

Currituck County High School



Course Catalog 2021 – 2022

Currituck County Schools
Currituck County, NC

Registration Worksheet

2021 - 2022

Grade 9	Grade 10	Grade 11	Grade 12
Additional Courses			

NOTES

SAMPLE HIGH SCHOOL SCHEDULE

Sample schedule based on traditional courses.
Please see your Guidance Counselor for Honors/AP or additional courses.

9th	10th	11th	12th
Semester 1			
English I	Foods 1	English III	Foods II
World History	Civics	Visual Arts I	Emergency Medical Responder
Marching Band I	Biology	Physical Science or Chemistry	
NC Math I	NC Math II	Fire Technology 1	Discrete Math
Semester 2			
Healthful Living	Marching Band II	Spanish II	American History II
Earth Science	English II	NC Math III	English IV
Drone Technology	Sports Medicine I	American History I	Fire Technology II
Health Science I	Spanish I	Health Science II	Sports Medicine II



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UNC SYSTEM SCHOOLS

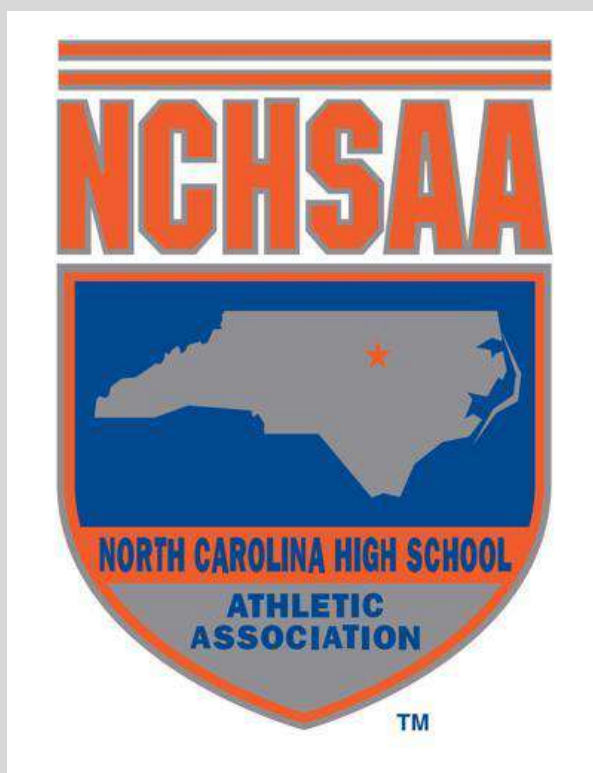
To enroll in any of the 16 universities listed below which make up the University of North Carolina system, undergraduate students must meet the minimum requirements outlined in the chart entitled Currituck County High School Graduation Requirements from the Future Ready Core Course of Study.

▪ Appalachian State University	▪ UNC-Asheville
▪ East Carolina University	▪ UNC-Chapel Hill
▪ Elizabeth City State University	▪ UNC-Charlotte
▪ Fayetteville State University	▪ UNC-Greensboro
▪ NC A&T State University	▪ UNC-Pembroke
▪ NC Central University	▪ UNC-Wilmington
▪ NC School of the Arts	▪ Western Carolina University
▪ NC State University	▪ Winston-Salem State University

North Carolina Grading Scale and Grade Point Average

Letter Grade	Percentage Grades	Grade Point	Honors Grade Point	AP/College Grade Point
A	90 - 100	4.0	4.5	5
B	80 - 89	3.0	3.5	4
C	70 - 79	2.0	2.5	3
D	60 - 69	1.0	1.5	2
F	< 60	0	0	0

ATHLETIC ELIGIBILITY REQUIREMENTS



Seniors must be enrolled and successfully complete 3 credits in the fall, 2 credits in their spring semester to play sports.

9-11 grades must successfully complete a minimum of 3 credits each semester to be eligible to play.

*Advanced placement or other year-long courses only count as $\frac{1}{2}$ a credit each semester in terms of athletic eligibility.

Please Contact Mr. Parker, our Athletic Director, with questions about sports and eligibility.

CURRITUCK COUNTY HIGH SCHOOL GRADUATION REQUIREMENTS.

TWO COURSES OF STUDY LEADING TO ONE DIPLOMA.

The North Carolina Future-Ready Core was developed to provide students with a strong academic foundation to optimize post-graduation options.

CONTENT AREA	FUTURE READY CORE	FUTURE READY OCCUPATIONAL COURSE OF STUDY
English	4 Credits English I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	4 Credits NC Math I, II, III <u>and</u> a 4th math course aligned with the student's post-high school plans	3 Credits Occupational Intro to Math I, OCS Math I, OCS Financial Management
Science	3 Credits A Physical Science course, Biology, Earth/Environmental Science	2 Credits OCS Applied Science, OCS Biology
Social Studies	4 Credits World History, Civics and Economics, American History I and American History II	2 Credits OCS American History I OCS American History II
Second Language	Not required for graduation. Required to meet minimum application requirements for UNC system.	Not required Healthful Living CPR Training
Computer Skills	No specific course required but recommended for increased computer proficiency	Computer proficiency as specified in Individualized Education Plan (IEP).
Health and Physical Education	1 Credit Health/Physical Education Healthful Living CPR Training	1 Credit Health/Physical Education
Electives	6 Credits Required <u>Two (2) credits in any combination:</u> - Career & Technical Education (CTE) - Fine Arts Education - Second Languages <u>Four (4) credits within ONE of the following:</u> - Career & Technical Education - JROTC - Fine Arts Education Music Chorus Theatre Visual Arts	10 Credits <u>Six (6) Credits: Occupational Preparation</u> - 4 Credits Occupational Preparation I, II, III, IV - 2 Credits Elective Completion of IEP Objectives/ Career Portfolio Required <u>Four (4) Credits:</u> - Career & Technical Education (CTE)
Total	22 Credits, plus any local requirements	22 Credits, plus any local requirements
Currituck County Local Requirements	28 Credits	28 Credits

REQUIRED TESTING

The North Carolina Public Schools Accountability model now requires testing outside of the traditional End-of-Course and CTE Post Assessments testing. Effective in the 2011-2012 school year, the ACT suite of tests will be administered to students at several different grade levels. These tests are required and given to students at no cost. Below is additional information on testing requirements from the state of North Carolina.

END OF COURSE (EOC)

North Carolina has an End-of-Course test as the final exam for four high school courses: Math I, Math III, Biology, and English II.

CTE POST-ASSESSMENTS

Most CTE (Career & Technical Education) courses have a required final exam called a post-assessment provided by the state of North Carolina. A student in any CTE course that has a Post Assessment must take the exam in order to receive course credit.

PRE-ACT

Currituck County High School will administer this test to all 10th graders at no cost. This is a part of the new North Carolina accountability model for public schools and includes four tests of educational development: English, Mathematics, Science, and Reading, as well as an interest inventory that facilitates career and educational planning. To prepare for the ACT, North Carolina 10th graders will be administered the Pre-ACT test each October. Pre-ACT is a diagnostic assessment that indicates strengths and areas of need to provide a roadmap to success for North Carolina high school students. Pre-ACT offers a mid-point assessment of academic progress toward college and career readiness and is the most powerful predictor of performance on the ACT. It can be used for course placement, including dual enrollment and more rigorous courses. Pre-ACT also includes a career interest inventory and an educational/career plan component.

WORKKEYS

Students who complete the four-course Career and Technical Education sequence are administered the WorkKeys examination in the 12th grade. WorkKeys provides a gauge of career readiness and is widely recognized as an industry credential. WorkKeys assessments measure “real world” skills critical to job success. These skills are valuable for any occupation – skilled or professional – at any level of education, and in any industry. This test will be administered to all 12th graders who have completed a CTE concentration in February of each year. The list of students who are required to test is provided to the school by the NC Department of Public Instruction and the school is obligated to test all students as identified by NCDPI.

ACT- AMERICAN COLLEGE TEST

The ACT assessment will be given free of charge to all North Carolina 11th graders in March. This testing is required as a part of the NC High School accountability model. ACT test results are widely accepted by college admissions offices and considered an accurate gauge of classroom achievement. ACT results may be used at the high school level to identify students who need assistance with certain subject areas or academic skills, evaluate effectiveness of instruction, and to adjust curriculums to improve instruction. Colleges use the ACT for admissions decisions, course placement, academic advising and loans and scholarships. ACT offers a dedicated website for NC that is specifically related to our administration of the ACT. You can find the NC specific ACT website at <http://www.act.org/stateservices/northcarolina/>. The ACT is scored out of a scale of 36, with 36 being the highest. The student will receive a score on this scale for each section, as well as a composite score. Students may take the test additional times or in 12th grade, for a fee, to improve their score. Students taking additional administrations of the test must register six weeks in advance and such testing is not managed by the school (unlike the required administration of the ACT to 11th grade students each March). Registration dates are available on the guidance department webpage. Students may also register on-line at www.actstudent.org

ADDITIONAL/OPTIONAL TESTING

PSAT – PRELIMINARY SCHOLASTIC ASSESSMENT TEST (GRADES 10-11)

The PSAT combines multiple-choice type questions with a new writing section to measure verbal and mathematical reasoning abilities. It consists of five sections; two verbal, two mathematical, and one writing. The test measures the student's ability to reason with facts and ideas rather than memorization and reciting facts. The PSAT is not a college admissions examination and will not pose any risk to students' future college admission prospects. The PSAT is the qualifying examination for juniors who wish to compete for scholarships offered through the National Merit Scholarship Qualifying Test, National Achievement Program, and National Hispanic Scholars Program. See your school counselor for more information.

SAT (GRADES 11-12)

College bound Juniors and Seniors should take the SAT which contains three sections (Math, Critical Reading, and Writing). The SAT focuses on critical thinking and problem-solving skills. A student should begin taking the test by the spring of their Junior year and may repeat the test several times to improve their score. Most colleges take the highest score in each section. The SAT is scored out of a scale of 2400. On each of the timed sections you will receive a score ranging between 200-800, 800 is the highest possible score. These three scores are added up to get your total score. It is recommended that the student complete Math II before taking the test. Students must register about six weeks in advance. Registration dates are available on the guidance webpage. Students will need to register on-line at www.collegeboard.com

SAT SUBJECT TESTS (GRADES 11-12)

Subject tests measure students' knowledge and skills in a particular subject and their ability to apply that knowledge. Tests are offered in many subjects. The test should be taken towards completion of a subject. Not all colleges require SAT II; generally, most competitive schools request that a student take a Math, English with writing, and sometimes a third test such as a Science or a Foreign language. Students should check test requirements with colleges in which they have interest. Students may register for up to three tests in one day. The tests are given on the same dates as SAT I tests.

