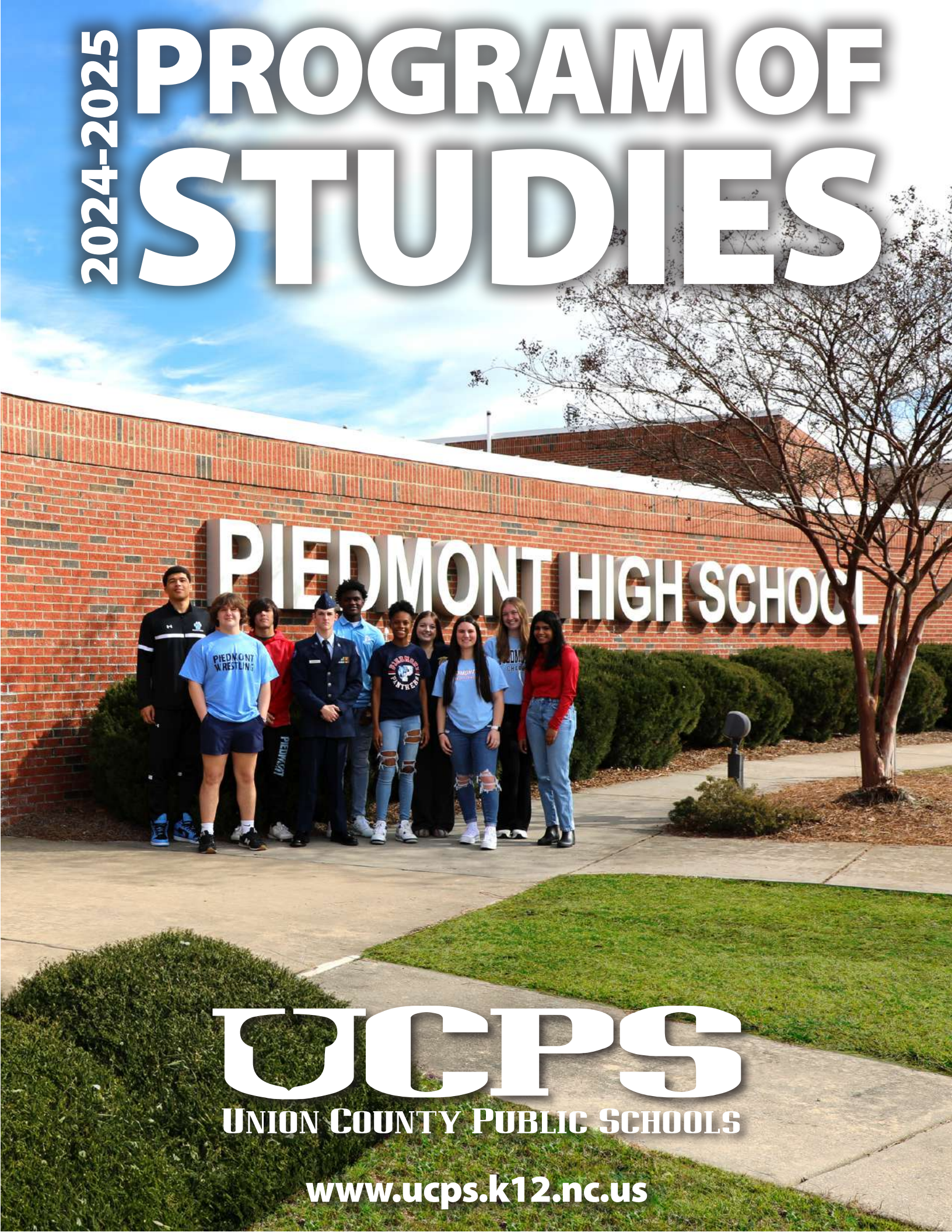
2024-2025

PROGRAM OF STUDIES



UCPS

UNION COUNTY PUBLIC SCHOOLS

www.ucps.k12.nc.us

Dear Parents and Students:

Welcome to high school! Students, as you prepare for your last four years in Union County Public Schools, we want to provide the best academic options for you and your family. Our school system has a wide range of courses and curricula that will prepare you to be college and/or career ready.

I encourage you and your family to review this high school guide thoroughly and explore the course offerings and descriptions for each pathway.

If you have questions or need assistance, connect with a counselor or an administrator at your school to help you determine the best path for your high school career. The four-year academic plan worksheet in the back of this booklet is a great resource to help you track your progress through high school.

Parents, I would like to thank you for your partnership with Union County Public Schools. It is our goal to provide each student with a quality education that will lead to life-long learners and productive citizens.

We are Team UCPS and it will take the work of our entire community, families and staff to ensure that all students are equipped for a promising future.

Sincerely,

Andrew G. Houlihan, Ed.D.
Superintendent

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2024-2025 Program of Studies

A new Program of Studies is developed each year for incoming freshmen. The Program of Studies a student receives during their freshman year contains the high school graduation requirements as directed by the North Carolina Department of Public Instruction and will follow the student throughout their high school career. Since portions of the Program of Studies are subject to change, the most up-to-date version of this year's Program, as well as copies of the Programs for previous years, can be found on the Union County Public Schools (UCPS) High School Education webpage (https://www.ucps.k12.nc.us/Page/6405). It is our hope that both this Program of Studies, as well as online resources, will assist students with making course selections and progressing through the high school education programs.

The UCPS High School Student Handbook can also be found on the High School Education site (https://www.ucps.k12.nc.us/ Page/6405). Details describing parental involvement opportunities, as outlined in Policy 5-8 are listed in the UCPS High School Students Handbook. If parents would like a printed copy of the handbook, a request should be made directly to the school. Parents and students are reminded that they are responsible for familiarizing themselves with the UCPS High School Student Handbook as well as their own school's student handbook.

High School Settings

Union County Public Schools (UCPS) offers thirteen different high school settings. A student's high school assignment will be based on residence or choice as described in Student Assignment Policy 4-13 (http://go.boarddocs.com/nc/ucps/Board.nsf/goto?open&id=C2Z5940F193E). Attendance at a non-traditional high school will be based on application/acceptance or individualized assignment.

Traditional High Schools

Cuthbertson High, Forest Hills High, Marvin Ridge High, Monroe High, Parkwood High, Piedmont High, Porter Ridge High, Sun Valley High and Weddington High are traditional high schools. Each of these schools offers a full complement of core courses (English, Math, Science, and Social Studies) as well as an extensive offering of electives. In addition to offering electives in the areas of Health/ PE and the Fine and Performing Arts, traditional high schools offer a full complement of Career and Technical Education (CTE) courses which includes such topics as Agriculture, Business, Technology, Health Science and Family and Consumer Sciences. Participation in selected industry recognized programs and/or academies allows students to earn CTE credentials and/or certifications. Several of the traditional schools also offer opportunities for participation in a JROTC Program. Please note that all students have the opportunity to apply for courses or programs not offered at their school.

Non-Traditional High Schools

UCPS has four schools for high school students that offer a form of specialized instruction and course/program offerings.

Central Academy of Technology & Arts (CATA)

CATA is a public magnet high school program offering the following Academy Pathways:

Cyber Security pathways, Information Systems (Software and Game Design, Computer Engineering), International Pathway Program, Medical Sciences (a Project Lead the Way curriculum), Performing Arts (Theatre, Dance, and Music Production and Recording Arts pathways), Pre-Engineering (a Project Lead the Way curriculum), Transportation Systems (Automotive and Collision Repair pathway).

Students are accepted from all areas of the school system and must meet minimum entrance requirements in order to be considered for admission. Transportation is provided for CATA students.

Theatre, Dance, and Music Production and Recording Arts pathways require an audition-based entry. All other academy pathways have a lottery-based entry. Students are enrolled in their selected academy pathways and provided with a rigorous education geared to prepare the student for both college and career. While students complete their required academy course offerings, they also complete all graduation requirements that students in traditional high schools complete (English, Math, Science, Social Studies, Health/PE, and electives). This rigorous academy approach results in students who are critical thinkers and problem solvers. If openings remain in an academy after all students that qualify are enrolled, the school may consider applicants who did not meet minimum requirements.

International Baccalaureate (IB) Diploma Programme and International Pathways Program

In addition to the traditional high school course offerings, Marvin Ridge also offers an International Baccalaureate (IB) Diploma Programme (Grades 11 and 12) and an International Pathway Program (Grades 9 and 10). CATA will continue to offer the International Pathway Programme* for ninth graders that started in the 2022-2023 school year.

The IB Diploma Programme is a comprehensive and challenging pre-university course of study that demands the best from both motivated students and teachers. Students completing this program will meet the Future Ready Core graduation requirements. The availability of all courses will depend on meeting the minimum class size requirements. Most IB courses will follow an A/B day schedule over a two-year period to meet the required program hours. If attending CATA, students will be selected through a lottery process that occurs each spring.

Over the course of the two-year IB diploma programme, students will:

- study six subjects chosen from the six subject groups
- complete an extended essay (independent research)
- complete a Theory of Knowledge course (TOK)
- participate in Creativity, Activity, and Service experiences (CAS)

For additional information on both programs, visit the College Readiness webpage at (https://www.ucps.k12.nc.us/Page/7000)

Central Academy of Technology and Arts is a Candidate School for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Central Academy of Technology and Arts believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org.

Union County Early College (UCEC)

UCEC is a Cooperative Innovative High School which offers a program of support for students to earn a high school diploma and an associated degree, or up to two years of credit toward a bachelor's degree, in five years. It is a small school with a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges.

UCEC is located on the campus of South Piedmont Community College on Old Charlotte Highway. Approximately 100 rising ninth grade students from around the school district enter in August each school year. Transportation is provided for UCEC students. Students apply to Union County Early College during their 8th grade year. Early College does not have athletic teams, cheerleading, band, chorus or ROTC.

The students at UCEC focus on high school and college courses. The goal is to prepare all students for high-skill careers by engaging them in a rigorous, college level curriculum while compressing the number of years required to earn a college degree.

Wolfe School

Wolfe School provides services and educational support to meet the challenges of students with global delays, functional needs and behavioral and communication needs related to severe Autism and moderate to severe cognitive disabilities. A team of professionals provide instruction, therapy and services through direct and collaborative consultation in a program designed to address the needs of each student. Transportation is provided for Wolfe students.

Instructional Settings

When the traditional instructional setting, students in a face-to-face setting with a teacher in a physical classroom on the school campus, is not available, UCPS also offers students the opportunity to take courses and/or earn credit through a variety of methods.

Union County Virtual (UCV)

UCVirtual (UCV) offers online courses through the UCPS E-Learning Department. UCV courses are built and taught by UCPS licensed teachers. These locally developed courses are the first virtual option considered for online enrollment. These courses are designed to supplement a student's curriculum offerings and provide scheduling flexibility so that students can meet their academic programming needs. Advanced Placement, Honors, and College Prep courses can be taken during the instructional day in the distance learning lab at a student's assigned school and as a 5th block option. UCV students are visited regularly at their assigned school by UCV teachers and take final exams at their assigned school during designated final exam periods.

If a course is offered by both UCVirtual and North Carolina Virtual Public School (NCVPS), students must take the course through UCVirtual. Rising 9th graders are not eligible to enroll in summer virtual courses. UCV course listings can be found at (https://www.ucps.k12.nc.us/Page/2903). Not all courses are offered each semester and enrollment can be limited due to program capacity. Students should consult their assigned school counselor to register for available courses.

North Carolina Virtual Public School (NCVPS)

The North Carolina Department of Public Instruction offers online courses through NCVPS. Advanced Placement, Honors, and College Prep courses are taught by North Carolina licensed teachers and can be taken in the distance learning lab at a student's assigned school and as a 5th block option when a comparable course is not available in a face-to-face setting or with UCVirtual. The NCVPS enrollment allotments for each high school are limited. Rising 9th graders are not allowed to enroll in summer virtual courses. NCVPS students follow the NCVPS course calendar and arrange to take final exams with their NCVPS teacher. NCVPS reports three grades on its final grade report to schools with the following weights: Classwork: 80%, Final Exam/Project: 20%, Final Average. The final average is the grade the student will earn on their report card. Students choosing the NCVPS option should also be aware that they cannot exempt their final exam and that grades are only posted the student information system after the conclusion of the course.

Students shall consult a school counselor for a list of available courses. NCVPS course listings, descriptions, and the pre-requisites for taking NCVPS courses can be found at (www.ncvps.org). These prerequisites are not determined by UCPS and are subject to change by the North Carolina Department of Public Instruction.

Career & College Promise (CCP)

The Career and College Promise (CCP) Program is a tuition waived state-wide program that allows eligible and college ready high school students to earn college credit by taking courses at community colleges within the state. The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses which provide pathways that lead to additional post-secondary opportunities and high demand job skills. UCPS has a partnership for students to take classes with South Piedmont Community College (SPCC) while still attending their home high school. Students that choose to enroll in other community colleges are responsible for communicating with their counselor all enrollment changes and final grades. There are two distinct pathways – Career and Technical Pathway (CTE) and College Transfer Pathway (CTP). When weighing the pros and cons of participating in the CCP program, it is important to remember that the CCP program should be an enhancement to students' academic goals and future plans but not the focal point. As families discuss students' course options, remember the important points below:

1. Not all CCP courses are eligible for additional quality points or credit towards high school graduation
2. Some CCP courses are available to replace high school graduation requirements. Students must be sure that CCP participation aligns with their specific high school's course and attendance policy. As a dual enrollment program, students must take at least one credit bearing, non-CCP course through their high school each semester.
3. SPCC courses do not follow the UCPS instructional calendar. Students are responsible for knowing when their courses start and must follow the academic calendars for UCPS and SPCC.
4. CCP courses are eligible for grade suppression on a limited basis as outlined in the UCPS CCP student/parent document completed annually. All course attempts will be listed on the high school transcript. Refer to the UCPS Program of Studies, *Retaking Courses Previously Passed for Grade Suppression* for information.
5. Withdrawing from a course after it has begun may have significant impacts including on the student's CCP and high school transcript, GPA, ranking, and graduation requirements. It may also have an impact on financial aid for higher education later.
6. Students will receive one final grade at the end of the semester for their high school transcript. There are no interim or mid-semester grades reported.

Each high school has an assigned SPCC Career Coach, who will guide students through the SPCC enrollment and registration process. A list of the current SPCC Career Coaches as well as the counselor that serves as the school-based CCP contact is listed on the UCPS CCP website (http://bit.ly/UCPS_CCP).

Courses at SPCC will utilize a digital textbook platform to access textbooks and materials. Textbooks are embedded in the course's Canvas page. Students cannot purchase textbooks or materials from outside sources. Textbook/course material fees will be billed to students. Courses that utilize additional resources or kits will have a fee included. UCPS does not purchase, distribute or collect textbooks and access codes for courses. UCPS will reimburse currently enrolled UCPS CCP students $50 per CCP course taken at SPCC for textbook course fees. Students, who face a financial hardship and need assistance with textbook costs, can request a Hardship Waiver through their high school counselors by specific dates before the start of each semester.

For the most up to date information on the Career & College Promise guidelines for Union County Public Schools, please visit the webpage at (http://bit.ly/UCPS_CCP).

Credit by Demonstrated Mastery

North Carolina State BOE Policy GCS-M-001 Section 8 Credit by Demonstrated Mastery (CDM) is the process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the End of Course exam where applicable, or a locally developed final exam and (2) an artifact, which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks. CDM is currently available for courses taught in UCPS high schools and listed in the program of studies.

Students who demonstrate mastery, through the process as determined and allowed by the North Carolina Department of Public Instruction, shall receive credit for the course toward graduation requirements. Credit shall be indicated on the student's transcript as a Level 3 (College Preparatory) course with a grade of "CDM". The school shall not grant a numeric or letter grade for the course and shall not include the grade in the student's grade point average (GPA) calculation.

UCPS provides students with an opportunity to earn credit through the CDM process one time a year. The CDM process will be offered during the summer testing window.

The following courses are excluded from Credit by Demonstrated Mastery:

1. CTE work-based learning courses (co-op, internship, apprenticeship)
2. CTE courses that have a clinical setting as a requirement of the course, such as Early Childhood Education I / II and Nursing Fundamentals
3. CTE Advanced Studies courses
4. English Language Learner (ELL) courses
5. Healthful Living required courses
6. Advanced Placement or International Baccalaureate courses
7. Occupational Course of Study (OCS) Occupational Preparation I, II, III, and IV courses.

Middle school students may participate in the CDM process for those high school courses which are allowed to be taught in middle schools: English I, Math I, II, and Level I and II World Language courses. All course prerequisites must be met prior to attempting the CDM process.

Independent Study

A student may request permission to take a course on an independent study basis if all possible means of registering for the course at the regular high school have been exhausted. Only courses that have been included in the Program of Studies may be considered for independent study. The proposed course must meet state Basic Education Plan guidelines for course content and must be under the direction of an appropriately certified teacher. All requests for independent study must be approved by the school principal and the Assistant Superintendent of Academics and must be made within the first 10 school days of each semester. Advanced Placement courses may be taken as independent study only through an application process.

Non-UCPS Courses

All requests for course completion through a setting outside of UCPS, other than those approved through Career and College Promise, require prior approval from the school principal and the Assistant Superintendent of Academics. If prior approval is granted, the course will be posted on the transcript as Pass/Fail and will not factor into the student's grade point average, nor count toward a graduation requirement. Students considering this option shall consult their school counselor.

Diploma Pathways & Graduation Requirements

There have been significant changes in the high school course of study and graduation requirements over the past several years. New requirements are assigned by the year a student enters the ninth grade for the first time. It is imperative that parents and students know and understand the graduation requirements associated with that class of students. The most up-to-date copy of the 2024-2025 Program of Studies, as well as previous years' versions, can be found on the Union County Public Schools High School Education website (https://www.ucps.k12.nc.us/Page/6405).

Every UCPS high school student must:

- meet the course and credit requirements based on when they entered high school as a ninth grader for the first time (see Future Ready Core and Future Ready Occupational course/credit requirements tables)
- earn passing scores on three essential end-of-course tests: NC Math 1 or NC Math 3, Biology, and English II per UCPS Board of Education Policy
- successfully complete Cardiopulmonary Resuscitation (CPR) training
- have a 10th grade career plan

There are two courses of study that students may follow to meet graduation requirements. Students will be placed in the Future Ready Core Course of Study as a default option.

Beginning with the Class of 2025, the state of NC Prohibits UCPS from requiring more graduation credits than the state minimum of 22. UCPS has traditionally and will continue to recommend 28 credits for HS graduation. If you have questions about an accelerated diploma, please see your school counselor.

CONTENT AREA	FUTURE-READY CORE	FUTURE-READY OCCUPATIONAL
English	4 Credits • English I • English II • English III • English IV	4 Credits AND one local course recommended • English I • Modular English (local course – prerequisite to English II - recommended but not required) • English II • English III • English IV
Mathematics	4 Credits • NC Math 1 • NC Math 2 • NC Math 3 • AND an additional math course	4 Credits AND one local course recommended • Introduction to Mathematics • Foundations of NC Math 1 (local course - prerequisite to NC Math I - recommended but not required) • NC Math 1 • Financial Management • Employment Preparation IV, Math (to include 150 work hours)
Science	3 Credits • Earth Science • Biology • Physical Science OR Chemistry OR Physics	3 Credits AND one local course recommended • Applied Science • General Science (local course – prerequisite to Biology - recommended but not required) • Biology • Employment Preparation IV, Math (to include 150 work hours)

Social Studies	4 Credits - students entering 2020-2021 • World History • American History OR American History I or II • Founding Principles of the United States of America and North Carolina: Civic Literacy • Economics and Personal Finance 4 Credits - students entering 2021-2022 and after • World History • American History • Founding Principles of the United States of America and North Carolina: Civic Literacy • Economics and Personal Finance	2 Credits - students entering before 2020-2021 • Civics & Economics • American History I or American History II 2 Credits - students entering 2020-2021 • Founding Principles of the United States of America and North Carolina: Civic Literacy • Economics and Personal Finance 4 Credits - students entering 2021-2022 and after • Founding Principles of the United States of America and North Carolina: Civic Literacy • Economics and Personal Finance • Employment Preparation II: Citizenship 1A (to include 75 work hours) • Employment Preparation II: Citizenship 1B (to include 75 work hours)
Health / Physical Education	1 Credit • Health/Physical Education and Cardiopulmonary Resuscitation (CPR) training*	1 Credit • Health/Physical Education and Cardiopulmonary Resuscitation (CPR) training*
Academic Electives	6 Credits • 2 = any combination from: a. Career and Technical Education (CTE), b. Arts Education or c. World Languages Note: For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from a., b. and c. • 4 = four-course concentration from one of the following recommended: a. CTE, b. JROTC, c. Arts Education (e.g. dance, music, theater arts, visual arts), or d. other academic subject area (e.g. mathematics, science, social studies, English and dual enrollment courses)	Two Additional Employment Preparation Education credits, which shall be: • Employment Preparation III: Citizenship IIA (to include 75 work hours) • Employment Preparation III: Citizenship IIB (to include 75 work hours) The work hours included in Employment Preparation I, II, III, IV shall be as follows: A. 150 hours of School-based Training work with activities and experiences that align with student's post school goals, and B. 225 hours of Community-based Training, and C. 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. D. Total Work Hours: 600 Four Career/Technical Education Elective credits A Career Portfolio Completion of the student's IEP Objectives

World Languages - Not required for graduation.

Two world language courses of the same language are no longer required to meet the minimum University of North Carolina application requirements. Although, two world languages are strongly recommended by many public and private universities.

South Providence School (SPS)

South Providence School is an alternative school serving students in grades 6 through 12 who need a more individualized educational setting and a smaller school environment. SPS utilizes Positive Behavioral Interventions and Supports (PBIS) to reinforce positive behavior and instill expectations of RISE; Respect, Integrity, Safety and Excellence for all students. Students are referred to South Providence School through their home school. The home school principal along with the counselors, parents and teachers consider South Providence School when a student is having difficulty managing academics and behavior in their home school. Transportation is provided for SPS students.

Requirements for a High School Graduation Certificate

Occupational Course of Study students who have completed all graduation requirements of the Future Ready Occupational Course of Study, except the competitive hours of employment, may exit school with a Graduation Certificate and transcript. Upon completion of the competitive hours of employment requirements, the student would then receive a High School Diploma.

Students in the Exceptional Children's Program as defined by G.S. 115C-106.3(1) who do not meet the requirements for a high school diploma will receive a Graduation Certificate and shall be allowed to participate in graduation exercises if they have successfully completed 22 course units by general subject area (4 English, 4 Math, 3 Science, 4 Social Studies, 1 Health and Physical Education, 6 elective credits including 4 Career and Technical Education electives).

Courses for Credit (Face-to-face or online courses)

A credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day, must follow content guidelines in the locally developed North Carolina Standard Course of Study curriculum guides, Advanced Placement or International Baccalaureate syllabi in which high school students are enrolled. Outside of CDM, all courses have an attendance requirement (Union County Public Schools Attendance Policy 4-1) that may impact whether or not course credit is awarded.

Courses taken to complete high school graduation requirements are allowed via Career & College Promise (CCP); however, if the high school course requires an end-of-course test, that test must be taken in order to get credit for the course. The school principal and Assistant Superintendent of Academics may grant a waiver to allow students to take courses not listed in the Career & College Promise program at a public university, community college, or private college, if these courses are not available to the student at his or her local high school. Outside of CCP or school principal and Assistant Superintendent of Academics approval, all courses must be taken at the high school.

Minimum Course Requirements

Students in schools with block scheduling must enroll in four course credits per semester or eight courses per school year. The Superintendent or designee must approve any exceptions to these requirements for the individual student.

In order for a student to be excused from school for employment, he/she must be at least sixteen years old, be registered for at least two courses per semester, and meet one of the criteria listed below. In addition, the Superintendent or designee must approve each individual case.

- The student must be actively enrolled in a Cooperative Work Experience Program and must remain at school until a designated time to allow adequate and reasonable travel time to his respective job training station. Second level Marketing Education students who are juniors or seniors may be permitted to leave after the third instructional block.

- The student must demonstrate a financial hardship. All hardship requests must be submitted to the Superintendent or designee. The principal will review hardship approvals at the end of each semester in order to assure that satisfactory employment and grades are maintained by the student. The student may be required to enroll in a full load of courses if these conditions are not met.

Online Coursework

If a student enrolls in an online course as one of the four instructional blocks, the student will complete the course in a computer lab at the home school site. Students will not be given early release to work on an online course at home. The only exceptions will involve homebound services and students participating in the Alternative to Long-term Suspension (ALTS). Specific course offerings from the online learning programs are constantly evolving. For the most current course offerings, please visit the E-Learning website (http://www.ucps.k12.nc.us/Page/2903).

Online courses are rigorous academic classes which require effective time management skills and self-motivation. Students should carefully consider this method of instruction before enrolling. It is suggested that students are limited to two online courses per semester, but permission for additional courses may be requested through the school counselor.

If the course being taken has a state-mandated End-of-Course test, the student will be required to take this test during the normal testing window. Final exams, whether an End-of-Course test, NC Final Exam, or teacher-made test will count as 25% of the overall grade for an online course and will have an impact on determining if a student earns credit for a course.

UNC Requirements

The University of North Carolina is a multi-campus university composed of 17 public senior institutions of higher learning. Each campus is unique in its program offerings, admission requirements, student body make-up, campus life, and historical background. A wide variety of information on the UNC System can be found at (https://www.northcarolina.edu). This site also includes links to each of the 17 universities. Another useful website for college information is (www.cfnc.org).

Diploma Enhancements

Students enrolled in North Carolina high schools shall have the opportunity to earn Endorsements to their High School Diploma that identify a particular area of focused study, beginning with the graduating class of 2014-2015. Endorsement information can be found in the state board policy manual under Policy GRAD-007: High School Diploma Endorsements. The earning of endorsements shall be based on the following criteria:

1. Students shall meet all requirements set forth in State Board Policy, “State Graduation Requirements” related to earning a high school diploma.
2. Students may earn a Career Endorsement, a College Endorsement, a College/UNC Endorsement, a North Carolina Academic Scholars Endorsement, and/or a Global Languages Endorsement.
3. The requirements for earning these endorsements are defined below:

   I. Career Endorsement:

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

      b. The student shall complete a CTE concentration in one of the approved CTE Career Pathways;

      c. The student shall earn an unweighted grade point average of at least 2.6;

      d. The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments or another

appropriate industry credential/certification; and

e. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark score.

II. College Endorsement:

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

b. The student shall earn an unweighted grade point average of at least 2.6; and

c. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark score.

III. College/UNC Endorsement

a. The student shall complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, Math I, II, III or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either Algebra II, Math III or Integrated Mathematics III as a pre-requisite;

b. The student shall complete three units of science including at least one physical science with a lab, one life science and one additional science course;

c. The student shall complete U.S. History or equivalent coursework;

d. The student shall complete two units of a world language (other than English);

e. Students shall earn a weighted grade point average of at least 2.5; and

f. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark score.

IV. North Carolina Academic Scholars Endorsement:

a. The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III and a fourth-level mathematics course that meets University of North Carolina system Minimum Course Requirements that include a mathematics course with either Math III, Algebra II, or Integrated Mathematics III as a pre-requisite.

b. The student shall complete three course credits of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include either physics or chemistry.

c. For students entering ninth grade in 2012-13 or later, the student shall complete four course credits of social studies.

d. The student shall complete two course credits of a world language (other than English).

e. The student shall complete four elective course credits in any one subject area, such as Career and Technical Education (CTE), JROTC, Arts Education, World Languages, or in another content area.

f. The student shall have completed at least three higher level courses during junior and/or senior years which carry quality points such as Advanced Placement, International Baccalaureate or Dual Enrollment courses; Advanced CTE and CTE credentialing courses; honors level courses, or Project Lead the Way courses.

g. The student shall earn an unweighted grade point average of at least 3.50.

V. Global Languages Endorsement

a. The student shall earn a combined unweighted 2.5 GPA or above for the four English Language Arts courses required for graduation.

b. The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction.

c. Establish "Intermediate Low" proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery SBE policy.

d. Complete a four-course sequence of study in the same world language, earning an overall unweighted GPA of 2.5 or above in those courses.

e. Pass an external exam approved by the North Carolina Department of Public Instruction establishing "Intermediate Low" proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale

f. English Learner students shall complete all the requirements of sections 5a and 5b above and reach "Developing" proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

4. Students may earn more than one Endorsement.

5. Students are not required to earn an Endorsement in order to receive a diploma.

AP Capstone Diploma Recognition

The AP Capstone Diploma Recognition program is available at some UCPS high schools. Contact your school for more information. AP Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone is built on the foundation of two courses – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. Students who earn scores of 3 or higher in both of the AP Capstone courses and on four additional AP Exams will receive the AP Capstone Diploma™. Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate™ signifying their attainment of college-level academic and research skills.

Commercial Recognition Programs

In accordance with the following statement issued by a National Association of Secondary Schools Principals' Committee, commercial recognition programs are not promoted or sanctioned by UCPS.

The Committee does not list organizations or programs that claim to honor outstanding students through publication of student names in volumes usually titled "Who's Who," "Outstanding," "Distinguished," etc., and that derive their revenue from the sale of these publications to students. UCPS views any recognition accorded to students through mere inclusion in such a publication as of little or no tangible value. Furthermore, such recognition is unlikely to provide any future educational or personal benefit to students. The selection criteria used by most commercial recognition programs are often ambiguous and flimsy. Even when stated the organization is unlikely to be able to verify that students actually measure up to the selection criteria, since nominations ordinarily come from a number of sources. These may include staff members associated with a school or individuals in the community at large. Most of the organizations sponsoring these programs and known to UCPS are profit motivated and are not related to educational, philanthropic, or professional associations. The organizations often solicit students and their families to purchase the publication or some other type of "award."

It is also worth noting though that some universities and colleges may use recognition in commercial programs as one of the criteria for determining student admission status. Therefore, students who receive such nominations are encouraged to consult their school counselor or principal in order to determine the source of the nomination and its relative value.

Academic Course Levels & Settings

Classification/Promotion Standards

A student's grade classification is determined by his or her English credit earned, the total number of credits earned, and the number of semesters completed in a high school setting. This does not include courses taken outside of regular school hours or summer sessions. Please note that these promotion standards apply to all students and are used in determining athletic eligibility. Any student who has completed the required, criteria may be classified as follows:

Grade Level	4 x 4 Block	Other
Grade 9	Promoted from 8th Grade	Promoted from 8th Grade
Grade 10	6 units including English I	Maximum potential minus 2 including English I and 2 semesters* in a high school setting
Grade 11	13 units including English II	Maximum potential minus 3 including English II and 4 semesters* in high school setting
Grade 12	20 units including English III	Maximum potential minus 4 including English III and six semesters* in a high school setting

***Summer sessions are not considered a semester.**

Additional standards are:

- Students who have transferred into UCPS must meet the graduation requirements for Union County and North Carolina prior to graduation.
- North Carolina high school students are required to successfully complete CPR training before earning their diplomas. This training may be given in middle school but must be designated on the transcript as completed before final graduation requirements are met.
- Students must successfully complete all graduation requirements prior to the day of graduation to participate in graduation exercises.
- See page 22 for assignment of home school credit.

High School End of Course Tests - UCPS Local Standards

The NC Math 1 or NC Math 3, English II, Biology, and CTE End-Of-Course (EOC) test results, will count as 25 percent of a student's final grade. According to state testing guidelines, students may not withdraw from a course that has an End-of-Course (EOC) test or NC Final Exam test after the first 10 days of instruction.

Students enrolled in the EOC courses of NC Math 1 or NC Math 3, English II, and Biology will be required to perform at Achievement Level III, IV or V. If a Level III, IV or V is not achieved, the student's performance would be reviewed by a school-based committee to determine if the exit standard has been met.

Students who score a Level III, IV or V on an End-of-Course Test and/or its alternate assessments, but fail to earn credit for the course, will have the option to retake the test at the conclusion of retaking the course if the student/parent requests the opportunity. This option is available to provide students an opportunity to demonstrate the new knowledge and skills learned.

Exam Exemptions

High School students will not be required to take a teacher-made final exam in a course in the following situations:

- The student has an average of 90 or above the week prior to the administration of the exam and has no more than 2 unexcused absences in the class; OR
- The student has an average of 80 or above the week prior to the administration of the exam and has no more than 1 unexcused absence in the class.

Academic Difficulty of Courses

Future Ready Core courses are taught at different levels of academic difficulty. Course selections contribute to earning quality points and establishing a student's class rank. AIG students and advanced students accelerated in middle school should take the most rigorous course level aligned to the high school graduation requirement and their post-secondary goals. Recommendations are made by subject area teachers for students prior to registration. Students who wish to take a higher level course than recommended should consult with the school counselor.

