childhood field.

### **ENG 111 – Writing and Inquiry**

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. In order to pass this course, a student must earn at least a “C” average on required oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

### **ENG 112 – Writing/Research in the Disciplines**

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data 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. In order to pass this course, a student must earn at least a “C” average on required oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

### **ENG 231 - American Literature I**

This course covers selected works in American Literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

### **ENG 232 - American Literature II**

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

### **ENG 241 - British Literature I**

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

### **ENG 242 - British Literature II**

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

### **HIS 131- American History I**

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

### **HIS 132 - American History II**

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.

### **MAC 111 – Machining Technology I**

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 122 - CNC Turning**

This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

### **MAC 124 - CNC Milling**

This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

**MAT 143 – Quantitative Literacy**

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts that will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).

**MAT 152 – Statistical Methods I**

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.

**MAT – 171 – Precalculus Algebra**

This is the first of two courses designed to emphasize topics that are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. This course has been approved for transfer under the the Comprehensive Articulation Agreement as a general education course in Mathematics.

**MAT 172 Precalculus Trigonometry**

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, and vectors. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction.

**NAS 101 – Nursing Assistant I**

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, patient's 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 Registry. This is a certificate level course.

**PSY 150 – General Psychology**

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. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

**SOC 210 – Introduction to Sociology**

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. A special emphasis will be given to global trends and selected world societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education requirement in social/behavioral sciences.

**SPA 111 – Elementary Spanish I**

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.

**SPA 112 – Elementary Spanish II**

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

**WLD 115 - SMAW (Stick) Plate**

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**

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**

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.

**WLD 141 - Symbols & Specifications**

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