ASVAB (AGE 16)

Students who have reached the age of 16 can also take the ASVAB test during the year for possible military options. The Armed Services Vocational Aptitude Battery is the most widely used multiple-aptnitude test battery in the world. The ASVAB provides career information for various civilian and military occupations and is an indicator for success in future endeavors whether you choose to go to college, vocational school, or a military career. Note: See your School Counselor to get registration deadlines and test dates for the PSAT, SAT, Pre-ACT and ACT. You can also visit the testing websites for more information.



ADVANCED PLACEMENT (AP)

ADVANCED PLACEMENT COURSES (AP)

What is the Advanced Placement Program? The College Board's Advanced Placement (AP) Program is an opportunity for students to pursue college-level studies while still in secondary school and to receive advanced placement, credit, or both in college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs of study. Students can benefit from taking AP courses by learning a subject in greater depth, developing skills that will be critically important to successful study in college, and demonstrating to colleges their willingness to undertake a challenging course.

FORMAT OF PROGRAM

Advanced Placement courses present challenging, enriched content. Furthermore, they are designed to promote the independence and self-direction that is vital to success in later studies. There is an assumption that the students in the program are highly motivated and willing to engage in rigorous academic work. Students who are not committed to developing their academic abilities to the fullest, who have extended absences or who have commitments that cause them to be overextended will have difficulty achieving success in AP courses.

ADVANTAGES OF PARTICIPATION

- **Class Rank-** The school recognizes the additional demands these courses place upon students by assigning an additional 1 point toward class rank to those who pass the course.
- **An Enhanced College Application-** Advanced Placement courses represent a school's most rigorous offerings and participation in the course suggests to colleges that a student is willing to accept challenging and demanding academic work.
- **Opportunity for College Level Coursework-** This national program, sponsored by the College Board, allows the students to pursue college-level studies while still in high school. Students who successfully complete an AP course may earn college credit and/or advanced placement in many of the nation's colleges and universities.
- **The Examinations-** The Educational Testing Service in Princeton, New Jersey develops the AP examinations for the College Board. Each May the exams are administered at Currituck County High School and other participating high schools throughout the United States. CCHS students qualify for an exam fee waiver. All exams include an essay or problem-solving section as well as multiple-choice questions. Most exams last approximately three hours.

NORTH CAROLINA VIRTUAL PUBLIC SCHOOL (NCVPS)

Currituck County High School cannot guarantee space for students in any online course. Online courses/classes must be completed by students within the dates of the semester in which the student takes the class. Currituck County High School offers courses through North Carolina Virtual Public School (NCVPS) that would otherwise be inaccessible for a variety of reasons, including lack of staffing, student enrollment, resources and funding. The number of students who can access NCVPS during the school day will be limited due to restrictions on available funding and space. A complete list of specific course offerings is available from your guidance counselor. Below is information regarding the Virtual High School options:

- Course is taught completely on-line by a certified North Carolina teacher who is certified in the subject area being taught. Once the on-line course is completed, the student receives credit on his/her school transcript.
- Virtual classes are an additional means to provide a variety of instructional approaches to accommodate individual and schedule difference. NCVPS is working to ensure all courses meet the highest quality standards.
- Currituck County Schools pays a substantial fee for each student who participates in a VPS course. At this time, students are not charged a fee for participation, but some books or materials may be required by VPS (in some courses) that the student will be required to purchase.
- Interested students must be self-disciplined, independent worker, and self-motivated.
- Students must follow CCS's Acceptable Use Policy for computer access.
- In order to drop an on-line class, students must complete the Schedule Adjustment Request Form and meet one of the four stated conditions for dropping a course. This must meet expectations by the Virtual Public High School Program. Any cost penalties for dropping a course late will be assumed by the student.
- Students must attend the on-line class regularly. Visit www.ncvps.org for more information, available courses, and for course descriptions.



DUAL ENROLLMENT AT COLLEGE OF THE ALBEMARLE (COA)

Currituck County High School has partnered with College of the Albemarle (COA) to offer Career and College Promise (CCP), a dual enrollment program to help high school students who want to accelerate completion of college certificates, diplomas, and associate degrees. These programs can lead to college transfer or provide valuable job skills.

Eligible students are must be:

1. Juniors or Seniors; or
2. Sophomores and Freshman identified as AIG in both math and reading; AND
3. Have a minimum unweighted GPA of 2.8.

Students will need to notify their counselor that they are interested in CCP and go through the application process. Once the student is accepted, and has satisfied necessary requirements, the student will then be able to register for courses. Available courses are subject to COA course offerings.

Once a student has been accepted, the student will need to determine which pathway they would like to follow. The pathway is based on what the student would like to pursue post-graduation and determines course eligibility. Students may only take courses on their identified pathway. Eligible pathways are:

1. Associate in Arts
2. Associate in Fine Arts in Visual Arts
3. Associate in Fine Arts in Theatre
4. Associate Degree Pre-Nursing
5. Associate in Engineering
6. Associate in Science
7. Career & Technical Education

Students are subject to COA's eligibility requirements, code of conduct, rules, and regulations while enrolled through CCP.

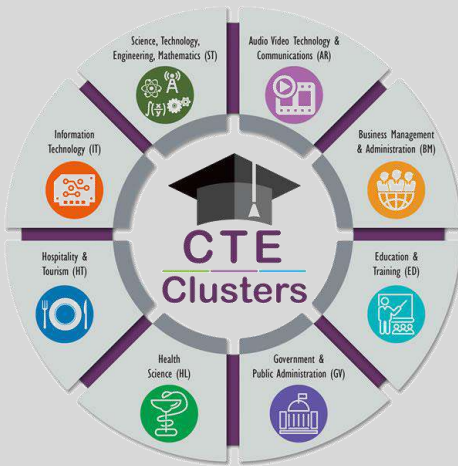
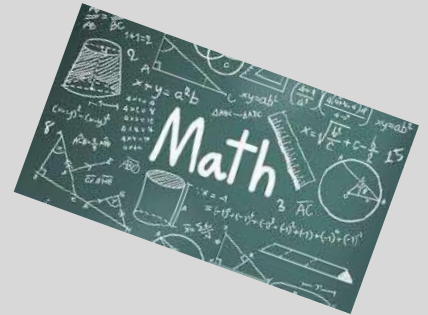
Please see your counselor if you have questions.



Course Catalog 2021-2022

Currituck County High School

Course Descriptions



SOCIAL
STUDIES



ENGLISH

English I

English I is the foundational humanities course offered at CCHS; it is one of four English credits necessary for graduation. The purpose of this course is to provide students with introductory skills necessary to be successful in subsequent English courses, as well as other subjects in which reading, and writing are emphasized components. Students will read informational articles, speeches, memoirs, short fiction, and novels as they develop critical reasoning and mindful approaches to others' works. Students will learn to look beyond the surface of written works and tease out layers of meaning from complex texts. To support this, English I focuses heavily on analytical writing in the form of formal essays, as well as other genres. Students will also produce original arguments, narratives, and poetry as they study language, its grammatical function, and its impact. This is a *writing intensive* course.

CREDIT: 1

PREREQUISITE: None

Honors English 1

Honors English I is the foundational humanities course offered at CCHS; it is one of four English credits necessary for graduation. The purpose of this course is to provide students with introductory skills necessary to be successful in subsequent English courses, as well as other subjects in which reading, and writing are emphasized components. Students will read informational articles, speeches, memoirs, short fiction, and novels as they develop critical reasoning and mindful approaches to others' works. Honors English I students are expected to be self-driven, self-advocates, and self-starters in order to manage deadlines for routine assignments, large projects, and tests. This is a *writing intensive* course.

CREDIT: 1

PREREQUISITE: None

English II

English II is a reading and writing intensive course. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts with a focus on ideas and evidence, craft and structure, along with integration of ideas and analysis. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. In addition, they must show a steadily growing ability to discern more from and make fuller use of texts which is a focus of the course. Students will be expected to write routinely in order to build knowledge and demonstrate understanding. The complete writing process -- prewriting, drafting, revising and editing -- is a focus of the English II course. Opportunities for writing argumentative, informative/explanatory and narrative paragraphs and essays are intertwined throughout the semester. Grammar and usage skills taught in previous grades will be reinforced and expanded. It is important for students to use effective and correct language skills in all contexts. Students will be given ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others (NC ELA Standard Course of Study).

CREDIT: 1

PREREQUISITE: English I or Honors English I

Honors English II

Honors English II is a reading and writing intensive course. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts with a focus on ideas and evidence, craft and structure, along with integration of ideas and analysis. Students should also acquire the habits of reading closely and independently for sustained periods of time. Students will be expected to write routinely in order to build knowledge and demonstrate understanding. The complete writing process -- prewriting, drafting, revising and editing -- is a focus of the English II course. Opportunities for writing argumentative, informative/explanatory and narrative paragraphs and essays are intertwined throughout the semester. Students will be given ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others (NC ELA Standard Course of Study).

CREDIT: 1

PREREQUISITE: English I or Honors English I

English III

English III includes both literature and writing components and is a **writing intensive** course intended to broaden students' understanding of effective communications. Students will expand their writing skills to improve vocabulary and communication competency in critical analysis. Students will also demonstrate an understanding of appropriate Standard English conventions including the role of audience, tone, and purpose. Reading selections include poetry, essays, plays, short stories, and novels. Writing assignments include fully literary analysis essays and frequent responses to texts under study.

CREDIT: 1

PREREQUISITE: English II or Honors English II

Honors English III

Honors English III includes both literature and writing components and is a **writing intensive** course intended to broaden students' understanding of effective communications. Students will expand their writing skills to improve vocabulary and communication competency in critical analysis. Students will also demonstrate an understanding of appropriate Standard English conventions including the role of audience, tone, and purpose. Reading selections include poetry, essays, plays, short stories, and novels. Writing assignments include fully documented argumentative essays, rhetorical analysis and the elements of literary criticism. Honors level courses focus on skill development for college. The coursework and grading policies in Honors English III reflect the course's nature as a college-prep English course.

CREDIT: 1

PREREQUISITE: English II or Honors English II

English IV

English IV focuses on British literature and includes *Beowulf*, William Shakespeare's works (sonnets & *Hamlet*) and concluding with Mary Shelley's novel, *Frankenstein*. Students will expand their writing skills to improve vocabulary and communication competency in critical analysis. Students will also demonstrate an understanding of appropriate Standard English conventions including the role of audience, tone, and purpose. Students will write annotated bibliographies and an essay. Students will read independently several novels as well as improve their reading level with Read Theory lessons.