College Prep: includes College Prep (CP) and most Career and College Promise CTE pathway courses- Course content, pace, and academic rigor follow the North Carolina Standard Course of Study guidelines with content enrichment where appropriate.

Honors: includes Honors (H) and Project Lead the Way (PLTW) courses. Course content, pace, and academic rigor place high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study Guidelines. These courses demand greater independence and responsibility than College Prep (CP) courses. This level or higher is suggested for competitive college admission.

UCPS requires documentation of the rigor of honors level courses. UCPS has developed extensive guidelines which include course pacing, enrichment topics and higher levels of assessment in order to meet the requirement. Students enrolling in an Honors Level course must understand and be prepared to meet these academics standards.

Advanced: includes Advanced Placement (AP), Career and College Promise College, Transfer Pathway (CCP CTP), and International Baccalaureate (IB) courses. Course content, pace, and academic rigor are college-level as adopted by the College Board and International Baccalaureate Organization.

Advanced Placement (AP) courses are college-level courses that follow curricula determined by The College Board. Course content, pace, and academic rigor are geared to prepare students to take the AP test. Nearly all colleges and universities in the nation offer college credit to students who score at certain levels on the individual AP examinations. Students enrolling in AP courses should be prepared to devote adequate time to college-level homework, reading, and independent study. Most AP courses are taught year-long with honors credit awarded the first semester and AP credit awarded the second semester. Because AP courses carry extra quality points, students are expected to take the AP exam and complete the portfolio component (if applicable) for each course in which they are enrolled. Should a student elect not to take the AP exam or finalize the portfolio (if applicable), the final course grade will drop to the next lowest letter grade. For example, a student earning a grade of A (5 weighted quality points) in the AP class, but not taking the appropriate AP exam or finalizing the portfolio (if applicable), will earn a grade of B (4 weighted quality points).

The AP exams are given at each high school in the spring semester for courses taught at the specific school. AP exam dates are determined by The College Board and are published well in advance. Students enrolling In AP courses will be tested on the dates established by The College Board. A student that fails to take the AP exam on the scheduled date may incur a fee if they take the exam on an alternative/make-up date. For more information on AP exams and fees, please visit (https://apstudent.collegeboard.org).

Not all courses taken through a community college will qualify for accelerated quality points or GPA. Speak with your counselor before registering for courses.

Suggested Courses for Academically and Intellectually Gifted (AIG) Students

Students identified as AIG have more than likely taken courses in middle school that provide high school credit. This places the AIG student on an accelerated pathway and provides an opportunity for students to make different choices when compared to same-aged peers.

It is recommended that (AIG) students take the highest level courses throughout high school. Coursework should be selected based on the student's postsecondary goals. Choices include honors, Advanced Placement (AP), International Baccalaureate (IB), and Career and College Promise courses (North Carolina's dual enrollment option). Advanced Placement and International Baccalaureate courses include national tests. A combination of strong national test scores, strong grades and extracurricular activities can improve a student's standing as it relates to college admissions.

AIG students can apply to special schools in North Carolina such as Governor's School and the North Carolina School for Science and Mathematics. UCPS shares information with families when the application processes open.

A planning document is available on the UCPS AIG Department website to assist families with the course selection process. For more information talk to your school counselor.

Weighting of Grades and Class Rank

Union County Public Schools utilizes a system of weighting courses (also known as quality points) when determining class rank. This system indicates the degree of difficulty of the courses. Class rank will be calculated with the student information system computer system using grade point averages based on the Weighting of Grades scale below.

Table 1: Grading Scale

Grade	Numerical Value
A	90-100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Table 2: Weighting of Grades (Quality Points)

Grade	College Prep	Honors	Advanced
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0

Please note that final marks of FF (Failure Due to Attendance) will be computed in the grade point average and the student ranking process as a course attempted and failed. The following marks will not be computed in the grade point average and the student ranking process:

WP	Withdrawn Passing
P	In a Pass/Fail Course
CDM	Credit by Demonstrated Mastery
AUD	Audited Course

Incomplete Grades

Incomplete grades are assigned at the principal's discretion when students have not completed all assignments and/or have an insufficient number of grades to determine a final grade. Students should work with the instructor to complete assignments to finalize the grade as soon as possible.

Courses Awarded Pass-Fail Credit

Students will be permitted to enroll in one (1) elective course per school year on a Pass/Fail basis. The course may be in addition to courses that use only a Pass/Fail grading system, i.e. Credit by Demonstrated Mastery. However, *the student must decide within the first ten days* if the course is to be taken on a Pass/Fail basis. Should a student earn a mark of F in a Pass/Fail course, the grade will be calculated in the student's GPA and class rank. North Carolina Academic Scholars may

not enroll in a required course on Pass/Fail basis. Graduation requirement courses cannot be taken Pass/Fail unless the student is taking credit recovery. See your counselor to get a Pass/Fail form. It must be completed prior to registering for courses. Also, see your counselor to understand how Pass/Fail courses impact college admission. This does not apply to CCP courses, other courses taken through an institution of a higher education or other educational entities.

Retaking Courses Previously Failed for Grade Replacement

The term "repeating a course for credit" refers to a UCPS high school course repeated via any delivery method or at any academic level (when the entire Standard Course of Study for that course is being taught to the student for a second time). For example, if a student failed Math 1 Honors, the course could be retaken at the Math 1 College Prep level. (NCSBE Policy CCRE-001, GS 115C-8) A student wishing to "repeat a course for credit" will receive a grade and take the associated End-of-Course (EOC) test, or local final exam. Those students who have already made a Level III, IV or V on the associated EOC test may elect to either retake the EOC or use the previous passing EOC score as 25% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade. Upon completion of the repeated course, the original grade earned shall be replaced by the new grade. The new grade, rather than the original grade, will then be factored in when computing GPA. All EOC tests administered for a repeating course must be administered during the NCDPI specified testing window.

Retaking Courses Previously Passed for Grade Suppression

A student must request permission from the school administration to grade suppress by the 10th day of the course. When repeating a previously passed UCPS high school course, students will only earn credit toward graduation, and graduation requirements, once. A student may only repeat one course per academic year and must complete the entire course as well as take the state administered or local final exam. The course may be retaken via any delivery method, but the academic level must remain the same. Summer is considered part of the previous school year. Once this approval is given, the original course cannot be used as a prerequisite for the next course in the sequence. Courses cannot be retaken out of sequence and must be retaken at the semester following the one in which the course was completed or if space does not permit, at the next available opening. Upon completion of the repeated course, the original grade earned shall be replaced by the new grade. The new grade, rather than the original grade, will then be factored in when computing GPA. Students shall consult their school counselor if considering retaking a course. This may not apply to CCP courses, other courses taken through an institution of a higher education or other educational entities.

Credit Recovery

The term "credit recovery" refers to a block of instruction that is less than the entirety of the Standard Course of Study for that course. The length of a credit recovery course shall be dictated by the skills and knowledge the student needs to recover and not be a fixed length of seat time. The original record of the course being completed and failed will remain on the transcript. The student will receive a grade of Pass or Fail for each credit recovery course. The P/F earned through credit recovery will not affect the student's GPA. Any EOC test associated with the credit recovery course may be administered no later than 30 days upon the completion of the credit recovery course. (GCS-M-001). A final WF (Withdrawn Failing) mark does not qualify for credit recovery. In order to qualify for credit recovery, a student must have taken the course in its entirety, including the final exam, and must meet the minimum average.

Students interested in participating in college athletics at an NCAA school should be aware that courses passed through credit recovery rarely count towards the required number of core courses required by the NCAA.

Summer Credit Recovery

Summer Credit Recovery classes are offered at UCPS High Schools using online instruction. High school students who have not successfully completed the number of units in core courses (English, Math, Science, Social Studies) required for promotion to the next grade level or for graduation are eligible for summer credit recovery at their home school. The exact courses to be taught will depend upon student need and computer access. Students shall consult their school counselor for more information.

Graduation Honors

Honors designations will be used for all graduating seniors in Union County Public Schools. Note: The remainder of the top 10% of graduates, if not accounted for in the categories below, may be designated as “honor graduates”.

Weighted GPA	Designation
4.25 and higher	summa cum laude
4.0 to 4.24	magna cum laude
3.75 to 3.99	cum laude

Academic Letter Guidelines

Students who meet the following qualifications will be awarded a letter equal to those given for outstanding athletic performance, except that these letters will be embossed with a gold-colored lamp of learning. Letters will be awarded at the conclusion of each academic semester. The letters will be purchased with Central Services funds approved by the Board of Education. Students who meet the qualifications more than once will be awarded a gold bar to pin on the letter for each semester during which they meet the qualifications. Students who are awarded letters will have an opportunity to purchase jackets and sweaters on which to wear the letters.

Requirements for earning an Academic Letter:

- The student must be in the 9th, 10th, 11th, or 12th grade.
- The student must have an overall semester average of 90, computed by averaging the grades received in all courses in which the student is enrolled. The student may earn no semester grade less than “85” to be considered.
- In determining overall average and minimum grade requirements for students taking AP courses, five (5) points should be added to the numerical grade received for the semester for each AP Course.

Academic Recognition

- Honor Rolls - listings may be published in local newspapers at publisher’s discretion. Honor rolls at the high school level include the A Honor Roll which is made up of students that receive an A for each class receiving a grade during the six week period*, and an A/B Honor Roll which is made up of students who receive only As and/or Bs in each class receiving a grade during the six week period*.
- Honor Society - organization for students meeting certain achievement, leadership, and character standards.
- Junior Class Marshals - participate in graduation activities. Five percent of the junior class or a minimum of ten students will be selected to serve as marshals (whichever is greater). The students will be chosen from those having the highest grade point average. For example, class rank will be determined using the 4.0 quality point weighted scale at the end of the fifth grading period, and marshals will be those students with the highest grade point average. In case of a tie for the last marshal, all students involved in the tie will be selected.
- Rank in Class - Used for college transcripts, scholarship applications, and determining junior class marshals
- Grade Point Average - determined by procedures required by the North Carolina State Board of Education; used for college transcripts and for calculating rank in class, eligibility for high school athletics, etc.
- A Valedictorian and Salutatorian will be recognized by each high school.

*Students taking North Carolina Virtual Public School courses may not receive a grade for the first six weeks marking period.

Transfer Credit

Students transferring courses from grades nine through twelve will receive the units of credit listed on their transcript. Transfer credit will be weighted according to what is offered in Union County Public Schools. Guidelines are listed below to assist in determining appropriate transfer credit for students.

The guidelines for students transferring from Traditional to Block scheduling at the end of the first semester are as follows:

1. The principal of the receiving school may approve ½ unit of credit for every 1-unit course passed first semester. Traditionally, the state of North Carolina does not issue ½ units. In order not to harm the student's GPA, these incoming ½ units may be entered on a pass/fail basis. When possible, every attempt shall be made to award full credits.
2. Transfer credits should be recorded as one of the following:
   - Special Interest English (S)
   - Special Interest Math (S)
   - Special Interest Science (S)
   - Special Interest Social Studies (S)
   - Health/PE Elective (S)
   - Exploratory Foreign Language (S)
   - Arts, Career/Technical, and Miscellaneous electives
3. Any courses taken and failed at the end of the first semester at the previous school will receive no credit and no penalty at the receiving school as the student might have passed by the end of the year on a traditional schedule. The course and the grade will be recorded on the transcript, but will not count against the student's GPA or class rank. Students shall consult their school counselor for additional clarification.

The guidelines for students transferring from Traditional to Block scheduling in the middle of a semester are handled on a case-by-case basis in the best interest of each student with principal approval. This could range from audit only to partial credits, depending on the status of student and courses available.

Assignment of Home School Credit

A parent/legal guardian desiring to enroll a student in a Union County school who has previously been enrolled in a home school shall provide the following written documentation to the principal of the school in the attendance area where the student is domiciled:

- Attendance Record
- Immunization Record
- Results of the most recent nationally standardized test administered by the home school. The test must include the subject areas of English grammar, reading, spelling, and mathematics.
- A description for each course completed while enrolled in the home school
- Homeschool Transcript

The principal shall use the above information to determine grade placement and which courses taken in the home school will fulfill requirements necessary to earn credit for a high school course. To assist the high school principal in determining if credit can be awarded for certain courses, he/she may require students to take appropriate end-of-course tests. A summary of the basis for the grade placement or course credit should be placed in the student's record.

The following guidelines should be considered in awarding high school credit for home school credits:

- Must meet same standards other students have to meet
- May require EOC or teacher-made test for credit
- Advanced credit will not be awarded
- Require numerical grades
- Award no more than eight units of credit for one year

Student Daily Life, Processes & Procedures

Attendance

Students are expected to adhere to the UCPS attendance Policy 4-1 which can be found at (http://go.boarddocs.com/nc/ucps/Board.nsf/goto?open&id=CPFTY37542F1). Credit may not be granted for classes when student absences exceed 7 days for a semester course (14 days for a year long course). The maximum number of absences will include lawful, unlawful and out-of-school suspension absences. Parents and students who believe they have extenuating circumstances should reach out to their school. Online courses taken during the school day as part of the student's block schedule will have attendance taken at the school. (This includes but is not limited to: UCV, CCP, APEX, Credit Recovery and NCVPS.) Attendance will be taken in all classes.

College visits

Students are urged to use teacher workdays and other school holidays as an opportunity to visit college campuses. In the event a student uses a regular school day as a college visit, it will count as a lawful (excused) absence. College visits (up to two per academic year in both the Junior and Senior year once the student provides verification of the visit) and scholarship interviews will be excused.

Attendance Recovery

Students who have a chance to pass academically but are in danger of failing due to absences will be the target population for attendance recovery. Schools will have the flexibility to conduct recovery opportunities as needed and students should contact the principal for more information. Policy 4-1 can be found at (http://go.boarddocs.com/nc/ucps/Board.nsf/goto?open&id=CPFTY37542F1).

Attendance for Extra-Curricular Activities

Students are expected to attend school consistently to fully participate in all aspects of high school life. Extra-curricular activities are an important part of the high school experience. In order for students to participate in these activities attendance in school is expected. Co-curricular (activities that are part of the curriculum requirements) activities will be handled through principal discretion. The following daily attendance requirements must be met for a student to be able to participate in extra-curricular activities:

- Must be in attendance at least 75 minutes of each class period to be counted present
- Must be counted present in no less than 2 classes on the day of the activity

Athletic Eligibility Requirements

Students must meet the following requirements in order to be eligible to participate in high school athletics:

- Must have been in daily attendance 85% of the previous semester
- Must have passed (70) percent of the courses taken in the preceding semester; and
- Meet all UCPS standards to be on track to advance to the next grade level or graduate within the next calendar year.

A student who is promoted from the eighth grade automatically meets course requirements for the first semester of the ninth grade.

Progress Reports

It is recommended that parents access their student's grades in the student information system parent portal. Please contact the school if assistance is needed in accessing the student information system parent portal. Communication with parents during the grading period, in addition to the formal report cards, is encouraged for all students and expected for students not working at a "C" level or above. Such contact may include one or more of the following: scheduled parent-teacher conferences; written notes/letters to parents; telephone calls; progress reports; and samples of students' work. Teachers should maintain a written record of pertinent conferences and other significant communications with parents. While we recognize Canvas may publish grades in real time, the student information system is the authoritative source for student grades. Please contact your individual high school to determine the procedures for home-school communication.

School Counseling Services

School counselors recognize their primary obligation for confidentiality is to the student but balance that obligation with an understanding of the family or guardians' legal and inherent rights to be the guiding voice in their children's lives (ASCA Code of Ethics).

- The role of the school counselor in regards to confidentiality is:
- To support the student's right to privacy and protect confidential information received from students, the family, guardian and staff members
- To explain the meaning and limits of confidentiality to students in developmentally appropriate terms
- To provide appropriate disclosure and informed consent regarding the counseling relationship and confidentiality
- To inform students and the family of the limits to confidentiality when: student poses a danger to self or others, court ordered disclosure, consultation with other professionals in support of the student, (i.e. colleagues, supervisors, treatment teams, and other support personnel)

- To keep personal notes separate from educational records and not disclose their contents except when privacy exceptions exist
- To seek guidance from supervisors and appropriate legal advice when their records are subpoenaed
- To assert their belief that information shared by a student is "confidential" and should not be revealed without the student's consent
- To adhere to all laws protecting student records, health information, and special services (i.e., HIPAA, FERPA, IDEA).

The counseling program is a service in which all school personnel participate in varying degrees to assist students in developing effective educational, vocational, and social/personal goals as mature and responsible citizens. Guidance has been defined as "the effort of the faculty, counselors, and school administration to help students help themselves." Guidance provides students and others with opportunities to openly and honestly communicate needs, evaluate self, receive feedback, explore alternatives, establish values, and make decisions. School counselors are individuals who should not be expected to act as judges or evaluators. They differ from teachers and administrators as well as parents in this respect. They are not responsible, as are teachers, for seeing that students meet standards of achievement in given areas, but they assist in providing growth-producing climates that help all students reach their potential. Counselors are asked to maintain a confidential relationship with each student and with parents, teachers, or community resource personnel as they work to enhance the guidance program as an integral part of the total education program. The counselors will be more useful to students for such help if the students get to know their counselor early in their school career.

The counselor may be contacted in:

- Seeking information regarding educational or career development, offerings and requirements that lead to economic independence
- Exploring individual interests, skills, and needs that contribute to career satisfaction
- Developing personal values, decision-making skills and an appreciation of individual differences

For more information about Senate Bill 49 - Parent Bill of Rights visit https://www.ucps.k12.nc.us/Page/11083.

Class Size

Generally, academic classes may not be taught with fewer than 15 students and career/technical classes may not be taught with fewer than 12 students. Exceptions may be considered based on the nature or level of the courses, the total daily contacts for the teacher, and impact on other class sizes. Special permission may be given to principals by the Superintendent or designee to operate classes with less than the stated minimum.

Class Adjustment Procedure

If more students register for a class than can be enrolled due to maximum class size limitations then a random method of selection will be used to determine class assignments. In these cases, the upperclassmen will be given first priority, except in cases where specific grades or class levels should be given priority due to the nature of the class.

Scheduling

High School Courses Taken at the Middle School

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

Students transferring to UCPS from an out-of-state middle school with high school credit listed on their transcripts will be given credit for the high school courses meeting North Carolina graduation requirements and North Carolina State Board of Education Policy. No other credit will be awarded.

Changing or Withdrawing from Courses

Students are expected to choose courses carefully at the time of registration to minimize the need to request schedule changes. Students may request a schedule change before the start of school or within the first 5 days of the semester by completing the appropriate forms available through the school counseling office. All schedule changes are subject to approval by parents and school staff and are dependent on the rationale for the change and the available space in other classes. Teachers and school counselors may request a schedule change for a student within the first 10 days of a semester. All schedule changes, including work-based learning experiences, made after the first 5 days (or 10 days for teacher/counselor recommended changes) will be designated as a WP (withdrew passing) or a WF (withdrew failing) in the student's record for the class being dropped. A course dropped before its completion will receive no credit. Refer to page 9 for withdrawing from a CCP course.

Auditing Classes

At the time of registration and with a school counselor's approval, students may request to audit a specific course. The decision to take a course as an audit must be made within first 10 days of the semester. No credit will be awarded to a student auditing a course. In special circumstances, students transferring into the school system may audit courses without having the courses count toward their maximum potential. Principals will review a transfer student's transcript for approval. The grade will be reported as an "audit" and will not be computed in the grade point average or class rank.

Early Graduation

In order to be considered for graduation at the end of the Junior year, students and parents will meet with the student's school counselor prior to beginning the application process for early graduation. Students applying for early graduation will meet all graduation requirements and must follow the guidelines outlined below:

- The application with parent signature must be filed with the school principal no later than the first 10 days of school in the junior year. The application can be accessed from the UCPS High School Education website.
- The school principal will appoint a standing committee each year to examine all requests for accelerated graduation and make a final recommendation as to the validity of the request. School level recommendations for early graduation are subject to approval by the Assistant Superintendent of Academics.

Factors to be considered and conditions of Early Graduation requests include:

- The stated reason(s) why permission for accelerated graduation is being requested.
- The academic qualifications of the applicant. It is recommended that the student have a "B" average. Eighth grade test data and high school end-of-course test data should reflect an achievement rate at or above grade level.

The committee established, as stated above, shall render its recommendation on the request no later than 20 days after the submission date. If denied, the committee will justify the decision in writing to the parent or guardian of the student, with a copy provided to the school principal. In the event of a negative ruling, the parties making the request will have the right to appeal the decision by first meeting with the high school principal and then submitting an appeal in writing to the Assistant Superintendent of Academics within 10 school days of the committee's decision.

In order for Seniors to be considered for mid-year graduation students and parents will also meet with the student's school counselor prior to beginning the application process for early graduation follow the guidelines outlined below:

- The application with parent signature must be filed with the school principal no later than the first 10 days of school in the senior year. The application can be downloaded from the UCPS High School Education website.
- The school principal will appoint a standing committee each year to examine all requests for accelerated graduation and make a final recommendation as to the validity of the request. School level recommendations for early graduation are subject to approval by the Assistant Superintendent of Academics.

Factors to be considered and conditions of Mid-Year Graduation requests include:

- Student must have a clear academic plan.
- Plan must be reviewed and approved by school administrators.
- Student will not be eligible to participate in any year-round extracurricular appointments or offices.

- Student will not be eligible to participate in any extracurricular activities during the second term excluding the Senior Prom and Graduation.
- Diploma will be awarded in June.
- Any exceptions will be determined on a case-by-case basis with the approval of the counselor, principal, and Superintendent or designee.

The committee established, as stated above, shall render its recommendation on the request no later than 20 days after the submission date. If denied, the committee will justify the decision in writing to the parent or guardian of the student, with a copy provided to the school principal. In the event of a negative ruling, the parties making the request will have the right to appeal the decision by first meeting with the high school principal and then submitting an appeal in writing to the Assistant Superintendent of Academics within 10 school days of the committee's decision.

4th Year Flex Day Program

A 4th year student who is in good standing, is on track for graduation and needs less than 8 credits to graduate may opt to apply for flex day.

If a student enters his/her 4th year with a minimum of 24 credits, the principal is granted the flexibility to offer the remaining credits during both the fall and spring semesters. Principals are advised to offer courses required for graduation during the fall semester.

- Application for and approval of flex day must be made within the first 5 days of the semester.
- Necessary courses must be completed in sequential order during the day (Periods 1, 2, 3 or 2, 3, 4). For example, students may not leave midday and return for 4th block class.
- Student must provide his/her own transportation.
- If a student wishes to return to school grounds after the end of the school day for after-school activities, principal approval is necessary. This does not apply to night events.

Flex day is available for school-sponsored athletic participants during the second semester. It will be the principals' discretion as to whether an athlete may be offered flex scheduling during the first semester.

Students considering applying to a four-year college shall discuss with their school counselor how a flex schedule could impact potential college admissions.

Fifth Year Seniors and Returning Students

A student who has completed four years of high school, but has not completed the required number of courses for a certificate or a diploma, may return to high school as a full-time student up to the age of twenty-one (21). A fifth year senior will have the same maximum potential as a fourth year senior taking the normal course load each year. The principal and Assistant Superintendent of Academics must approve any exceptions. Any student who has received a certificate may return to high school for a diploma as described above. A fifth year senior may take a modified schedule of less than four classes.

OCS students who have completed all graduation requirements of the Future Ready Occupational Course of Study except the competitive hours of employment may choose not to exit high school and instead return in the fall semester to complete the competitive hours of employment requirement with the assistance of school personnel. This option is available to OCS students who have not yet reached their 22nd birthday.

Student Assistants

Seniors may apply to serve as assistants to teachers. No academic credit will be awarded. The principal may assign additional student assistants to the principal's office and to the counseling department. While enrolled as a student assistant, failing one class will result in the loss of a driver's license for the student.

International Exchange Students

Union County Public Schools encourages global connections through recognized student exchange programs. In order to best serve the visiting international student, a high school can accept a maximum of five students. Exceptions occur only under unusual circumstances and with the approval of the principal and superintendent or designee. International students attending during their senior year will be allowed to participate in senior activities, excluding graduation, and will not receive a North Carolina diploma. The exchange student is eligible to participate in athletics provided they meet the eligibility guidelines. They may also participate in Driver Education but are not eligible to receive a North Carolina Driver's License.

The placement of international exchange students is coordinated through the student assignment office in collaboration with the principals and will only be considered by traditional high schools.

Pregnant and Parenting Students

Pregnant and parenting students shall receive the same educational instruction or its equivalent as other students. School administrators and/or counselors may provide programs to meet the special scheduling and curriculum needs of pregnant and parenting students.

To be better able to serve the needs of pregnant and parenting students, students are encouraged to discuss their situation with the school nurse, counselor and the principal on a confidential basis so that an educational plan can be established for the student. A pregnant student may remain in the regular school setting as long as they are physically able and desire to do so. Pregnant students are encouraged to continue their education through counseling and provision of regular or alternative programs as needed. The principal and/or counselor will discuss instructional alternatives with the student. Students are responsible for making up missed work under the same attendance guidelines as other students, but are encouraged to work with their individual teachers and/or other school personnel as necessary to be able to complete the work and keep high school graduation plans on track.

Driver Education

The UCPS Driver Education course involves 30 hours of online classroom work via Canvas modules and a minimum of 12 hours of Behind the Wheel instruction in the vehicle (6 hours driving and 6 hours observing). UCPS's Driver Education course is completed online through the Canvas platform. Students must have access to the internet to take the online course. There are 7 modules and a final exam that students complete. (Modules are to be completed outside of the regular school day.) The Driver Education online course is usually 3 weeks in length and will take 30 hours to complete. Behind the Wheel instruction usually occurs 2-3 months after the passing of the final exam and eye-screening. Behind the Wheel instruction is prioritized within a class by birthdate. Older students will be contacted first.

Enrollment is open to any student who attends a public, private, charter, or home school registered in Union County and meets the eligibility requirements. In order to be eligible to enroll in the UCPS Driver Education program, an individual must meet the following requirements:

- Attending a school* (public, private, charter, or home school) registered within Union County. Union Academy will serve charter, private, and home school students. Residency in Union County does not determine Driver Education enrollment eligibility; the county in which the school that the student is registered in and attends, is the determining factor.
- Be 14 ½ on the first day of class. A student over 18 who attends school in Union County is eligible for the classroom portion but must secure a Learner's Permit from DMV before they are eligible to complete the driving portion of the class. (An 18 year old can go directly to the DMV and get their driver's license without completing a Driver Education Course.)
- Have not previously enrolled in the UCPS Driver Education program (or in any school district in NC). Students who have dropped out of school or who have enrolled in driver education previously or did not take the class for which they were enrolled are not eligible for these classes without special consideration and permission from the UCPS Driver Education Coordinator.

If the student lives in Union County, but attends school outside the county, the student is NOT eligible to receive Driver Education instructional (classroom and behind-the-wheel) training in Union County Public Schools. This includes public (high school and middle school), private, charter, and home schools.

*Middle School students **ARE** eligible to take Driver Education as long as they are the legal age (14 ½ on the first day of class).

Families/students may also contact and utilize a private company at their own expense.

Registration for the UCPS Driver Education course is completed online during a registration time frame and is a two-step process. **There is a $65 registration fee that is due when registering for UCPS Driver Education class. Please read all online registration directions completely. There are registration date parameters and capacity restrictions.** Enrollment in the online course may be limited due to the number of students waiting for the Behind the Wheel portion of Driver Ed. Students that attend a Union County Public School may only register for the Driver Education course for the school they are enrolled and attend (Ex. A student enrolled at SVHS may only register and take Driver Ed through SVHS). Students that attend a private, charter, and home school in Union County may only register for "Other" or "Union Academy" if applicable. If any school/site has reached registration-capacity, another school/site cannot be chosen.

Certificates of Completion are issued by the Driver Education instructor when a student has successfully completed the minimum of 30 hours of classroom instruction, minimum of 6 hours BTW/driving and 6 hours of observation. Students will be given the white copy. A student may then take this certificate to their school's guidance office to request a Driving Eligibility Certificate. (A student must be accompanied by a parent when requesting a Driving Eligibility Certificate.)

What is a Driving Eligibility Certificate?

The NC Driving Eligibility Certificate is an official state document. A Driving Eligibility Certificate is used to verify a student is meeting academic and enrollment expectations for the state of North Carolina and therefore in combination with the other requirements outlined in (§ 20-11 (d) (1), (2), and (3) may obtain either a limited driver's learner permit or a provisional (limited or full) driver's license. Students may obtain a Driving Eligibility Certificate from the school they are enrolled once the student presents the Driver Ed Certificate of Completion and eligibility criteria has been met and verified by the school. If the eligibility criteria has not been met, students are not eligible to receive a DEC from their school. The school's completion of the eligibility form verifies that the student:

- Is enrolled and has not dropped out of school prior to age of 18; and
- Is making adequate academic progress toward obtaining a high school diploma (passing 3 of 4 classes or is passing at least 70% of the maximum of possible courses from the previous semester); and
- Has not had any "Disciplinary action" -- An expulsion (a suspension for more than 10 consecutive days), or an assignment to an alternative educational setting for more than 10 consecutive days for one or more of the following infractions:
    1. The possession or sale of an alcoholic beverage or an illegal controlled substance on school property.
    2. The bringing, possession, or use on school property of a weapon or firearm that resulted in disciplinary action under G.S. 115C-390.10
    3. The physical assault on a teacher or other school personnel on school property.

How long is a Driving Eligibility Certificate valid?

The Driving Eligibility Certificate is valid for 30 days (§ 20-11(n3)).

Who needs a Driving Eligibility Certificate?

A person under age 18 seeking a driver's learner permit or provisional driver's license needs a Driving Eligibility Certificate. A person over age 18 may also need a Driving Eligibility Certificate if the Driving Eligibility Certificate was revoked prior to age 18 due to disciplinary action during high school or community college. (§ 20-11(n1))

Why would a Driving Eligibility Certificate be revoked?

There are three reasons why a Driver Eligibility Certificate could be revoked:

- Dropping out of school Prior to age 18--As of August 1, 1998, any public, private, federal, home-schooled, or community college student under age 18 who does not make adequate academic progress or drops out of school will have their driving permit or provisional license revoked (§ 20-11). Under the Dropout Prevention Guidelines, a dropout student is one who has withdrawn from school before the end of the academic term and whose enrollment

in an educational setting cannot be verified for 30 days. Parents should be notified in writing that the student's Driver Eligibility Certificate will be revoked. Parents may submit a hardship request to the principal or designee to maintain the student's Driving Eligibility status.

- Disciplinary action--Disciplinary action includes an expulsion (a suspension for more than 10 consecutive days) or an assignment to an alternative educational setting for more than 10 consecutive days. (§ 20-11(n1)) for committing one of the following infractions after the student's 14th birthday or during (July 1 of) or after 8th grade:.
  1. The possession or sale of an alcoholic beverage or an illegal controlled substance on school property
  2. The bringing, possession, or use on school property of a weapon or firearm that resulted in disciplinary action under G.S. 115C-390.10 or that could have resulted in that disciplinary action if the conduct had occurred in a public school.
  3. The physical assault on a teacher or other school personnel on school property.
- Not making adequate academic progress--At the end of each semester, students not passing 70% of the maximum possible courses are identified. Parents are notified that the student is not making adequate academic progress and have the option of submitting a hardship request to the principal or principal's designee to maintain the student's Driving Eligibility status. Once a student's license is revoked for failure to make adequate academic progress; the student's academic record will be evaluated at the end of the next grading period for possible reinstatement of the driving license.

Under the Lose Control/Lose License guidelines, the Driving Eligibility Certificate is revoked for one year. Unlike the Dropout Prevention guidelines that end when a student turns age 18, the revocation of a Driving Eligibility Certificate for disciplinary action can extend beyond age 18 if the disciplinary action took place during the time the student was age 17.

More information on the Driver Education Program is available at: (*https://sites.google.com/a/ucps.k12.nc.us/driver-education/home*).

Course Offerings & Descriptions

Students should carefully select courses to be taken. While UCPS will help support and guide students, it is the responsibility of students and parents to make sure they have the correct number and composition of units needed to graduate. If unsure, students should contact their school counselor for assistance. A worksheet to help keep track of courses taken is provided in Appendix II.

Individual courses are listed under major content area headings. Some courses or programs require specialized facilities or personnel and are available only at certain locations. Though most subject areas do have courses that are to be taken in a progressive sequence (e.g. English I should be taken before English II), program area courses are listed alphabetically for ease of use.

Courses are listed indicating the course title and the duration. For example, English I (S), indicates the English I course is taught at the college prep level, one semester long (S) and one unit of credit will be awarded upon successful completion. English I Honors (S), indicates the English I course is taught at the honors level, one semester long (S) and one unit of credit will be issued upon successful completion. Courses that are one year in duration are designated with a "Y".

