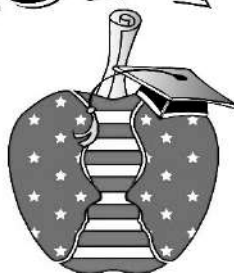


Elizabeth City-Pasquotank Public Schools

High School Course Catalog

2019-2020

ECPPS



ELIZABETH CITY- PASQUOTANK PUBLIC SCHOOLS
PREPARING GLOBALLY COMPETITIVE CITIZENS



NHS

NORTHEASTERN HIGH SCHOOL



PCHS

PASQUOTANK COUNTY HIGH SCHOOL

Our Vision: In a changing world, ECPPS will prepare all learners to be productive, competitive, and successful citizens.

Our Mission: To ensure and provide an innovative, responsive and safe environment that prepares and engages all learners.

SCHOOL BOARD MEMBERS

Sharon Warden (Chair)
Virginia Houston (Vice Chair)
Dr. Denauvo Robinson
Pamela Pureza
Dr. Sheila H. Williams
Walter B. Jolly
George Archuleta

CENTRAL SERVICES

Dr. Joanne Sanders, Interim Superintendent



Northeastern High School Administration

Angela Cobb, Principal
Chris Pullet, Assistant Principal
Sharron Bell, Assistant Principal



Pasquotank County High School Administration

Juvanda Crutch, Principal
Leah Lane, Assistant Principal
Juan Castillo, Assistant Principal

The Elizabeth City-Pasquotank County Schools are committed to equality of educational opportunity. All educational programs are available to all students without regard to race, color, gender, religion, age, national origin or disabling conditions. The Assistant Superintendent for Personnel/Auxiliary Services is the designated official to handle grievances concerning civil rights. Any grievance or complaint should be addressed to the following:

Assistant Superintendent for Personnel/Auxiliary Services
Elizabeth City-Pasquotank County Schools
P.O. Box 2247
Elizabeth City, NC 27906-2247

Contents of this document were current at the time of publication; however, all items are subject to change.

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GENERAL INFORMATION

Attendance

Good attendance has proven to be a key indicator of success in high school. A course grade is composed of two elements, attendance and academic achievement. For this reason, no student may receive a grade indicating course completion without meeting the requirements of academic achievement and attendance. NC State Board of Education classifies attendance into “excused” or “unexcused” categories. Excused absences consist of the following: court proceedings, death in family, educational opportunities, expulsion, illness or injury, medical/dental appointments, quarantine, religious observances, suspension. Unlawful absences are defined as the student’s willful absences from school without the knowledge of the parents/guardians, or the student’s absences from school without justifiable causes with the knowledge of parents/guardians. **A student who exceeds ten absences from class and maintains a passing average will receive a “FF” (Failure due to Absences).** Attendance appeals require appropriate documentation.

Athletic Eligibility

- Must be a properly enrolled student at the time of participation, must be enrolled no later than the 15th day of the present semester, and must be in regular attendance at that school.
- Must meet local attendance standards for the previous semester.
- Must not have exceeded eight consecutive semesters or have participated more than four seasons in any sport since entering grade 9. That includes only one sport season for a participant per academic year – you can’t play soccer in one season out of state and play it again upon moving to North Carolina in the same academic year.
- Must not have graduated from high school.
- Must be under 19 years of age on September 1
- Must live with your parents or legal custodian within the school administrative unit. A student is eligible if he has attended within that unit the previous two semesters (if eligible in all other respects) and meets LEA standards.
- Must have passed the minimum academic load during the previous semester, and meet local promotion standards. Students in a “block schedule” must pass three courses per semester and meet local promotion standards; students in the “traditional schedule” must pass at least five courses and meet local promotion standards. These are courses for credit, not audited courses. Hybrid schedules have different requirements.
- Seniors must also pass that minimum load, even if they need fewer for graduation.
- Must have received a medical examination by a duly licensed physician, nurse practitioner, or physician’s assistant within the previous 365 days; and if you miss five or more days of practice due to an injury, you must receive medical release before practicing or playing. Students with potential head injuries must receive medical release by a physician before re-admittance to practice or games.
- Must not have been convicted of a felony, or an offense that would have been a felony if committed by an adult.
- Must not accept prizes, merchandise, money or anything that can be exchanged for money as a result of athletic participation within the amateur rule limit. THIS INCLUDES BEING ON A FREE LIST OR LOAN LIST FOR EQUIPMENT, ETC.
- Must not have signed a professional contract or have played for a college team of any sort.

- May not receive team instructions from your school's coaching staff during the school year outside your sport season (from first practice through the final game). Instruction is limited to coach and athletes in SKILL DEVELOPMENT SESSIONS. THESE SESSIONS IN NUMBER ARE LIMITED TO ONE LESS THAN A TEAM ON A DAILY BASIS, AND MAY NOT BE HELD DURING CERTAIN PRESCRIBED "DEAD PERIODS" OF THE YEAR.
- Must not be guilty of unsportsmanlike conduct, or ejected from the previous contest.
- May not usually, as an individual or on a team, practice or play during a school day (from the first contest through the conference tournament).
- May not play, practice or assemble as a team with your coach on Sunday.
- May not dress for a contest or practice if you are not eligible to participate.
- Must not play more than three games in one sport per week, (some sports have exceptions) and no more than one contest per day (exception baseball, softball, and volleyball).

College Bound Student Athlete

To play sports as a freshman in NCAA Division I and II, you must meet specific standards. You must graduate from high school and make at least the minimum required grade-point average in 14 core academic courses. For more information go to www.ncaaclearinghouse.net.