CREDIT: 1

PREREQUISITE: English III or Honors English III

Honors English IV

English IV focuses on British literature and includes *Beowulf*, William Shakespeare's works (sonnets & *Hamlet*) and concluding with Mary Shelley's novel, *Frankenstein*. Students will expand their writing skills to improve vocabulary and communication competency in critical analysis. Students will also demonstrate an understanding of appropriate Standard English conventions including the role of audience, tone, and purpose. Students will write annotated bibliographies and an essay. Students will read independently several novels as well as improve their reading level with Read Theory lessons.

CREDIT: 1

PREREQUISITE: English III or Honors English III

AP Language and Composition:

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, students read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. While there are no firm prerequisite courses for AP English Language and Composition, students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences; successful completion of English II is generally expected. AP English Language and Composition is specifically designed to teach writing, analytical reading and writing skills and techniques valued by colleges across all majors and disciplines.

CREDIT: 1

PREREQUISITE: English II or Honors English II

AP Literature

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

CREDIT: 1

PREREQUISITE: English III, Hon. English III, or AP Language and Composition

AP Seminar:

AP Seminar is the first in a sequence of two courses - Seminar and Research - that equips students with independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges and universities. AP Seminar students will investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. AP Seminar students engage rigorous college-level curricula focused on the skills necessary for successful college completion. AP Seminar extends students abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts. AP Seminar students learn to collect and analyze information with accuracy and precision. Seminar students will cultivate their abilities to craft, communicate, and defend evidence-based arguments. AP Seminar provides students the opportunity to practice disciplined and scholarly research skills while exploring relevant topics that appeal to individual interests and curiosities.

CREDIT: 1

PREREQUISITE: While there are no set prerequisites for AP Seminar or for the AP Capstone program; students should come to the course with proactive academic habits and self-motivation.

AP Research

AP Research is the second cornerstone course of the AP Capstone Diploma Program. Successful completion of the AP Seminar Course provided the essential skills necessary for exploration, research, and dialogue into a thematic contemporary issue. Students will utilize these transferable skills in designing and implementing a research program exploring a gap in the scholarly Body of Knowledge (BoK) in an area of personal interest. Emphasis will be upon a student selected/driven investigation whereby the student explores an area of personal interest and delves into research that includes understanding and evaluation multiple perspectives as well as a variety of sources in order to understand the topic and discover an area of need or elaboration within the academic field of their topic. From this juncture, students will refine research and topic into a research question with a discipline-based plan of research utilizing methods aligned with a research question. Collection, analysis/evaluation and coding of research will enable students to ascertain and discuss whether hypotheses regarding their research question are supported or unsupported by evidentiary materials and the future implications of their research upon the scholarly field. Students will utilize the QUEST Framework. It serves as the foundation to engage students in a recursive research process that emphasizes critical thinking.

QUEST Framework includes 5 Big Ideas:

- *Question and Explore: Challenge and expand the boundaries of your current knowledge*
- *Understand and Analyze: Contextualize arguments and comprehend author's claims*
- *Evaluate Multiple Perspectives: Consider individual perspectives and the larger conversation of varied points of view*
- *Synthesize Ideas: Combine knowledge, ideas and your own perspectives into an argument*
- *Team, Transform and Transmit: Collaborate, reflect, and communicate your argument in a method suited to your audience*

Individual student Research will culminate in two performance-based task assessments: an academic paper of 4000-5000 words and Presentation and Oral Defense (POD) of 15-20 min with 3-4 panelist questions.

CREDIT: 1

PREREQUISITE: While there are no set prerequisites for AP Seminar or for the AP Capstone program; students should come to the course with proactive academic habits and self-motivation.

Yearbook

Yearbook is a **writing intensive** course in which students have the unique opportunity to write a book, prepare a publication for printing, run a business, and record history. The *Yearbook* course is designed to provide students the opportunity to work with advanced technology, strengthen their analytical and problem-solving skills, improve communication skills, and manage tremendous responsibility.

Students will plan and apply proper journalistic skills to publish a yearbook for the high school. All students in this course spend a great deal of time on independent study. Students must also be passionate about the yearbook in order for them to produce a good product. Students must also be able and willing to invest time in interviews, attending school and community events, and in the production of the yearbook itself. Students taking *Yearbook* should be dependable, self-motivated, ethical, discreet, and careful. They must be able to cooperate with each other in an unbiased and unprejudiced manner. They must be able to treat and view the administration, faculty, staff, and student body in an unbiased and unprejudiced manner. A great deal of information must be covered in a short period of time. It is very important that all students in this course be willing to work hard and use time wisely.

CREDIT: 1

PREREQUISITE: English I or Honors English I

Creative Writing I (Availability varies from year to year)

Creative Writing I is a survey course that introduces students to composition in the areas of fictional narrative, creative nonfiction, poetry, and drama. It is the goal of this course to create a community of writers on CCHS's campus. During the first nine weeks of the course, students craft one piece in each of the four modes to gain exposure to the norms and patterns of each genre. In the second nine weeks of the course, students specialize in one of the modes and spend the last half of the course crafting a portfolio of works in the selected genre. The portfolio serves as the final exam for the course. Frequent discussion and revision opportunities are a staple of this **writing intensive** course.

CREDIT: 1

PREREQUISITE: English I or Honors English I

Creative Writing II (Availability varies from year to year)

Creative Writing II focuses primarily on the crafting of longer narratives. Students in this course begin by planning and mapping out an original novel. The primary responsibility of the first half of the course is to make forward progress in drafting the novel. In the second half of the course, Creative Writing II students complete the publication of the CCHS literary magazine, *Desk Graffiti*, collating student works in many genres from diverse peers into a single publication. During this time, students also complete their novels. The final draft of a student's novel and the successful publication of *Desk Graffiti* serve as the final exam for the course. Frequent discussion and revision opportunities are a staple of this **writing intensive** course.

CREDIT: 1

PREREQUISITE: English I or Honors English I and Creative Writing I

MATHEMATICS

Foundations of NC Math 1

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

CREDIT: 1

GRADE LEVEL: 9

PREREQUISITE: None

NC Math 1

NC Math 1 provides students the opportunity to study traditional topics from algebra, geometry, functions and statistics by making connections between topics. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships. A problem-solving approach between these representations will be explored. NC Math 1 has an End-of-Course Exam with two sections: a calculator-active section and a calculator-inactive section.

CREDIT: 1

GRADE LEVEL: 9

PREREQUISITE: None

Honors NC Math 1

Honors NC Math 1 provides students the opportunity to study traditional topics from algebra, geometry, functions, and statistics by making connections between topics. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships. Honors NC Math 1 will extend these connections and relationships through increased problem-solving opportunities. Honors NC Math 1 has an End-of-Course Exam with two sections: a calculator-active section and a calculator-inactive section. The Honors level includes extensions with linear functions and linear modeling situations.

CREDIT: 1

GRADE LEVEL: 9

PREREQUISITE: Level 5 on 8th grade Math EOC or Teacher recommendation.

NC Math 2

NC Math 2 builds upon multiple concepts learned and reinforced in NC Math 1. Students will add to their knowledge base of linear functions initially to study how quadratic functions behave. A thorough comparison of linear and quadratic function behavior will serve as the basis for introducing polynomial, rational, radical, logarithmic, and trigonometric functions. Modeling real-world data with these functions will help students understand how different function types model certain patterns specifically. Systems of equations and inequalities with these function types will help students grasp the idea of real-world limitations. Coordinate-plane transformations of major geometric shapes will lead to a study of triangle properties, followed by an introduction to trigonometric ratios and their associated functions. Students will also discuss probability and conditional probabilities.

CREDIT: 1

GRADE LEVEL: 10

PREREQUISITE: NC Math 1

Honors NC Math 2

Honors NC Math 2 builds upon multiple concepts learned and reinforced in NC Math 1. Students will add to their knowledge base of linear functions initially to study how quadratic functions behave. A thorough comparison of linear and quadratic function behavior will serve as the basis for introducing polynomial, rational, radical, logarithmic, and trigonometric functions. Modeling real-world data with these functions will help students understand how different function types model certain patterns specifically. Systems of equations and inequalities with these function types will help students grasp the idea of real-world limitations. Honors NC Math 2 will emphasize the importance of context in comparisons made and patterns observed. Coordinate-plane transformations of major geometric shapes will lead to a study of triangle properties, followed by an introduction to trigonometric ratios and their associated functions. Students will also discuss probability and conditional probabilities.

CREDIT: 1

GRADE LEVEL: 9

PREREQUISITE: Honors NC Math 1

NC Math 3

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: exponential functions, logarithmic functions, inverse functions, rational functions, polynomial functions, domain and range and restrictions on a variable, trigonometric functions and the unit circle. NC Math 3 also includes the geometric concepts of volume, the relationship between two-dimensional and three-dimensional shapes, and properties of circles. Recognizing the importance of randomization and data gathering to draw conclusions is studied during a unit about statistics. NC Math 3 has an End-of-Course Exam.

CREDIT: 1

GRADE LEVEL: 11

PREREQUISITE: NC Math 2

Honors NC Math 3

Honors NC Math 3 progresses from the standards learned in NC Math 1 and NC Math 2. In addition to these standards, Honors NC Math 3 extends to include algebraic concepts such as: exponential functions, logarithmic functions, inverse functions, rational functions, polynomial functions, domain and range and restrictions on a variable, trigonometric functions, and the unit circle. Honors NC Math 3 emphasizes critical thinking skills necessary for success in accelerated mathematics courses. Other topics include determining the volume of solids and properties of circles. Recognizing the importance of randomization and data gathering to draw conclusions is studied during a unit about statistics. Honors NC Math 3 has an End-of-Course exam.

CREDIT: 1

GRADE LEVEL: 9 or 10

PREREQUISITE: Honors NC Math 2

NC Math 4

The primary focus of NC Math 4 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.

CREDIT: 1

GRADE LEVEL: 12

PREREQUISITE: NC Math 3

Honors NC Math 4

The primary focus of Honors NC Math 4 is on critical thinking for the topics of functions and statistics. 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.

CREDIT: 1

GRADE LEVEL: 10 or 11

PREREQUISITE: Honors NC Math 3

Discrete Mathematics for Computer Science

(Availability varies from year to year)

The purpose of Discrete Mathematics for Computer Science is to introduce discrete structures that are the backbone for 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.

CREDIT: 1

GRADE LEVEL: 12

PREREQUISITE: NC Math 3

Precalculus

The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course.

CREDIT: 1

GRADE LEVEL: 10 or 11

PREREQUISITE: NC Math 4

AP Calculus AB

AP Calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions.