Future Ready Course of Study

English

In order to graduate from a Union County high school, a student must earn four units of English. These four units are English I, II, III, & IV. The intent of the Standard Course of Study for English Language Arts is to equip students with the level of literacy skills necessary to participate as informed and effective citizens in a democratic society, to experience success in higher education, to function effectively in the world of work, and to realize personal fulfillment.

Advanced Inquiry and Research - Honors (S)

This course serves as a basis for upper-level English courses and AP Language and AP Literature. It is designed to enhance close reading comprehension with increasing text complexity, hone synthesis writing along with documented research skills, build on interdisciplinary informational and literary texts, and prepare students for multimodal presentation skills. With the intention of challenging students to expand their knowledge and skills, this course will prepare students for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible.

AP English Language & Composition (S)

Prerequisite: English III Honors (AP Companion Course)

Advanced Placement English is college-level coursework. Students will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions among a writer's purpose, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will be eligible to take the Language and Composition AP Exam at the end of the year.

AP English Literature and Composition (S)

Prerequisite: English IV Honors (AP Companion Course)

Advanced Placement Literature and Composition is a college-level course. Students will engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. This course is for students who have attained the reading and writing skills generally expected in introductory college courses in composition and literature. Students will be eligible to take the Literature and Composition AP Exam at the end of the year.

AP Research (Y) (Selected Schools)

Prerequisite: AP Seminar

AP Research, the second course in the AP Capstone experience, allows students to deeply explore the academic topic, problem, issue, or idea of individual interest. Students design, plan and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of approximately 4000-5000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

AP Seminar (Y) (Selected Schools)

Prerequisite: English I

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Bible as Literature (S)

Bible as Literature - Honors (S)

The Bible will be studied as literature. Course content will include selections from both the Old Testament and the New Testament.

Creative Writing (S)

Creative Writing – Honors (S)

Emphasis is placed on creative writing for those students with a desire to refine these skills and work with others to improve their creative writing. Students will expand on their powers of observation, imagination, and language and will be exposed to various forms of creative writing in the fields of prose, fiction and nonfiction (i.e. poems, fiction, drama, etc.).

English I (S)

English I – Honors (S)

The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction), which may include influential U.S. documents and one Shakespearean play. Interdisciplinary informational writing as well as documented research and speaking and listening skills will be included along with multimodal presentations.

English II (S)

English II – Honors (S)

Prerequisite: English I or English I Honors

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and

North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play may be included. Interdisciplinary informational texts and literature will comprise the writing, speaking, and listening components of the course along with multimodal presentations. An End-Of-Course test will be administered in English II.

English II Exit Standard (S)

This course is designed to assist students in meeting the English II Exit Standard. The student can take the course first semester as a preparation for the EOC course second semester. The course may also be used after the student completes the EOC course but has not met the exit standard. A student may take this course a maximum of two times for elective credit.

English III (S)

English III – Honors (S)

Prerequisite: English II or English II Honors

English III is an in-depth study of U.S. literature and U.S. literary nonfiction, especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play may be included along with interdisciplinary informational writing and multimodal presentations focusing on speaking and listening skills**.**

English III–Honors (AP Companion Course) (S)

Prerequisite: English II Honors

English III is an in-depth study of U.S. literature and U.S. literary nonfiction, especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play may be included along with interdisciplinary informational writing and multimodal presentations focusing on speaking and listening skills.

English IV (S)

English IV – Honors (S)

Prerequisite: English III or English III Honors

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course may include important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play may be included. Interdisciplinary informational texts and multimodal presentations will encompass the writing, speaking and listening skills**.**

English IV - Honors (AP Companion Course) (S)

Prerequisite: English III Honors

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course may include important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play may be included. Interdisciplinary informational text and multimodal presentations will encompass the writing, speaking and listening skills.

Film and Literature (S)

Film literature is a course based on the standards for English Language Arts and is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literacy techniques and auditory language in film and the limitations or special capacities of film versus text to present a literacy work. Students analyze how films portray the human condition and roles of men and women and the various ethnic or cultural minorities in the past and present .

Introduction to Shakespeare - Honors (S)

Prerequisite: English II

This course is designed to move beyond an introduction to the works of William Shakespeare, including his plays and sonnets. Shakespearean plays are timeless representations of the conflicts, aspirations and struggles of human beings. It is hoped that students' appreciation of the plays both as texts to be read and performances to be enjoyed will increase.

Journalism I (S)

Journalism I – Honors (S)

Prerequisite: Application and Sponsor Approval

Course topics include journalistic techniques, styles of reporting, printing methods, paper layouts, history of newspapers, and studies of outstanding journalists. Class is responsible for the publication of the school paper.

Journalism II (S)

Journalism II – Honors (S)

Prerequisite: Journalism I, Application and Sponsor Approval

The student will master advanced layout and design of desktop publishing, digital imagery, and photo placement. In addition, the student will take on a leadership role with the newspaper.

Journalism III – Honors (S)

Prerequisite: 2 previous semesters of Journalism, Application and Sponsor Approval

Students will be required to publish one article outside the school newspaper and to participate in one writing contest. In addition, the student will take on a leadership role with the newspaper. This course may be taken only once for Honors credit.

Journalism IV - Honors (S)

Prerequisite: 2 previous semesters of Journalism, Application and Sponsor Approval

Students will be required to publish one article outside the school newspaper and to participate in one writing contest. In addition, the student will take on a leadership role with the newspaper. This course may be taken only once for Honors credit.

Modular English (S)

This course is designed to better prepare students for English I and II. The focus of the course is grammar, reading comprehension, and vocabulary. The course is offered first semester to be followed by English I or II second semester. Students scoring below a level 4 on the 8th grade EOG will benefit from enrolling in this course. It may be taken twice for elective credit.

Mythology (S)

Mythology - Honors (S)

Prerequisite: English I

This course will promote cultural awareness in classical mythologies to include ancient civilizations. Students will engage in cultural research, creative presentation, and frequent writing activities.

Speech (S)

The course covers voice projection, articulation, and control through interpretation of literary pieces, political speeches and documents, and media excerpts.

Speech and Debate – Honors (S)

This course is designed to provide opportunities for development of thinking, writing and speaking skills. The curriculum also addresses reading comprehension, vocabulary development and effective oral communication.

Yearbook (S)

Yearbook - Honors (S)

Prerequisite: Application and Sponsor Approval

This course includes planning and production of the school yearbook. Students develop skills in gathering information, writing copy and captions, understanding components of quality photography, copy editing skills, and techniques of headlines. This course can be taken twice for credit.

Yearbook II (S)

Yearbook II - Honors (S)

This course includes planning and production of the school yearbook. Students increase their skills in gathering information, writing copy, headlines, captions, taking photographs, and copy editing. Students also develop leadership skills. This course can be taken twice for credit.

Yearbook III - Honors (S)

Prerequisite: 2 previous semesters of Yearbook, Application and Sponsor Approval

Students master advanced layout and design of desktop publishing, digital imagery, and photo placement. Students will be expected to attend a publisher-sponsored workshop and participate in a leadership role on the yearbook staff. This course may be taken only once for Honors credit.

Yearbook IV - Honors (S)

Prerequisite: 2 previous semesters of Yearbook, Application and Sponsor Approval

Students develop advanced computer skills in the designing and editing of all spreads and are encouraged to assume a leadership role. Students will be expected to attend a publisher-sponsored workshop and participate in a leadership role on the yearbook staff. This course may be taken only once for Honors credit.

Math

In order to graduate from a Union County School, a student must earn four units of math. The North Carolina Future Ready Core Mathematics Graduation Requirements are NC Math 1, 2 and 3 plus a 4th Math

4th Math Recommendations for Students Planning to Attend UNC System Institutions:

- Discrete Mathematics for Computer Science
- AP Precalculus
- NC Math 4
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- Other CCP Math Course

4th Math Recommendations for Students Planning to Attend Other College/Community College/Tech School:

CTE – Single Courses that Equal 1 Full Math Credit:

- AP Computer Science Principles
- Horticulture II Landscaping
- Accounting I
- Accounting II
- Drafting I
- Drafting II Engineering
- Drafting II Architectural
- Carpentry I
- Metals Manufacturing Technology I
- Metals Manufacturing II
- Microsoft Excel
- Culinary Arts and Hospitality I
- PLTW Aerospace Engineering
- PLTW Environmental Sustainability
- PLTW Civil Engineering & Architecture
- PLTW Introduction to Engineering Design
- PLTW Computer Integrated Manufacturing
- PLTW Principles of Engineering
- PLTW Digital Electronics
- PLTW Engineering Design & Development
- Apparel & Textile Production I
- Apparel & Textile Production II

CTE – Pairs of Courses that Equal 1 Full Math Credit:

- Interior Design Fundamentals AND Interior Design Technology
- Masonry I AND Masonry II
- Carpentry II AND Carpentry III
- Electrical Trades I AND Electrical Trades II
- Game Art & Design AND Advanced Game Art & Design

For Students NOT Planning to Attend College/Community College:

- Introductory Mathematics
- Foundations of NC Math 1
- Foundations of NC Math 2
- Foundations of NC Math 3

Occasionally, there may be cause for a student to request exemption from the Future Ready Core Mathematics requirements. A committee review team with principal approval may exempt a student from the Future Ready Core sequence. The decision requires the student to complete NC Math 1 and NC Math 2, plus two other math credits from the options listed above.

Advanced Calculus Topics AB - Honors (S) (AP Companion Course)

Prerequisite: AP Precalculus or Precalculus Honors

This course is an AP companion course to be taken with AP Calculus AB in order to prepare students for the AP Calculus test. Students will explore such topics as functions, integration, applications of differentiation, limits and analytic geometry. NOTE: This course does not count as a fourth math course to enter the university system.

Advanced Calculus Topics BC - Honors (S) (AP Companion Course)

Prerequisite: AP Precalculus or Precalculus Honors

This course is an AP companion course to be taken with AP Calculus BC in order to prepare students for the AP Calculus test. Students will explore such topics as analysis of graphs, limits, derivatives, series of constants and parametric, polar, vector functions. NOTE: This course does not count as a fourth math course to enter the university system.

Advanced Statistics Topics - Honors (S) (AP Companion Course)

Prerequisite: NC Math 3 Honors or NC Math 4

This course is an AP companion course designed to be paired with AP Statistics in order to prepare students for the Advanced Placement Statistics test. Students will explore such themes as probability, exploratory analysis and statistical inferences. NOTE: This course does not count as a fourth math course to enter the university system.

AP Calculus AB (S)

Prerequisite: Advanced Calculus Topic AB

Emphasis of the course is on functions, elements of analytic geometry, limits, differentiation of algebraic functions, applications of differentiation, integration, and trigonometric and exponential functions. This course follows the outline of AB level of AP Calculus. Students enrolled are expected to take the AP Calculus Test.

AP Calculus BC (S)

Prerequisite: Advanced Calculus Topics BC or AP Calculus AB

This course follows the outline of BC level of AP Calculus. Students are expected to take the AP Calculus Test.

AP Precalculus (S)

Prerequisite: NC Math 3 Honors

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other college-level mathematics and science courses.

AP Statistics (S)

Prerequisite: Advanced Statistics Topics

This course introduces the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students observe patterns and departures from patterns, produce and confirm models using probability and simulation. Students enrolled are expected to take the AP exam. Students may receive credit and/or advanced placement for a one-semester introductory college statistics course.

Discrete Mathematics for Computer Science (S)

Discrete Mathematics for Computer Science – Honors (S)

Prerequisite: NC Math 3 or Geometry AND Algebra II

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

Foundations of NC Math 1 (S)

Foundations of NC Math 1 is a preparation course to NC Math 1. Students should enroll in NC Math 1 the following semester. The curriculum includes studying mathematics in the context of the real world, including statistics, solving equations, linear functions, and systems of linear functions.

Foundations of NC Math 2 (S)

Prerequisite: NC Math 1 or Algebra I

This course includes the study of polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. The pace will be slower than regular NC Math 2.

Foundations of NC Math 3 (S)

Prerequisite: NC Math 2

Foundations of NC Math 3 is a preparation course for NC Math 3. Students should enroll in NC Math 3 the following semester. The curriculum introduces advanced functions and algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle.

Introductory Mathematics (S)

The Introductory Mathematics course provides students a survey of preparatory topics for high school mathematics, including study skills and problem solving techniques, simplifying numerical expressions, integer operations, graphs, concepts of variables, concepts of equations and inequalities, pattern recognition, proportional reasoning, and rational numbers. The student's level of mastery of concepts in this course determines the course selection of either NC Math 1 or Foundations of NC Math 1.

NC Math 1 (S)

NC Math 1 - Honors (S)

NC Math 1 is the study of algebraic concepts designed to engage students in a variety of mathematical experiences that include the use of reasoning and problem-solving skills, which may be applied to life situations beyond the classroom setting. This course serves as the cornerstone for all high school mathematics courses; therefore, all subsequent mathematics courses require student mastery of the NC Math 1 content standards. Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

NC Math 1 Exit Standard (S)

This elective course is designed to assist students who have completed the EOC course but did not meet the exit standard.

NC Math 2 (S)

NC Math 2 – Honors (S)

Prerequisite: NC Math 1 or Algebra I

NC Math 2 continues a progression of the standards established in NC Math 1. In addition to these standards, NC Math 2 includes: quadratics, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

NC Math 3 (S)

NC Math 3 – Honors (S)

Prerequisite: NC Math 2

NC Math 3 progresses from the standards learned in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 extends to include advanced functions and algebraic concepts such as: the complex number system, inverse functions, piecewise functions, polynomials, rational functions, trigonometric functions. NC Math 3 also includes the geometric concepts of parallelograms, triangles and circles.

NC Math 4 (S)

NC Math 4 - Honors (S)

Prerequisite: NC Math 3

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

Science

Our goal within science education mirrors the goal outlined in the North Carolina Essential Standards which is to ensure that UCPS produces scientifically literate students. Scientific literacy implies an understanding of the scientific concepts and processes needed for personal decision-making, participation in civic affairs and economic productivity. Scientifically literate individuals have a substantial understanding of scientific concepts and inquiry skills which enable them to continue to learn and think logically.

Three units of science are required for graduation: a physical science (Chemistry, Physics or Physical Science), Biology, and Earth/Environmental Science. AP Environmental Science may be taken in lieu of Earth/Environmental Science to meet graduation requirements. *Students must be on pace for graduation requirements prior to electives.*

Advanced Biology Topics - Honors (S)
(AP Companion Course)

Prerequisite: Biology I Honors and Chemistry Honors

This course is paired with AP Biology to help students design and carry out laboratory experiments and to understand the conceptual framework, factual knowledge and analytical skills necessary for the AP Biology Exam.

Advanced Chemistry Topics - Honors (S)
(AP Companion Course)

Prerequisite/Co-requisite: NC Math 2 Honors or NC Math 2 with teacher recommendation

This course is paired with AP Chemistry to help students design and carry out laboratory experiments and to understand the conceptual framework, factual knowledge and analytical skills necessary for the AP Chemistry Exam.

Advanced Environmental Science Topics - Honors (S)
(AP Companion Course)

Prerequisite: Biology I Honors and a physical science course

This course is paired with AP Environmental Science to help students design and carry out laboratory experiments and to understand the conceptual framework, factual knowledge and analytical skills necessary for the AP Environmental Science Exam.

Advanced Physics Topics - Honors (S)
(AP Companion Course)

Prerequisite: A 4th level math course which requires NC Math 3 as a prerequisite

This course is paired with AP Physics to help students design and carry out laboratory experiments and to understand the conceptual framework, factual knowledge and analytical skills necessary for the AP Physics Exam.

Anatomy/Physiology (S)

Anatomy/Physiology – Honors (S)

Prerequisite (CP): Biology I, Earth/Environmental and a physical science course

Prerequisite (H): Biology I Honors, Earth/Environmental Science Honors and a physical science course

Prerequisite (SVHS Sports Medicine Pathway): Biology I

This course enables students to develop a comprehensive understanding of human anatomical design and function. In this course a variety of lab activities, including dissection, will be utilized to reinforce classroom discussion.

Astronomy and Cosmology (S)

Astronomy and Cosmology – Honors (S)

Prerequisite: Strong background in mathematics recommended

This course entails an exploration of our solar system, galaxy, and the universe in which we live, including investigation of our universe through its history, our future in it, and the laws that govern it. Topics include star life cycles, current research of cosmology and calculations of orbits and gravity.

AP Biology (S)

Prerequisite: Advanced Biology Topics or Biology I Honors and Chemistry Honors

Together the Advanced Biology Topics and the AP Biology courses are designed to be the equivalent of a two-semester college introductory biology. AP Biology concentrates on three general areas: molecules and cells; heredity and evolution; and organisms and populations.

AP Chemistry (S)

Prerequisite: Advanced Chemistry Topics

Together the Advanced Chemistry Topics and the AP Chemistry courses are designed to be the equivalent of a two-semester college introductory chemistry. AP Chemistry concentrates on the following areas: structure of matter; states of matter; reactions; and descriptive chemistry.

AP Environmental Science (S)

Prerequisite: Biology I Honors and a physical science course

The AP Environmental Science course is designed to be the equivalent of a one-semester college introductory environmental science. Topics include: earth systems; population dynamics; natural resources; and global changes.

AP Physics I (S)

Prerequisite: Advanced Physics Topics and/or 4th level math course which requires NC Math 3 as a prerequisite

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics, (including rotational motion); work, energy and power; mechanical waves and sound, and simple circuits.

AP Physics II (S)

Prerequisite: AP Physics I or Advanced Physics Topics

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

AP Physics C: Electricity & Magnetism (S)

Prerequisite/Co-requisite: Advanced Calculus Topics AB, or Advanced Calculus Topics BC, or AP Calculus AB, or AP Calculus BC

Students will explore concepts such as electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. Students will participate in hands-on laboratory work and in-class activities to investigate phenomena and use calculus to solve problems.

AP Physics C: Mechanics (S)

Prerequisite/Co-requisite: Advanced Calculus Topics AB, or Advanced Calculus Topics BC, or AP Calculus AB, or AP Calculus BC

Students will explore concepts such as kinematics; Newton's laws of motion, work, energy, and power; systems of particles and linear momentum; rotation; oscillations; and gravitation. Students will participate in hands-on laboratory work and in-class activities to investigate phenomena and use calculus to solve problems.

Biology I (S)

Biology I – Honors (S)

The curriculum standards focus on inquiry-based instruction in the structures and functions of living organisms, ecosystems, evolution and genetics, and molecular biology. This is a High School Exit Standard Course.

Biology Exit Standard (S)

This course is designed to assist students in meeting the Biology Exit Standard. The student can take the course first semester as a preparation for the EOC course second semester. The course may also be used after the student completes the EOC course but has not met the exit standard. A student may take this course a maximum of two times for elective credit.

Biology II (S)

Biology II – Honors (S)

Prerequisite: Biology I, Earth/Environmental Science and a physical science course

Biology II is designed for students who wish to receive additional preparation for college biology. Topics covered include ecology, taxonomy, microbiology, biochemistry, anatomy, physiology, behavior and genetics.

Chemistry (S)

Chemistry – Honors (S)

Prerequisite/Co-requisite (CP): NC Math 2. Physical Science recommended

Prerequisite/Co-requisite (H): NC Math 2 Honors or NC Math 2 with teacher recommendation

This laboratory course in inorganic chemistry includes inquiry-based instruction related to the properties and changes of matter, conservation and transfer of energy, and interactions of energy and matter.

PLANTS
The Cell
Visualizing Cells
Flush the eye
Chemistry

Current Topics in Science (S)

Prerequisites: Biology I, Earth/Environmental Science and a physical science course

This course is an opportunity to give students more choices in science electives. They will be able to learn about the practical and applicable aspects of various disciplines in science currently used around the world today.

Earth/Environmental Science (S)

Earth/Environmental Science - Honors (S)

The curriculum standards for this course focuses on the Earth: systems, geologic processes, weather, climate and astronomy. Ecological impact, sustainability, conservation, and stewardship are also key elements in this course.

Forensic Science I (S)

Forensic Science I – Honors (S)

Prerequisite (CP): Biology I, Earth/Environmental Science and a physical science course

Prerequisite (H): Biology I Honors, Earth/Environmental Science Honors or AP Environmental Science and physical science course

This course centers around the evidence found at crime scenes and the role of forensic scientists in using this information to solve crimes. Major topics include the history and organization of crime labs, physical evidence, organic and inorganic analysis, toxicology, arson and explosive investigation.

Forensic Science II – Honors (S)

Prerequisite: Chemistry and Forensic Science I

This lab-based course is centered on analytical techniques. Students will perform career explorations researching the training required and job opportunities available for the forensic scientist. They will also analyze current events and the laws governing investigation and trial. Labs include DNA analysis, crime scene reconstruction, blood spatter analysis and preparing and studying casts and molds.

General Science (S)

Prerequisite: Teacher recommendation

This course is for ninth grade students who are enrolled in Foundations of NC Math 1. The major objective is to provide a science elective that will help students improve higher order thinking skills, science process skills, and math competencies such as graphs and formulas before attempting the required high school courses.

Human Biochemistry – Honors (S)

Prerequisite: Biology Honors and Honors Chemistry

This course allows students to study the interrelated concepts of biology and chemistry as they relate to how the human body works. Topics and areas of study include but are not limited to proteins (synthesis and functions), intrinsic and extrinsic immune response, biomaterials, metabolism, genetics and their manipulations, biomolecules, medicine in the body and other chemically controlled biomechanisms. This course may be of particular interest to students intending to pursue a medical degree of some form.

Marine Science (S)

Marine Science – Honors (S)

Prerequisites (CP): Biology I, Earth/Environmental Science and a physical science course

Prerequisites (H): Biology I Honors, Earth/Environmental Science Honors and a physical science course

This course is designed to provide an overview of oceanography and marine biology in a lecture and lab format. Topics include properties of water, marine ecology and the importance of aquatic organisms.

Physical Science (S)

Prerequisite/Co-requisite: NC Math 1

The Physical Science curriculum standards integrate topics from both physics and chemistry in an inquiry-based instructional setting. Topics include: properties and changes of matter, motion and forces, and conservation and transfer of energy.

Physics (S)

Physics – Honors (S)

Prerequisite: NC Math 3, with NC Math 3 Honors strongly recommended for Physics Honors

This is an inquiry-based laboratory course covering topics in mechanics, kinematics, dynamics, energy, work, power, waves and electromagnetism. Physics is an essential course for students planning to pursue a science or mathematics-related major or minor in college.

Social Studies

Students must have four units of social studies to meet North Carolina high school graduation requirements. The requirements are World History, Founding Principals of the United States of America and North Carolina and Civic Literacy, American History. The North Carolina Social Studies Essential Standards offer a sound, thoughtful and defensible curricular framework that is designed to enable all students to acquire the essential knowledge, understanding, and skills needed to be informed, active citizens in the 21st century. *Students must be on pace for graduation requirements prior to electives*.

African-American History (S)

African-American History – Honors (S)

This course places emphasis on African-American history from 1865 to the present. Students will focus on the legal, political, demographic, and economic struggles as well as the contributions that African-Americans have made to society.

American Civil War (S)

American Civil War – Honors (S)

This course examines the time period 1850-1877. Students will focus on political, social, and economic issues as seen from both the Northern and Southern perspectives.

American History (S) – Students entering 2020-2021 and after

American History – Honors (S) – Students entering 2020-2021 and after

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past. Rooted in inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action.

American History I (S) – Students entering before 2020-2021

American History I – Honors (S) – Students entering before 2020-2021

Prerequisite: Civics and Economics – Students entering before 2020-2021

This course begins with European exploration of the new world and concludes with Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. The course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

American History II (S) – Students entering before 2020-2021

American History II – Honors (S) – Students entering before 2020-2021

Prerequisite: American History I – Students entering before 2020-2021

This course examines the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The Essential Standards for this course will trace the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.

American Revolution (S)

American Revolution – Honors (S)

This course focuses on the time period from colonialism through the American Revolution. Students will examine the founding and shaping of the United States. This course is an excellent introduction into U.S. History.

AP European History (S)

Prerequisite: World History

This course surveys European history from approximately 1450 until the present. Students will investigate economic, social, cultural, intellectual, political and diplomatic themes and develop analytical thinking and persuasive writing skills. Students are expected to take the AP Exam following the completion of the course.

AP Government and Politics – Comparative (S)

Prerequisite: Civics and Economics or Civic Literacy or AP Government or Politics - U.S.

This course focuses on various governments throughout the world. Students will investigate a variety of governing philosophies and political relationships. Students are expected to take the AP Exam following the completion of the course.

AP Government and Politics – U.S. (S)

Prerequisite: Civics and Economics – Students entering before 2020-2021

This course presents an analytical view of government and politics in the United States. Students will learn general concepts used to interpret U.S. politics in order to analyze specific examples within our government. Students are expected to take the AP Exam following the completion of the course.

AP Human Geography (S)

This course focuses on the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems. Students are expected to take the AP Exam following the completion of the course.

AP Macroeconomics (S)

Prerequisite: Civics and Economics or Civic Literacy

This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops familiarity with economic performance measures, economic growth, and international economics. Students are expected to take the AP Exam following the completion of the course.

AP Microeconomics (S)

Prerequisite: Civics and Economics or Civic Literacy

This course provides students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students are expected to take the AP Exam following the completion of the course.

AP Psychology (S)

This course introduces the systemic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students are expected to take the AP Exam following the completion of the course.

AP U.S. History (S)

Prerequisite: American History I Honors – Students entering before 2020-2021

This course surveys American history from the colonial period to the present with emphasis on the 19th and 20th centuries. Students will investigate social, cultural, political, and economic trends and how these have impacted the development of the United States. Students are expected to take the AP Exam following the completion of the course. This course will also serve to fulfill the American History II requirement.

AP Modern World History (S)

This course helps students develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies from the year 1200 CE to the present. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. Students are expected to take the AP Exam following the completion of the course.

Bible as History (S)

Bible as History – Honors (S)

This course is designed to give students a historical perspective of the Bible. Students will explore Hebrew history and discuss various topics in light of that history including the founding of the United States government and judicial system.

Civics and Economics (S) – Students entering before 2021-2022

Civics and Economics – Honors (S) – Students entering before 2021-2022

This course provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The Essential Standards for this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics.

Economics and Personal Finance (S) - Students entering 2020-2021 and after

Economics and Personal Finance - Honors (S) - Students entering 2020-2021 and after

The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course supports the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students will be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

Founding Principles of the United States of America and North Carolina: Civic Literacy (S) – Students entering 2020-2021 and after

Founding Principles of the United States of America and North Carolina: Civic Literacy (S) – Honors - Students entering 2020-2021 and after

This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others.

Global Awareness (S)

Global Awareness – Honors (S)

This course is a combination of geography, current events and globalization. Students will study current issues facing different countries and brainstorm sustainable solutions throughout the course. A critical component is to have students correspond and do joint projects with students in other countries through a variety of mediums.

Global Citizen – Honors (S)

Prerequisite: World History

This course offers students the opportunity to become more globally aware of issues around the world and offers the opportunity to help solve them. This course will address some of the world's greatest challenges: extreme poverty and hunger, universal education, gender equality, child mortality, maternal health, HIV/AIDS and other diseases, environmental sustainability, sustainable local economies, armed conflict, and natural disasters, to name a few. Students will familiarize themselves with local leaders and build communication, writing, technological, and political skills. The Honors level of this course will include a 20-hour community service requirement and an oral presentation.

Global Experience (S)

Global Experience - Honors (S)

This course is designed to prepare high school students to engage in an analysis of cultural issues as they develop a broader global awareness. The purpose is to enable students to achieve personal and professional success and is intended to serve students participating in travel-abroad programs. This is an interdisciplinary course intended to help students synthesize experiences and information from many disciplines into an understanding of the world, its peoples and the challenges of the future. Global Experience students will also develop their written and oral communication skills and creativity through a myriad of online collaborative tools. In the event that Global Experience credit is to be awarded for completion of a program outside of the school setting, prior approval must be obtained. Documentation must be provided after the experience showing that approximately 135 hours of seat time occurred and that curriculum standards have been met.

Multicultural Women's Studies (S)

Multicultural Women's Studies – Honors (S)

This course is an introduction to the study of women's issues around the globe. The course compares social, cultural, political, economic, and family issues on a global scale. The course also focuses on the role of women in the workplace, relationships between women and men, the historical basis of female subordination, and movements for social change. Intersections of ethnicity, class, and gender will also be explored.

Psychology/Sociology (S)

Psychology/Sociology – Honors (S)

This is a combination course where students will study both psychological and sociological issues. During the first half of this course the focus will be on psychological concepts and theories including contemporary issues in the field. The course focuses on the systemic and scientific study of the behavior and mental processes of human beings. During the second half of the course students will focus on sociological concepts and current issues. Students will develop a core body of knowledge about human social activity and interaction.

Remember the Holocaust (S)

Remember the Holocaust – Honors (S)

This course explores the origins and consequences of the Holocaust. Students will investigate this topic through examining primary source documents and analyzing the foundations and results of genocide situations. Readings, research projects, essays and class speakers will also be utilized in this class.

The Cold War (S)

The Cold War – Honors (S)

This course studies the direct and indirect battles associated with the post-World War II ideological conflict between the former Soviet Union and the United States and how this has impacted U.S. relations with the global community. The course also looks at other countries, networks and regions such as Iran, Al Qaeda, North Korea, Afghanistan, Latin America, and Iraq who had connections to the Cold War. Relevant lessons of the Cold War are also addressed and a focus is placed on how these lessons can help promote informed judgments by contemporary American citizens.

Turning Points in American History (S)

Turning Points in American History – Honors (S)

This course emphasizes 10-15 key turning points in American History. These turning points are "hinge" events in our nation's history, caused by, and subsequently contributing to, major social, cultural, political, and/or economic events. Turning points chosen for this course will not need to be events that have been popularly discussed in the standard U.S. History survey course. They will be "off-centered" to allow students an opportunity to study, in depth, a potentially fresh topic in United States history.

Twentieth Century America (S)

Twentieth Century America – Honors (S)

This course investigates the development of 20th Century America. Students will survey the economic, political, social, diplomatic and military developments of America in a modern age.

World History (S)

World History – Honors (S)

This course is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and includes details of change over time, historical impact, diplomacy, culture practices and beliefs, as well as economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of: power and authority, change and continuity, human-environment interaction, globalization, cultural diffusion, and individual and group identity.

Elective Courses

Fine and Performing Arts

There are thirteen arts education courses that may have honors versions. Since honors courses were designed as comprehensive courses which embrace diverse knowledge and skills, they should be built upon introductory courses. Therefore, only the level III and IV courses of dance, band, vocal music, orchestra, theatre arts and visual arts will be considered as honors level courses.

General Music

Class Piano (S)

Class Piano II (S)

Class Piano III Honors (S)

Prerequisite: Teacher recommendation

These courses provide students the opportunity to study and develop skills in music reading, rhythm, chords, basic theory, and technical pianistic skills.

Music Appreciation Level (S)

This course is for the non-musician who enjoys listening to music, as well as those with a background of music study seeking information outside of the performance arena. This course explores the role music plays in our lives. Topics to be introduced may include music theory basics, general overview of the history of western music, world music, music/song writing, an overview of legal and ethical considerations in music, and other topics at the instructor's discretion

World Music Drumming (S)

World Music Drumming – Honors (S)

World Music Drumming develops students' listening skills. Students must not only listen for directions but also tones and intonation of the instrument and the part, so as to create a well-balanced, well-blended ensemble. Students also develop improvisational and drumming skills.

Band

Band I Beginner Level (S)

Prerequisite: Audition or at least one year of previous band experience

Band I is designed to give all participants knowledge of their instrument, knowledge of the fundamentals of music theory, and a working knowledge of band literature. Credit is given for each semester the student is enrolled.

Band II Intermediate Level (S)

Prerequisite: Audition or at least one year of previous band experience

This course continues to build on the content learned in Band I. Students will be provided with opportunities to develop and demonstrate appropriate instrumental practices to include the playing of instrumental literature which may include changes in tempo, keys, and meters. Credit is given for each semester the student is enrolled.

Band III Proficient Level - Honors (S)

Prerequisite: Band II or Band Director recommendation

This course will provide students with an understanding of music in relation to styles of music, music periods, composers, and various cultures. Performance difficulty will be at Levels IV - V for honors. Credit is given for each semester the student is enrolled.

Band IV Advanced Level - Honors (S)

Prerequisite: Band III or Band Director recommendation

This course involves the development of highly advanced proficiencies, including sight reading. Honors students will be at a performance difficulty of Level VI music. Credit is given for each semester the student is enrolled.