The course features a multi representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Technology will be used regularly to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

CREDIT: 1

GRADE LEVEL: 11 or 12

PREREQUISITE: Pre- Calculus

AP Statistics

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

CREDIT: 1

GRADE LEVEL: 11 or 12

PREREQUISITE: Honors NC Math 4



SCIENCE

Required Courses: Earth/Environmental Science, Biology, a physical science (can be physical science, chemistry or physics), for a total of 3 credits

Introduction: The goal of the Science Department is to provide all students with knowledge of science that is both current and challenging. It is important for all graduates to have an understanding of the impact of science and technology on their lives and prepare for its application in future endeavors. In this regard, students will have the opportunity to take mandatory as well as elective courses in the following domains: earth, physical and biological sciences. Students participate in laboratory work designed to develop scientific skills. It is the department's philosophy that this form of instructional design helps to ensure success in learning by doing. All courses, from introductory through advanced, require laboratory participation, written laboratory reports and research projects. Safety standards and procedures are stressed and enforced in all courses. The laboratories are designed to be safe and productive environments affording students the maximum exposure to modern technology and equipment. Students may elect to take honors level courses with weighted credit as offered by the Science Department.

Earth and Environmental Science

This course is required for graduation. It covers astronomy, geology, oceanography, meteorology, and the human effect on the earth. Earth/Environmental Science focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material. Laboratory experiences are integral parts of the course. This course meets the Earth/Environmental Science graduation requirement.

CREDIT: 1

TYPE: Regular

GRADE: 9-10

Honors Earth and Environmental Science

Honors Earth/Environmental Science is a rigorous curriculum designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. In Honors Earth/Environmental Science students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The impacts of human activities on earth systems will also be a focus. The results of student investigations should be communicated through presentations and formal laboratory reports. Enrichment and integration with other disciplines is encouraged. Extended objectives beyond the Standard Course of Study for the Earth/Environmental Science Course are included in Honors Earth/Environmental Science.

CREDIT: 1

TYPE: Honors

GRADE: 9-10

Biology

This course is required for graduation. Biology is designed to continue student investigations of the biological sciences. High school inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution, and the interdependence of organisms. The curriculum also includes the cell, the molecular basis of heredity, biological evolution, matter, energy, and organization in living systems, and the behavior of organisms. Students are required to take the North Carolina End-of-Course Test in Biology.

CREDIT: 1

TYPE: Regular

GRADE: 9-11

PREREQUISITE: Honors Earth and Environmental Science or Earth and Environmental Science

Honors Biology

Honors Biology is designed to give the student a more challenging and in-depth experience of the North Carolina Standard Course of Study in Biology. The unifying principles that define this course are structures and functions of living organisms, ecosystems, genetics, evolution, and molecular biology. Students will complete a variety of laboratory investigations that coincide with the essential standards to assist in developing stronger analytical and problem-solving skills. Students are required to take the North Carolina End-of-Course Test in Biology.

CREDIT: 1

TYPE: Honors

GRADE: 9-10

PREREQUISITE: Honor Earth and Environmental Science

Physical Science

This course is a quantitative study of matter and energy and their interactions. The course includes the study of the scientific method, matter in motion, energy in motion, the nature of matter, and the changes in matter. Students will be responsible for conducting laboratory activities and will need to be able to use mathematical formulas and equations to solve problems.

COURSE NOTE: The course requires the use of math-based principles.

CREDIT: 1

TYPE: Regular

GRADE: 11-12

PREREQUISITE: Math 1

Chemistry

Chemistry can fulfill the Physical Science requirement for graduation. This course will provide an investigation of the properties of and changes in materials. Some of the topics covered include matter and energy, atomic energy, carbon, and chemical reactions.

COURSE NOTE: Recommended completion of or be currently enrolled in Math II

CREDIT: 1

TYPE: Regular

GRADE: 10-12

PREREQUISITE: Biology or Honors Biology

Honors Chemistry

Honors Chemistry is an accelerated comprehensive laboratory course designed to give the students a more conceptual and in depth understanding of the concepts in the North Carolina Standard Course of Study in Chemistry. In Honors Chemistry students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course will include the additional honors objectives and an in-depth study of at least two of the listed enrichment topics. Honors Chemistry is intended to be a tenth or eleventh grade course for students accelerated in mathematics. Success in Honors Chemistry will require the student to: 1) operate with algebraic expressions to solve problems using direct, inverse, combined and joint variation, 2) use logarithms and exponents to solve problems, and 3) describe graphically, algebraically and verbally real-world phenomena as functions and identify the independent and dependent variables. Enrichment topics: In-depth study of at least two of the following eight enrichment topics is required in addition to extended objectives beyond the Standard Course of Study Chemistry: Crystal Structure, Environmental Chemistry, Organic Chemistry, Nuclear Medicine, Textile Chemicals, Polymers, Forensics and Chemistry of Computers.

COURSE NOTE: Recommended completion of or be currently enrolled in Math II.

CREDIT: 1

TYPE: Honors

GRADE: 10-12

PREREQUISITE: Biology or Honors Biology or Advanced Biology or AP Biology

AP Earth & Environmental Science

The AP Environmental Science course is a year-long course designed to be the equivalent of one-semester, introductory college course in environmental science. The goal is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. College credit may be obtained if a student scores a 3 or above in the Advanced Placement (AP) exam that is required in the spring. (AP College credit is offered at the discretion of the individual college)

COURSE NOTE: The AP Environmental Science course is an excellent option for any interested student who has completed two years of high school laboratory science—one year of life science and one year of physical science (for example, a year of biology and a year of chemistry). This is a year-long class with the first semester weighted as an honors class, and the second semester as AP.

CREDIT: 1

TYPE: Advanced Placement

GRADE: 10-12

PREREQUISITE: Honors Earth and Environmental Science or Honors Biology/Honors Chemistry

AP Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

CREDIT: 1

TYPE: Advanced Placement

GRADE: 10-12

PREREQUISITE: Honors Biology

AP Chemistry

This course, along with Advanced Chemistry, makes up AP Chemistry, which is designed as a first-year college chemistry course. The course will continue to cover in-depth the structure of matter, the states of matter, reactions, descriptive chemistry, and higher-level laboratory skills. College credit may be obtained if a student scores a 3 or above in the Advanced Placement (AP) Exam that is required in the spring. (AP college credit is offered at the discretion of the individual college.)

CREDIT: 1

TYPE: Advanced Placement

GRADE: 11-12

PREREQUISITE: Advanced Chemistry

SOCIAL STUDIES

Honors World History: Global Issues and Patterns since 1200

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This course is designed to be a study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions. The course also explores underlying themes of power and authority; change and continuity; human-environment interaction; globalization and cultural diffusion; and individual and group identity. This course seeks to move beyond the rote teaching of World History to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization.

CREDIT: 1

GRADE LEVEL: 9

PREREQUISITE: None

World History: Global Issues and Patterns since 1200

World History: Global Issues and Patterns since 1200- This course is designed to be a study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions. The course also explores underlying themes of power and authority; change and continuity; human environment interaction; globalization and cultural diffusion; and individual and group identity. This course seeks to move beyond the rote teaching of World History to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization.

CREDIT: 1

GRADE LEVEL: 9

PREREQUISITE: None

Founding Principles of the United States of America and North Carolina: Civics Literacy

Civics Literacy is the study and understanding of citizenship and government. This one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

CREDIT: 1

GRADE LEVEL: 10

PREREQUISITE: World History or Honors World History

Honors Founding Principles of the United States of America and North Carolina: Civics Literacy

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This honors course is designed to challenge students. Literacy is the study and understanding of citizenship and government. This one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

CREDIT: 1

GRADE LEVEL: 10

PREREQUISITE: World History or Honors World History

American History (Effective for class of 2024)

Providing a foundation to understand our nation's past and present, the American History course begins with the **end of the French and Indian War in 1763 and continues through the most recent presidential election**. 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. This course is designed to be a survey of American History. 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.

CREDIT: 1

GRADE LEVEL: 11

PREREQUISITE: World History or Honors World History; The Founding Principles of the US and NC: Civic Literacy or Honors: The Founding Principles of the US and NC: Civic Literacy

Honors American History (Effective for class of 2024)

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This honors course is designed to challenge students. Providing a foundation to understand our nation's past and present, the American History course begins with the **end of the French and Indian War in 1763 and continues through the most recent presidential election**. 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. This course is designed to be a survey of American History. 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.

CREDIT: 1

GRADE LEVEL: 11

PREREQUISITE: World History or Honors World History; The Founding Principles of the US and NC: Civic Literacy or Honors: The Founding Principles of the US and NC: Civic Literacy

American History I: The Founding Principles

American History I: The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. 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. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

CREDIT: 1

GRADE LEVEL: 11

PREREQUISITE: The Founding Principles, Civics and Economics or Honors: The Founding Principles, Civics and Economics

Honors American History I: The Founding Principles

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. American History I: The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. 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. American History I: The Founding Principles will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

CREDIT: 1

GRADE LEVEL: 11

PREREQUISITE: The Founding Principles, Civics and Economics or Honors: The Founding Principles, Civics and Economics

American History II

American History II will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop 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.

CREDIT: 1

GRADE LEVEL: 11-12

PREREQUISITE: American History I: The Founding Principles or Honors American History I: The Founding Principles

Honors American History II

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. American History II will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop 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.

CREDIT: 1

GRADE LEVEL: 11-12

PREREQUISITE: American History I: The Founding Principles or Honors American History I: The Founding Principles

AP U.S. History

This course examines critical issues in American history from the Colonial Era to the present such as race relations, ethnic tensions, conflict (both domestic and foreign), management-worker relations, the role of government in the economy and the lives of its citizens, and the meaning of democracy. Students are expected to analyze and critically review a variety of materials including texts, print and non- print primary sources, and interpretive readings. Emphasis is placed on developing writing and rhetoric skills. Students will take the AP exam in May and may receive college credit by achieving a score of 3 or higher.

CREDIT: 1

GRADE LEVEL: 11-12

PREREQUISITE: See Counselor

Economics and Personal Finance (Effective for class of 2024)

The EPF course is designed to support the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be a financially responsible citizen. Instruction regarding economic principles and financial literacy shall include the true cost of debt, choosing and managing a credit card, borrowing money for an automobile or other large purchase, home mortgages, credit scoring and credit reports, and planning and paying for postsecondary education. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

CREDIT: 1

GRADE: 12

Honors Economics and Personal Finance (Effective for class of 2024)

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This honors course is designed to challenge students.

The EPF course is designed to support the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be a financially responsible citizen. Instruction regarding economic principles and financial literacy shall include the true cost of debt, choosing and managing a credit card, borrowing money for an automobile or other large purchase, home mortgages, credit scoring and credit reports, and planning and paying for postsecondary education. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

CREDIT: 1

GRADE 12

AP U.S. Government and Politics

AP U.S. Government and Politics is a college-level year-long course that not only seeks to prepare students for success on the AP Exam in May, but also provides students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system and are the byproduct of this system.

AP U.S. Government and Politics accomplishes these goals by framing the acquisition of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices through the use of a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, by the end of the course, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives.

CREDIT: 1

GRADE: 12

PREREQUISITE: See Counselor



PHYSICAL EDUCATION

Healthful Living

The completion of Healthful Living is a North Carolina high school graduation requirement. The course consists of the required high school healthful living essential standards and clarifying objectives approved by the North Carolina State Board of Education and required by the North Carolina Department of Public Instruction. After completing Healthful Living students are encouraged to pursue other Physical Education Electives. Physical education components include the progressive development of motor skills and movement concepts along with learning opportunities that promote health related fitness and personal/social responsibility. Health components include analyzing the relation between nutrition and physical activity, understanding the importance and consumer health, learning solid decision-making to prevent use of alcohol, tobacco, and other drugs. Opportunities to practice solid decision making and conflict resolution strategies are provided to assist students in development of healthy mental and emotional health through productive interpersonal communication and development of relationships.

CREDIT: 1

GRADE LEVEL: 9

PREREQUISITE: None

Team Sports 1

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

CREDIT: 1

PREREQUISITE: Healthful Living

Team Sports 2

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

CREDIT: 1

PREREQUISITE: Healthful Living and Team Sports 1

Team Sports 3

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

CREDIT: 1

PREREQUISITE: Healthful Living and Team Sports 1-2

Team Sports 4

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

CREDIT: 1

PREREQUISITE: Healthful Living and Team Sports 1-3

Team Sports 5

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership.

CREDIT: 1

PREREQUISITE: Healthful Living and Team Sports 1-4

Weight Training 1

This course is designed for the novice weight-training student. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention. The major focuses are general muscle toning and achieving total fitness. The development of a personal fitness program is a part of this course.

CREDIT: 1

PREREQUISITE: Healthful Living

Weight Training 2

This course is designed for the advanced weight-training students. This class involves proper techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention. This class focuses on bringing students to that next level of functional strength and achieving total fitness. Students will be given a customized full body functional strength routine to make maximum gains.

CREDIT: 1

PREREQUISITE: Healthful Living and Weight Training 1

Weight Training 3

This course is designed for the advanced weight-training students. This class involves proper techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention. This class focuses on bringing students to that next level of functional strength training and achieving total fitness. Students will be given a customized full body functional strength routine to make maximum gains.

CREDIT: 1

PREREQUISITE: Healthful Living and Weight Training 1-2

Weight Training 4

This course is designed for the advanced weight-training students. This class involves proper techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention. This class focuses on bringing students to that next level of functional strength training and achieving total fitness. Students will be given a customized full body functional strength routine to make maximum gains.

CREDIT: 1

PREREQUISITE: Healthful Living and Weight Training 1-3

Weight Training 5

This course is designed for the advanced weight-training students. This class involves proper techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention. This class focuses on bringing students to that next level of functional strength training and achieving total fitness. Students will be given a customized full body functional strength routine to make maximum gains.

CREDIT: 1

PREREQUISITE: Healthful Living and Weight Training 1-4

Weight Training 6

This course is designed for the advanced weight-training students. This class involves proper techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention. This class focuses on bringing students to that next level of functional strength training and achieving total fitness. Students will be given a customized full body functional strength routine to make maximum gains.

CREDIT: 1

PREREQUISITE: Healthful Living and Weight Training 1-5

Sports Medicine 1

This course provides high school students with a general overview of athletic training, sports medicine and its history. Topics include the athletic trainer and sports medicine team, health care administration, legal concern, sports nutrition and psychology, blood borne pathogens and skin disorders, training and conditioning techniques, environmental considerations, mechanisms and characteristics of sports trauma, acute care and emergency procedures, and basic evaluation of athletic injuries.

CREDIT: 1

PREREQUISITE: Healthful Living and Biology

Sports Medicine II

This course provides a more in-depth overview of anatomy and physiology, as well as recognizing injuries and providing proper care. In this course, students will demonstrate they are proficient in wrapping/taping, injury evaluation and diagnosis, first aid and creating a rehabilitation plan for common injuries. Once they have shown proficiency, students enrolled in this class will be encouraged to practice their skills under supervision of a licensed and certified athletic trainer while in the athletic training room.

CREDIT: 1

PREREQUISITE: Healthful Living, Biology and Sports Medicine I

Sports Medicine III or IV

Sports Medicine III/IV is a course that provides a global exploration of fundamental injury rehabilitation topics facing students today. This course can only be taught by a nationally certified athletic trainer. The course deeply explores the injury rehabilitation process including full understanding of tissue healing and modalities. In addition, the student will demonstrate how both of these and the required components of a complete rehabilitation plan are taken into account while addressing specific injuries and conditions. Small student learning groups will learn economic management skills in creating an athletic training room supply list that will require adherence to a budget and being creative in money-saving strategies.

CREDIT: 1

PREREQUISITE: Healthful Living, Biology and Sports Medicine 1-2 (or 3)

FINE ARTS

CHORUS

Vocal Music Beginning (Fall)

Students will be engaged in activities that promote musical literacy, musical response and contextual relevance. This course will include fundamental vocal practices and technique as well as sight reading level 1-2. An end of semester concert will be required for completion of this course. In the event we are in a time of remote only learning, a final project may be substituted for a final concert.

Methodology: students will...

- Apply the elements of music and musical techniques in order to sing music with accuracy and expression.
- Interpret the sound and symbol systems of music.
- Create music using a variety of sound and notational sources.
- Understand the interacting elements to respond to music and music performances.
- Understand global, interdisciplinary, and 21st century connections with music.

CREDIT: 1

PREREQUISITE: None

Concert Vocal Beginning (Spring)

Students will be engaged in activities that promote musical literacy, musical response and contextual relevance. This course will include fundamental vocal practices and technique as well as sight reading level 1-2. An end of semester concert will be required for completion of this course. In the event we are in a time of remote only learning, a final project may be substituted for a final concert.

Methodology: students will...

- Apply the elements of music and musical techniques in order to sing music with accuracy and expression.
- Interpret the sound and symbol systems of music.
- Create music using a variety of sound and notational sources.
- Understand the interacting elements to respond to music and music performances.
- Understand global, interdisciplinary, and 21st century connections with music.

CREDIT: 1

PREREQUISITE: Vocal Music Beginning

Vocal Music Intermediate (Fall)

Students will be engaged in activities that promote musical literacy, musical response and contextual relevance. This course will expand upon proper vocal practices and technique as well as basic vocal anatomy, vocal wellness, and sight-reading levels 2 - 4. An end of semester concert will be required for completion of this course. In the event we are in a time of remote only learning, a final project may be substituted for a final concert. This level course may also require additional community-based performances as assigned. These performances will be mandatory unless otherwise stated. A prerequisite of Beginning level is required to take this course.

Methodology: students will...

- Apply the elements of music and musical techniques in order to sing music with accuracy and expression.
- Interpret the sound and symbol systems of music.
- Create music using a variety of sound and notational sources.
- Understand the interacting elements to respond to music and music performances.
- Understand global, interdisciplinary, and 21st century connections with music.

CREDIT: 1

PREREQUISITE: Concert Vocal Beginning

Concert Vocal Intermediate (Spring)

Students will be engaged in activities that promote musical literacy, musical response and contextual relevance. This course will expand upon proper vocal practices and technique as well as basic vocal anatomy, vocal wellness, and sight-reading levels 2 - 4. An end of semester concert will be required for completion of this course. In the event we are in a time of remote only learning, a final project may be substituted for a final concert. This level course may also require additional community-based performances as assigned. These performances will be mandatory unless otherwise stated. A prerequisite of Beginning level is required to take this course.

Methodology: students will...

- Apply the elements of music and musical techniques in order to sing music with accuracy and expression.
- Interpret the sound and symbol systems of music.
- Create music using a variety of sound and notational sources.
- Understand the interacting elements to respond to music and music performances.
- Understand global, interdisciplinary, and 21st century connections with music.

CREDIT: 1

PREREQUISITE: Vocal Music Intermediate

Vocal Music Proficient / Advanced Honors (Fall)

Students will be engaged in activities that promote musical literacy, musical response, and contextual relevance. This course will expand upon proper vocal practices and technique as well as advanced vocal anatomy, vocal wellness, and sight-reading levels 3 - 5. An end of semester concert will be required for completion of this course. In the event we are in a time of remote only learning, a final project may be substituted for a final concert. This level course may also require additional community-based performances as assigned. These performances will be mandatory unless otherwise stated. A prerequisite of the following levels are required to take this course: Beginning and Intermediate. Proficient must be taken before Advanced.

Methodology: students will...

- Apply the elements of music and musical techniques in order to sing music with accuracy and expression.
- Interpret the sound and symbol systems of music.
- Create music using a variety of sound and notational sources.
- Understand the interacting elements to respond to music and music performances.
- Understand global, interdisciplinary, and 21st century connections with music.

CREDIT: 1

PREREQUISITE: Concert Vocal Intermediate

Concert Vocal Proficient/ Advanced Honors (Spring)

Students will be engaged in activities that promote musical literacy, musical response and contextual relevance. This course will expand upon proper vocal practices and technique as well as advanced vocal anatomy, vocal wellness, and sight-reading levels 3 - 5. An end of semester concert will be required for completion of this course. In the event we are in a time of remote only learning, a final project may be substituted for a final concert. This level course may also require additional community-based performances as assigned. These performances will be mandatory unless otherwise stated. A prerequisite of the following levels are required to take this course: Beginning and Intermediate. Proficient must be taken before Advanced.

Methodology: students will...

- Apply the elements of music and musical techniques in order to sing music with accuracy and expression.
- Interpret the sound and symbol systems of music.
- Create music using a variety of sound and notational sources.
- Understand the interacting elements to respond to music and music performances.
- Understand global, interdisciplinary, and 21st century connections with music.

CREDIT: 1

PREREQUISITE: Vocal Music Proficient/Advanced Honors

BAND

Jazz Ensemble I (Year Long)

Jazz band is a year-long course that happens before the school day. We will study the great jazz musicians and the standards that they wrote. We will study and play many different types of scales and we will of course learn music theory and how it applies to jazz music. Jazz band has a very strict instrumentation so send Mr. Weeks an email if you are interested in joining this ensemble.