Jazz Ensemble I (S)

Jazz Ensemble II (S)

Jazz Ensemble III - Honors (S)

Jazz Ensemble IV – Honors (S)

Prerequisite: Demonstrated ability or Band Director recommendation

This course provides students the opportunity to study and perform various styles and periods of jazz. Emphasis is on the development of performance skills and the techniques of improvisation.

Symphonic Band I (S)

Symphonic Band II (S)

Symphonic Band III – Honors (S)

Symphonic Band IV – Honors (S)

Prerequisite: Demonstrated ability or Band Director recommendation

Level 5 performance standards are achieved through the study and performance of Grade 5 and 6 band literatures. Opportunity for solo and small ensemble experience is included. Students develop individual musicianship as well as group performing skills. Marching may be included.

Dance

Dance I (S)

Dance II (S)

Dance III – Honors (S)

Dance IV – Honors (S)

Prerequisite: Audition and teacher recommendation

This course provides students the opportunity to study, create, perform, evaluate, and understand various dance skills, styles, and periods and/or complete a concentration in dance studies to prepare them for further education and/or a career in dance

Theatre Arts

Students in grades 9-12 are encouraged to develop an understanding of theatre in relationship to themselves, their community, and other communication media. Students will also explore theatre as an art form, as a career possibility, and as entertainment. Critical thinking and collaboration are key elements of Theatre Arts.

Musical Theatre (S)

Prerequisite: Audition and interview

This course prepares students for post-secondary instruction and/or a career in musical theatre. Students will review the history of musical theatre, assess different career options, and receive training in audition techniques. The course will also provide instruction on the three elements of musical theatre - song, drama, and dance - and create a framework in which these are blended seamlessly into an individualized performance style.

Play Production Honors (S)

Prerequisite: Theatre Arts II

This course will introduce students to all of the components involved in the production of a play.

Technical Theatre I (S)

Designed to develop knowledge and skills in the technical elements of play production, including theatre management, stagecraft, scene design, theatrical lighting, and music and sound effects.

Technical Theatre II (S)

Prerequisite: Technical Theatre I

This course is designed for students interested in pursuing further study in theatre management.

Theatre Arts I (S)

This course teaches students an appreciation for theatre through academic and practical experience. Students will be exposed to various areas of the theatre.

Theatre Arts II (S)

Prerequisite: Theatre Arts I or teacher recommendation

This course is designed to develop the student's working knowledge of acting, set design, make-up, costume, and directing. The student will build upon fundamental skills and apply them through actual performance opportunities.

Theatre Arts III – Honors (Y)

Prerequisite: Theatre Arts II or Technical Theatre II and teacher recommendation

This course consists of advanced individualized work in a seminar style course with an emphasis on in-depth research, analysis, application, and production.

Theatre Arts IV – Honors (Y)

Prerequisite: Theatre Arts III Honors and teacher recommendation

Course builds on Honors Theatre Arts III and includes student collaboration with directors and designers to develop unified production concepts for informal and formal theatre, film, television, or electronic media productions.

Visual Arts

Advanced Studio Art 2D - Honors (S) (AP Studio Art: 2-Dimensional Design Companion Course)

Prerequisite: Visual Arts II or an approved portfolio

This course is an AP companion to be taken with AP Studio Art 2D in order to prepare students for the AP Visual Arts exam. Students will explore a variety of media and art processes. The work produced in this class will fulfill the breadth section of the AP art portfolios.

Advanced Studio Art 3D - Honors (S) (AP Studio Art: 3-Dimensional Design Companion Course)

Prerequisite: Visual Arts II or an approved portfolio

This course is an AP companion to be taken with AP Studio Art 3D in order to prepare students for the AP Visual Arts exam. Students will explore a variety of media and art processes. The work produced in this class will fulfill the breadth section of the AP art portfolios.

Advanced Studio Art: Drawing - Honors (S) (AP Studio Art: Drawing)

Prerequisite: Visual Arts II or an approved portfolio

This course is an AP companion to be taken with AP Studio: Drawing in order to prepare students for the AP Visual Arts exam. Students will explore a variety of media and art processes. The work produced in this class will fulfill the breadth section of the AP art portfolios.

AP Art History (S)

Prerequisite: Visual Arts I or teacher recommendation

The AP Program in Art History is intended for highly motivated students who are interested in the study of art history. All students will be expected to participate in the AP Art History Exam.

AP Studio Art: 2-Dimensional Design (S)

Prerequisite: Visual Arts II or an approved portfolio

This course involves two-dimensional design that involves purposeful decision-making about how to use art elements and principles. It is intended for highly motivated students interested in the study of art. Students submit actual works and digital images of works for 2D Design Portfolios.

AP Studio Art: 3-Dimensional Design (S)

Prerequisite: Visual Arts II or an approved portfolio

This course involves three-dimensional design that is intended to address a broad interpretation of sculptural issues in depth and space. It is intended for highly motivated students interested in the study of art. Students submit digital images of the art works they created as well as an artist statement in which they describe ideas investigated and explain how the ideas evolved as they created their body of work.

AP Studio Art: Drawing (S)

Prerequisite: Visual Arts II or an approved portfolio

The AP Program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. The three main areas of focus are quality of students' work, concentration on a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive means of the artist. Students submit actual works and digital images of works for the Drawing Portfolio.

Computer Art (S)

Prerequisite: Visual Arts II or an approved portfolio

Students will explore digital art, 3D-animation and design using electronic media. Students will develop personal imagery focusing on the computer and relevant graphics software to resolve assigned problems.

Photography I (S)

Prerequisite: Visual Arts I or teacher recommendation

This course provides academic credit for students in the area of photography (for example, students who take and process pictures for the newspaper and the yearbook). It is also designed for those who want to pursue photography as an art form.

Photography II (S)

Prerequisite: Photography I and Visual Arts I

Students learn and study the basics of photography composition in Photography I plus some computer-based photo manipulation. Photography II would enable interested students to hone their skills using software for photo manipulation.

Pottery/Ceramics I (S)

Prerequisite: Visual Arts I

This course offers an introduction to clay involving hand-building and wheel techniques. Glazing procedures and their decorative quality will be studied as well as the history of clay with an emphasis on North Carolina pottery.

Pottery/Ceramics II (S)

Prerequisite: Pottery/Ceramics I

This course is a more advanced study of hand-building and wheel techniques. The student will demonstrate a greater mastery of clay. Students will also research the common characteristics of world cultural/ethnic groups.

Printmaking I (S)

Prerequisite: Visual Arts I

Printmaking explores various printing methods including relief, lithography, monoprinting, embossing, and screen printing. History of printmaking and numerous printmakers will be studied.

Printmaking II (S)

Prerequisite: Printmaking I

Printmaking II allows students to demonstrate advanced knowledge of the subject. Students will study various printmaking techniques and cultural groups.

Visual Arts I (S)

This is the foundation level for art study.

Visual Arts II (S)

Prerequisite: Visual Arts I or approved portfolio review or teacher recommendation

This course builds on the foundation of knowledge developed in Visual Arts I. Students research art and artists to gain knowledge and understanding of past and present art forms.

Visual Arts III – Honors (S)

Prerequisite: Any second level visual arts course or approved portfolio review or teacher recommendation

This course provides knowledge of the arts in relation to culture, history, other disciplines and careers. Art history, criticism, and aesthetics will be studied in order for students to develop a personal art philosophy.

Visual Arts IV – Honors (S)

Prerequisite: Visual Arts III Honors and teacher recommendation

Students will develop, clarify, and apply their philosophy of art through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. A portfolio evidencing high quality and understanding of personal art forms is developed and refined.

Music Theory

Music Theory (S)

Music Theory – Honors (S)

This course will develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score.

AP Music Theory (S)

AP Music Theory (S) Prerequisite: Music Theory

This course introduces the student to musicianship, theory, musical materials, and procedures. It integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, although they may be taught as separate classes. The student's ability to read and write musical notation is fundamental. It is also strongly recommended that the student will have previously acquired at least basic performance skills in voice or on an instrument

Vocal Music

Students participating in the vocal music program will have the varied course options listed below. Honors credit is available for the third and fourth level in each of the courses.

Concert Chorus I (S)

Concert Chorus II (S)

Concert Chorus III – Honors (S)

Concert Chorus IV – Honors (S)

Prerequisite: Audition, application or teacher recommendation

This is an advanced choral performance group with emphasis on advanced choral technique and performance in concerts, contests, and choral festivals. Standards include the following: technique, theory, sight reading, and mandatory practices and performances.

Ladies' Chorus I (S)

Ladies' Chorus II (S)

Ladies' Chorus III – Honors (S)

Ladies' Chorus IV – Honors (S)

Prerequisite for Ladies' Chorus II-IV courses: Previous level course or teacher recommendation

This is a performing choral class composed of soprano and alto singers.

Men's Chorus I (S)

Men's Chorus II (S)

Men's Chorus III – Honors (S)

Men's Chorus IV – Honors (S)

Prerequisite for Men's Chorus II-IV courses: Previous level course or teacher recommendation

This is a performing choral class composed of tenor and bass singers, preferably with prior experience in mixed chorus.

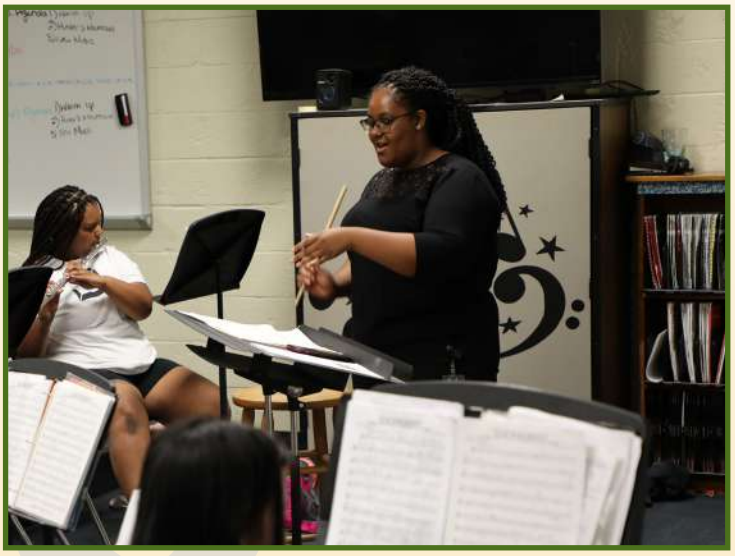
Mixed Chorus I (S)

Mixed Chorus II (S)

Mixed Chorus III – Honors (S)

Mixed Chorus IV – Honors (S)

Prerequisite for Mixed Chorus II-IV courses: Previous level course or teacher recommendation

This course is designed for a mixed choral group whose purpose will be to learn and perform a variety of vocal music. Emphasis is given to developing the skills of choral singing, developing a working knowledge of basic theory, and understanding musical style.

Health and Physical Education

The Health & Physical Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. Recent studies in brain research reveal that physical activity promotes higher levels of learning by providing oxygen-rich blood needed by the brain. Courses are designed to develop skills and strategies in the specific activities, to enhance the student's appreciation of physical fitness to meet the demands of wholesome living, and to give students the opportunity to develop interest and proficiency in activities that have carry-over value in recreational activities throughout life. One unit of Health & Physical Education is required for graduation.

If a student has a physical disability that might restrict regular participation in Physical Education (PE) activities, it is the responsibility of the parent/guardian to have a letter from the student's physician indicating types of activities in which the student can and cannot participate. The PE teacher will modify the physical activities indicated by the student's physician.

Advanced Physical Education (S)

Prerequisite: Health and Physical Education

This course is a co-educational elective open to students in upper grades. It includes daily rigorous physical activity as well as classroom instruction. A maximum of two units of Advanced Physical Education may be used toward graduation requirements.

Athletic Management I (S)

Athletic Management I - Honors (S)

This course will allow students to actively explore and research athletic operations and Management at the high school, collegiate, and professional level. Students will research different levels of athletic management including coaching fundamentals, operations, field maintenance, marketing and promotion, youth sports development, health and nutrition, safety, NCHSAA guidelines and rules and eligibility requirements. Students will complete hands on activities in coordination with the teacher, athletic director, athletic trainer, and school administration. Students will also research other state athletic programs and associations, collegiate athletic management, and professional athletic management

Athletic Management II (S)

Athletic Management II - Honors (S)

Prerequisite: Athletic Management I

This course will allow students who completed Athletic Management I to expand and deepen their knowledge of the athletic management field. Students will gain an in-depth understanding of facilities and field management through active oversight under the direction of the school Athletic Director. Students in this course will coordinate observations for AMI students, along with developing health and nutrition presentations, under direction of AT, for current student-athletes. Students in AM2 will work on advance site safety plans along with Administration and the Athletic Director. Additionally, students in AM2 will serve in a leadership role in coordinating field day activities and volunteer student supervision for local elementary schools, providing them with supervisory experience. AM2 students will work on scheduling (and rescheduling) events, along with notifying all appropriate entities. Additionally, students in AM2 will use skills learned in AM1 to plan financials, organize registrations, and market youth athletic camps.

Fit for Life (S)

Prerequisite/Co-requisite: Health and Physical Education

This course is designed to instruct and educate students on lifestyle wellness. Students participate in activities that improve cardiovascular endurance and strength. This course prepares students to be able to enroll in a fitness facility and take classes such as aerobics, strength conditioning, kickboxing, boot camp, etc.

Fitness and Nutrition - Honors (S)

Prerequisite/Co-requisite: Health and Physical Education

This course is designed to inform students on how to create fitness programs for healthy individuals and for those who have medical disabilities. Students will learn how to conduct fitness assessments and how to interpret results. By using heart rate monitors students will gain instant feedback on their own personal exercise intensity. This course will educate students how to motivate individuals to adopt or maintain a personal fitness program.

Health and Physical Education (S)

This healthful living course incorporates topics from the areas of both health education and physical education: motor skills development, movement concepts, health-related fitness, personal/social responsibility, mental & emotional health, personal & consumer health, interpersonal communication & relationships, nutrition & physical activity, and alcohol, tobacco & other drugs. Health and Physical Education is a graduation requirement.

Lifetime Sports (S)

Prerequisite/Co-requisite: Health and Physical Education

This course is designed to promote participation in fitness activities that may be appropriate for an entire lifetime like running, walking, tennis, golf, or yoga.

Physical Fitness/Weight Lifting (S)

Physical Fitness/Weight Lifting – Honors (S)

Prerequisite/Co-requisite: Health and Physical Education

This course is designed to improve student proficiency in many areas of physical fitness. This course may be taken a maximum of four times during the four years of high school.

Speed and Agility (S)

Prerequisite: Health and Physical Education

This course is designed to increase coordination, agility, quickness and endurance through a variety of effective training techniques that can show measurable results.

Sports Medicine I (S)

Sports Medicine I – Honors (S)

Prerequisite: Either Biology/Anatomy or Physiology/ Health Sciences I recommended

The course consists of an in-depth study of the human anatomy plus first aid, injury prevention, and injury rehabilitation. The class will consist of lectures, labs, and on-the-job training with the sports teams of the school.

Sports Medicine II (S)

Sports Medicine II – Honors (S)

Prerequisite: Sports Medicine I

This course is designed for students interested in pursuing a career in athletic training, physical therapy, medical science, nutrition or other related fields.

Sports Medicine III – Honors (S)

Prerequisite: Sports Medicine II, Biology, and either Anatomy & Physiology or Health Sciences I

Students will learn about specific injuries as well as nutrition in sport and exercise. Students will have the opportunity to work with the school's athletic trainer.

Team Sports (S)

Prerequisite/Co-requisite: Health and Physical Education

Rules, skills, and sportsmanship are emphasized.

Junior Reserve Officers' Training Corps (JROTC)

Air Force Junior ROTC (AFJROTC)

(Monroe/CATA, Parkwood/Cuthbertson, Piedmont/Porter Ridge)

The Air Force Junior ROTC program is a character-building program which seeks to develop an informed citizen with a strong sense of self-reliance and awareness of citizenship responsibilities in today's global society. This is reflected in the AFJROTC mission to: "Develop citizens of character dedicated to serving their nation and community." AFJROTC is designed as a four-year program and participation in the entire program is encouraged. However, students may take one to five years if desired. If co-located on the same campus eighth grade students can take AFJROTC. Although AFJROTC is founded on military principles, customs & courtesies, and follow appropriate military protocol in the classroom, **students do NOT incur any military obligation with JROTC.** Further, the AFJROTC program is not a recruiting platform for military services.

Aerospace Science (AS) and Leadership Education (LE) classes are fun, active and challenging. Classes meet with the same frequency as other full-credit classes. Regulation Air Force uniforms are issued free of charge and are worn once each week and for appropriate cadet functions. To reinforce what is taught in the classroom, instructors and cadets participate in extra- and co-curricular activities to include, but not limited to, Curriculum-In-Action (CIA) trips to military bases, aerospace facilities and industries, museums, civilian airports, drill and ceremonies, honorary academic groups, and other areas related to the AS/LE curriculum. Additionally, community service projects are a major part of the AFJROTC experience and help instill a sense of civic pride and citizenship.

Cadets may be offered opportunities to attend Summer Leadership Schools and Summer Honors Programs. Students must be recommended by the Senior Aerospace Science Instructor (SASI) to enroll in Honors courses. If selected, they will complete standard curriculum requirements and a three-part Honors Project as indicated in the AFJROTC Honors Guide.

Students that complete AFJROTC courses can (1) qualify for enlistment in advanced pay grades, should they desire to pursue those options, or (2) gain a competitive edge for ROTC college scholarships and service academy appointments. ROTC college scholarships typically pay for tuition, fees and books. In addition, scholarship recipients each receive a tax-free monthly stipend (spending allowance) of $300 to $500.

AFJROTC class consists of three components - **Aerospace Science** (AS), **Leadership Education** (LE), and **Wellness** (Physical Training / PT). Citizenship and character education, the heart of the curriculum program, is primarily embedded in the LE series of courses, while sense of service and education in science and technology related aerospace is primarily found in the AS series of courses. Thus, the typical high school student will spend three clock hours per week studying LE material, two more on AS subject matter and an hour and a half in wellness education.

Aerospace Science Courses: presents the menu of courses in the AS series to include the following: Milestones in Aviation History; The Science of Flight; Cultural Studies; Exploring Space; Management of the Cadet Corps; Survival; Aviation Honors Ground School; and the AFJROTC Honors Senior Project. STEM opportunities have also been added. These hands-on, minds-on activities help cadets understand how STEM is useful in their world and make connections to careers they may not have considered.

Leadership Education Courses: Each Semester the Leadership Education Studies portion will deliver lessons on Uniform Wear, Drill and Ceremony, and Customs and Courtesies. Other topics vary each semester and may include components of Air Force Traditions, Foundations of Citizenship, Group Dynamics, Team Building, Effective Communication, Time & Stress Management, Life Skills, Career Opportunities, and the Fundamentals of Leadership and Management.

JROTC Aviation History I (S)

JROTC Aviation History I – Honors (S)

This is an AS history course with LE components designed to acquaint the students with historical development and roles of the U.S. military and flight through WWII.

JROTC Aviation History II (S)

JROTC Aviation History II – Honors (S)

This is an AS history course with LE components designed to acquaint the students with the historical development and role of the U.S. military and flight from post WWII through modern day operations.

JROTC Science of Flight I (S)

JROTC Science of Flight I – Honors (S)

This AS & LE combined course is designed to acquaint the student with the aerospace environment, how airplanes fly, and how to work through various flight conditions.

JROTC Science of Flight II (S)

JROTC Science of Flight II – Honors (S)

This AS & LE combined course is designed to acquaint the student with the human requirements of flight, types of aircraft, and the principles of navigation.

JROTC Global Studies I (S)

JROTC Global Studies I – Honors (S)

This AS/LE combined course introduces students to regions of the Middle East, Asia, and Africa from a geographic, historical and cultural perspective to increase global awareness.

JROTC Global Studies II (S)

JROTC Global Studies II – Honors (S)

This AS/LE combined course introduces students to regions of the Latin America, Europe, Australia & Oceania, and North America from a geographic, historical and cultural perspective to increase global awareness.

JROTC Exploration of Space I (S)

JROTC Exploration of Space I – Honors (S)

This AS/LE combined course is designed to introduce the student to the history of astronomy and the solar system.

JROTC Exploration of Space II (S)

JROTC Exploration of Space II – Honors (S)

This AS/LE combined course is designed to introduce the student to space exploration, space programs, and space stations.

JROTC Exploration of Space III (S)

JROTC Exploration of Space III – Honors (S)

This AS/LE combined course is designed to introduce the student to space probes, robotics, orbit & space travel, rockets, and cybersecurity.

JROTC Cadet Management (S)

JROTC Cadet Management – Honors (S)

This AS/LE combined coursework is designed for the Leaders of the Corps of Cadets to put into practice their communication, decision-making, personal interaction, managerial and organizational skills, and staff functions.

JROTC Principles of Management & Survival (S)

JROTC Principles of Management & Survival – Honors (S)

This AS/LE combined cadet management portion affords the cadets the opportunity to learn elements of surviving, how medicine procedures, clothing, and shelter can provide personal protection for a survivor in a survival situation fundamental tasks needed for survival, necessities for maintaining life and prepare for recovery.

JROTC Aviation Ground School – Honors (S)

This AS/LE combined course is the foundation for students interested in receiving a private pilot's license. When the course is completed the students should be prepared to take and pass the Federal Aviation Administration (FAA) written examination. The leadership studies portion focuses on leadership theory and leadership styles. It also includes wellness/physical fitness and drill/staff functions.

JROTC Drill and Ceremonies (S)

JROTC Drill and Ceremonies - Honors (S)

Prerequisite: Must take second JROTC course concurrently or in the fall.

The AS/LE combined Drill and Ceremonies course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of command voice. Students are provided detailed instruction on ceremonial performances and protocol for civilian and military events. It also includes a wellness/physical fitness component.

Further information can be found at: https://www.airuniversity.af.edu/Holm-Center/AFJROTC/

Marine Corps Junior ROTC (MJROTC)

(Weddington)

Marine Corps JROTC (MJROTC) Leadership Education is based upon the tenants of Marine Corps leadership: to teach and develop a sense of citizenship, responsibility, discipline and character. Throughout the program, the Leadership Education curriculum is presented by way of five different categories of instruction. Those categories are: 1. Leadership, 2. Citizenship, 3. Personal Growth and Responsibility, 4. Public Service and Career Exploration, and 5. General Military Subjects. The curriculum reflects two fundamental aspects: Leadership Studies which teach leadership and citizenship; and the Leadership Labs which allow the student to apply that knowledge. Students do not incur any military obligation with Junior ROTC. Further, the MJROTC program is not a recruiting platform for the U.S. Military Services. Eligible students that complete a minimum of two years in MJROTC can qualify for ROTC college scholarships, service academy appointments, and enlistment in advanced pay grades should they desire to pursue those options. ROTC college scholarships typically pay for tuition, fees and books. In addition, scholarship recipients each receive a tax-free monthly stipend (spending allowance) of $300 to $500.

ROTC-1 Leadership Education I (LE-IA) (S)

Grades 9-12

ROTC-1 Leadership Education I (LE-IA) – Honors (S)

The first unit of the Leadership Education program provides an introduction to both leadership and citizenship. It also exposes new cadets to personal growth and responsibility and establishes a foundation in military structure and tradition. Additionally, cadets participate in a healthy physical education program and are first exposed to the team work required in organized drill. (Fall Semester)

ROTC-1 Leadership Education I (LE-IB) (S)

ROTC-1 Leadership Education I (LE-IB) – Honors (S)

This course is a continuation and enrichment of the activities/ concepts introduced in LE-1A. (Spring Semester Only)

ROTC-2 Leadership Education II (LE-IIA) (S)

Grades 10-12

ROTC-2 Leadership Education II (LE-IIA) – Honors (S)

Prerequisites: LE-IA or LE-IB or approval from the Senior Marine Instructor

Leadership Education II continues the leadership and citizenship classes of LE-I. During LE-II students receive instruction in General Military Subjects with more structure and tradition than in LE-I. Additionally, cadets explore such topics as motivational techniques, listening skills and orienteering training with map and compass. This unit also provides additional learning experiences in personal growth and responsibility, as well as citizenship. (Fall Semester Only)

ROTC-2 Leadership Education II (LE-IIB) (S)

ROTC-2 Leadership Education II (LE-IIB) – Honors (S)

Prerequisites: LE-IA or LE-IB or approval from the Senior Marine Instructor

This course is a continuation and enrichment of the activities/ concepts introduced in LE-IIA. (Spring Semester Only)

ROTC-3 Leadership Education III (LE-IIIA) (S)

Grades 11-12

ROTC-3 Leadership Education III (LE-IIIA) – Honors (S)

Prerequisites: LE-IA or LE-IB and LE-IIA or LE-IIB or approval from the Senior Marine Instructor

In LE-III, cadets resume building upon the subjects studied in LE-I and LE-II, including various career options by beginning to learn more about public service and other possible careers for life after high school. LE-III, cadets learn about job seeking and the interview process as well as receiving instruction in personal finances. (Fall Semester Only)

ROTC-3 Leadership Education III (LE-IIIB) (S)

ROTC-3 Leadership Education III (LE-IIIB) – Honors (S)

Prerequisites: LE-IA or LE-IB and LE-IIA or LE-IIB or approval from the Senior Marine Instructor

This course is a continuation and enrichment of the activities/ concepts introduced in LE-IIIA. (Spring Semester Only)

ROTC-4 Leadership Education IV (LE-IVA) (S)

Grade: 12

ROTC-4 Leadership Education IV (LE-IVA) – Honors (S)

Prerequisites: LE-IA or LE-IB and LE-IIA or LE-IIB and LE-IIIA or LE-IIIB, or approval from the Senior Marine Instructor

LE-IV is the culmination of a cadet's Leadership Education studies. Cadets are expected to keep up with and be able to discuss current events. Social and cultural topics such as equal opportunity and sexual harassment are studied, and writing assignments are required on subjects approved by the instructor. Finally, cadets create a personal resume for their future use after high school. (Fall Semester)

ROTC-4 Leadership Education IV (LE-IVB) (S)

ROTC-4 Leadership Education IV (LE-IVB) – Honors (S)

Prerequisites: LE-IA or LE-IB and LE-IIA or LE-IIB and LE-IIIA or LE-IIIB or approval from the Senior Marine Instructor

This course is a continuation and enrichment of the activities/ concepts introduced in LE-IVA. (Spring Semester)

Navy Junior ROTC (NJROTC)

(Forest Hills and Sun Valley)

The Naval Junior Reserve Officer Training Corps (NJROTC) accredited curriculum emphasizes citizenship and leadership development, as well as maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology. Classroom instruction is augmented throughout the year by extra-curricular activities of community service, academic, athletic, drill and orienteering competitions, field meets, flights, visits to Navy or other military activities, sports training, and physical fitness training. Electronic classroom equipment, textbooks, uniforms, educational training aids, travel allowance, and a cost-share of instructors' salaries are provided by the Navy.

The NJROTC Program promotes patriotism, develops informed and responsible citizens, increases respect for constructed authority, and leadership potential. NJROTC promotes high school completion, higher education and community service.

The purpose of the NJROTC Program is to develop a high degree of personal honor, self-reliance, individual discipline and leadership skills.

NJROTC promotes an understanding of the basic elements and the need for national security while providing information on the military services as a possible career.

Students do not incur any military obligation with Junior ROTC. Further, the NJROTC program is not a recruiting platform for the U.S. Military Services. Eligible students that complete a minimum of two years in NJROTC can qualify for ROTC college scholarships, service academy appointments, and enlistment in advanced pay grades should they desire to pursue those options. ROTC college scholarships typically pay for tuition, fees and books. In addition, scholarship recipients each receive a tax-free monthly stipend (spending allowance) of $300 to $500.

Naval Science 1 (NS-1) - Introduction to the Navy Junior Reserve Officer Training Corps (S)

Prerequisites: None

NS1-Introduction to the Navy Junior Reserve Officer Training Corps Honors (S)

Prerequisites: Approval of the Senior Naval Science Instructor

This course instructs cadets on the proper wearing of the Navy uniform, military customs, courtesies, introduction to military drill, the history of NJROTC's mission goals, policies, Navy Core Values and Program benefits, citizenship, laws, authority and responsibility.

Naval Science 2 (NS-2)-Maritime History, Leadership and Nautical Sciences for the NJROTC Student (S)

Prerequisites: NS1 Introduction to the Navy Junior Officer Training Corps Naval Science.

This course teaches Maritime History, Leadership, and Nautical Science including Maritime Geography, Oceanography, Meteorology, Astronomy and Physical Science.

Naval Science 2 (NS-2) -Maritime History, Leadership and Nautical Sciences for the NJROTC Student Honors (S)

Prerequisites: NS-1 Introduction to the Navy Junior Officer Training Corps AND approval of the Senior Naval Science Instructor.

This course teaches Maritime History, Leadership, and Nautical Science including Maritime Geography, Oceanography, Meteorology, Astronomy and Physical Science. This course may be completed as a science elective and must be approved by the Senior Naval Science Instructor.

Naval Science 3 (NS-3) Naval Knowledge, Leadership and Nautical Skills for the NJROTC Student (S)

Prerequisites: NS-1- Introduction to the Navy Junior Reserve Officer Training Corps and Naval Science 2 (NS-2) Maritime History, Leadership and Nautical Sciences for the NJROTC Student

Naval Science 3 (NS-3) Naval Knowledge, Leadership and Nautical Skills for the NJROTC Student Honors (S)

Prerequisites: NS-1- Introduction to the Navy Junior Reserve Officer Training Corps and Naval Science 2 (NS-2) Maritime History, Leadership and Nautical Sciences for the NJROTC Student AND approval of the Senior Naval Science Instructor.

This course teaches the importance of Sea Power, Naval Operations and Support Functions, Military Law, International Law and the Seas, Ship Construction and Damage Control, Shipboard Organization, Basic Seamanship, Marine Navigation, and Naval Ships, Weapons and Aircraft.

Naval Science 4 (NS-4) Leadership Theory, Ethics and Responsibility (S)

Prerequisites: NS-1- Introduction to the Navy Junior Reserve Officer Training Corps, AND Naval Science 2 (NS-2) Maritime History, Leadership and Nautical Sciences for the NJROTC Student AND Naval Science 3 (NS-3) Naval Knowledge, Leadership and Nautical Skills for the NJROTC Student

Naval Science 4 (NS-4) Leadership Theory, Ethics and Responsibility Honors (S)

Prerequisites: NS-1- Introduction to the Navy Junior Reserve Officer Training Corps AND Naval Science 2 (NS-2) Maritime History, Leadership and Nautical Sciences for the NJROTC Student AND Naval Science 3 (NS-3) Naval Knowledge, Leadership and Nautical Skills for the NJROTC Student. This Course MUST also be approved by the Senior Naval Science Instructor.

This is an advanced course that teaches cadets about ethics, morals, real life case studies concerning these issues and being in positions of authority and their responsibilities for others.

Miscellaneous Courses

Academic Competition (S)

Prerequisite: Teacher recommendation

This course will allow students involved in academic competitions like Odyssey of the Mind, Science Olympiad and Quiz Bowl to prepare for competition. Students may earn elective credit for each time the course is taken.

Academic Orientation (S)

This course is designed to provide additional academic support for ninth grade students. The focus of this class will be to improve the student's fundamental skills in the areas of Math and English. This class will involve critical fundamental pieces of the curricula from both Fundamentals of NC Math 1 and Modular English.

ACT Test Prep (S)

Prerequisite: NC Math 2

This course is strongly recommended for students planning to attend community colleges or four-year universities. Test taking strategies, vocabulary study, reading comprehension, mathematics, and science skills review will be the primary focus with emphasis on the Pre-ACT and ACT tests.

Freshman Focus (S)

Academic planning and support topics such as study skills, social skills, citizenship, and college planning are covered. Schools may focus on specific topics to address identified student needs.

Leadership Skills I (S)

Leadership Skills II (S)*

Leadership Skills III (S)*

Leadership Skills III - Honors (S)*

Leadership Skills IV (S)*

Leadership Skills IV - Honors (S)*

Prerequisite: None for level I, all others require the previous level

Designed to develop leadership potential in students, this course includes studies of effective leadership styles and character values. It also provides first-hand experience in organizing, promoting, and implementing projects.

Library Media Information Skills (S)

Prerequisite: Application and Media Coordinator Approval

Student will explore and evaluate a variety of print and non-print resources to interact with ideas in an information-intensive environment. Topics include research strategies, ethical behavior, and the use of technologies for information retrieval and automation of media center functions. Credit will be given for each semester the student is enrolled in the course.

Media Literacy (S)

Prerequisite: Application and Media Coordinator/ Instructor approval

Students will apply production techniques while creating multimedia projects and/or school news broadcast over closed circuit networks. Topics include scriptwriting, identification of media bias, graphics production, visual advertising, and digital/video editing. Credit will be given for each semester the student is enrolled in the course.