CREDIT: 1

PREREQUISITE: Band within the last year

Jazz Ensemble II (Year Long)

Jazz band is a year-long course that happens before the school day. We will study the great jazz musicians and the standards that they wrote. We will study and play many different types of scales and we will of course learn music theory and how it applies to jazz music. Jazz band has a very strict instrumentation so send Mr. Weeks an email if you are interested in joining this ensemble.

CREDIT: 1

PREREQUISITE: Jazz Ensemble I

Honors Jazz Ensemble III (Year Long)

Jazz band is a year-long course that happens before the school day. We will study the great jazz musicians and the standards that they wrote. We will study and play many different types of scales and we will of course learn music theory and how it applies to jazz music. Jazz band has a very strict instrumentation so send Mr. Weeks an email if you are interested in joining this ensemble.

CREDIT: 1

PREREQUISITE: Jazz Ensemble II

Concert Band I

In concert band we will focus on the fundamentals of playing as an individual as well as in an ensemble. We will learn basic music theory through the practice of scales, technical exercises and the occasional lecture. Students who take this class are required to own concert attire which can be purchased from the school. Students will be required to attend concerts that we will perform throughout the semester. Dates for concerts will be announced in the first week of the semester. To take Concert Band, students must have taken a band class the previous year. Students will need to have a pencil, a binder, concert attire (purchased from school), instrument (CCHS has some instruments that can be loaned out).

CREDIT: 1

PREREQUISITE: Band within the last year

Concert Band II

In concert band we will focus on the fundamentals of playing as an individual as well as in an ensemble. We will learn basic music theory through the practice of scales, technical exercises and the occasional lecture. Students who take this class are required to own concert attire which can be purchased from the school. Students will be required to attend concerts that we will perform throughout the semester. Dates for concerts will be announced in the first week of the semester. To take Concert Band, students must have taken a band class the previous year. Students will need to have a pencil, a binder, concert attire (purchased from school), and instrument (CCHS has some instruments that can be loaned out).

CREDIT: 1

PREREQUISITE: Concert Band I

Honors Concert Band III

In concert band we will focus on the fundamentals of playing as an individual as well as in an ensemble. We will learn basic music theory through the practice of scales, technical exercises and the occasional lecture. Students who take this class are required to own concert attire which can be purchased from the school. Students will be required to attend concerts that we will perform throughout the semester. Dates for concerts will be announced in the first week of the semester. To take Concert Band, students must have taken a band class the previous year. Students will need to have a pencil, a binder, concert attire (purchased from school), and instrument (CCHS has some instruments that can be loaned out).

CREDIT: 1

PREREQUISITE: Concert Band I and II

Wind Ensemble I

In wind ensemble we will focus on studying and playing advanced band literature. We will learn some advanced music theory through the practice of scales, technical exercises and the occasional lecture. Students who take this class are required to own concert attire which can be purchased from the school. Students will be required to attend concerts that we will perform throughout the semester. Dates for concerts will be announced in the first week of the semester. To take Wind Ensemble, students must have taken and passed a band class the previous year. Students will need to have a pencil, a binder, concert attire (purchased from school), and instrument (CCHS has some instruments that can be loaned out).

CREDIT: 1

PREREQUISITE: Band within the last year

Wind Ensemble II

In wind ensemble we will focus on studying and playing advanced band literature. We will learn some advanced music theory through the practice of scales, technical exercises and the occasional lecture. Students who take this class are required to own concert attire which can be purchased from the school. Students will be required to attend concerts that we will perform throughout the semester. Dates for concerts will be announced in the first week of the semester. To take Wind Ensemble, students must have taken and passed a band class the previous year. Students will need to have a pencil, a binder, concert attire (purchased from school), and instrument (CCHS has some instruments that can be loaned out).

CREDIT: 1

PREREQUISITE: Wind Ensemble I

Honors Wind Ensemble III

In wind ensemble we will focus on studying and playing advanced band literature. We will learn some advanced music theory through the practice of scales, technical exercises and the occasional lecture. Students who take this class are required to own concert attire which can be purchased from the school. Students will be required to attend concerts that we will perform throughout the semester. Dates for concerts will be announced in the first week of the semester. To take Wind Ensemble, students must have taken and passed a band class the previous year. Students will need to have a pencil, a binder, concert attire (purchased from school), and instrument (CCHS has some instruments that can be loaned out).

CREDIT: 1

PREREQUISITE: Wind Ensemble I and II

Honors Wind Ensemble IV

In wind ensemble we will focus on studying and playing advanced band literature. We will learn some advanced music theory through the practice of scales, technical exercises and the occasional lecture. Students who take this class are required to own concert attire which can be purchased from the school. Students will be required to attend concerts that we will perform throughout the semester. Dates for concerts will be announced in the first week of the semester. To take Wind Ensemble, students must have taken and passed a band class the previous year. Students will need to have a pencil, a binder, concert attire (purchased from school), and instrument (CCHS has some instruments that can be loaned out).

CREDIT: 1

PREREQUISITE: Wind Ensemble I, II and III

Marching Band Beginning

In marching band, we focus on putting together a field show which we will take to competitions around the state. We start the season off with a pre-season band camp that occurs in the summer before the school year starts where we work on all of our fundamentals including marching, breathing, posture, and we start to learn a little bit of drill. We also prepare stands tunes for football games as well as the pregame playing of the national anthem. To take marching band, students must have taken a band class within the last year. There is a fee to cover the cost of travel and other expenses that must be paid to participate. If you need help with the fee, send Mr. Weeks an email and we will see what we can do.

CREDIT: 1

PREREQUISITE: Band within the last year

Marching Band Intermediate

In marching band, we focus on putting together a field show which we will take to competitions around the state. We start the season off with a pre-season band camp that occurs in the summer before the school year starts where we work on all of our fundamentals including marching, breathing, posture, and we start to learn a little bit of drill. We also prepare stands tunes for football games as well as the pregame playing of the national anthem. To take marching band, students must have taken a band class within the last year. There is a fee to cover the cost of travel and other expenses that must be paid to participate. If you need help with the fee, send Mr. Weeks an email and we will see what we can do.

CREDIT: 1

PREREQUISITE: Marching Band Beginning

Honors Marching Band III

In marching band, we focus on putting together a field show which we will take to competitions around the state. We start the season off with a pre-season band camp that occurs in the summer before the school year starts where we work on all of our fundamentals including marching, breathing, posture, and we start to learn a little bit of drill. We also prepare stands tunes for football games as well as the pregame playing of the national anthem. To take marching band, students must have taken a band class within the last year. There is a fee to cover the cost of travel and other expenses that must be paid to participate. If you need help with the fee, send Mr. Weeks an email and we will see what we can do.

CREDIT: 1

PREREQUISITE: Marching Band Beginning and Intermediate

Honors Marching Band IV

In marching band, we focus on putting together a field show which we will take to competitions around the state. We start the season off with a pre-season band camp that occurs in the summer before the school year starts where we work on all of our fundamentals including marching, breathing, posture, and we start to learn a little bit of drill. We also prepare stands tunes for football games as well as the pregame playing of the national anthem. To take marching band, students must have taken a band class within the last year. There is a fee to cover the cost of travel and other expenses that must be paid to participate. If you need help with the fee, send Mr. Weeks an email and we will see what we can do.

CREDIT: 1

PREREQUISITE: Marching Band Beginning, Intermediate and Honors Marching Band III

ARTS

Visual Arts: Beginning

Designed as a first level studio course with emphasis upon the acquisition and application of Visual Literacy, concepts/skills associated with media/processes, and critical analysis, evaluation, and reflection. Visual Arts Beginning will explore the creative process through 2-D and 3-D media such as, pencil, pen, charcoal, pastel, watercolor paint, acrylic, found object sculpture, origami and mixed media. Students will utilize a Multicultural approach to explore Art History, Aesthetic Discourse, Art Criticism, and Art as avocation/profession to make Universal connections between Visual Arts and our Global Community. **Course Materials cost: \$10.00**

CREDIT: 1

PREREQUISITE: None

Visual Arts: Intermediate

Designed as a continuation in the Visual Arts Pathway, Visual Arts Intermediate will continue to explore our Global Community & Visual Arts by focusing upon Visual Literacy, Art History, Aesthetic Discourse, Art Criticism, Art as avocation/profession, and Human Anatomy. Emphasis will be upon acquisition of and application of skills/concepts addressed in the Essential standards and the development of creative processes via 3-D media and 2-D media. Students will continue to develop the critical thinking and planning skills essential in creating art. **Course Materials will cost \$10.00**

CREDIT: 1

PREREQUISITE: Visual Arts- Beginning



Visual Arts: Proficient

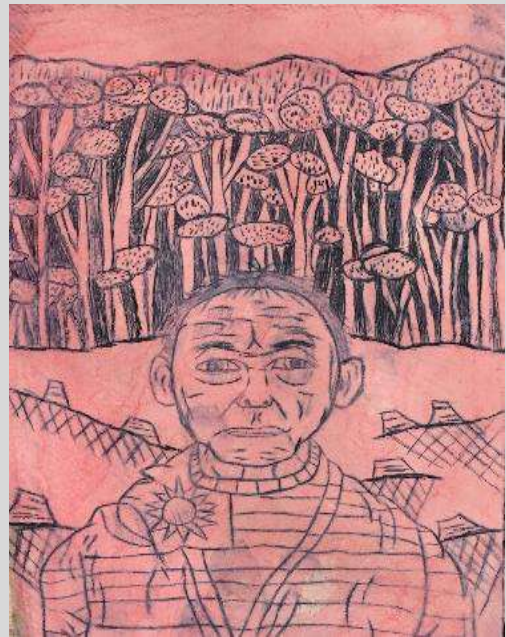
Course Description: Honors level Visual Arts Proficient will provide serious art students with the opportunity to further their knowledge, critical thinking skills, techniques and exploration of art as creative outlet, avocation and profession in a local, national and Global context. Students will be required to work at a high level of experiential and exploratory learning strategies. Emphasis will be upon acquiring the skills and concepts addressed in the NC Essential standards for Visual Arts and application of said skills and concepts in a portfolio of artworks. Students will participate in self-motivated and teacher motivated art experiences in the traditional classroom and out of the traditional classroom. Accumulation of resources and equipment necessary for creating artworks outside of the classroom environment will be a necessary part of the course requirements. **Course materials will cost \$10.00 minimum.**

CREDIT: 1

PREREQUISITE: Visual Arts Beginning and Intermediate

Visual Arts: Advanced

Honors level Visual Arts Advanced will provide serious art students with the opportunity to further their exploration of art as avocation and/or profession. Students will be required to work at a high level of experiential and exploratory learning strategies. Emphasis will be upon acquiring the skills and concepts addressed in the NC Essential standards for Visual Arts and application of said skills and concepts in an individual series of works that exemplifies a sustained investigation of an idea, concept and/or medium/technique. Course will culminate in a 20-artwork portfolio for teacher panel review and exhibition. Participation in self-motivated art experiences in the traditional classroom and out of the traditional classroom will be essential to the learning experience. Accumulation of resources and equipment necessary for creating artworks outside of the classroom environment will be a necessary part of the course requirements.



Course materials costs are driven by individual artist need but usually start at \$20.

CREDIT: 1

PREREQUISITE: Visual Arts Beginning, Intermediate and Proficient

AP Studio: 2-D, 3-D or Drawing

Advanced Placement College Board Arts Courses in 2-D design, 3-D design, Drawing and Art History. Students must exhibit a high level of independence and motivation to navigate AP courses. In depth exploration via sketchbooks, portfolio works, gallery and museum outreach, Design concepts, Visual literacy, Analysis/Evaluation/Reflection and Contextual connections between artists/culture/works. Students are required to commit a significant amount of time outside class to complete the course. **Course materials costs are driven by individual artist need but usually start at \$20.**

CREDIT: 1

PREREQUISITE: See Guidance Counselor



Professional Crafts: Visual Arts Specialty- Beginning

Professional Crafts Program including Metalsmithing and Fiber Arts. Students who elect to take this course will learn the fundamentals of design as well as the basic techniques associated with working in each craft area. Emphasis will be upon exploring the rich and diverse cultural heritage of Global Professional Crafts. Course components include: Visual Literacy, Contextual Connections and Critical Analysis/Evaluation/Reflection. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

Course cost is estimated at \$35.00.

CREDIT: 1

PREREQUISITE: None

Professional Crafts: Visual Arts Specialty- Intermediate

Professional Crafts Program including Metalsmithing and Fiber Arts. Students who elect to take this course will learn the fundamentals of design as well as the basic techniques associated with working in each craft area. Emphasis will be upon exploring the rich and diverse cultural heritage of Global Professional Crafts. Course components include: Visual Literacy, Contextual Connections and Critical Analysis/Evaluation/Reflection. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

Course cost is estimated at \$35.00.

CREDIT: 1

PREREQUISITE: Professional Crafts: Visual Arts Specialty- Beginning

Professional Crafts: Visual Arts Specialty- Proficient

Professional Crafts Program including Metalsmithing and Fiber Arts. Students who elect to take this course will learn the fundamentals of design as well as the basic techniques associated with working in each craft area. Emphasis will be upon exploring the rich and diverse cultural heritage of Global Professional Crafts. Course components include: Visual Literacy, Contextual Connections and Critical Analysis/Evaluation/Reflection. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

Course cost is estimated at \$35.00.

CREDIT: 1

PREREQUISITE: Professional Crafts: Visual Arts Specialty- Intermediate

Professional Crafts: Visual Arts Specialty- Advanced

Professional Crafts Program including Metalsmithing and Fiber Arts. Students who elect to take this course will learn the fundamentals of design as well as the basic techniques associated with working in each craft area. Emphasis will be upon exploring the rich and diverse cultural heritage of Global Professional Crafts. Course components include: Visual Literacy, Contextual Connections and Critical Analysis/Evaluation/Reflection. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

Course cost is estimated at \$35.00.

CREDIT: 1

PREREQUISITE: Professional Crafts: Visual Arts Specialty- Proficient

Ceramics: Visual Arts Specialty- Beginning

This course is designed to introduce students to the media/processes associated with Ceramics. Hand building and sculptural processes will enable students to master the techniques/concepts addressed in NC Essential Standards. In addition, emphasis will be upon making Multicultural connections between Ceramics and our Global Community. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

Course cost is estimated at \$25.00.

CREDIT: 1

PREREQUISITE: Visual Arts- Beginning

Ceramics: Visual Arts Specialty- Intermediate

This course is designed to introduce students to the media/processes associated with Ceramics. Hand building and sculptural processes will enable students to master the techniques/concepts addressed in NC Essential Standards. In addition, emphasis will be upon making Multicultural connections between Ceramics and our Global Community. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

Course cost is estimated at \$25.00.

CREDIT: 1

PREREQUISITE: Visual Arts- Beginning and Ceramics: Visual Arts Specialty- Beginning

Ceramics: Visual Arts Specialty- Proficient

This course is designed to introduce students to the media/processes associated with Ceramics. Hand building and sculptural processes will enable students to master the techniques/concepts addressed in NC Essential Standards. In addition, emphasis will be upon making Multicultural connections between Ceramics and our Global Community. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

Course cost is estimated at \$25.00.

CREDIT: 1

PREREQUISITE: Visual Arts- Beginning and Ceramics: Visual Arts Specialty- Intermediate

Ceramics: Visual Arts Specialty- Advanced

This course is designed to introduce students to the media/processes associated with Ceramics. Hand building and sculptural processes will enable students to master the techniques/concepts addressed in NC Essential Standards. In addition, emphasis will be upon making Multicultural connections between Ceramics and our Global Community. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

Course cost is estimated at \$25.00.

CREDIT: 1

PREREQUISITE: Visual Arts- Beginning and Ceramics: Visual Arts Specialty- Proficient

Photography: Visual Arts Specialty Beginning

Students will explore the media/processes associated with Analog and Digital Photography. Students will take a Global approach to exploring Photography as Documentary and Fine Art medium that captures ideas, moments, people, and places all over our world. Emphasis will be upon mastery of NC Essential Standards for Visual Arts including Visual Literacy, Contextual Connections and Critical Analysis, Evaluation and Reflection. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

Course cost is estimated at \$60.00.

CREDIT: 1

PREREQUISITE: Visual Arts- Beginning

Photography: Visual Arts Specialty Intermediate

Students will explore the media/processes associated with Analog and Digital Photography. Students will take a Global approach to exploring Photography as Documentary and Fine Art medium that captures ideas, moments, people, and places all over our world. Emphasis will be upon mastery of NC Essential Standards for Visual Arts including Visual Literacy, Contextual Connections and Critical Analysis, Evaluation and Reflection. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

Course cost is estimated at \$60.00.

CREDIT: 1

PREREQUISITE: Visual Arts Beginning and Photography: Visual Arts Specialty Beginning

Photography: Visual Arts Specialty Proficient

Students will explore the media/processes associated with Analog and Digital Photography. Students will take a Global approach to exploring Photography as Documentary and Fine Art medium that captures ideas, moments, people, and places all over our world. Emphasis will be upon mastery of NC Essential Standards for Visual Arts including Visual Literacy, Contextual Connections and Critical Analysis, Evaluation and Reflection. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

Course cost is estimated at \$60.00.

CREDIT: 1

PREREQUISITE: Visual Arts Beginning, Photography: Visual Arts Specialty Intermediate

Photography: Visual Arts Specialty Advanced

Students will explore the media/processes associated with Analog and Digital Photography. Students will take a Global approach to exploring Photography as Documentary and Fine Art medium that captures ideas, moments, people, and places all over our world. Emphasis will be upon mastery of NC Essential Standards for Visual Arts including Visual Literacy, Contextual Connections and Critical Analysis, Evaluation and Reflection. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

Course cost is estimated at \$60.00.

CREDIT: 1

PREREQUISITE: Visual Arts Beginning and Photography: Visual Arts Specialty Proficient



THEATRE

Theatre I: Introduction to Theatre

In this course, students will learn the basics of theatre: moving on stage, developing a character, pantomime, lighting, and acting. Students will also learn the origins of theatre: Greek, Medieval, Renaissance, Elizabethan, and what theatre looks like today.

Credit: 1

Grade: 9-12

PREREQUISITE: None

Theatre II: Creation & Design

In this course, students will deepen their knowledge of theatre. The emphasis will be on understanding theatrical works and designing elements of a theatrical work. Topics covered include costume and makeup design, lighting design, character motivation, effective physicalizing, and writing of monologues and sketches based on literary works and characters. Students will study 19th century theatre, Naturalism & Realism. The semester will often culminate with production of a play/scenes.

Credit: 1

Type: Regular

Grade: 10-12

PREREQUISITE: Theatre I

Theatre III: Performance & Technique

In this course, students will concentrate on performance techniques, exploring acting theory through primarily the Stanislavski approach. Students will assume key roles in the semester's production. In-depth directing challenges will be addressed. Historical studies include Expressionism, Absurdism, and Epic Theatre. This class features a heavy focus on theatrical performance rather than management and design. This semester will often culminate with a production of a play/scenes.

Credit: 1

Type: Honors

Grade: 10-12

PREREQUISITE: Theatre I **and** Theatre II **or** Theatre Management

Theatre IV: Production

In this course, students will deepen their knowledge of acting techniques, explore more of the masterworks written for the theatre, and hone their vocal skills by working with different dialects. Analysis of play structure is a major component. Additional exploration of alternative staging and styles will enhance honors study. Honors students should expect to work together on a production for the semester, completing a production of a play/scenes.

Credit: 1

Type: Honors

Grade: 11-12

PREREQUISITE: Theatre I **and** Theatre II **or** Theatre Management **and** Theatre III

Musical Theatre

In this course, students will study musical theatre as an art form by participation in and the watching of musicals. They will research major collaborators, view movies, learn choreography, write lyrics, analyze music and films and sing Broadway songs. They will also work on and with the current production's stagecraft.

Credit: 1

Grade: 9-12

PREREQUISITE: None

Theatre Management

In this course, students will learn about the inner workings of theatre as an industry, focusing on the non-performance elements of stage and theatre management. This class includes topics such as: set and prop design, stage management, box office management, theatrical marketing, and production management. Students will assume key technical roles in the semester's production.

Credit: 1

Grade: 10-12

PREREQUISITE: Theatre I **and/or** Musical Theatre



FOREIGN LANGUAGE

Spanish 1

The study of the essential elements of Spanish structure, vocabulary, greetings, school, family, food, and the cultural aspects of the Spanish-speaking world. Aural comprehension, speaking, and reading respectively.

CREDIT: 1

PREREQUISITE: N/A

Spanish II

The study of the essential elements of Spanish structure, vocabulary, house, time, chores, directions, restaurant, and the cultural aspects of the Spanish-speaking world. Aural comprehension, speaking, reading, and writing respectively.

CREDIT: 1

PREREQUISITE: Spanish I

Spanish III Honors

Develops language skills for communication. Review of Spanish 1 and II. Expands awareness of the Spanish-speaking world through readings and discussion of representative texts.

CREDIT: 1

PREREQUISITE: Spanish I and II

Spanish IV Honors

Continued development of language skills of communication. Considers finer points of linguistic structure. Expands awareness of Spanish culture through reading, inquiry, and class discussion.