Peer Tutoring (S) **Grades 11-12**

Peer Tutoring – Honors (S) **Grades 11-12**

Prerequisite: Principal selection

This course is designed to involve students in maintaining a positive climate in the schools. Students are selected for the program on the basis of leadership and helping ability. Students who demonstrate effective helping skills in the classroom may apply to take Peer Tutoring more than once based on teacher evaluation and recommendation.

Pre-College Reading (S)

This course deals with improving comprehension and study skills including critical reading and thinking skills, mastery of the dictionary and library reference skills. This course can be taken twice for credit.

Principles of Learning (S)

This course is designed to provide additional support for students being served in the Exceptional Children's Department. In addition to providing support for IEP goals, including academics, organization, study skills, self-regulation and social skills to fit the needs of individual students.

Reading Across the Curriculum (S)

This course is designed to enhance and support students' reading in all subject areas. Vocabulary development will be a major part of this course. This course can be taken twice for credit.

SAT Test Prep (S)

Prerequisite: NC Math 2

This course is strongly recommended for students planning to attend community colleges or four-year universities. Test-taking strategies, vocabulary study, reading comprehension, and mathematics review will be the primary focus with emphasis on the PSAT and SAT tests.

Specialized Literacy (S)

This course is designed to serve the unique academic needs of students as they improve overall literacy skills. This course can be taken twice for credit.

Student Help Desk (S)

Prerequisite: Approval through an application process

This course is designed to train students to assist with minor repairs to student computers and to assist teachers with the implementation of technology tools in instruction. Students will work out of the media center under the supervision of the media coordinator. Desktop Support Engineers and other technology services personnel will conduct the initial overview training and support.

Study Skills Support Lab (S)

This course is designed to provide additional academic support for students being served in the Exceptional Children's or English as a Second Language Department. In addition to providing support for regular class work, teachers will also teach study skills and academic skills to fit the individual students.

Teacher Cadet I (S)

Teacher Cadet I - Honors (S)

This course introduces students to the profession of teaching. Along with various instructional practices and activities, the students are involved in a classroom experience at the elementary or middle school level. (With the approval of the instructor, students may complete the experience at the high school level.)

Teacher Cadet II (S)

Teacher Cadet II – Honors (S)

Prerequisite: Teacher Cadet I

This course continues to introduce students to the profession of teaching. Students learn to prepare lessons and are involved in a classroom experience at the elementary or middle school level. (With the approval of the instructor, students may complete the experience at the high school level.)

Teacher Cadet III – Honors (S)

Prerequisite: Teacher Cadet II

This course is recommended for rising seniors who have a desire to become future educators. It provides the opportunity to explore the field of education through an internship with a mentoring teacher in an elementary or middle school setting. This course requires the student to participate in the state level North Carolina Teacher Cadet Program.

Teacher Cadet IV – Honors (S)

Prerequisite: Teacher Cadet III

This course will allow rising seniors who have a desire to become future educators and who have completed the Teacher Cadet I, II and III courses, the opportunity to explore the field of education through an internship with a mentoring teacher in an elementary or middle school setting. This course requires the student to participate in the state level North Carolina Teacher Cadet Program.

World Languages

World Language skills are key to global competence, national security, career advantages and travel. World language skills also improve first language skills. World language courses focus on developing communication skills and proficiency in the language of study. This includes conversing with others, comprehending written and spoken language, and presenting to others through speaking and writing. Students compare their own culture to the culture of study.

North Carolina's state colleges and universities recommend a minimum of two credits of world language study of the same language. Selective colleges and universities recommend four or more credits of world language study. It is best to study a world language without lapses between courses, particularly Levels I and II. Honors credit is awarded for Levels III, IV and V.

The availability of languages may vary per school. Native-speakers and students who qualify to be placed in a world language course for which the student has not completed the prerequisite may request to take the final exam or placement exam. A score of 90% or above can qualify for placement purposes, but does not award credit.

French

Advanced Survey of French Language and Culture - Honors (S)

Prerequisite: French IV and teacher recommendation

This is an advanced survey of language and culture through film, art, literature, history, conversation and current events. This class will be conducted in the target language using culturally authentic materials in the French Language. A major focus of this course is to further enable students to communicate in writing and in extended conversations on a variety of topics. Students will continue to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics. Classes are conducted solely in French.

AP French Language (S)

Prerequisite: French IV or teacher recommendation

AP French Language emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) at a college level. The course follows the curriculum set forth by the College Board. Students are expected to take the AP exam. Courses are conducted solely in French.

French I (S)

French I is an introduction to the study of a second language through the communication skills of listening, speaking, reading, and writing. Culture, geography, vocabulary and grammar are integrated into the course goals of communicating in French.

French II (S)

Prerequisite: French I

Students continue the development of their ability to communicate using their listening, speaking, reading, and writing skills as they study past, present and future time. The integration of culture, geography, vocabulary and grammar for the purpose of communicating in French are studied in greater depth.

French III - Honors (S)

Prerequisite: French II

Students expand their listening, speaking, reading, and writing skills as they study more diverse topics, grammar and language functions. Art, music, informational text, history and literature of the culture are presented. Classes are conducted solely in French.

French IV - Honors (S)

Prerequisite: French III Honors

This course teaches students to communicate in writing and in extended conversations on a variety of topics. Students study authentic oral and written resources. They narrate, discuss, and examine more complex ideas and concepts. Classes are conducted solely in French.

French V Advanced French Language and Composition - Honors (S) (AP Companion Course)

Prerequisite: French IV Honors or teacher recommendation

In addition to developing advanced speaking and listening skills, students focus on reading, translation, interpretation of literature, and writing skills. Students will be introduced to the AP College Board format. Students are expected to enroll in AP French Language and take the AP exam.

German

AP German Language (S)

Prerequisite: German IV and teacher recommendation

AP German emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) at a college level. The course follows the curriculum set forth by the College Board. Students are expected to take the AP exam.

German I (S)

German I is an introduction to the study of a second language through the four communication skills of listening, speaking, reading, and writing. Culture, geography, vocabulary and grammar are integrated into the course goals of communicating in German.

German II (S)

Prerequisite: German I

Students continue the development of their listening, speaking, reading, and writing skills as they study past, present and future time. The integration of culture, geography, vocabulary and grammar for the purpose of communicating in German are studied in greater depth.

German III - Honors (S)

Prerequisite: German II

Students expand their listening, speaking, reading, and writing skills as they study more diverse topics, grammar and language functions. Art, music, informational text, history and literature of the culture are presented. Classes are conducted primarily in German.

German IV - Honors (S)

Prerequisite: German III Honors

This course teaches students to communicate in writing and in extended conversations on a variety of topics. Students study authentic oral and written resources. They narrate, discuss, and examine more complex ideas and concepts. Classes are conducted primarily in German.

German V Advanced German Language - Honors (S) (AP Companion Course)

Prerequisite: German IV Honors and teacher recommendation

In addition to developing advanced speaking and listening skills, students focus on reading, translation, interpretation of literature, and writing skills. Students will be introduced to the AP College Board format. Students are expected to enroll in AP German Language and take the AP exam.

Latin

Latin I (S)

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. Students learn basic functions of the language, become familiar with some elements of its culture and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts.

Latin II (S)

Prerequisite: Latin I

This course continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with an increasing number of elements of the culture, and increase their understanding of English.

Latin III - Honors (S)

Prerequisite: Latin II

In Latin III, grammar, vocabulary, word derivations and oral work are reinforced but the focus is on reading about the lives and works of famous authors and the culture of the ancient world.

Mandarin Chinese

AP Mandarin Chinese Language (S)

Prerequisite: Mandarin Chinese IV and teacher recommendation

AP Chinese Language emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) at a college level. The course follows the curriculum set forth by the College Board. Students are expected to take the AP exam.

Mandarin Chinese I (S)

Mandarin Chinese I is an introduction to the study of second language through the communication skills of listening and speaking, while learning to read and write “Simplified” characters and pinyin. Culture, geography, vocabulary and grammar studies are integrated into the course goals of communicating in Mandarin Chinese.

Mandarin Chinese II (S)

Prerequisite: Mandarin Chinese I

Students continue to develop their ability to communicate using Mandarin Chinese for listening and speaking, while improving their ability to read and write “Simplified” characters and pinyin. The integration of culture, geography, vocabulary and grammar for the purpose of communicating in Mandarin Chinese are studied in greater depth.

Mandarin Chinese III - Honors (S)

Prerequisite: Mandarin Chinese II

Students expand their listening and speaking abilities as well as reading and writing skills using “Simplified” characters as they study more diverse topics, grammar and language functions. Art, music, informational text, history and literature of the culture are presented. Classes are conducted primarily in Mandarin Chinese.

Mandarin Chinese IV - Honors (S)

Prerequisite: Mandarin Chinese III Honors

This course teaches students to communicate in writing and in extended conversations on a variety of topics. Students study authentic oral and written resources. They narrate, discuss, and examine more complex ideas and concepts. Classes are conducted primarily in Mandarin Chinese.

Mandarin Chinese V Advanced Chinese Language and Composition - Honors (S)

Prerequisite: Mandarin Chinese IV Honors and teacher recommendation

In addition to developing advanced speaking and listening skills, students focus on reading, translation, interpretation of literature, and writing skills. Students will be introduced to the AP College Board format. Students are expected to enroll in AP Chinese Language and take the AP exam.

Spanish

Advanced Survey of Spanish Language and Culture (S)

Prerequisite: Spanish IV Honors and teacher recommendation

This is an advanced survey of language and culture through film, art, literature, history, conversation and current events. This class will be conducted in the target language using culturally-authentic materials in the Spanish Language. A major focus of this course is to further enable students to communicate in writing and in extended conversations on a variety of topics. Students will continue to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics.

AP Spanish Language and Culture (S)

Prerequisite: Spanish IV Honors and teacher recommendation

AP Spanish emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) at a college level. The course follows the curriculum set forth by the College Board. Students are expected to take the AP exam. Classes are conducted in Spanish.

Dual and Heritage Spanish I (S)

A student would take this course in lieu of Spanish I, II or III. This course is for those whose primary language is Spanish or for students who have been enrolled in the immersion program to improve their reading and writing skills. This course builds on existing Spanish skills and introduces the student to the formal and informal aspects of oral and literary Spanish. The differences between standard and non-standard Spanish are explored.

Dual and Heritage Spanish II - Honors (S)

Prerequisite: Dual and Heritage Spanish I or teacher recommendation

In this course the student whose primary language is Spanish or students who have been enrolled in the immersion program are exposed to more advanced literature and writing opportunities. Speaking practice includes formal presentations, debate and dramatic mini-performances. The course focuses on personal and social issues facing Latinos in the United States.

Medical Spanish I (S)

Medical Spanish I is an introductory course for students with no prior knowledge of the Spanish language. The course introduces the students to the basics of Spanish grammar, pronunciation, speaking, and writing for proficiency in the context of basic phrases and language needed in the medical profession. This course is ideal for anyone going into the medical profession. It is advisable that students take both Medical Spanish I and Medical Spanish II, but a student may enter Spanish II after successful completion of Medical Spanish I.

Medical Spanish II (S)

Prerequisite: Medical Spanish I or Spanish I

This is a second course in an introductory series for students going into the medical profession. The course expects that students have been introduced to the basics of Spanish grammar, pronunciation, speaking, and writing for proficiency in the context of basic phrases and language needed in the medical professions. This course includes more complicated grammar, more specialized medical language and medical Interactions. It is advisable that students take both Medical Spanish I and Medical Spanish II, but a student may enter Medical Spanish II after Spanish I.

Spanish I (S)

Spanish I is an introduction to the study of a second language through the skills of listening, speaking, reading, and writing. Culture, geography, vocabulary and grammar are integrated into the course goals of communicating in Spanish.

Spanish II (S)

Prerequisite: Spanish I

Students continue the development of their listening, speaking, reading, and writing skills as they study present, past and progressive tense. The integration of Culture, geography, vocabulary and grammar for the purpose of communicating in Spanish are studied in greater depth.

Spanish III – Honors (S)

Prerequisite: Spanish II or Dual and Heritage Spanish I

Students expand their listening, speaking, reading, and writing skills as they study more diverse topics, grammar and language functions. Art, music and literature of the culture are presented. In-depth grammatical study begins. Classes are conducted primarily in Spanish.

Spanish IV - Honors (S)

Prerequisite: Spanish III Honors or Dual and Heritage Spanish II Honors

This course teaches students to communicate in writing and in extended conversations on a variety of topics. Students study authentic oral and written resources. They narrate, discuss and examine more complex ideas and concepts. Classes are primarily conducted in Spanish.

Spanish V Advanced Spanish Language and Culture – Honors (S) (AP Companion Course)

Prerequisite: Spanish IV Honors or teacher recommendation

In addition to developing advanced speaking and listening skills, students focus on reading, translation, interpretation of literature, and writing skills. Students will be introduced to the AP College Board format. Students are expected to enroll in AP Spanish Language and Culture and take the AP exam. Classes are conducted in Spanish.

Special Program Courses

Future Ready Occupational Course of Study

The Future Ready Occupational Course of Study (OCS) curriculum is one of two courses of study through which a student may earn a high school diploma. Students eligible for this curriculum must have an Individualized Education Program (IEP) and a recommendation of consideration from the student's IEP team, which includes the student and parent. Inclusive in this consideration are the student's post-secondary goals. All OCS students enter the program in the ninth grade.

English

English I (S)

The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction), including narrative and informational writing, speaking and listening skills, and language and grammar usage.

English II (S)

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Students will continue reading literature and literary non-fiction, informational writing based on research, and incorporate presentation skills. This course requires the English II EOC upon completion of the course.

English III (S)

Students will gain mastery of curricular concepts through a survey of American literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills.

English IV (S)

Students will gain mastery of curricular concepts through a survey of Western European, primarily British, literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills.

Modular English (local recommendation) (S)

This course is designed to better prepare students for English I and II. The focus of the course is grammar, reading comprehension, and vocabulary. The course is offered first semester to be followed by English I or II second semester. Students scoring below a level 4 on the 8th grade EOG may benefit from enrolling in this course. It may be taken twice for elective credit.

Mathematics

Financial Management (S)

Students will understand personal finance, appropriate methods of personal financial management and independent living, state and federal taxes, wages and compensation, and the use of credit. Students will understand different types of insurance in terms of their ability to meet personal needs and apply math skills to consumer spending.

Foundations of NC Math 1 (local recommendation) (S)

This course teaches Common Core Standards for math and prepares students for the subsequent course. Successful completion of both Locally Developed Math Elective Course and NC Math 1 will fulfill the NC Math 1 requirement. Students will receive two credits: Locally Developed Math Elective as an elective credit and NC Math 1 as the NC Math 1 Credit.

Introduction to Mathematics I (S)

Students will understand rational numbers, apply mathematical operations with rational numbers, apply ratios, proportions and percentages, use properties of two- and three-dimensional figures, apply time and measurement skills, and algebraic properties to solve problems. Students will understand patterns and relationships, data in terms of graphical displays, and measures of center and range.

NC Math 1 (S)

Students will begin to develop skills to be able to perform basic algebraic equations. This course requires the NC Math 1 EOC upon completion of the course.

Employment Preparation IV: Math (to include 150 work hours) (S) - Students entering 2021-2022 and after

Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Employment Applied Math, Health and Safety, Career Development and Planning, Personal Management, and includes mathematical practices applied and integrated in the employment environment and supporting independent living.

Science

Applied Science (S)

Students will focus on the study of Forces and Motion, Energy, Electricity and Magnetism, Matter, Chemicals, the Environment and Body Systems.

Biology (S)

Students will focus on the Structure and Functions of Living Organisms, Ecosystems, Evolution and Genetics, and Molecular Biology. This course requires the Biology EOC upon completion.

General Science (local recommendation) (S)

Students will begin to develop vocabulary and concepts necessary for successful transition to OCS Biology.

Employment Preparation I: Science (to include 150 work hours) (S) - Students entering 2021- 2022 and after

This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course.

Social Studies

Economics and Personal Finance (S) - Students entering 2020 - 2021 and after

The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course supports the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students will be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

Founding Principles of the United States of America and North Carolina: Civic Literacy (S) - Students entering Grade 9 in 2020-2021 and after

This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees , protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues , and claims in order to communicate ideas and take action to effect change and inform others.

Employment Preparation II: Citizenship 1A (to include 75 work hours) (S) - Students entering 2021 - 2022 and after

Course Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Citizenship, Health and Safety, Career Development and Planning, Personal Management, and includes themes of Social Studies, Citizenship, and Global Citizenship.

Employment Preparation II: Citizenship 1B (to include 75 work hours) (S) - Students entering 2021 - 2022 and after

Course Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Citizenship, Health and Safety, Career Development and Planning, Personal Management, and includes themes of Social Studies, Citizenship, and Global Citizenship.

Other Courses

Occupational Course of Studies students entering 2021-2022 and after must complete 2 additional credits of Employment Preparation.

Employment Preparational III: Citizenship II A (to include 75 work hours) and Employment Preparational III: Citizenship II B (to include 75 work hours).

Applied Art Production Class (S)

This course is designed to teach skills related to the creation of arts and crafts that will allow students the chance to explore, design, and produce visually appealing products for marketing and exhibition. Topics to be included are: jewelry making, fashion, fiber arts, textiles, book and paper arts, and clay works.

Career Training (S)

Prerequisite: Occupational Preparation I

This course provides students in the OCS pathway the opportunity to participate in off-campus vocational training that is aligned with their post-school employment goal. The course allows release time for students to be involved in work-based learning activities including but not limited to: internships, apprenticeships, job shadowing, community service projects, vocational job coach services, individual competitive employment placements, or supported employment. This course may be repeated more than one time for credit based on the student's need for work-based vocational training.

Occupational Preparation I (S) or Employment Preparation Science (Students entering in 2020-2021) - 1 Credit

This course introduces students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice as well as how to make career advancements. Students will participate in school-based learning activities. This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course.

Occupational Preparation II (S) or Employment Preparation- Citizenship 1A & 1B (Students entering in 2020-2021) - 2 Credits

Course Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self Advocacy, Technology, Citizenship, Health and Safety, Career Development and Planning, Personal Management, and includes themes of Social Studies, Citizenship, and Global Citizenship.

Occupational Preparation III (S) or Employment Preparation - Citizenship 2A & 2B (Students entering in 2020-2021) - 2 Credits

Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self Advocacy, Technology, Citizenship, Health and Safety, Career Development and Planning, Personal Management, and includes themes of Social Studies, Citizenship, and Global Citizenship.

Occupational Preparation IV (S) or Employment Preparation: Math (Students entering in 2020-2021) – 1 Credit

This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also will develop a job placement portfolio that provides an educational and vocational record of their high school experience. Students will complete 150 hours of school-based training, 225 hours of community-based training, and 225 hours of competitive employment and complete an OCS Career Portfolio.

Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self Advocacy, Technology, Employment Applied Math, Health and Safety, Career Development and Planning, Personal Management, and includes mathematical practices applied and integrated in the employment environment and supporting independent living.

Study Skills Support Lab (S)

This course is designed to provide IGP goal support for students served through the Exceptional Children's Department. As part of this course, EC teachers will also teach study and academic skills according to the individual student needs. The student may complete the Study Skills Course and may receive up to four "other" academic elective credits as required for high school graduation. Students are recommended by their counselor or academic teachers for this course.

Career/Technical Education (CTE) Courses - 4 Credits

OCS students are required to complete 4 credits.

OCS Students will complete 600 Work Hours: 150 hours of School-Based Training

225 hours of Community-Based Training

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.

Complete an OCS Career Portfolio & Completion of the student 's IEP objectives

International Baccalaureate (IB) Program

Biology - SL1 (Y) **Grade: 11**

Biology – SL2 (Y) **Grade: 12**

Prerequisites: Earth Science Honors, Biology I Honors and Chemistry Honors

Biology at the Standard Level is designed for those students who will study the core syllabus without a strong or knowledgeable background in Biology. The major themes of Biology (structure and function, universality and diversity, evolution, and systems homeostasis) will help unite the specific topics and assessment statement to develop a broad understanding of the nature of life. Assessment will follow the UCPS grading policy; however, students will also be scored using the IB mark schemes. The course also meets the Group 4 requirements for the IB Diploma.

Biology - HL1 (Y) **Grade: 11**

Biology - HL2 (Y) **Grade: 12**

Prerequisites: Earth Science Honors, Biology I Honors and Chemistry Honors

Higher Level Biology will be taught as a rigorous two-year program that will prepare students for the International Baccalaureate Diploma. Students will focus on the knowledge base and develop inquiry skills and critical thinking processes. The two-year experience will provide students with a background that will allow them to make educated decisions affecting themselves, their community, and others on an international level. This will include societal issues such as cloning, genetic engineering, and stem cell research, and global issues such as climate change, biodiversity, human population, and global warming.

Business Management - HL1 (Y) **Grade: 11**

Business Management - HL2 (Y) **Grade: 12**

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

Chemistry - SL1 (Y) **Grade: 11**

Chemistry - SL2 (Y) **Grade: 12**

Prerequisites: Biology I Honors, Earth Science Honors, Chemistry Honors and recommended Pre-Calculus

Standard level chemistry is a two year course that develops a student's understanding of chemistry through practical laboratory work, analytical tools, and a collaborative learning environment. Students will cover topics such as kinetics, equilibrium, thermodynamics, atomic & molecular structure, acids & bases, redox, and organic chemistry. During senior year the class will vote on one of four options (such as biochemistry or medicinal chemistry) for further study. Students are expected to design, conduct, and analyze results and present them in a scientific paper.

Chemistry - HL1 (Y) **Grade: 11**

Chemistry - HL2 (Y) **Grade: 12**

Prerequisites: Biology I Honors, Earth Science Honors, Chemistry Honors and recommended Pre-Calculus

Higher level chemistry is a two year course that develops a student's understanding of chemistry through practical laboratory work, analytical tools, and a collaborative learning environment. Students will cover all topics learned at Standard Level with deeper and more complex additions for each (See IB Chemistry-Standard Level description for a sample of topics). During senior year the class will vote on one of four options (such as biochemistry or medicinal chemistry) for further study. Students are expected to design, conduct, and analyze results and present them in a scientific paper. Students who are considering a STEM major in college will be best suited for this course.

Digital Society - HL1 (Y) **Grade: 11**

Digital Society – HL2 (Y) **Grade: 12**

Digital Society is a two-year course offered at the Higher Level and is designed to help students understand and evaluate the impact of technology, as well as information systems, on society. The course is administered with a student-centered focus involving individual projects, cooperative learning, and structured labs. The course will also improve student understanding of technology through the use of multimedia applications, programming software, and the completion of a technology project. Topics include privacy, security, and reliability of systems, as well as the impact of artificial intelligence and robotics on society.

English A I - HL1 (Y) **Grade 11**

English A I – HL2 (Y) **Grade 12**

Prerequisites: English I Honors and English II Honors

This is a two-year higher level course in which students will study several literary works which represent a variety of genres, time periods and cultures. The focus of this course will be to examine literary style and structure, to analyze themes and ideas, and to identify connections between and among the readers and the various works studied. Translations (works first written and published in a language other than English) are required for study. Essays, personal reactions, original research ideas and papers, as well as projects are required assessments for this course. The purpose is to develop students who are critical readers capable of demonstrating their appreciation and understanding of a writer's style and their own worldviews as well as the views of others.

History of the Americas - HL1 (Y) **Grade: 11**

History of the Americas - HL2 (Y) **Grade: 12**

Prerequisites: Economics and Personal Finance, Founding Principles: Civic Literacy

IB History is a two-year course taught at Higher Level. The first year concentrates on the history of the Americas with some emphasis on American relations with Europe and Latin America. The course will incorporate the Common Core Standards of American History in addition to IB requirements. The second year of the course explores themes in World History through an in-depth study of an individual prescribed subject and the selection of two topics in the twentieth century. In addition to external exams, students will be internally assessed through demonstrating evidence of research skills, organization, and referencing through an individual historical investigation.

IB Chinese Language B - SL1 (Y) **Grade: 11**

Prerequisite: Chinese I, II and III

As the first course of a two-year sequence, this course is designed to prepare students for the IB Chinese Language B Standard Level examination as one component of the IB Diploma. Students will begin to develop advanced communicative proficiency in the integrated core areas of listening, speaking, reading and writing in Chinese using authentic written and audio resources from countries where Chinese is the dominant language. The class will be conducted entirely in Chinese.

IB Chinese Language B - SL 2 (Y) **Grade: 12**

This course is designed to prepare students for the IB Chinese Language B Standard Level examination in order to earn the IB Diploma. As the second course in this two-year sequence, this course will develop advanced communicative proficiency in listening and speaking while reading and writing in Chinese using authentic written and audio resources from countries where Chinese is the dominant language. The class will be conducted entirely in Chinese.

IB Computer Science SL1 (Y) **Grade: 11**

IB Computer Science SL2 (Y) **Grade: 12**

The purpose of this course is to develop an understanding of the range and organization of computer systems and the use of computers in a variety of disciplines, applications and contexts. Students will develop an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

Candidates will learn programming skills as a critical element of developing higher-level knowledge, skills and abilities applicable to virtually all fields of study. Collaborative working will be emphasized through the solving of a series of programming labs, as well as through the completion of a larger coding-based internal assessment.

IB French ab initio - SL 1 (Y) **Grade: 11**

Prerequisite: 0-1 credits in French

French ab initio means "French from the beginning." This class is designed for students who have not taken the three or four units of foreign language necessary for other IB Language B courses. Students who have taken two or more units of French cannot take this course. The French ab initio course focuses on communication. The goal is for IB students to acquire the skills necessary to interact in everyday situations in reading, writing, listening and speaking, and to develop cultural awareness.

IB French ab initio - SL 2 (Y) **Grade: 12**

This course prepares IB students for the IB French ab initio exam. The goal is for students to deepen their communication skills necessary to interact in everyday situations in conversation, reading, writing, listening, and speaking while showing awareness of some elements of the culture of French speakers.

IB French Language B - SL 1 (Y) **Grade: 11**

Prerequisites: French I, II and III

As the first course of this two-year sequence, this course is designed to prepare students for the IB French Language B Standard Level examination as one component of the IB Diploma. Students will begin to develop advanced communicative proficiency in the integrated core areas of conversation, listening, speaking, reading, and writing in French using authentic written and audio resources from countries where French is the dominant language. The class will be conducted entirely in French.

IB French Language B - SL 2 (Y) **Grade: 12**

Prerequisite: IB French Language B

This course is designed to prepare students for the IB French Language B Standard Level examination in order to earn the IB Diploma. As the second course in this two-year sequence, this course will develop advanced communicative proficiency in conversation, listening and speaking while reading and writing in French using authentic written and audio resources from countries where French is the dominant language. The class will be conducted entirely in French.

IB German Language B - SL 1 (Y) **Grade: 11**

Prerequisite: German I, II and III

As the first course of this two-year sequence, this course is designed to prepare students for the IB German Language B Standard Level examination as one component of the IB Diploma. Students will begin to develop advanced communicative proficiency in the integrated core areas of conversation, listening, speaking, reading, and writing in German using authentic written and audio resources from countries where German is the dominant language. The class will be conducted entirely in German.

IB German Language B - SL 2 (Y) **Grade: 12**

Prerequisite: IB German Language B

This course is designed to prepare students for the IB German Language B Standard Level examination in order to earn the IB Diploma. As the second course in this two-year sequence, this course will develop advanced communicative proficiency in listening and speaking while conversation, reading and writing in German using authentic written and audio resources from countries where German is the dominant language. The class will be conducted entirely in German.

IB Language A-Self-Taught - SL1 (Y) **Grade: 11**

IB Language A-Self-Taught - SL2 (Y) **Grade: 12**

Prerequisite: IB Coordinator Approval

School supported self-taught Language A Literature is an independent study course for students who want to study literature in a language other than English. Through this course, students fulfill their language acquisition requirement as well as qualify for a bilingual diploma. This is an SL level course that lasts two years. School Supported Self-Taught Language A is focused exclusively on literary analysis using 9 works the student selects from the IB prescribed reading list. The student is paired with two supporting staff members: a Language A English teacher, who supports the student's reading and analytical goals, and a tutor proficient in the self-taught language who is able to support the student's language and writing goals. This course requires the approval of the IB Diploma Coordinator.

IB Physics - SL1 (Y) **Grade: 11**

IB Physics - SL2 (Y) **Grade: 12**

Prerequisite: Pre-Calculus

IB Physics is a two-year course offered at the Standard Level that focuses on the study of natural physical phenomena of the interaction of light, matter, and energy in a conceptual as well as quantitative manner. Laboratory work is emphasized and requires structured labs, research papers and experimental projects. Instruction is student-centered with cooperative learning as well as teacher direction, thus offering the student a college-level physics experience. An interdisciplinary group project helps students realize that all scientific disciplines share the common goal of understanding how the world works and that scientists can work together on problems to discover solutions to a common goal.

IB Spanish Language B SL 1 (Y) **Grade: 11**

Prerequisites: Spanish I, II and III

As the first course of this two-year sequence, this course is designed to prepare students for the IB Spanish Language B Standard Level examination as one component of the IB Diploma. Students will begin to develop advanced communicative proficiency in the integrated core areas of conversation, listening, speaking, reading, and writing in Spanish using authentic written and audio from countries where Spanish is the dominant language. The class will be conducted entirely in Spanish.

IB Spanish Language B SL 2 (Y) **Grade: 12**

Prerequisite: IB Spanish Language B SL 1

This course is designed to prepare students for the IB Spanish Language B Standard Level examination in order to earn the IB Diploma. As the second course in this two-year sequence, this course will develop advanced communicative proficiency in conversation, listening and speaking while reading and writing in Spanish using authentic written and audio resources from countries where Spanish is the dominant language. The class will be conducted entirely in Spanish.

Mathematics - Analysis and Approaches – SL1 (Y)
Grade: 11

Mathematics – Analysis and Approaches – SL2 (Y)
Grade: 12

Prerequisites: NC Math 1, 2, 3, and Pre-Calculus

This two-year course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example: functions, trigonometry, calculus, and statistics) as well as topics that are amenable to investigation, conjecture, and proof, such as the study of sequences and series. Students will develop the ability to construct, communicate, and justify correct mathematical arguments.

Mathematics - Analysis and Approaches – HL1 (Y)
Grade: 11

Mathematics – Analysis and Approaches – HL2 (Y)
Grade: 12

Prerequisites: NC Math 1, 2, 3, Pre-Calculus, Calculus

This two-year course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example: functions, trigonometry, calculus, and statistics) as well as topics that are amenable to investigation, conjecture, and proof, such as the study of sequences and series. Students will develop the ability to construct, communicate, and justify correct mathematical arguments. This is a much more rigorous math course that requires a foundation in calculus and is intended for people who plan to pursue a degree related to STEM.

Mathematics: Applications and Interpretations – SL1 (Y)
Grade: 11Mathematics: Applications and Interpretations – SL2 (Y) **Grade: 12**

Prerequisites: NC Math 1, 2, and 3 (Honors)

IB Mathematics: Applications and Interpretations is a two-year course available at the Standard Level (SL). It is designed for students who are interested in developing their mathematics for describing our world and solving practical problems. They should be interested in harnessing the power of technology alongside exploring mathematical models and enjoy seeing mathematics used in real-world contexts to solve real-world problems.

Sports Exercise Health Science – SL1 (Y) **Grade: 11**

Sports Exercise Health Science – SL2 (Y) **Grade: 12**

Prerequisites: Biology I Honors, Earth Science Honors, Chemistry Honors

The SEHS course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance.

Theatre – SL1 (Y) **Grade: 11**

Theatre – SL2 (Y) **Grade: 12**

The IB Diploma Programme theatre course gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Theory of Knowledge 1 (Y) **Grade 11**

Theory of Knowledge 2 (Y) **Grade 12**

Prerequisite: IB candidate status

This course centers on the questions “What do you know?” and “How do you know it?” To help IB candidates answer the questions, the course fosters the development of critical thinking skills involving asking good questions, using language effectively, supporting ideas with evidence and developing logic, unity, and coherence in argument and writing expression. IB candidates will be encouraged to seek the inner connectedness among the disciplines in the Diploma Programme, analyzing and challenging what they have always accepted as conventional wisdom.

Visual Arts - SL1 (Y) **Grade: 11**

Visual Arts - SL2 (Y) **Grade: 12**

Prerequisite: Art I

IB students will focus on investigations of a self-directed topic in the arts and express themselves visually through the creation of art, orally through presentations of their work, and organizationally through a research/reflection journal. The number of studio hours and work generated is about 10% less than in Visual Arts, Higher Level.

Visual Arts - HL1 (Y) **Grade: 11**

Visual Arts – HL2 (Y) **Grade: 12**

Prerequisite: Art I and Teacher / IB Coordinator Approval

IB Visual Arts is a two-year course in which IB students will focus on investigation of a self-directed topic in the arts, leading to qualifying for the IB Diploma. Students will express themselves visually through creation of art, orally through presentations of their work, and organizationally through writing in a research journal. Students will complete extensive studio work and keep an investigative workbook.

Union County Virtual (UCV)

The mission of Union County Virtual is to provide a positive, interactive, and nurturing environment that facilitates learning in an online setting. UCV incorporates three core values — Rigor, Relevance, and Relationships — into all courses, focuses on teacher student communication, and is dedicated to the highest caliber educational experience in a virtual environment.

ACT/SAT Test Preparation (S)

ACT/SAT Test Preparation - Honors (S)

Prerequisite: NC Math 2

This course is strongly recommended for students planning to attend community colleges or four-year universities. Test taking strategies, vocabulary study, literary reading comprehension, mathematics, and content reading strategies skills will be the primary focus with emphasis on the PLAN, ACT, PSAT, and SAT tests.

American History (S) – Students entering 2020-2021 and after

American History – Honors (S) – Students entering 2020-2021 and after

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past. Rooted in inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action.

AP Environmental Science (S)

Prerequisites: Biology I Honors and a physical science course, or Advanced Environmental Science Topics where offered

The AP Environmental Science course is designed to be the equivalent of a one-semester college introductory environmental science course. Topics include: earth systems; population dynamics; natural resources; and global changes.

AP Psychology (S)

This course introduces the systemic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students are expected to take the AP exam following the completion of the course.

Arts Appreciation (S)

Arts Appreciation – Honors (S)

This course examines the visual arts, music and other performing arts through a globally inclusive historical study. Emphasis is placed on the interconnectivity of world events, social practices, and cultural values and the arts. Various time periods are explored through looking at the history, art, music, and theater of the day. This course will provide students with an overlying synthesis of each time period, and help them to develop a more globally comprehensive view of visual and performing arts throughout history.

Biology (S)

Biology - Honors (S)

The curriculum standards focus on inquiry-based instruction in the structures and functions of living organisms, ecosystems, evolution and genetics, and molecular biology. This is a High School Exit Standard Course.

Business Essentials (S)

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.

Business Law - Honors (S)

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws.

Career Management (S)

Designed to develop the fundamental attitudes and behaviors needed to secure employment and advance in a career. Skills are generic to all occupations, and emphasize proficiency in the workplace, problem solving, teamwork, and self-management. In addition, skills are developed which are specific to investigating, securing, and maintaining appropriate employment.

Creative Writing (S)

Creative Writing – Honors (S)

Emphasis is placed on creative writing for those students with a desire to refine these skills and work with others to improve their creative writing. Students will expand on their powers of observation, imagination, and language and will be exposed to various forms of creative writing in the fields of prose, fiction and nonfiction (i.e. poems, fiction, drama, etc.).

Earth/Environmental Science (S)

Earth/Environmental Science - Honors (S)

The curriculum standards for this course focus on the Earth: systems, geologic processes, weather, climate and astronomy. Ecological impact, sustainability and stewardship are also key elements in this course.

Economics and Personal Finance (S) - Students entering 2020-2021 and after

Economics and Personal Finance - Honors (S) - Students entering 2020-2021 and after

The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course supports the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students will be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

English I (S)

English I - Honors (S)

The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction), which may include influential U.S. documents and one Shakespearean play. Interdisciplinary informational writing as well as documented research and speaking and listening skills will be included along with multimodal presentations.

English II (S)

English II – Honors (S)

Prerequisite: English I or English I Honors

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play will be included. Documented research based on interdisciplinary informational texts and literature will comprise the writing, speaking, and listening components of the course along with multimodal presentations. An End-Of-Course test will be administered in English II.

English III (S)

English III - Honors (S)

Prerequisite: English II or English II Honors

English III is an in-depth study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play will be included along with interdisciplinary informational writing and multimodal presentations focusing on speaking and listening skills.

English IV (S)

English IV - Honors (S)

Prerequisite: English III or English III Honors

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will be included. Interdisciplinary informational text and multimodal presentations will encompass the writing, speaking and listening skills.

Founding Principles of the United States of America and North Carolina: Civic Literacy (S) – Students entering 2020-2021 and after

Founding Principles of the United States of America and North Carolina: Civic Literacy - Honors (S) – Students entering 2020-2021 and after

This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others.

Global Awareness - Honors (S)

This course is a combination of geography and globalization. Students will study current issues facing different countries and brainstorm sustainable solutions throughout the course. Although this course is offered in the traditional face-to-face environment as well as online, the online version is markedly different. The online course approaches global issues in a regional manner and has a daily focus on current events.

Leadership Exploration (S)

Leadership Exploration – Honors (S)

This course allows students to define leadership and explore the many facets of leadership—styles, theories, and levels. Students will learn about team building, communication strategies, and decision making. Historical and contemporary examples of both effective and ineffective leadership will also be explored. This course is only offered online.

NC Math 1 (S)

NC Math 1 - Honors (S)

NC Math 1 is the study of algebraic concepts designed to engage students in a variety of mathematical experiences that include the use of reasoning and problem-solving skills, which may be applied to life situations beyond the classroom setting. This course serves as the cornerstone for all high school mathematics courses; therefore, all subsequent mathematics courses require student mastery of the NC Math 1 content standards. Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

NC Math 2 (S)

NC Math 2 – Honors (S)

Prerequisite: NC Math 1

NC Math 2 continues a progression of the standards established in NC Math 1. In addition to these standards, NC Math 2 includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

NC Math 3 (S)

NC Math 3 – Honors (S)

Prerequisite: NC Math 2

NC Math 3 progresses from the standards learned in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. NC Math 3 also includes the geometric concepts of conics and circles.

NC Math 4 (S)

NC Math 4 – Honors (S)

Prerequisite: NC Math 3

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

Multicultural Women's Studies (S)

Multicultural Women's Studies – Honors (S)

This course is an introduction to the study of women's issues around the globe. The course compares social, cultural, political, economic, and family issues on a global scale. The course also focuses on the role of women in the workplace, relationships between women and men, the historical basis of female subordination, and movements for social change. Intersections of ethnicity, class, and gender will also be explored.

Mythology (S)

Mythology – Honors (S)

Prerequisite: English I

This course will promote cultural awareness in classical mythologies to include ancient civilizations. Students will engage in cultural research, creative presentation, and incorporate writing strategies.

Physical Science (S)

Prerequisite/Corequisite: NC Math I

The Physical Science curriculum standards integrate topics from both physics and chemistry in an inquiry-based instructional setting. Topics include: properties and changes of matter, motion and forces, and conservation and transfer of energy.

Psychology/Sociology (S)

Psychology/Sociology – Honors (S)

This is a combination course where students will study both psychological and sociological issues. During the first half of this course the focus will be on psychological concepts and theories including contemporary issues in the field. The course focuses on the systemic and scientific study of the behavior and mental processes of human beings. During the second half of the course students will focus on sociological concepts and current issues. Students will develop a core body of knowledge about human social activity and interaction.

Spanish I (S)

Spanish I is an introduction to the study of a second language through the four skills of listening, speaking, reading, and writing. Culture, geography, and grammar are integrated into the course. Students have limited or no prior study of the language.

Success 2.0 (S)

This course is designed to give students an opportunity to reflect on where they are as a student and what opportunities lie ahead of them. This course will teach students about lifetime earning potentials and the different pathways students can explore in Union County to reach their academic goals. Students will study different figures in society looking at positive and negative outcomes based on life decisions. Students will also explore the positive and negative impacts of peer pressure and social media.

Success 2.0 FLEX Enrollment (S)

This course is designed to give students an opportunity to reflect on where they are as a student and what opportunities lie ahead of them. This course will teach students about lifetime earning potentials and the different pathways students can explore in Union County to reach their academic goals. Students will study different figures in society looking at positive and negative outcomes based on life decisions. Students will also explore the positive and negative impacts of peer pressure and social media.

This version of Success 2.0 allows for flexible enrollment and is designed to give students an opportunity to earn a credit after the 10 day add/drop period of course registration. This course functions differently than a traditional course due to students enrolling at various times. Students will be required to complete all course components by following an individualized pacing guide that is based on their course start date.

World History (S)

World History – Honors (S)

This course is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and includes details of change over time, historical impact, diplomacy, culture practices and beliefs, as well as economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of: power and authority, change and continuity, human-environment interaction, globalization, cultural diffusion, and individual and group identity

Career and Technical Education

Academies

Academies at Central Academy of Technology & Arts

For more detailed information about CTE courses and programs visit (www.ucpscte.org)

Information Systems Computer Engineering Academy

The goal of Central Academy's Information Systems program is to develop skills in specific areas of computer technology. Students will develop networking, computer hardware and software fundamentals using tools and techniques common to home and small business environments. Training is conducted using the Cisco CCNA Discovery curriculum. Students will become proficient in home and small business networking, in addition to routing and switching.

Information Systems Software Development and Game Design Academy

The goal of Central Academy's Information Systems program is to develop skills in specific areas of computer technology. Students will be introduced to the concepts of programming, application development, and writing software solutions. Students will learn how to use Adobe software edit photos, create vector images, edit videos, and create graphic designs and layouts for print and digital media. Students will be able to earn their Adobe Certified Associate certification. Students will also learn how to design, make, and animate 3D models using Autodesk 3dsMax. They will also learn game design theory and practices as they learn how to design and create 2D and 3D games. At the conclusion of the pathway students will work in collaborative teams to develop a final 3D game project.

Information Systems Cyber Security Academy

The goal of Central Academy's Information Systems program is to develop skills in specific areas of computer technology. Students will be introduced to networking, computer programming and basic computer security during the first two years of the program. Students, in their last two years, will take courses in network security, as well as high-level courses in networking. Students will be able to practice their security skills in a safe way while learning skills that will be beneficial to technology careers. A strong emphasis on ethical computing will be present in this pathway.

Medical Sciences Academy

The goal of the Medical Sciences Program is to provide a sequence of courses, including Project Lead the Way biomedical courses, all aligned with appropriate national learning standards, which follows a proven hands-on, real-world, problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology, and public health. Through activities such as dissections and experimentation, students examine the processes, structures, and interactions of the human body. They also explore the prevention, diagnosis, and treatment of disease. Students work collaboratively to investigate and design innovative solutions to health challenges like fighting cancer with nanotechnology. In addition to PLTW courses, students participate in Health Science and other high-level science courses.

Performing Arts Academy - Theatre Arts, Dance, and Music Production and Recording Arts Pathways

The goal of Central Academy's Performing Arts program is to further prepare serious, career-focused students for the expectations of a professional lifestyle in the performing arts. Students will be able to hone their current skills through a variety of program-specific courses that will lead to a well-rounded candidate. Gaining insight into the many facets of performance will enable the successful student to feel more comfortable on stage, behind the scenes, or in a studio. Students will select from one of three pathways in the performing arts field; Theatre Arts, Dance, or Music Production and Recording Arts. Auditions will be held prior to acceptance to the Theatre Arts and Dance pathways, emphasizing not only talent but creativity through expression. Music Production and Recording Arts students must meet minimum music experience in order to be eligible for entry into the pathway. While in the program, students will focus on instrumental or voice instruction and music theory, integrated with the technology of the recording business. During all four years of high school, the dedicated student will be able to perfect and continue to master the skills of their chosen profession.

Pre-Engineering Academy

The goal of the four-year program of study is to provide an overview of engineering and engineering technology. Students use problem-solving skills to tackle real-world engineering and manufacturing problems. Hands-on opportunities with computers and project simulations help students to understand technical concepts. Project Lead the Way (PLTW) is an engaging and thought-provoking curriculum through which students develop critical thinking skills through hands-on project-based learning, preparing them to take on real-world challenges. Advanced Manufacturing courses are organized around Union County manufacturing and engineering and contain a challenging academic component with substantial hands on opportunities that prepare students for success. Students also participate in coursework in Robotics, Manufacturing and Electronics.

Transportation Systems Automotive Repair Academy

The goal of the four-year program is to provide in-depth study into a chosen field of Transportation Technology. This academy develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and testing of brakes, electrical systems, drivetrain, engine, HVAC and steering and suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) and Automobile Service Technician (AST) requirements.

Transportation Systems Collision Repair Academy

The goal of the four-year program is to provide in-depth study into a chosen field of Transportation Technology. The Collision Repair Academy will provide high-tech training in collision repair. The I-CAR curriculum, which is an industry recognized professional curriculum that has been customized to meet the needs of high school students, is designed to prepare students for various entry-level employment positions that may lead to experienced technician positions with excellent job security and high-income potential. Students have the opportunity to graduate with a Platinum™ designation that makes them highly employable.

Academies at Other High Schools

“Academies” are special pathways in Union County Public Schools which have an application process where students may need to travel to another school for the pathway’s classes. For more information, please visit (https://www.ucpscte.org).

Agricultural Mechanics Academy

In the Agricultural Mechanics Pathway, students will learn how to read blueprints, survey land and ensure safe use of tools. Students will also get hands-on experience using hand tools, power tools, welding equipment and computer programs to construct and maintain agricultural systems and structures.

Automotive Repair Academy

This academy develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) and Automobile Service Technician (AST) requirements.

Aviation Academy

The aviation academy will expose students to various aspects of aviation from avionics, to aerospace engineering through instruction that is project oriented and has a student focus. The avionics program will offer electronics labs, aircraft visits, and projects. State-of-the-art electronics training equipment will be utilized for this program. Avionics systems are an integral part of aircraft design and have vastly increased aircraft capability. The Aerospace Engineering program will allow students to explore the designing, building, testing and analyzing the science behind the forces and physical properties of planes, rockets, and unmanned vehicles.

Broadcasting & TV Production Academy

This Academy provides students who show an interest and talent with movie/broadcasting and photo and digital graphics an opportunity to receive exposure and skills related to the Arts, Audio-Video Technology and Communications Career Pathway. Students will receive hands-on experience with the industry standard technology which will enable them to make educated decisions about careers in the Digital Media field.

Carpentry Academy

Carpenters make up the largest building trades occupation in the industry and those with all-around skills are in high demand. Carpenters are involved in many different kinds of construction activities, from building highways and bridges to installing kitchen cabinets. Carpenters construct, erect, install, and repair structures and fixtures made from wood and other materials. This four-level curriculum covers content such as Building Materials, and Advanced Wall Systems

Clean & Renewable Engineering Energy Academy

The Clean Energy Technology program enables students to apply fundamental science and operating principles of clean energy systems to authentic problems. Such problems involve motors and generators, photovoltaic systems, water and energy conservation, wind turbines, biofuel generation, bioreactors, water power, energy harvesting, fuel cells and nuclear power. Students use an engineering design process to develop solutions to these authentic problems. Students master industry-standard simulation and modeling software sourced from the U.S. Department of Energy and related national laboratories as well as National Instruments (NI). Students completing the program may become an NI Certified LabVIEW Associate Developer (CLAD) and may be prepared for earning other relevant industry certifications.

Collision Repair Academy

The Collision Repair Academy will provide high-tech training in collision repair. The I-CAR curriculum, which is an industry recognized professional curriculum that has been customized to meet the needs of high school students, is designed to prepare students for various entry level employment positions that may lead to experienced technician positions with excellent job security and high income potential. Students have the opportunity to graduate with a Platinum™ designation that makes them highly employable.

Cosmetic Arts & Science Academy

There are tremendous career opportunities for students in cosmetology. Skin care, nail care and other specialties are areas of interest today. Students enrolled in the Cosmetic Arts & Sciences Academy Program receive specialized training in many of today's most sought after career fields. While enrolled in the Cosmetology Program, students are awarded the opportunity of preparing for the Board of Cosmetology License.

Culinary Arts Academy

The Culinary Arts Academy will allow students to master techniques through hands–on learning and practice. The program is designed to provide students with the technical knowledge that they can apply the first day on the job, to be a lifelong career training tool, and to increase the chances of a student continuing their training in a post-secondary school. The culinary program will provide the fundamentals of safety and sanitation practices, basic knife skills, menu planning, and food production skills. Additional skills such as the management of the front and back of the house and guest relations are also included in the curriculum.

Drafting Academy - Engineering or Architecture

The Drafting Academy gives students the basics of architectural drafting by challenging them with technology and classroom based curriculum that promotes the use of critical thinking and computer technology skills. Students will learn to use industrial drafting tools and instruments used by architects and engineers. Computer Assisted Drawing (CAD) will be used by the students to learn how to make construction drawings.

Electrical Trades Academy

Electricians install electrical systems in structures; they install wiring and other electrical components, such as circuit breaker panels, switches, and light fixtures, and they follow blueprints, the National Electrical Code® and state and local codes. To prepare trainees for a career in the electrical field, NCCER offers a comprehensive, Electrical curriculum that complies with DOL time-based standards for apprenticeship. The new sixth edition of Electrical has also been fully updated to the 2011 NEC® and includes revisions to the module examinations. The workbook questions, now Supplemental Exercises, have been incorporated into the textbook so that they're contained in one convenient location for easy reference.

Engineering through Project Lead the Way

PLTW Engineering is more than just another high school engineering program. It is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the "right" answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation. PLTW students have said that PLTW Engineering influenced their post-secondary decisions and helped shape their future. Even for students who do not plan to pursue engineering after high school, the PLTW Engineering program provides opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career.

Film Editing & Production Academy

This Academy provides students the opportunity to gain experience in using Adobe Premier software. Students will participate in authentic learning that includes hands-on projects that will allow them to make educational and career decisions in the film industry.

Firefighter Academy

Union County Public Schools is partnering with the local Fire Departments to create a retention and development tool for the surrounding fire departments. The academy will develop highly trained firefighters and overall outstanding professional people. Students will be able to earn certifications in several areas while in high school and be prepared for a career in public service or continue at a postsecondary college or university.

Heating, Ventilation, and Air Conditioning Academy

This program prepares students to install, repair, and maintain the operating conditions of heating, air conditioning, and refrigeration systems. Students work with piping and tubing, study heat and electricity, install duct systems, and comply with EPA regulations. This instructional program prepares students to install, repair, and maintain the operating conditions of heating systems. Students also learn blueprint and specification reading, ductwork design and fabrication, materials selection, job cost calculation, mechanical codes, heat load calculations, and installation procedures.

Law and Justice Academy

The Law and Justice Academy will develop highly trained Security and Law Enforcement Officers and overall outstanding professional people. Students will be able to earn certifications in several areas while in high school and be prepared for a career in security services or continue at a post-secondary college or university.

Masonry Academy

The study of masonry is one of the world's oldest and most respected crafts. Masonry construction has existed for thousands of years. The remains of stone buildings date back 15,000 years, and the earliest manufactured bricks unearthed by archaeologists are more than 10,000 years old. These bricks were made of hand-shaped, dried mud. Among the most well-known works of masons are the pyramids of ancient Egypt and Notre Dame Cathedral in Paris. NCCER's curriculum encompasses modules such as Mortar, Metalwork in Masonry, and Estimating.

Nurse Aide Academy

The demand for healthcare professionals is high in all areas. This need is projected to increase for at least the next 30 years and has resulted in higher wages and more diverse job opportunities for Nursing Assistants. The Nurse Aide Academy is a multi-year program that introduces students to nursing. Certified nursing assistants (CNAs) are employed by hospitals, nursing homes, outpatient clinics, and private individuals to take care of patients' everyday needs.

Pharmacy Tech Academy

The Academy of Pharmacy Technology prepares students for the growing pharmaceutical industry by providing them with the clinical and business skills needed to work successfully alongside pharmacists and physicians. Pharmacy Technicians play a very critical role in pharmacies and healthcare organizations by handling prescriptions and medication orders and by providing assistance to licensed pharmacists. They assist licensed pharmacists by providing patients with medications and healthcare products. Students may pursue rewarding careers in a variety of settings, including hospitals, retail pharmacies, nursing homes, pharmaceutical companies and wholesalers, and the federal government.

Robotics Academy

The Robotics Engineering Curriculum (REC) delivers comprehensive instruction aligned to national STEM standards via hands-on activities and compelling online curriculum, all centered on three core features:

- LearnMate curriculum with Learning Management System (LMS)
- VEX Coding Studio (VCS) Robotic Programming Software
- Robust VEX® Robotics Hardware

Robotics Engineering Curriculum (REC) provides a comprehensive study of engineering concepts including:

- Physics
- Programming
- Mechanical systems
- Electrical and electronics systems
- Relevant activities and capstone projects in each semester

These core concepts are delivered with a robotics emphasis through relevant activities and projects using the VEX Robotics hardware and VEX® Coding Studio Robotic Programming Software. By using robotics as a vehicle to convey the principles of engineering, REC generates excitement and enthusiasm for the engineering field!

Teaching as a Profession Academy

The Teaching as a Profession academy is designed to encourage students to consider teaching as a career choice. Students are exposed to the many facets of education through class discussions, observations, and participation in public school classrooms. The three course pathway allows students to examine their aptitudes for teaching, learn about curriculum development and utilize a variety of instructional strategies.

Veterinary Assisting Academy

The Veterinary Assisting Academy provides students who show an interest in learning about veterinary medicine an opportunity to receive exposure and skills related to animal care. Students are exposed to proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures.

Welding Technology Academy

Welding is a high-tech industry that is used in places all over the world. From ladders to aircraft carriers, from NASCAR to national defense, and from the laboratory to sales and repair, the varied welding industry impacts virtually every industry. Technology is creating more uses for welding in the workplace. For example, new ways are being developed to bond dissimilar materials and non-metallic materials, such as plastics, composites, and new alloys. Also, advances in laser beam and electron beam welding, new fluxes, and other new technologies and techniques all point to an increasing need for highly trained and skilled workers.

Program Areas

Career and Technical Education (CTE) in the Union County Public School System has a mission to better prepare high school graduates for entry into the post-secondary system and the workplace. Career and Technical Education courses are important for all students regardless of whether they will enter the workforce directly after high school or after pursuing higher education. Several Career and Technical Education courses offer students the opportunity to earn articulated community college credit and through relationships with local community colleges, Career and College Promise pathways allow students to take college courses and receive high school and college credit. Union County High School students may also earn business and industry certifications while in high school. Specific Career and Technical Education courses provide the knowledge and skills to take exams that qualify the students for these credentials.

Career and Technical Education, at the high school level, emphasizes applications of theory, problem solving and critical thinking skills that business, industry, and post-secondary institutions are encouraging students to acquire for further study in any field. Students taking Career and Technical Education courses can definitely get an early start on a technical degree, business and industry credentials and future employment opportunities. Program areas that are part of Career and Technical Education include:

Agricultural Education

Business, Finance and Marketing Education

Computer Science and Information Technology Education

Family and Consumer Sciences Education

Health Science Education

Trade, Technology, Engineering and Industrial Education

Work-Based Learning

Courses offered in each of the above program areas are described on the following pages. As you will see, students have a wide variety of college and career preparations available through these programs. Every program area is associated with a student organization that offers students the opportunity to develop leadership skills, participate in civic service, earn valuable scholarships and compete in regional, state and national competitions. As students are being prepared for careers in the 21st century, Career and Technical Education stands out as an excellent delivery system for higher academic standards. Some courses are offered at both Honors and Advanced Honors levels. Advanced Honors (AH) receive five credit points which is equivalent to Advanced Placement courses.

North Carolina High School to Community College Articulation Agreement

The North Carolina High School to Community College Articulation Agreement provides a seamless process that joins secondary and postsecondary Career and Technical Education (CTE) programs of study.

This statewide articulation agreement is comprised of high school CTE courses that match the knowledge and skills taught in similar community college courses. The articulation agreement ensures that if a student is proficient in his/her high school course, the student can receive college credit for that course at any North Carolina community college. This streamlines the student's educational pathway by eliminating the need to take multiple courses with the same learning outcomes.

Agricultural Education

Agricultural Mechanics I (S)

Maximum Enrollment: 20

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development.

Agricultural Mechanics II - Honors (S)

Maximum Enrollment: 20

Prerequisite: Agricultural Mechanics I

Foundations of Agriculture

In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision making.

Agricultural Mechanics II - Small Engines - Honors (S)

Maximum Enrollment: 20

Prerequisite: Agricultural Mechanics I

This course is provided for the upper-level agricultural mechanics student who wishes to apply the basic knowledge of small engines acquired through on-line Briggs and Stratton training modules delivered by the agricultural education teacher in a shop setting. The course is intended to provide students with experiential learning opportunities as they perform “hands-on” skills specified in the curriculum under the direct supervision of the agriculture teacher. This “learning to do” philosophy will enable students to understand curriculum content so that they may pass the Briggs and Stratton Competency Exam and receive certification from Briggs and Stratton.

Aligned Credential: Briggs & Stratton Certification

Foundations of Agriculture (S)

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.

Animal Science I (S)

Animal Science I - Honors (S)

This course focuses on animal physiology, breeding, nutrition, health, and best management practices in preparation for an animal science career.

Animal Science II (S) – Companion Animal

Prerequisite: Animal Science I

This course focuses on animal welfare, safe handling practices, nutrition, digestion, breeding, grooming, care, classification, and the history of the companion animal industry.

Animal Science II - Food Animal - Honors (S)

Prerequisite: Animal Science I

This course focuses on animal anatomy, physiology, digestion, reproduction, housing and facilities, management, and genetics of the food animal industry.

CTE Advanced Studies in Agriculture (S) Grades: 11-12

Prerequisite: Two technical credits in Agriculture Education, one being a concentrator course.

The Advanced Studies course must augment the content of the concentrator course. Students work under the guidance of a teacher with expertise in the content of the concentrator course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

Equine Science I (S)

This course focuses on the basic scientific principles and processes related to equine physiology, breeding, nutrition, and care in preparation for a career in the equine industry.

Equine Science II - Honors (S)

Prerequisite: Equine Science I

The course focuses on more advanced applications of feeding, breeding, and management practices involved in the horse industry.

Aligned Credential: Equine Management and Evaluation Certification

Horticulture I - Introduction to Plants (S)

Horticulture I - Introduction to Plants - Honors (S)

Maximum Enrollment: 20-25 (Based on greenhouse size)

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

Horticulture II – Landscaping Construction – Honors (S)

Prerequisite: Horticulture I - Introduction to Plants

Landscaping provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry.

Horticulture II – Plant Production - Honors (S)

Prerequisite: Horticulture I - Introduction to Plants

Maximum Enrollment: 20-25 (Based on greenhouse size)

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development.

Natural Resources I (S)

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat.

Natural Resources II (S)

Prerequisite: Natural Resources I

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management.

Natural Resources II - Forestry (S)

Prerequisite: Natural Resources I

This course examines best management practices and sampling techniques to support natural resource conservation. Students will develop forestry identification and management skills, discover prescribed conservation techniques to enhance forestry and wildlife habitats and explore a variety of natural resources and recreational opportunities.

Sustainable Agriculture Production I (S)

Prerequisite: 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.

Sustainable Agriculture Production II (S)

Prerequisite: Sustainable Agriculture Production I

Sustainable Agriculture Production II further investigates food production through practice and application of principles and knowledge established in Sustainable Agriculture Production I. An emphasis on proven methods employed to sustain a growing population are woven into all facets of the course. Students gain knowledge of 21st century agriculture through further exploration of renewable energy, precision agriculture, biotechnology, and breeding programs. Students discover cultivation of bees, aquaponics, mushrooms, vermicomposting and commodities of their choice while applying food safety and industry standards for sustainable production. Students also acquire foundations of leadership, business, and marketing principles necessary for competitive sustainable agricultural companies, and individuals in the workforce are also reinforced in this course.

Veterinary Assisting - Honors (S)

Recommended Maximum Enrollment: 15

Prerequisite: Animal Science II – Companion Animal, Animal Science II – Food Animal, or Equine Science II

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. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will feature hands-on skill sets designed to enhance experiential learning.

Aligned Credential: Elanco Veterinary Medical Applications

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. Please see your school's Career Development Coordinator for more information.

Aligned Credential: Certified Veterinarian Assistant

Business, Finance, and Marketing Education

Accounting I – Honors (S)

Maximum Enrollment: Based on computer lab size

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced and entrepreneurial experiences are encouraged.

Accounting II – Honors (S)

Prerequisite: Accounting I Honors

Maximum Enrollment: Based on computer lab size

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced and entrepreneurial experiences are encouraged.

Business Essentials (S)

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

Business Ethics and Law I (S)

Business Ethics and Law I - Honors (S)

Cultivate the knowledge of basic legal and ethical principles governing the business industry and its consumers. Explore the role federal and state government plays in criminal and civil court cases. Investigate issues that arise in the topics of business ownership, contract law, employment law, cyber law, property law, and environmental law. Gain the knowledge and skills for careers in business law.

Business Ethics and Law II (S)

Business Ethics and Law II - Honors (S)

Prerequisite: Business Ethics and Law I

Analyze complex legal and ethical issues that impact today's modern business models. Explore ecommerce law, agency law, and business financial law. Investigate the protection provided by business contracts and their importance. Gain the knowledge and skills for careers in business law.

Business Management I (S)

Business Management I – Honors (S)

Prerequisite: Business Essentials (Formerly Principles of Business and Finance)

This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Also the experience includes students working through ethical dilemmas and problem-solving situations with customer service while using academic and critical-thinking skills. English language arts is reinforced.

Business Management II (S)

Business Management II - Honors (S)

Prerequisite: Business Management I

This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. English language arts and mathematics are reinforced.

Career Management (S)

This course gives students a competitive advantage through valuable leadership, career development, career management, essential employability skills, and communication skills. Students will discover their personal learning style, develop their speaking skills, and build team management skills. This course is recommended for all CTE students, including students involved with a Career and Technical Student Organization.

CTE Advanced Studies (S) **Grade: 12**

Prerequisite: Two technical credits in Business, Finance, and Marketing Education, one being a concentrator course.

The Advanced Studies course must augment the content of the concentrator course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the specific area in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

Entrepreneurship I (S)

Entrepreneurship I - Honors (S)

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

Entrepreneurship II - Honors (S)

Prerequisite: Entrepreneurship I

Recommended Maximum Enrollment: 25

In this course, students continue the development of a business idea and develop an understanding of pertinent decisions to be made for business positioning, financing, staffing, and profit planning. Students acquire in-depth understanding of business regulations, risks, management, and marketing and will develop a business plan. English language arts, mathematics, and social studies are reinforced.

Aligned Credential: Entrepreneurship and Small Business

Fashion Merchandising (S)

Fashion Merchandising - Honors (S)

This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for entry-level fashion retail work or post-secondary education. English, mathematics, social studies, and technology are reinforced.

Financial Planning I (S)

Financial Planning I - Honors (S)

Prerequisite: Business Essentials (Formerly Principles of Business and Finance)

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 ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

Financial Planning II (S)

Financial Planning II - Honors (S)

Prerequisite: Financial Planning I

Students will further develop the fundamental knowledge and skills acquired in Wealth Building 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 I (S)

Marketing I - Honors (S)

This course is designed to introduce students to the dynamic processes and activities in marketing. This 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 II (S)

Marketing II - Honors (S)

Prerequisite: Marketing I

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

Marketing Cooperative Education (Co-op) (S)

Grades: 11-12

Prerequisites: Face to Face Marketing course within the same semester

Application must be completed. Acceptance into the program required.

Students enrolling in BFM courses may choose to participate in a cooperative education work experience during the same semester. A student choosing the cooperative work approach must be employed in an approved job by the 5th day of the semester, submit documentation of hours worked and complete other assignments as required by the CTE Work-Based Learning Coordinator. For specific opportunities contact your school's Career Development Coordinator.

Sales I (S)

Sales I - Honors (S)

This course teaches students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, product knowledge, and the selling process. Project-based learning, English language arts, and social studies are reinforced.

Sales II (S)

Sales II - Honors (S)

Prerequisite: Sales I

This course teaches students the art of selling and will build on the content from the Sales I course. Students will further develop their personal brand and will continue to work on communication and customer service skills in addition to learning about pre- and post-sales activities. Students will use role plays to engage in the selling process and will learn to think on their feet. Project-based learning, English language arts, and social studies are reinforced.

Sport & Event Marketing I (S)

Sport & Event Marketing I - Honors (S)

In this course, students are introduced to sport and event industries. Students will develop an understanding of marketing, branding, promotion, media, and marketing data as they relate to the sport and event industries.

Sport & Event Marketing II - Honors (S)

Prerequisite: Sport & Event Marketing I

In this course, students will apply their knowledge of promotion and marketing for the sport and event industries. The topics to be covered are the marketing environment, promotional activities, communications, product-mix strategies, and financial and economic impacts.