CREDIT: 1

PREREQUISITE: Spanish I, II & III

AFJROTC

AFJROTC 1

First-year Aerospace Science options may include aviation history, cultural/global awareness, science of flight, space/astronomy, and/or survival. Leadership Education options may include drill; citizenship, character, and Air Force tradition; communication, awareness and leadership; life skills and career opportunities; and/or principles of management. Physical fitness comprises 20% of the curriculum. Cadets are encouraged to participate in a wide range of related extracurricular activity.

CREDIT: 1

PREREQUISITE: None

AFJROTC II

Second-year cadets are expected to begin serving in leadership roles. Aerospace Science may include options not previously covered in aviation history, cultural/global awareness, science of flight, space/astronomy, and/or survival. Leadership Education may include options not previously covered in drill; citizenship, character, and Air Force tradition; communication, awareness and leadership; life skills and career opportunities; and/or principles of management. Also, instruction is given in Lifetime Wellness / Physical Fitness.

CREDIT: 1

PREREQUISITE: Completed Aerospace Science I (AFJROTC I) and Approval of the Senior Aerospace Science Instructor / Aerospace Science Instructor.

AFJROTC III

The third year is a science course which discusses principles of propulsion systems, fundamentals of rocketry and its application to spacecraft, principles underlying space travel, and various management techniques and principles with emphasis on stress management, financial management, and managing others. In addition, the course covers systems of government and the government of the United States. Also, instruction is given in Lifetime Wellness / Physical Fitness.

CREDIT: 1

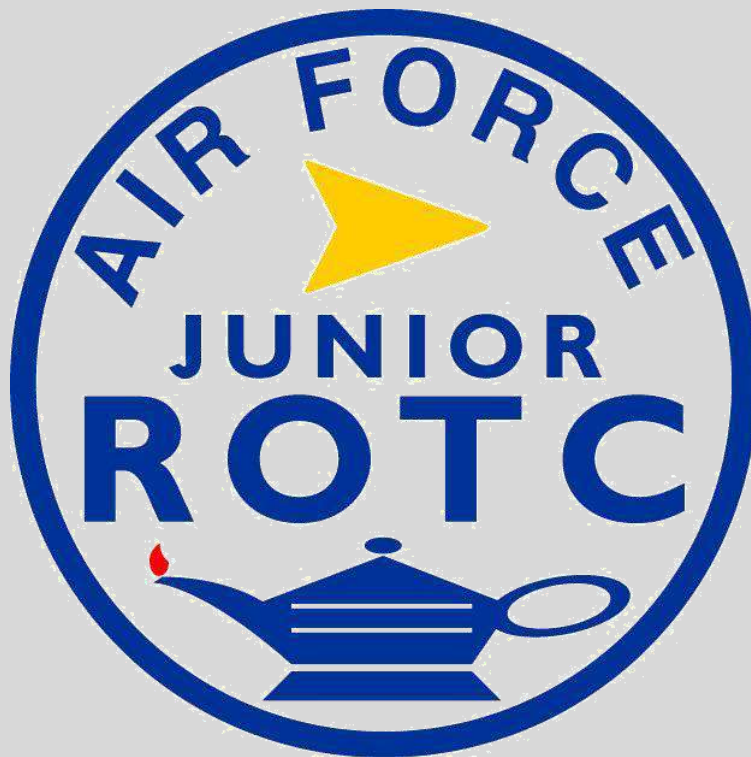
PREREQUISITE: Completion of Aerospace Science and Leadership Education II (AFJROTC 2) and Approval of the Senior Aerospace Science Instructor / Aerospace Science Instructor.

AFJROTC IV

The fourth-year curriculum consists of management of cadet corps. The cadets run the entire Corps during the fourth year. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. Cadets practice their communications, decision-making, personal interaction, managerial, and organizational skills. Also, instruction is given in Lifetime Wellness / Physical Fitness.

CREDIT: 1

PREREQUISITE: Completion of Aerospace Science and Leadership Education III (AFJROTC 3) and the approval of Senior Aerospace Science Instructor / Aerospace Science Instructor.



CAREER TECHNICAL EDUCATION

Agriscience Applications

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

CREDIT: 1

PREREQUISITE: None

Agricultural Mechanics I

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, fencing, paints and preservatives, basic metal working, basic agricultural construction skills related to plumbing, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced.

CREDIT: 1

PREREQUISITE: None

Agricultural Mechanics II

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, plumbing, concrete and masonry, agricultural power and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced.

CREDIT: 1

PREREQUISITE: Agricultural Mechanics I

Agricultural Mechanics II-Small Engines

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. English language arts, mathematics, and science are reinforced.

CREDIT: 1

PREREQUISITE: Agricultural Mechanics I

Animal Science I

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced.

CREDIT: 1

PREREQUISITE: None

Animal Science II

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

CREDIT: 1

PREREQUISITE: Animal Science I

Animal Science II- Small Animal

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class.

CREDIT: 1

PREREQUISITE: Animal Science I

Horticulture I

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced.

CREDIT: 1

PREREQUISITE: None

Horticulture II

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced.

CREDIT: 1

PREREQUISITE: Horticulture I

Career Management

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts is reinforced. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1

PREREQUISITE: None

Principles of Business and Finance

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced.

CREDIT: 1

PREREQUISITE: None

Entrepreneurship I

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

CREDIT: 1

PREREQUISITE: None

Entrepreneurship II

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced.

CREDIT: 1

PREREQUISITE: Entrepreneurship I

Marketing

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

CREDIT: 1

PREREQUISITE: None

Fashion Merchandising

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.

CREDIT: 1

PREREQUISITE: None

Hospitality and Tourism

In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English language arts, mathematics, social studies and technology are reinforced.

CREDIT: 1

PREREQUISITE: Marketing or Principles of Business and Finance or Sports and Entertainment Marketing I

Microsoft Excel

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 newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematics is reinforced.

CREDIT: 1

PREREQUISITE: None

Microsoft Word and PowerPoint

Students in the Microsoft Imagine Academy 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.

CREDIT: 1

PREREQUISITE: None

Food and Nutrition I

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

CREDIT: 1

PREREQUISITE: Principles of Family and Human Services recommended

Food and Nutrition II

In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. *For safety and sanitation reasons, enrollment should not exceed 20 in this course. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CREDIT: 1

PREREQUISITE: Food and Nutrition I

Principles of Family and Human Services

Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

CREDIT: 1

PREREQUISITE: None

Interior Design I

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. English language arts, mathematics, science, art, and technology are reinforced.

CREDIT: 1

PREREQUISITE: Principles of Family and Human Services

Interior Design II

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced.

CREDIT: 1

PREREQUISITE: Principles of Family and Human Services and Interior Design I

Interior Digital Applications

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. Art and mathematics are reinforced.

CREDIT: 1

PREREQUISITE: Principles of Family and Human Services and Interior Design I

Health Science I

This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

CREDIT: 1

PREREQUISITE: None

Health Science II

This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training for healthcare professionals. English language arts and science are reinforced in this course.

CREDIT: 1

PREREQUISITE: Health Science I

Nursing Fundamentals and Practicum

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. English language arts, mathematics, and science are reinforced.

CREDIT: 1

PREREQUISITE: Health Science I and II

Emergency Medical Responder (EMR)

Emergency medical responders (EMRs) are trained in skills to provide immediate lifesaving care for critical patients. This course will teach students how to provide basic medical care during emergencies, stabilize a patient prior arrival of EMS, and prepare students for the North Carolina State exam.

CREDIT: 1

AGE REQUIREMENT: Must be 17 years old or turn 17 during the semester the class is held.

PREREQUISITE: English II

EMT II

This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part II of a two-course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced.

CREDIT: 1

AGE REQUIREMENT: Must be 17 years old **AND** hold a valid Driver's License

PREREQUISITE: EMR and English III

Firefighter Technology I

This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Orientation and Safety Health and Wellness; Fire Behavior; Personal Protective Equipment; Fire Hose, Streams, and Appliances, Portable Extinguishers; Foam Fire Streams; and Emergency Medical CARC. English language arts are reinforced.

CREDIT: 1

PREREQUISITE: None

Firefighter Technology II

This course covers additional NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Building Construction; Ropes; Alarms and Communications; Forcible Entry; Ladders; Ventilation; Loss Control. English language arts are reinforced.

CREDIT: 1

PREREQUISITE: Firefighter Technology I

Firefighter Technology III

This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Water Supplies, Sprinkles, Fire & Life Preparedness, Rescue, Mayday, and Safety & Survival. English language arts are reinforced.

CREDIT: 1

PREREQUISITE: Firefighter Technology I and II

Public Safety I

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100, 200, 700, 800 are also a part of this course. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced.

CREDIT: 1

PREREQUISITE: None

Public Safety II

This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. Additionally, FEMA ICS300 Intermediate Incident Command System is covered in this course.

CREDIT: 1

PREREQUISITE: Public Safety I

Adobe Digital Design

This course is a project-based course that develops ICT, career, and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification. English language arts are reinforced.

CREDIT: 1

PREREQUISITE: Adobe Visual Design

Adobe Video Design

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.

CREDIT: 1

PREREQUISITE: Adobe Visual Design

Adobe Visual Design

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification. English language arts are reinforced.

CREDIT: 1

PREREQUISITE: None

Drone Technology

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 mapping software. English language arts are reinforced.

CREDIT: 1

PREREQUISITE: None

Automotive Service Fundamentals

This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.

CREDIT: 1

PREREQUISITE: None

Automotive Service I

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. English language arts are reinforced.

CREDIT: 1

PREREQUISITE: Automotive Service Fundamentals

Automotive Service II

This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.

CREDIT: 1

PREREQUISITE: Automotive Service I

Automotive Service III

This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, 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. English language arts and mathematics are reinforced.

CREDIT: 1

PREREQUISITE: Automotive Service I and II

Construction Core

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

CREDIT: 1

PREREQUISITE: None

Carpentry I

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

CREDIT: 1

PREREQUISITE: Construction Core

Carpentry II

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

CREDIT: 1

PREREQUISITE: Carpentry I

Carpentry III

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. English language arts and mathematics are reinforced.

CREDIT: 1

PREREQUISITE: Carpentry I and II



Currituck County High School Home of the Knights!

**4203 Caratoke Highway
Barco, NC 27917
252-453-0014**

Currituck County High School is located in the center of Currituck County in Barco, NC. Approximately 30 minutes from the beautiful Outer Banks of North Carolina. Our school serves all students residing in Currituck County, including Knotts Island and Corolla.



U-“Knight”-ing for Excellence



The Currituck County School system does not discriminate in employment or educational activities based on race, color, national origin, sex, handicapping condition or religion.