Computer Science and Information Technology Education

Adobe Digital Design I (S)

Adobe Digital Design I - Honors (S)

Maximum Enrollment: Based on computer lab size

This course is a project-based course that develops career and communication skills in Webdesign using Adobe tools. This course is aligned to the Adobe Dreamweaver certification. English language arts are reinforced.

Aligned Credential: Adobe Certified Associate - Dreamweaver

Adobe Video Design I (S)

Adobe Video Design I - Honors (S)

Prerequisite: Adobe Visual Design I

Maximum Enrollment: Based on computer lab size

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

Aligned Credential: Adobe Certified Associate - Premiere Pro

Adobe Video Design II (S)

Adobe Video Design II - Honors (S)

Prerequisite: Adobe Video Design I

Maximum Enrollment: Based on computer lab size

Engage in the preproduction, production, and postproduction processes of video creation. Develop digital media products in the fields of audio, news-style video, and interview-style video. Design social media products to be used on multiple platforms using cinematic storytelling elements. Gain knowledge and skills for careers in the Adobe Video Design pathway.

Adobe Visual Design I (S)

Adobe Visual Design I - Honors (S)

Maximum Enrollment: Based on computer lab size

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. English language arts are reinforced.

Aligned Credential: Adobe Certified Associate - Illustrator, Photoshop

Adobe Visual Design II (S)

Adobe Visual Design II - Honors (S)

Prerequisite: Adobe Visual Design I

Maximum Enrollment: Based on computer lab size

This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs.

Aligned Credential: Adobe Certified Associate - InDesign

Advanced Game Art and Design (S)

Advanced Game Art and Design - Honors (S)

Prerequisite: Game Art and Design - H

Recommended Maximum Enrollment: 20

This course is a continuation in the study of game design. Emphasis is placed on working collaboratively as a team and creating 3-D game-ready assets and environments. Students will recognize roles in a game development team, create and pitch an original game idea and understand production management in a team environment. They will gain understanding of higher-level game design concepts such as interface design, flow, and affordance. They will utilize current industry standard AAA game engines to produce a finished multilevel game. Lastly students will produce a postmortem and update their work in their game design portfolio.

AP Computer Science (S)

Recommended Prerequisite: AP Computer Science Principles OR Computer Science II

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

AP Computer Science Principles (S)

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Audio Engineering Technology I - Honors (S)

Maximum Enrollment: 20

This course allows students to learn about the physics of sound and the history of recording technologies. They learn about the four stages of professional music recording projects: recording, editing, mixing, and mastering. Using a recording and mixing software program, they practice the techniques used by sound engineers to produce multitrack recordings. Through a series of engaging hands-on projects, they learn the fundamental concepts of audio engineering.

Audio Engineering Technology II Honors (S)

Prerequisite: Audio Engineering Technology I

Maximum Enrollment: 20

This course is a continuation of the first level course and expands on those concepts including combining multi-track recordings into stereo track or the mixing process. Dynamic, range, and processors are also covered.

Cisco Network Engineering Technology I - Honors (S)

Grades: 10-12

Maximum Enrollment: 25

This course introduces the architecture, structure, functions, components, and models of the internet and other computer networks. The principles and structure of IP addressing and the fundamentals of ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. This course uses the Cisco Introduction to Networks curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced.

Cisco Network Engineering Technology II - Honors (S)

Prerequisite: Cisco Network Engineering Technology I

Maximum Enrollment: 25

This course describes the architecture, components, and operations of routers and switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. This course uses the Cisco Routing and Switching Essentials curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced.

Aligned Credential: Cisco Certified Technician (CCT) Routing and Switching

Cisco Network Engineering Technology III - Honors (S)

Prerequisite: Cisco Network Engineering Technology II

Maximum Enrollment: 25

In this curriculum, Cisco Networking Academy™ participants develop workforce readiness skills and build a foundation for success in networking-related careers and degree programs. With the support of video and rich interactive media, participants learn, apply, and practice CCNA knowledge and skills through a series of in-depth hands-on experiences and simulated activities that reinforce their learning. Upon completion of the three course pathway, learners will be prepared to take the Cisco CCNA Unified certification exam which is an aligned credential. CCNAv7 teaches comprehensive networking concepts and skills, from network applications to the protocols and services provided to those applications. Learners will progress from basic networking to more complex enterprise and theoretical networking models later in the curriculum.

CompTIA IT Fundamentals (S)

CompTIA IT Fundamentals - Honors (S)

Recommended Maximum Enrollment: 25

This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing. IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices. English language arts, mathematics, and science are reinforced.

Aligned Credential: CompTIA IT Fundamentals +

Computer Engineering Technology I - Honors (S)

Prerequisite: CompTIA IT Fundamentals

Recommended Maximum Enrollment: 25

This course is the first in a two course series that introduces the skills required for entry level PC technicians. It includes objectives in the following four domains, a) PC Hardware, b) Networking c) Mobile devices d) Hardware and networking troubleshooting.

Aligned Credential: CompTIA A+ 220-1101

Computer Engineering Technology II - Honors (S)

Prerequisite: Computer Engineering Technology I

Recommended Maximum Enrollment: 25

This course is the second in a two course series that introduces the skills required for entry level PC technicians. It includes objectives in the following five domains, a) Windows operating system, b) Other operating systems and technologies c) Security, d) Software troubleshooting, e) Operational procedures.

Aligned Credential: CompTIA A+ 220-1102

Computer Programming I - Honors (S)

Maximum Enrollment: Based on computer lab size

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment using Visual Basic programming language. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Studio program including obtaining and validating user input, logical decision making and processing, graphics, and useful output.

Computer Science I (S)

Maximum Enrollment: Based on computer lab size

Computer Science I is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in Computer Science include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art,

Computer Science II (S)

Computer Science II - Honors (S)

Prerequisite: Computer Science I

Maximum Enrollment: Based on computer lab size

Computer Science II continues developing the concepts introduced in the prerequisite course, Computer Science I, introducing students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. Strong communication skills are necessary and English language arts, mathematics, and computer science standards are reinforced.

CTE Advanced Studies (S) **Grade: 12**

Prerequisite: Two technical credits in Computer Science and Information Technology Education, one being a concentrator course.

The Advanced Studies course must augment the content of the concentrator course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the specific area in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

Cybersecurity Essentials (S)

Recommended Maximum Enrollment: 25

This course is designed for students who are considering IT as a career with specialization in cybersecurity. This foundational course provides an overview of the fundamentals of networking and general concepts involved in maintaining a secure network computing environment. This course also provides students with an overview of the fundamentals of cybersecurity, the nature and scope of today's cybersecurity challenges, strategies for network defense, as well as detailed information about next-generation cybersecurity solutions.

Aligned Credential: Palo Alto Networks Certified Cybersecurity Associate (PCCSA)

3D Modeling and Animation I (S)

3D Modeling and Animation I - Honors (S)

Recommended Maximum Enrollment: 25 (Limited by lab capacity)

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

3D Modeling and Animation II (S)

3D Modeling and Animation II - Honors (S)

Prerequisite: 3D Modeling and Animation I

Recommended Maximum Enrollment: 25 (Limited by lab capacity)

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

Game Art and Design - (S) **Grades: 11-12**

Game Art and Design - Honors (S)

Prerequisite: 3D Modeling and Animation I (Formerly Digital Design & Animation I)

Maximum Enrollment: 25 (Limited by lab capacity)

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. Art, English language, arts, mathematics, and science are reinforced.

Introduction to Computer Science (S)

Maximum Enrollment: 30 (Limited by lab capacity)

Students with limited or no experience in coding and computer programming will be introduced to core concepts of Computer Science. Students will understand the components of computers and computer programming, ethics in computer science, algorithms, variables, conditional statements, and more. The course will use a combination of making and designing using the revolutionary new micro:bit microcontroller board and the Arcade curriculum with Microsoft's easy and powerful MakeCode blockbased coding environment. The Arcade curriculum will help students develop programming skills by creating and modding retro arcade games with Blocks and JavaScript in the MakeCode editor. This course is project-based with a maker philosophy at its core. The idea is that by making physical objects or games, students create a context for learning coding and computer science concepts.

Microsoft Excel Honors (S)

Maximum Enrollment: Based on computer lab size

Students in Microsoft Imagine Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the most current version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematics is reinforced.

Aligned Credential: Microsoft Office Specialist Excel Core, Microsoft Office Specialist Excel Expert

Microsoft Word and PowerPoint (S)

Maximum Enrollment: Based on computer lab size

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Art and English language arts are reinforced.

Aligned Credential: Microsoft Office Specialist Word Core, Microsoft Office Specialist PowerPoint Core

PLTW Introduction to Cyber Security - Honors (S)

Maximum Enrollment: 20

This course introduces students to the concepts of physical security systems, computer security, network security, and external organization protection.

Python Programming I (S)

Python Programming I - Honors (S)

Recommended Introductory Course: Visual Basic Programming

Maximum Enrollment: Based on computer lab size

This course is designed to introduce Python as a beginning course (not intended for experienced programmers). Students will learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematics standards are reinforced.

Python Programming II - Honors (S)

Prerequisite: Python Programming I

Maximum Enrollment: Based on computer lab size

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

Aligned Credential: PCAP: Certified Associate in Python Programming

Family and Consumer Science Education

Apparel & Textile Production I (S)

Apparel & Textile Production I - Honors (S)

Maximum Enrollment: 25

In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion.

Apparel & Textile Production II (S)

Apparel & Textile Production II - Honors (S)

Prerequisite: Apparel & Textile Production I

Maximum Enrollment: 25

In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio.

Child Development (S)

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance.

Counseling & Mental Health I (S)

Counseling & Mental Health I - Honors (S)

This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the life span. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships.

Counseling & Mental Health II (S)

Counseling & Mental Health II - Honors (S)

Prerequisite: Counseling & Mental Health I

Students in this course will gain a deeper understanding for the counseling and mental health field and factors that affect mental health. Emphasis is placed on understanding the human brain and psyche, theories of development, mental disorders, treatment options, and teen violence issues. Activities engage students in exploring various counseling and mental health careers, while building essential life literacy skills they can apply in their own lives to achieve optimal wellbeing.

Aligned Credential: AAFCS Pre-Professional Family & Community Services Certification

CTE Advanced Studies (S) **Grade: 12**

Prerequisite: Two technical credits in Family and Consumer Science, one being a concentrator course

This culminating course is for seniors who have earned two technical credits, one of which is a FACS concentrator course, in one Career Cluster and who are career focused in the community and family services, food science, nutrition or interior design career areas. The Advanced Studies course must augment the content of the concentrator course in and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the concentrator course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

Culinary Arts & Hospitality I (S)

Culinary Arts & Hospitality I - Honors (S)

Recommended Introductory Course: Foods & Nutrition I

Maximum Enrollment: 20 (or 4-5 per laboratory kitchen)

In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, smallwares, culinary math, and basic knife skills in a commercial food service facility are taught.

Culinary Arts & Hospitality II Applications - Honors (S)

Prerequisite: Culinary Arts & Hospitality I

Maximum Enrollment: 20; Commercial Kitchen required

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

Culinary Arts & Hospitality III - Honors (S)

Prerequisite: Culinary Arts & Hospitality II Applications

Maximum Enrollment: 20

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.

Foods and Nutrition I (S) **Grade: 9,10,11**

Maximum Enrollment: 20 (or 4-5 per laboratory kitchen)

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

Hospitality and Tourism Management I (S)

Hospitality and Tourism Management I - Honors (S)

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

Hospitality and Tourism Management II (S)

Hospitality and Tourism Management II - Honors (S)

Prerequisite: Hospitality and Tourism Management I

Recognize career opportunities for management in the hospitality and tourism industry. Apply knowledge of the industry to develop a marketing plan for a company. Practice financial management, sales, and leadership for this dynamic industry. Gain the knowledge, skills, and industry credential for careers in hospitality and tourism management

Interior Design Fundamentals (S)

Interior Design Fundamentals - Honors (S)

This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on design thinking and utilization of the interior design process; human environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques.

Interior Design Studio (S)

Interior Design Studio - Honors (S)

Prerequisite: Interior Design Fundamentals

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures.

Interior Design Technology - Honors (S)

Prerequisite: Interior Design Fundamentals

This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces.

Aligned Credential: Autodesk Certified User Revit

Teaching as a Profession I - Honors (S)

Grades: 10-12

Prerequisite: Application must be completed. Must have a minimum 2.5 GPA

Maximum Enrollment: 20

This course is designed to encourage students to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation, and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education.

Teaching as a Profession II - Honors (S)

Grades: 11-12

Prerequisite: Teaching as a Profession I. Maintain a 2.5 GPA

Maximum Enrollment: 20

This course is designed to encourage students to further pursue teaching as a career. Students learn about the importance of positive learning environments, curriculum development, and utilization of a variety of instructional strategies. Students are required to complete both Teaching as a Profession II and Teaching as a Profession Field Experience in the same year. Students are eligible for articulated university credit upon successful completion of the Teaching as a Profession pathway.

Teaching as a Profession Field Experience - Honors (S)

Grades: 11-12

Prerequisite: Teaching as a Profession II. Maintain a 2.5 GPA

Maximum Enrollment: 20

In this course, students participate in guided and independent classroom leadership activities with mentoring from their cooperating teacher. The field experience provides students with the skills and tools that are an integral and complementary component of Teaching as a Profession I and II, which assist in developing pedagogical skills, knowledge, and characteristics necessary for effective teaching.

Health Science Education

CTE Advanced Studies (S) **Grade: 12**

Prerequisite: Two credits in Health Science; one of which must be a concentrator course.

This course is designed for senior students planning on entering the health or medical career. Students will be required to produce a research paper, product, and presentation.

Foundations of Health Science (S)

Recommended Maximum Enrollment: 30

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

Health Science I - Honors (S)

Recommended Maximum Enrollment: 30

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

Health Science II - Honors (S)

Prerequisite: Health Science I or PLTW Human Body Systems

Recommended Maximum Enrollment: 20

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

Nursing Fundamentals - Honors (Y) - 2 credits -

Grade: 12

Prerequisite: Health Science II

Maximum Enrollment: 10

Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area. DHSR applies BON Rule to the classroom training area. Selected students must be able to provide the following: transportation to clinical sites, proof of updated immunizations and valid government-issued photo ID. These students must submit to a criminal background check and drug screen.

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs.

Aligned Credential: North Carolina Nurse Aide I

Pharmacy Technician - Honors (S)

Prerequisite: Health Science II

Recommended Maximum Enrollment: 20

This course is 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. This course is accredited by the Accreditation Council for Pharmacy Education (APCE). Upon successful completion of this course and after graduation, the student is eligible to take the Pharmacy Technician Certification Board (PTCB) exam.

Aligned Credential: CPhT Certified Pharmacy Technician

PLTW Biomedical Innovations - Honors (S)

Prerequisite: PLTW Medical Interventions

Recommended Maximum Enrollment: 20

This course allows students to apply their knowledge and skills to answer questions or solve problems related to biomedical sciences. Students design innovative solutions to the health care challenges of the 21st century. Students work on independent projects and may work with a mentor in the healthcare industry. English language arts and science are reinforced in this course.

PLTW Human Body Systems - Honors (S)

Prerequisite: PLTW Principles of Biomedical Sciences

Recommended Maximum Enrollment: 20

This course is designed for students to examine interactions of human body systems and apply knowledge to solve real-world medical cases.

PLTW Medical Interventions - Honors (S)

Prerequisite: PLTW Human Body Systems

Recommended Maximum Enrollment: 20

This honors course allows students to investigate the interventions involved in the prevention, diagnosis and treatment of disease. It is a “How-to” manual for maintaining overall health.

PLTW Principles of Biomedical Sciences - Honors (S)

Recommended Maximum Enrollment: 20

From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.

Trade, Technology, Engineering, and Industrial Education

Advanced Manufacturing I - Honors (S)

Recommended Introductory Course: Robotics Engineering I

Maximum Enrollment: 20

This course is the first part of a two-part sequence on the basic functional knowledge and skills needed in the advanced manufacturing environment. This course covers introduction to manufacturing, safety, and equipment maintenance and is based upon the Manufacturing Skills Standards Council’s (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers in NC and the USA as a fundamental certification needed by advanced manufacturing production workers. Topics included in this course include Introduction to Advanced Manufacturing, Communications, Production Teams, Training and Leadership, Safety Organization, Personal Protective Equipment, Fire and Electrical Safety, Work Area Safety, Hazardous Material Safety, Tool and Machine Safety, Material Handling Safety, Welding, Basic Electrical Circuits, Electrical Measurement,

Electrical Power, Pneumatic, Power Systems, Hydraulic Power Systems, Lubrication Concepts, Bearings and Couplings, Belt Drives, Chain Drives, Machine Control Concepts, and Machine Automation.

Aligned Credential: Certified Production Technician (CPT) - Safety, CPT Maintenance Awareness

Advanced Manufacturing II - Honors (S)

Prerequisite: Advanced Manufacturing I

Maximum Enrollment: 20

This course is the second part of a two-part sequence on the basic functional knowledge and skills needed in the advanced manufacturing environment. This course covers quality and processes and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers in NC and the USA as a fundamental certification needed by advanced manufacturing production workers. Topics included in this course include periodic or statistically based internal quality audit activities, calibration of gages and other data collection equipment, continuous improvements, inspection materials and product/process, documentation of quality tests, communication of quality problems, corrective actions used to restore or maintain quality, record process outcomes and trends, fundamentals of blueprint reading, the use of common measurement systems and precision measurement tools, identifying customer needs, determining resources available for the production process, setting up and verifying equipment for the production process, team production goals, making job assignments, coordinating work flow with team members and other work groups, production and material requirements and product specifications, perform, monitor and document the process to make the product, document product and process compliance with customer requirements, and prepare final product for shipping or distribution.

Aligned Credential: CPT Manufacturing Processes and Production, CPT Quality Practices and Measurement

Automotive Service I (S)

Prerequisite: Automotive Service Fundamentals

Maximum Enrollment: 20

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

Automotive Service II - Honors (S)

Prerequisite: Automotive Service I

Maximum Enrollment: 20

This course builds on the knowledge and skills introduced in Automotive Service I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

Automotive Service III - Honors (S)

Prerequisite: Automotive Service II

Maximum Enrollment: 20

This course builds on the knowledge and skills introduced in Automotive Service I & II, building advanced automotive skills and knowledge in vehicle servicing, testing repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

Aligned Credential: ASE - Auto Maintenance and Light Repair

Automotive Service – Engine Drivetrain (S)

Grades: 11-12

Prerequisite: Automotive Service III

Maximum Enrollment: 20

This course builds on the knowledge and skills introduced in Automotive Service I, II, & III. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair and advanced diagnosis in engine repair, engine performance, automatic transmission, manual transmission and axles while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Automobile Service Technician (AST) requirements.

Automotive Service - Suspension Chassis Electrical (S)

Grades: 11-12

Prerequisite: Automotive Service III

Maximum Enrollment: 20

This course builds on the knowledge and skills introduced in Automotive Service I, II, & III. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair and advanced diagnosis in suspension and steering, brakes, electrical systems, and HVAC while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Automobile Service Technician (AST) requirements.

Automotive Service Fundamentals (S)

Maximum Enrollment: 20

This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

Avionics I - Honors (S)

Maximum Enrollment: 20

The avionics program will offer electronics labs, aircraft visits and projects. State-of-the-art electronics training equipment will be utilized for this program. Avionics systems are an integral part of aircraft design and have vastly increased aircraft capability. This first course will introduce students to the fundamental of aviation maintenance, technical communications skills, basic aircraft wiring, basic and advanced DC circuits and power systems.

Avionics II - Honors (S)

Prerequisite: Avionics I

Maximum Enrollment: 20

This course builds on the skills learned in the first course. Students will learn basic and advanced AC circuitry, components, aircraft AC power systems, and aircraft drawings.

Avionics III - Honors (S)

Prerequisite: Avionics II

Maximum Enrollment: 20

This course builds on the skills learned in the first two courses. Students will learn about solid-state devices including setting up, operating power supplies, oscilloscopes and function generators for solid-state devices. They will also learn about various analog circuits including using test equipment to measure and analyze.

Avionics IV - Honors (S)

Prerequisite: Avionics III

Maximum Enrollment: 20

This course builds on the skills learned in the first three courses. Students will learn to set up and operating equipment as well as troubleshoot digital circuits. They will also learn to work with microprocessors as they relate to avionics. Communication employability skills will also be reinforced in this course.

CTE Advanced Studies (S) **Grade: 12**

Prerequisite: Two technical credits in TTEIE, one being a concentrator course

The Advanced Studies course must augment the content concentrator course. Students work under the guidance of a teacher with expertise in the specific area in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.

Carpentry I (S)

Prerequisite: Construction Core

Maximum Enrollment: 20

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

Aligned Credential: NCCER - Carpentry

Carpentry II - Honors (S)

Prerequisite: Carpentry I

Maximum Enrollment: 20

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.

Aligned Credential: NCCER - Carpentry

Carpentry III - Honors (S)

Prerequisite: Carpentry II

Maximum Enrollment: 20

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

Aligned Credential: NCCER - Carpentry

Collision Repair Fundamentals (S)

Prerequisite: Application must be completed, Acceptance into the program required.

Maximum Enrollment: 20

This course introduces safety, basic collision repair terminology, system and component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also career and various job opportunities in the collision repair industry will be discussed.

Collision Repair I (S)

Prerequisite: Collision Repair Fundamentals

Maximum Enrollment: 20

This course focuses on non-structural repairs to automobiles. Using curriculum materials from the industry recognized I-CAR organization, students will learn about trim and hardware, material identification, steel cosmetic, straightening and plastic repair, moveable glass replacement, and bolted-on parts replacement.

Collision Repair II - Non-Structural - Honors (S)

Prerequisite: Collision Repair I

Maximum Enrollment: 20

This course continues the focus on non-structural repairs to automobiles. Using curriculum materials from the industry recognized I-CAR organization, students will learn additional information about trim and hardware, material identification, steel cosmetic straightening and plastic repair, moveable glass replacement, and bolted-on parts replacement.

Aligned Credential: I-CAR Platinum ProLevel 1 for Non-Structural

Collision Repair III - Refinishing - Honors (S)

Prerequisite: Collision Repair II - Non-Structural

Maximum Enrollment: 20

This course focuses on refinishing automobiles. Using curriculum from the industry recognized I-CAR organization, students will learn about repairing and priming vehicles and vehicle parts; use and maintain a spray gun; mix, store, and dispose of hazardous materials; understand the corrosion protection process; sand, buff, and detail a refinished vehicle.

Aligned Credential: I-CAR Platinum ProLevel 1 for Refinishing

Construction Core (S)

Maximum Enrollment: 20

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 drawings (blueprints), material handling, basic communication skills, and basic employability skills.

Aligned Credential: NCCER - Core

Cosmetology I (Y) (2 blocks all year = 4 credits)

Grade: 11

Prerequisite: Application must be completed. Acceptance into the program required.

Maximum Enrollment: 20

This course introduces developmental skills, employment opportunities, and career information required for the cosmetology industry. Topics include facials, manicures, hair cutting, chemical relaxing and restructuring, wet hair styling, and hair coloring and lighting. Skills in mathematics, science, biology, leadership, and problem solving are reinforced in this course. Students are required to purchase uniforms, shoes, and equipment that meet State Board of Cosmetic Arts requirements. Students may be required to attend additional days during the summer. Students will also be required to provide their own transportation.

*If a student does not finish the entire course, they will not be able to get any credits.

Cosmetology II (Y) **Grade: 12**

Prerequisite: Cosmetology I, Cosmetology Summer School

Twelve-hundred (1200) hours qualify the student to take the North Carolina State Board of Cosmetic Arts Licensing Examination after which the student must complete a six (6) month apprenticeship. Fifteen-hundred (1500) hours qualify the student to take the Licensing Examination with no apprenticeship requirement. In Cosmetology II, students practice the skills learned by working with customers in the clinic. Approximately 75% of the time in class is devoted to clinic work. In order for a student to receive three (3) units of credit for Cosmetology II, he/she must have a total of twelve-hundred (1200) hours of supervised class work. Students who complete all requirements are expected to take the North Carolina State Board of Cosmetics Licensing Examination. Students will also be required to provide their own transportation. *If a student does not finish the entire course, they will not be able to get any credits.

Drafting I - Honors (S)

Maximum Enrollment: Based on lab size

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3-D modeling.

Aligned Credential: Autodesk Certified User AutoCAD

Drafting II - Architectural - Honors (S)

Prerequisite: Drafting I

Maximum Enrollment: Based on lab size

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.

Aligned Credential: Autodesk Certified User Revit

Drafting II - Engineering - Honors (S)

Prerequisite: Drafting I

Maximum Enrollment: Based on lab size

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include advanced levels of Engineering Drafting and Design, Career Opportunities, Problem Solving, Manufacturing Processes, Parametric-Solid Modeling, Dimensioning and Tolerancing, Working Drawings, and 3D modeling.

Aligned Credential: Autodesk Certified User Inventor

Drafting III - Architectural - Honors (S)

Prerequisite: Drafting II - Architectural

Maximum Enrollment: Based on lab size

This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of computer assisted design (CAD) tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections.

Drafting III - Engineering - Honors (S)

Prerequisite: Drafting II - Engineering

Maximum Enrollment: Based on lab size

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include advanced levels of Engineering Drafting and Design, Employment Requirements, Engineering Design Concepts and Principles, Advanced Manufacturing Processes, Advanced Parametric-Solid Modeling, Geometric Dimensioning and Tolerancing, Work Drawings and Assemblies, 3D Modeling, Sheet Metal Parts, and Professional Portfolio.

Drone Technology Fundamentals (S)

This course will provide students knowledge in the field of aviation related to drone technology. Students will also learn the skills needed to fly basic drones for recreational purposes.

Aligned Credential: FAA Trust

Drone Technology I - Honors (S) **Grades: 11-12**

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.

Aligned Credential: FAA CFR 14 Part 107 UAS Remote Pilot Certification, NCDOT NC UAS Operator Permit

Electrical Trades I - Honors (S)

Prerequisite: Construction Core

Maximum Enrollment: 20

This course covers basic electrical trade’s 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.

Aligned Credential: NCCER - Electrical

Electrical Trades II - Honors (S)

Prerequisite: Electrical Trades I

Maximum Enrollment: 20

This course builds on skills mastered in Electrical Trades I and provides an introduction to conductors and cables, construction drawings, residential electric services, test equipment usage, alternating current theory, grounding and bonding techniques, motors theory and application, and electric lighting to structures.

Aligned Credential: NCCER - Electrical

Electrical Trades III - Honors (S)

Prerequisite: Electrical Trades II

Maximum Enrollment: 20

This course builds on skills mastered in Electrical Trades II and the course content includes conduit bending techniques, pull and junction boxes, conductor installations, cable tray, conductor terminations and splices, circuit breakers and fuses, and control systems and fundamental concepts. Upon successful completion of this course, students should be prepared to enter the workforce as an electrical helper and/or continuing education towards degrees in Construction Management or Electrical Engineering.

Aligned Credential: NCCER - Electrical

Electronics DC (S) **Grades: 10-12**

This course covers Direct Current (DC) basics and is aligned to the Electronic Technicians Association (ETA) EM1 certification. Topics include basic electrical theory, magnetism, safety, electronic equipment, electronic components, Ohms Law, Mathematics for electronics, electronic measurements, series circuits, parallel circuits, series/parallel circuits, and battery power supplies. This course helps prepare students for ETA certification in Digital and Direct Current.

Aligned Credential: ETA EM1

Electronics AC (S)

Electronics AC - Honors (S)

Prerequisite: Electronics DC

This course covers advanced practices, principles, and special equipment and materials based upon the Electronic Technicians Association (ETA) areas of analog and alternating current. Topics include safety, alternating current, inductive/capacitive/RCL circuits, semiconductor devices, rectifiers/filter circuits, and bipolar transistors. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for ETA certification in Analog and Alternating Current. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Algebra I is recommended as good preparation for this course.

Aligned Credential: ETA EM2

Firefighter Technology I (S)

Recommended Introductory Course: Public Safety I

Maximum Enrollment: 20

This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Orientation, Fire Service Communications, Firefighter Health & Safety, PPE, Building Construction, Portable Extinguishers, Fire Behavior, Tools and Forcible Entry, and Loss Control.

Aligned Credential: NCOSFM - Firefighter Technology I

Firefighter Technology II (S)

Prerequisite: Firefighter Technology I

Maximum Enrollment: 20

This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Ladders, Ventilation, Ropes & Knots, Search & Rescue, Water Supplies & Hose & Streams & Appliances, and Emergency Medical Care.

Aligned Credential: NCOSFM - Firefighter Technology II

Firefighter Technology III - Honors (S)

Prerequisite: Firefighter Technology II

Maximum Enrollment: 20

This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Rescue, Fire Detection and Suppression Systems, Fire and Life Safety Initiatives, Mayday, HM Ops, and TIMS.
Aligned Credential: NCOSFM - Firefighter Technology III

HVAC/R I - Honors (S)

Prerequisite: Construction Core

Maximum Enrollment: 20

This course is designed for students to develop basic HVAC terminology and technical aspects of HVAC with emphasis on the development of introductory skills to include Intro to HVAC, Trade Mathematics, Basic Electricity, Intro to Heating, Intro to Cooling, Intro to Air Distribution Systems, Basic Copper and Plastic Piping Practices, Soldering and Brazing, and Basic Carbon Steel Piping Practices.

Aligned Credential: NCCER - HVAC

HVAC/R II - Honors (S)

Prerequisite: HVAC/R I

Maximum Enrollment: 20

This course is designed for students to further develop skills mastered in HVAC/R I and provide an emphasis on Alternating Current, Compressors, Refrigerants and Oils, Leak Detection, Evacuation, Recovery and Charging, Metering Devices, Heat Pumps, and Basic Maintenance.

Aligned Credential: NCCER - HVAC

HVAC/R III - Honors (S)

Prerequisite: HVAC/R II

Maximum Enrollment: 20

This is designed for students to further develop skills mastered in HVAC/R II and develop advanced technical aspects of plumbing with the emphasis on Chimneys, Vents, and Flues, Sheet Metal Duct Systems, Fiberglass and Flexible Duct Systems, Commercial Airside Systems, Air Quality Equipment, and Introduction to Hydronic Systems.

Aligned Credential: NCCER - HVAC

Law and Justice I (S)

Recommended Introductory Course: Public Safety I

Maximum Enrollment: 25

Students desiring to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony.

Aligned Credential: National Law Enforcement Certification SPSS

Law and Justice II - Honors (S)

Prerequisite: Law and Justice I

Maximum Enrollment: 25

This course emphasizes "need-to-know" information for protection officers throughout the security industry and is aligned to the International Federation of Protection Officers (IFPO) certification as a Certified Protection Officer (CPO). Course content includes: Foundations in Law Enforcement and Protective Services. Communications in Law Enforcement and Protective Services, Protection Officers Functions, Crime Prevention and Physical Security, Safety and Fire Protection, Information Protection, Deviance Crime and Violence, Risk and Threat Management, Procedures in Investigations, Legal Aspects of Security, Procedures for Officer Safety and Uses of Force, Procedures for Relations with Others, and AHA First Aid Certification.

Aligned Credential: Certified Protection Officer (CPO)

Masonry I - Honors (S)

Prerequisite: Construction Core

Maximum Enrollment: 20

This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on the development of introductory skills. This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction.

Aligned Credential: NCCER - Masonry

Masonry II - Honors (S)

Prerequisite: Masonry I

Maximum Enrollment: 20

This course builds on skills mastered in Masonry I and provides an emphasis on residential plans and drawing interpretation, residential masonry, grout and other reinforcement processes, metalwork in masonry, and the introduction to weatherization.

Aligned Credential: NCCER - Masonry

Masonry III - Honors (S)

Prerequisite: Masonry II

Maximum Enrollment: 20

This course builds on skills mastered in Masonry II and provides an emphasis on advanced laying techniques, construction techniques and moisture control procedures, and construction, inspection, and quality control processes. Introductory skills for the Crew Leader are also introduced in this course.

Aligned Credential: NCCER - Masonry

PLTW Aerospace Engineering - Honors (S)

Prerequisites: PLTW Introduction to Engineering OR PLTW Principles of Engineering

Maximum Enrollment: 20

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Using 3-D design software, students work in teams utilizing hands-on activities, projects, and problems and are exposed to various situations encountered by aerospace engineers.

PLTW Civil Engineering and Architecture - Honors (S)

Prerequisites: PLTW Introduction to Engineering OR PLTW Principles of Engineering

Maximum Enrollment: 20

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.

PLTW Computer Integrated Manufacturing - Honors (S)

Prerequisite: PLTW Introduction to Engineering OR PLTW Principles of Engineering

Maximum Enrollment: 20

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students discover and explore manufacturing processes, product design, robotics, and automation, and then they apply what they have learned to design solutions for real-world manufacturing problems.

PLTW Digital Electronics - Honors (S)

Prerequisite: PLTW Introduction to Engineering OR PLTW Principles of Engineering

Maximum Enrollment: 20

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry.

PLTW Engineering Design and Development - Honors (S)

Prerequisite: PLTW Aerospace Engineering OR PLTW Civil Engineering & Architecture OR PLTW Computer Integrated Manufacturing OR PLTW Digital Electronics

Maximum Enrollment: 20

In this capstone Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers.

PLTW Introduction to Engineering Design - Honors (S)

Maximum Enrollment: 20

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

PLTW Principles of Engineering - Honors (S)

Maximum Enrollment: 20

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.

Public Safety I (S)

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

Aligned Credential: Law and Public Safety Introductory Competency

Public Safety II - Honors (S)

Prerequisite: Public Safety I

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.

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

Robotics Engineering I - Honors (S)

Prerequisite: Math I

Recommended Maximum Enrollment: 20

Robotics Engineering I provides a comprehensive study of programming, engineering and other STEM concepts. These core concepts are delivered through relevant activities and projects using robotics as a vehicle to convey the principles of programming and engineering. Project-based learning is an essential learning strategy in Robotics Engineering I as it uses authentic activities, scenarios and in-class competitions as a final project.

Robotics Engineering II - Honors (S)

Prerequisite: Robotics Engineering I

Recommended Maximum Enrollment: 20

Robotics Engineering II is a continuation of Robotics Engineering I and students work in groups with a common goal and use their imagination and inquiry to develop individual solutions. Competitions and projects motivate students and solidify the concepts learned in the classroom. Students develop communication, teamwork and leadership skills while also learning core programming and engineering principles.

SREB Aerospace I - Fundamentals of Aerospace Technology - Honors (S)

Maximum Enrollment: 20

This project-based learning course engages students who are curious about aviation and aerospace careers. This course will introduce students to an engineering design process, tools to collect and analyze data, the science of aviation, materials and structures, and safety. Students will participate in real-world experiences such as designing, building and test a pilot seat, kite, straw rocket and launcher, motor-powered rocket and a model glider.

SREB Aerospace II - Advanced Aerospace Technology - Honors (S)

Prerequisite: SREB Aerospace I - Fundamentals of Aerospace Technology

Maximum Enrollment: 20

This course builds on the fundamentals course and engages students in applying the design process, using tools to collect and analyze data, exploring a deeper level of the science of aviation and discovering how quality control systems work in the aviation field. Students will work collaboratively in teams to design, build and test a wing; plot a course for a plane to take off and land; design, build and test a wing attachment system; test materials under stress; and design, build and test an electric-powered plane. Students will demonstrate their newly acquired knowledge and skills by presenting their innovative ideas, techniques and solutions.

SREB Aerospace III - Aeronautics Engineering Applications - Honors (S)

Prerequisite: SREB Aerospace II - Advanced Aerospace Technology

Maximum Enrollment: 20

In this project-based learning course students will learn about systems such as flight control, remote-control vehicles and the virtual world. Students will learn to fly using flight simulators. They will work collaboratively to propose a shift from a VOR navigation system to a GPS system and determine the cost savings. In addition, students will develop rotor blades for helicopters and design and program an unmanned flying vehicle.

SREB Aerospace IV - Astronautics Engineering Applications - Honors (S)

Prerequisite: SREB Aerospace III - Aeronautics Engineering Applications

Maximum Enrollment: 20

Students in this capstone course will focus on outer space and underwater applications. During the six projects, they will work collaboratively to design, build and test a laser communication system; develop a plan for space survivability in hostile environments; and utilize software to create a three-dimensional model of a satellite orbit and a team remote vehicle for underwater exploration.

SREB Clean Energy I - Systems - Honors (S)

Maximum Enrollment: 20

This course exposes students to three sources of renewable energy: wind, solar and biofuels. Working with solar, thermal, chemical and mechanical sources of clean energy teaches students how to apply physics, geography, chemistry, biology, geometry, algebra and engineering fundamentals. Students learn the most efficient and appropriate use of energy production as they explore the relevant relationships among work, power and energy. Students will engage in a wide variety of hands-on projects and lab activities that both test their knowledge and illustrate the interrelationships between the various forms of clean energy.

SREB Clean Energy II - Applications - Honors (S)

Prerequisite: SREB Clean Energy I - Systems

Maximum Enrollment: 20

This course builds on the foundation of Clean Energy Systems and introduces nuclear power, steam generation, fuel cells, geothermal power, water power, AC/DC power generation, heat transfer and the laws of thermodynamics. In addition, students now use chemical and thermal energy principles to create, store and use energy efficiently to power a variety of mechanical and electrical devices. Students will engage in a variety of hands-on design projects to demonstrate principles using advanced technology hardware and software.

SREB Clean Energy III - Strategies - Honors (S)

Prerequisite: SREB Clean Energy II - Applications

Maximum Enrollment: 20

Students in this course utilize applicable skills from the foundational courses to tackle challenges associated with the implementation of clean energy technology. The hands-on projects encountered during this course will require students to address specific issues related to providing portable power in any situation, developing new energy storage systems, increasing the efficiency of the modern home, and designing more energy efficient buildings and homes.

Welding Technology I - Honors (S)

Recommended Introductory Course: Construction Core

Maximum Enrollment: 20 (AWS recommends a student to teacher ratio of 15:1)

This course covers basic industrial and construction welding practices, characteristics, and entry level skills. Topics include safety, tools and equipment, measurement, thermal cutting processes, base metal preparation and shielded metal arc welding (SMAW).

Welding Technology II - Honors (S)

Prerequisite: Welding Technology I

Maximum Enrollment: 20 (AWS recommends a student to teacher ratio of 15:1)

This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include inspection, weld fit-up and testing, metal properties, and shielded metal (SMAW) arc welding.

Aligned Credential: AWS SENSE - Shielded Metal Arc Welding

Welding Technology III - Honors (S)

Prerequisite: Welding Technology II

Maximum Enrollment: 20 (AWS recommends a student to teacher ratio of 15:1)

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

Aligned Credential: AWS SENSE- Gas Metal Arc Welding

Work-Based Learning

CTE Cooperative Education (Co-op) (S)

Prerequisites: Related CTE Level II or concentrator course in Agriculture, Business, Finance, Computer Science and Technology, Family and Consumer Sciences, Trade, Technology, Engineering and Industrial Education, within the same semester.

Application must be completed. Acceptance into the program required

Students enrolling in a CTE Level II or concentrator course in Agriculture, Business and Information Technology, Family and Consumer Sciences, Technology Education, and Trade and Industrial Education may choose to participate in a cooperative education work experience during the same semester. A student choosing the cooperative work approach must be employed in an approved job by the deadline, submit documentation of hours worked and complete other assignments as required by the CTE Work-Based Learning Coordinator. The Work-Based Learning Coordinator, teacher, student and community sponsor jointly plan the organization, assignments, implementation and evaluation of the CTE Co-op. An application is required. Please see your school's Career Development Coordinator for the Co-op program guidelines .

CTE Internship (S)

Recommended Prerequisites: Minimum of two CTE credits within a career pathway, one being a concentrator course.

Application must be completed. Acceptance into the program required.

A CTE Internship allows students to observe and participate in daily operations, have direct contact with professionals in the field, ask questions about careers, and perform appropriate job tasks. Placement in an internship is based on the availability of an opportunity that meets the needs of the community sponsor and student. The Work-Based Learning Coordinator, student, and community sponsor jointly plan the organization, implementation and evaluation of an internship, which may be unpaid or paid. CTE Internships are available to students the summer before the senior year or during the first or second semester of senior year. Students participating in a CTE Internship, during the school year, are allowed one release period, either at the beginning or end of the school day. They must document a minimum of 135 contact hours (100 on site) and complete assignments, including a journal, analysis questions, career development assignments and a capstone project. An application is required and includes satisfying attendance, GPA and disciplinary qualifications, as well as positive teacher references. Confirmed placement is required before a student is enrolled in an Internship. The internship factors in GPA as a regular elective credit

Pre-Apprenticeship **Grades:11-12**

Pre-apprenticeship is a program or set of services designed to prepare individuals to enter and succeed in a Registered Apprenticeship program. Pre-apprenticeships help individuals meet the entry requirements for apprenticeship programs and ensure they are prepared to be successful in their apprenticeship. A Pre-Apprenticeship exists in a series of courses within a pathway that prepare students for future registered apprenticeship opportunities. For specific opportunities contact your school's Career Development Coordinator.

Credentials and Certifications

AAFCS Pre-Professional Family & Community Services Certification

The Pre-Professional Assessment and Certification (Pre-PAC) in Family and Community Services by the American Association of Family & Consumer Sciences (AAFCS) is an assessment credential that is aligned with relevant essential standards, the National Career Cluster Initiative, and the National Standards for Family and Consumer Sciences Education. The assessment will facilitate employment in early career ladder positions and promote continuing education at the postsecondary level preparing for careers that provide child, youth, and family services, social services, religious services, and community/volunteer services.

AAFCS Pre-Professional Fashion, Textiles, and Apparel

The Fashion, Textiles, and Apparel credential emphasizes the knowledge and skills necessary for success in the fashion industry. This certification is targeted for individuals preparing for careers related to fashion, textiles, and apparel.

AAFCS Pre-Professional Interior Design Fundamentals

The American Society of Interior Designers (ASID) Foundation, in partnership with the Interior Design Educators Council (IDEC), and the American Association of Family and Consumer Sciences (AAFCS), has developed a national interior design examination and credential for high school and junior college students. The Pre-Professional Certification for Interior Design Fundamentals validates the achievement of competencies related to the fundamental principles of interior design.

Adobe Certified Associate - After Effects, Dreamweaver, Illustrator, InDesign, Photoshop, Premiere Pro

Adobe conducted research to identify the foundational skills students need to effectively communicate using digital media tools. Based on feedback from educators, design and video professionals, businesses, and educational institutions around the world, the objectives cover entry-level skill expectations for video communication.

ASE Entry-Level Certification - Maintenance and Light Repair

The ASE Entry-Level Automotive Maintenance & Light Repair (MR) exam assesses knowledge and skills related to: engine repair; automatic transmission and transaxle; manual drivetrain and axles; suspension and steering; brakes; electrical/electronic systems; heating and air conditioning; engine performance; and supplemental tasks such as shop and personal safety, tools and equipment, preparing vehicle for service, and preparing vehicle for the customer.

ASE G1 - MLR

The ASE Student Certification program is specially designed to evaluate and certify students who are near the end of their studies in the areas of Automobile Service, Collision Repair & Refinishing, and M/H Truck. This certification can be thought of as the first step in building a career as a service professional by providing them with their first industry-recognized certification through ASE.

Autodesk Certified Inventor

The Inventory Certified User exam includes both academic and industry requirements designed to confirm that Autodesk® Inventor® software users have the skills necessary to continue their design careers—whether they attend college, enter the workforce, or work toward additional levels of industry certification.

Autodesk Certified User

Those who are relatively new to Autodesk software and want to demonstrate basic proficiency can seek to become Certified Users. Certification at this level helps demonstrate a commitment to academic success or career development.

Autodesk Revit Architecture Certified User

The Revit Architecture Certified User exam includes both academic and industry requirements designed to confirm that Autodesk® Revit Architecture® software users have the skills necessary to continue their design careers— whether they attend college, enter the workforce, or work toward additional levels of industry certification.

AWS Welding Certifications

Earning your specialized welding certification can reward you in significant ways, including higher salary potential, stronger employment demand and better job stability. In addition, specialized certification shows employers your ability to continually learn and grow in your field, both critical qualities to succeed in bigger career roles like team leadership or more complex jobs.

Basic School Age Care (BSAC)

BSAC (Basic School Age Care) is required by the North Carolina Division of Child Development and Early Education for professionals working in licensed programs. It reinforces health and safety practices and promotes learning environments that meet all children's developmental needs that foster positive behavior and identify quality elements of school age care.

Certified Production Technician (CPT)

The purpose of the Certified Production Technician (CPT) ® 4.0 certification program is to recognize through certification, individuals who demonstrate mastery of the foundational, core competencies of advanced manufacturing production at the entry-level to front-line supervisor through successful completion of the certification assessments. The goal of the CPT 4.0 certification program is to raise the level of performance of production technicians to help employers ensure their workforce increases the company's productivity and competitiveness.

This program is ideal for individuals with limited to no prior knowledge of manufacturing to begin a career pathway in the high skill, high wage, in demand manufacturing industry.

The CPT 4.0 program consists of five individual certificate assessments:

- Safety
- Quality Practices & Measurement
- Manufacturing Processes & Production
- Maintenance Awareness
- Green Production (Not part of Full CPT Certification)

Candidates must earn the first four certificates to receive the Full CPT 4.0 certification.

Certified Protection Officer (CPO)

The Certified Protection Officer (CPO) is based on current and valid standards that measure competency in the practice of private security for Security Officers.

Certified Veterinary Assistant Level 1

The Certified Veterinary Assistant (CVA) certification program establishes knowledge and performance standards in the practice of veterinary assisting and encourages the widespread adoption of these standards through a highly valued credential of competency. This certification requires 300 hours of work-based learning at a veterinary clinic under the supervision of a Veterinarian or Licensed Veterinary Technician, and passing the Approved Veterinary Assistant examination.

Cisco Certified Technician (CCT) Routing and Switching

Cisco Certified Technician Data Center (CCT Data Center) certification focuses on the skills required for onsite support and maintenance of Cisco Unified Computing Systems and servers. Technicians in this area must be able to identify Cisco Unified Computing System components and servers, accessories, cabling and interfaces; understand the Cisco UCS and NX-OS operating modes and identify commonly-found software; and be able to use the Cisco Graphical User Interface to connect and service product components.

Community Emergency Response Team (CERT)

The Community Emergency Response Team (CERT) certification program educates volunteers about disaster preparedness for the hazards that may impact their area and trains them in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations. CERT offers a consistent, nationwide approach to volunteer training and organization that professional responders can rely on during disaster situations, allowing them to focus on more complex tasks.

CompTIA IT Fundamentals +

The CompTIA IT Fundamentals exam focuses on the essential IT skills and knowledge needed to perform tasks commonly performed by advanced end-users and entry-level IT professionals alike.

CompTIA A+ 1001

The CompTIA A+ 1001 (A Plus) certification covers mobile devices, networking technology, hardware, virtualization and cloud computing and network troubleshooting.

CompTIA A+ 1002

The CompTIA A+ 1002 (A Plus) certification covers installing and configuring operating systems, expanded security, software troubleshooting and operational procedures.

Conover Workplace Readiness Soft Skills Credential

This credentialing system covers critical soft skills employers are looking for when assessing potential job candidates. The skills included are: Attitude, Communication, Planning and Organizing, Critical Thinking, Interpersonal/Social Skills, Teamwork, Professionalism and Media Rules.

CPR/AED

The students receive a certification in cardiopulmonary resuscitation (CPR) that is recognized across the country.

Elanco Veterinary Medical Applications Certification

The Elanco Veterinary Medical Applications Certification validates the knowledge and skills necessary to begin animal health care careers. Content covered includes, veterinary terms and terminology, animal welfare and behavior, anatomy and physiology, and veterinary medical practices.

Entrepreneurship and Small Business

The Entrepreneurship and Small Business certification is built to test and validate foundation-level concepts and knowledge in entrepreneurship and small business management. These core concepts include entrepreneurship; recognizing and evaluating opportunities; planning for, starting, and operating a business; marketing and sales; venture capital and seed funding; and financial management.

ETA Electronics Modules

The Electronics Modules program is based on ETA's Associate level certification, and is divided into five modules. The purpose of this is to align with a growing portion of the electronics education industry that is charged with providing electronics training that does not include the total content of traditional basic electronics courses.

In some instances, technical institutions are asked to provide training in only certain areas of electronics. This is so companies that need only narrower skills and knowledge (than one expects of a complete Associate CET) can employ workers who have required knowledge and skills for only the technology and processes used at that company.

To provide a path for the technician leading to the Associate CET (CETa) credential, the five basic modules of the Associate CET can be acquired individually through the Electronics Modules (EM1-5) program. Once a technician attains all five module certifications, ETA will issue an official Associate CET certification (all five EM modules must be current). Hands-on skills exam components are available. The technician may also choose to gain only those modules needed in order to be employable. The Electronics Modules are also a great retention tool. In UCPS, we only offer the first two module certifications.

Available Electronics Modules

DC Basics (EM1)

AC Basics (EM2)

Equine Management and Evaluation Certification

The National Horse Judging Team Coaches' Association (NHJTCA) Equine Management & Evaluation Certification verifies individuals are prepared to pursue a career in the fields of equine evaluation, management and production.

EverFi™ Venture Entrepreneurial Expedition

This credentialing system is designed to teach students to think entrepreneurially about business and life. Using case studies, interactive business simulations, and personal development activities, this curriculum teaches important basic business skills. Students develop a personalized plan for their individual business, including financing, marketing, team-building, and market research, along with a roadmap for academic and career success.

FAA CFR 14 Part 107 UAS Remote Pilot Certification

In order to fly your drone under the FAA's Small UAS Rule (Part 107), you must obtain a Remote Pilot Certificate from the FAA. This certificate demonstrates that you understand the regulations, operating requirements, and procedures for safely flying drones.

I-CAR Non-Structural ProLevel 1

A Non-Structural Technician restores damaged exterior panels to their original integrity, function, and appearance. This technician uses hand tools and power tools to remove or repair damaged parts, weld as needed, and properly install new parts. He or she works with a variety of metals and plastics, as well as glass, electrical, and mechanical parts.

I-CAR Refinish Technician ProLevel 1

A Refinish Technician prepares and applies paint to repaired vehicles. Duties may include final sanding, masking, color mixing and tinting, spray booth operations, and applying primers, sealers, and clearcoats. He or she may need to blend color into adjacent panels for a better color match to the existing vehicle finish. This individual works with potentially hazardous materials, so attention to safety and personal protection is essential. Vehicles must be correctly prepared and refinished to ensure proper adhesion, color match, and overall appearance.

Intuit Quickbooks Certified User

By certifying one's skills, individuals can validate their technical abilities and demonstrate proficiency, while providing marketable skills that speak to employers. The objectives reflect an easy-to-understand platform for students to grasp accounting concepts while honing skills in the most prevalent bookkeeping application in small business today.

Law and Public Safety Introductory Competency

The Law and Public Safety Introductory Competency is a national certification from LAPSEN for Public Safety secondary and post-secondary students. This certification is an assessment credential that is aligned with relevant essential standards in Public Safety I and basic public safety knowledge.

Master Service Technician Briggs and Stratton

Today's consumer is looking for a higher level of technical service. Becoming a Master Service Technician fulfills that consumer's service need. Briggs & Stratton recognizes this outstanding achievement with added status and benefits.

Microsoft Office Specialist - MS/Excel, MS/Excel Expert, MS/PowerPoint, MS/Word

Demonstrate that you have the skills needed to get the most out of Office by earning a Microsoft Office Specialist (MOS) certification in a specific Office program.

Microsoft Technology Associate - MTA Developer, MTA Infrastructure

Microsoft Technology Associate (MTA) is an introductory Microsoft certification for individuals considering a career in technology. MTA certification addresses a wide spectrum of fundamental technical concepts, assesses and validates your core technical knowledge, and enhances your technical credibility.

National Incident Management System (NIMS)

The National Incident Management Systems (NIMS) guides all levels of government, nongovernmental organizations, and the private sector to work together to prevent, protect against, mitigate, respond to, and recover from incidents. This online training introduces students to the National Incident Management System, the National Response Framework, the Incident Command System, and the Basic Incident Command System for Initial Response.

National Law Enforcement Certification SPSS

This certification is a direct representation of the competencies that were created by LAPSEN Subject Matter Experts, with extensive experience in the field of Law Enforcement, Criminal Justice, and teaching these subjects in schools.

NCCER Credentials in Core and Sustainable Construction, Your Role in the Green Environment, Carpentry, HVAC, Masonry, Electrical Trades, and Weatherization

NCCER offers curricula in over 70 different craft areas and more than 80 different assessments. When you successfully complete training, assessments and/or performance verifications through an NCCER Accredited Training Sponsor or Assessment Center, NCCER's Registry System records your completions and issues the appropriate credentials. It is these portable, industry-recognized credentials that many industry leaders look for when making employment decisions.

NCDOT NC UAS Operator Permit

The N.C. Department of Transportation and its partners in business, government, education and research are pushing the boundaries of unmanned aviation technologies to integrate beneficial drone use across North Carolina.

Drones, also called unmanned aircraft systems, are delivering life-saving medical packages, making backyard

retail deliveries, and supporting first responders during disasters. Still, many advancements are needed before drones operate routinely in the transportation system.

NCDOT is among a handful of teams selected by the Federal Aviation Administration's BEYOND initiative to accomplish this.

Although the FAA has exclusive authority over the use of airspace in the United States – including the airspace used by drones – NCDOT has the authority to implement and manage regulations pertaining to state laws concerning drone operations within the state.

NECI 911 Basic Communications

The NECI 9-1-1- Basic Communications certification program provides individuals with the basic knowledge, skills, and experience to understand the functional operation of an emergency communications system, and their role and responsibilities within the emergency communications system.

North Carolina Nurse Aide I

This is a state recognized certification that allows students to be hired as Certified Nursing Assistants after high school graduation.

Office of State Fire Marshal (OSFM) Firefighter Certifications

In a continued effort to reduce fire loss in the State of North Carolina, the State Legislature established General Statute 58-78-5.14b, which requires the State Fire and Rescue Commission to establish voluntary minimum professional qualifications for all levels of fire and rescue service personnel. The standard for Firefighter Certification is considered to be a minimum standard and the Fire & Rescue Commission fully recognizes that, due to differing requirements, many fire departments may set forth standards much higher than these for their personnel. It is the intent, however, that through a voluntary program, personnel who provide firefighting services to the communities of our state, will meet or exceed this standard. Individual Certifications include: Orientation & Safety; Health and Wellness; Fire Behavior; Personal Protective Equipment; Fire Hose, Streams, & Appliances; Portable Extinguishers, Foam Fire Streams; Emergency Medical Care; Building Construction; Ropes; Alarms & Communications; Forcible Entry; Ladders; Ventilation; Loss Control; Water Supplies; Sprinklers; Fire & Life Preparedness; Rescue; Mayday; Safety & Survival.

OSHA 10-Hour General Industry Certification

The OSHA 10-Hour General Industry (Agriculture, Construction, or Healthcare) training course provides training for entry level workers and employers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in agriculture industry. The program also provides information regarding workers' rights, employer responsibilities, and how to file a complaint. Through this training, OSHA helps to ensure that workers are more knowledgeable about workplace hazards and their rights.

PCAP: Certified Associate in Python Programming

PCAP - Certified Associate in Python Programming certification is a professional credential that measures an individual's ability to accomplish coding tasks related to the basics of programming in the Python language and the fundamental notions and techniques used in object-oriented programming.

S/P2 Safety & Pollution Prevention

This certification shows that students know about the hazards of the shop environment—before they enter the shop classroom. S/P2 online safety training gives students the awareness they need to recognize the hazards around them, and provides the skills that are desirable to employers.

ServSafe Food Handler Certification

The ServSafe® program provides training and certification regarding Basic Food Safety, Personal Hygiene, Cross-Contamination and Allergens, Time & Temperature and Cleaning & Sanitation.

ServSafe Food Protection Managers Certification

The ServSafe® program provides food safety training, exams and educational materials to foodservice managers. Students can earn the ServSafe Food Protection Manager Certification, accredited by the American National Standards Institute (ANSI)-Conference for Food Protection (CFP).

Appendix I

Appeals

The Board strives to resolve concerns and complaints of employees, students and parents whenever possible. To this end, the Board has provided opportunities for employees, students and parents to express their concerns through processes established in Board policies. The process includes:

a. Form of the Appeal - A person who has a grievance must provide the following information in writing to the appropriate official designated at each level below: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any Board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired.

b. School and/or Department Level Appeals – Appeals of decisions made at the school or department level should begin at that level. Such appeals shall be made to the principal or director over the department within 30 days[1] of the decision-giving rise to the concern. The school administration or director will conduct any investigation of the facts necessary and respond to such appeals within 10 calendar days of receiving notice of appeal.

c. Superintendent Level Appeals – If the matter is not resolved at the school or department level, the employee, parent/guardian/custodian and/or student may file an appeal with the Superintendent. Such appeals shall be made in writing and mailed or hand delivered to the Superintendent's office not later than 15 calendar days after the notice of the school or department's decision. The Superintendent will conduct any investigation of the facts necessary and respond to such appeals in writing, within 10 calendar days of receiving notice of appeal. In responding, the Superintendent will not disclose information about other students or employees that is considered confidential by law.

d. Board Level Appeals – If the matter is not resolved at the Superintendent's level, the employee, parent/guardian/custodian and/or student may request an appeal to the Board of Education. Such appeals should be made in writing and mailed or hand-delivered to the Superintendent within 15 calendar days of being notified of the Superintendent's decision. All hearings will be heard by Board panels except when a full Board hearing is required by law. Board panel decisions represent the full Board and as such are not appealable to the full Board.

See Policy 1-18 (https://tinyurl.com/5fteb3aj) on the Union County Public Schools website for more information.

Appendix II

Four Year Academic Plan Worksheet

Future Ready Core Course of Study		Future Ready Occupational Course of Study	
English 4 credits	*English I _____ *English II _____ *English III _____ *English IV _____ Other English: _____	Four English credits & One Local Recommended, not required	*English I _____ Mod English _____ *English II _____ *English III _____ *English IV _____
Math 4 credits	*Math I _____ *Math II _____ *Math III _____ Other Math: _____	Four Mathematics credits & One Local Required	*Intro to Math _____ Foundations of NC Math _____ *NC Math I _____ *Financial Management _____ *Employment Preparation IV: Math _____ (to include 150 work hours)
Science 3 credits	*Earth Science _____ *Biology _____ *Physical Science or Chemistry or Physics _____ Other Science: _____	Three Science credits & One Local Recommended, not required	*Applied Science_____ General Science _____ *Biology _____ *Employment Preparation I: Science ____ (to include 150 work hours)
Social Studies 4 credits	*World History _____ *American History _____ *Founding Principles of the USA and NC: Civic Literacy _____ *Economics and Personal Finance _____ Other Social Studies: _____	Social Studies credits	**2 Credits - Students entering before 2020-2021** *Civics & Economics _____ *American History I or American History II _____ **2 Credits - Students entering 2020-2021** *Founding Principles of the USA and NC: Civic Literacy _____ *Economics and Personal Finance ____ **4 Credits - Students entering 2021 and after** *Founding Principles of the USA and NC: Civic Literacy _____ *Economics and Personal Finance ____ *Employment Preparation II: Citizenship (to include 75 work hours) 1A _____ *Employment Preparation II: Citizenship (to include 75 work hours) 1B _____

Health & PE 1 credit	*Health and Physical Ed _____ Other PE _____	Health & PE 1 credit	*Health and Physical Ed _____ *Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.
Academic Electives 6 credits	4 from within a single concentration CTE/JROTC/Arts/other academic subject area _____ _____ _____ _____	Two Additional Employment Preparation Education Credits	**Students entering 2021-2022** *Employment Preparation III: Citizenship (to include 75 work hours) II A _____ *Employment Preparation III: Citizenship (to include 75 work hours) II B _____
	2 from CTE/Arts Ed/World Language _____ _____	Additional Required Elective Credits	**Occupational Preparation – Students entering prior to 2021-2022:** * Occupational Prep I (1 Credit) _____ * Occupational Prep II (2 Credits) _____ * Occupational Prep III (2 Credits) _____ * Occupational Prep IV (1 Credit) _____
Other Courses for a total of 32 credits: _____ _____ _____ _____		***The work hours included in Employment Preparation I, II, III, IV / Occupational Preparation shall be as follows:** 1. 150 hours of school-based training work with 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**	
*Required Courses		32 credits – 4 courses = 28 courses to fulfill the graduation	

Appendix III

Acronyms

AFJROTC	Air Force Junior Reserve Officers' Training Corps
ALTS	Alternative to Long Term Suspension
ANSI	American National Standards Institute
AP	Advanced Placement
ASE	Automotive Service Excellence
AWS	American Welding Society
CAD	Computer-Aided Design
CAS	Creativity, Action, Service
CASP	Career Academy of South Providence
CATA	Central Academy of Technology and Arts
CCENT	Cisco Certified Entry Networking Technician
CCNA	Cisco Certified Network Associate
CCP	Career and College Promise
CTP	College Transfer Pathways
CDM	Credit by Demonstrated Mastery
CFP	Conference for Food Protection
CHS	Cuthbertson High School
CP	College Prep
CPR	Cardiopulmonary Resuscitation
CTE	Career and Technical Education
ELL	English Language Learner
EOC	End of Course
ETA	Electronics Technicians Association
FACS	Family and Consumer Science
FERPA	Family Educational Rights and Privacy Act
FHHS	Forest Hills High School
GIS	Global Information Systems
GPA	Grade Point Average
GPS	Global Positioning Systems
H	Honors
HIPAA	Health Insurance Portability and Accountability Act
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
MHS	Monroe High School
MJROTC	Marine Junior Reserve Officers' Training Corps
MOS	Microsoft Office Specialist
MRHS	Marvin Ridge High School
MTA	Microsoft Technology Associate
NCCER	National Center for Construction Education and Research
NCECC	North Carolina Early Childhood Credential

Acronyms

NCVPS	North Carolina Virtual Public School
NIMS	National Incident Management System
NJROTC	Naval Junior Reserve Officers' Training Corps
OCS	Occupational Course of Study
OSFM	Office of State Fire Marshal
OSHA	Occupational Safety and Health Administration
PMHS	Piedmont High School
PLTW	Project Lead the Way
PWHS	Parkwood High School
PRHS	Porter Ridge High School
ROTC	Reserve Officers' Training Corps
S	Semester
SAS	Statistical Analysis Software
SASI	Senior Aerospace Science Instructor
SL	Standard Level
SPS	South Providence School
SREB	Southern Regional Education Board
STEM	Science, Technology, Engineering and Math
SVHS	Sun Valley High School
TECH	Technology Education
TOK	Theory of Knowledge
UCEC	Union County Early College
UCPS	Union County Public Schools
UCV	Union County Virtual
UNC	University of North Carolina
WDHS	Weddington High School
Y	Year

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High School Directory

Central Academy of Technology and Arts
600 Brewer Drive
Monroe, NC 28112-6110
704-296-3088
https://www.ucps.k12.nc.us/Domain/10

Cuthbertson High School
1400 Cuthbertson Road
Waxhaw, NC 28173
704-296-0105
https://www.ucps.k12.nc.us/Domain/11

Forest Hills High School
100 Forest Hills School Road S.
Marshville, NC 28103
704-296-3025
https://www.ucps.k12.nc.us/Domain/16

Marvin Ridge High School
2825 Crane Road
Waxhaw, NC 28173
704-290-1520
https://www.ucps.k12.nc.us/Domain/22

Monroe High School
1 High School Drive
Monroe, NC 28112
704-296-3130
https://www.ucps.k12.nc.us/Domain/24

Parkwood High School
3220 Parkwood School Road
Monroe, NC 28112
704-764-2900
https://www.ucps.k12.nc.us/Domain/28

Piedmont High School
3006 Sikes Mill Road
Monroe, NC 28110
704-296-3170
https://www.ucps.k12.nc.us/Domain/30

Porter Ridge High School
2839 Ridge Road
Indian Trail, NC 28079
704-292-7662
https://www.ucps.k12.nc.us/Domain/34

South Providence School
500 South Providence Street
Waxhaw, NC 28173
704-290-1580
https://www.ucps.k12.nc.us/Domain/43

Sun Valley High School
5211 Old Charlotte Highway
Monroe, NC 28110
704-296-3020
https://www.ucps.k12.nc.us/Domain/46

Union County Early College
4209A Old Charlotte Highway
Monroe, NC 28110
704-290-1565
https://www.ucps.k12.nc.us/Domain/48

Weddington High School
4901 Monroe-Weddington Road
Matthews, NC 28104
704-708-5530
https://www.ucps.k12.nc.us/Domain/55

Wolfe School
722 Brewer Drive
Monroe, NC 28112
704-290-1568
https://www.ucps.k12.nc.us/Domain/60

On the Cover

PIEDMONT HIGH SCHOOL

(L- R)

TBD TBD

PIEDMONT
PANTHERS
CHEER

PIEDMONT
WRESTLING

CHEER

1897
MONROE HIGH SCHOOL

Cuthbertson High School
Established 2009

COAST GUARD

UCPS
UNION COUNTY PUBLIC SCHOOLS

High School Education

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Monroe, NC 28112
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