Co-Curricular and Extra Curricular Activities

ECPPS high schools sponsor a variety of Co-Curricular activities comprising such things as Future Farmers of America, Future Business Leaders of America, Art Honors Society, DECA, and many more. Students can also participate in one or more sports teams throughout the fall, winter, and spring seasons.

Driving Eligibility

North Carolina House Bill 1769 and G.S. 20 11 requires the revocation of the student's driving permit or license if the student is unable to maintain adequate academic progress or drops out of school. This law applies to all North Carolina students under the age of 18 who are eligible for a driving permit or license. A student must obtain a Driving Eligibility Certificate in addition to the Drivers Education Certificate in order to be eligible to receive a license or permit. The Driving Eligibility Certificate will only be issued to students who are making adequate academic progress. **Adequate academic progress is defined as having passed at least 70% of the required coursework during the previous semester (i.e., passing 3 of 4 courses).** Students who do not continue to meet these criteria will be reported to the Division of Motor Vehicles and will have their permit or license revoked.

Parent Portal

The Parent Portal gives parents and students access to real-time information including attendance and grades. A *Parent Portal Guide: How-to for Parents* is available at ecpps.k12.nc.us under the Parents/Students tab.

Transcript Requests

Transcripts are available through Student Services. Fees may apply.

ACADEMIC HONORS

Honor Graduates

Qualifying honor graduates attaining specific grade point averages will be designated **Cum Laude** (with honors), **Magna Cum Laude** (with high honors), and **Summa Cum Laude** (with highest honors). The GPA designation will be determined by a district committee in the 2018-2019 school year. Students will be recognized at their school's awards programs and graduation ceremonies.

Honor Roll

Students earning all A's for a nine weeks marking period and those earning all A's and B's for a nine weeks grading period will be publicized.

Marshals

Junior students earning a 3.5 average for the time beginning with the first semester of the 9th grade and extending through the second nine weeks of the 11th grade will be designated Marshals. They will represent underclass students in the Senior Academic Awards Night, Baccalaureate Service, and Commencement Exercises and will be recognized in an appropriate manner.

National Honor Society

Students earning a 3.50 average through the second semester of their sophomore year or later may be eligible for induction and membership in the National Honor Society.

NC Diploma Endorsements

High School Diploma Endorsements Students may earn the following endorsements as additional recognitions to their high school diploma: Career Endorsement, College Endorsement, College/UNC Endorsement, North Carolina Academic Scholars Endorsement, and Global Languages Endorsement. Students may earn more than one endorsement. The requirements for earning these endorsements are defined below:

- **Career Endorsement**

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

B. The student shall complete a CTE concentration in one of the approved CTE Cluster areas (<http://www.ncpublicschools.org/cte/curriculum/>): -Agriculture, Food and Natural Resources -Architecture and Construction -Arts, A/V Technology and Communications -Business, Management and Administration - Education and Training -Finance -Government and Public Administration -Health Science -Hospitality and Tourism -Human Services -Information Technology -Law, Public Safety, Corrections and Security - Manufacturing -Marketing, Sales and Service -Science, Technology, Engineering and Mathematics - Transportation, Distribution and Logistics

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

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

- **College Endorsement**

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

- **College/UNC Endorsement**
 - A. The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either Math III, Algebra II, or Integrated Mathematics III as a prerequisite.
 - B. The student shall complete three units of science including at least one physical science, one biological science and one laboratory science course that must include either physics or chemistry.
 - C. The student shall complete two units of a world language (other than English).
 - D. The student shall earn a weighted grade point average of at least 2.5.
- **North Carolina Academic Scholars Endorsement**
 - A. The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either Math III, Algebra II, or Integrated Mathematics III as a prerequisite.
 - B. The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include either physics or chemistry.
 - C. For students entering 9th grade in 2010-11 or 2011-12, the student shall complete three units of Social Studies including US History, World History and Civics and Economics. For students entering 9th grade in 2012-13 or later the student shall complete four units of social studies including World History; American History: Founding Principles, Civics and Economics; and American History I and American History II.
 - D. The student shall complete two units of a world language (other than English).
 - E. The student shall complete four elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area.
 - F. The student shall have taken three higher level courses during junior and/or senior years which carry quality points such as Advanced Placement; International Baccalaureate; Dual or college equivalent courses; Advanced CTE and CTE credentialing courses; Online courses; Honors level courses OR two higher level courses during junior and/or senior years which carry quality points such as Advanced Placement; International Baccalaureate; Dual or college equivalent courses; Advanced CTE and CTE credentialing courses; Online courses; Honors level courses and a Graduation Project.
 - G. The student shall earn an unweighted grade point average of at least 3.50.
- **Global Languages Endorsement**
 - A. The student shall earn a combined 2.5 GPA for the four English Language Arts courses required for graduation.
 - B. The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction. i. Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale. ii. Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 or above in those courses. iii. Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001.
 - C. Limited English Proficiency students shall complete all the requirements of sections A and B above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

President’s Education Award Program

The President’s Education Awards Program requires a student to successfully complete 12 core courses, maintain an overall average of 3.25 for the time beginning with the first semester of the 9th grade and extending through the second nine weeks of the 12th grade, and receive a score at the 85th percentile on any nationally recognized standardized achievement test or college admissions examination such as the SAT. All classes taken must be standard or higher.

Superintendent's Academic Team

The Superintendent's Academic Team award is given to those students who have an average of 3.25 for the first, second and third nine weeks grading period.

Honors Designations

Qualifying honor graduates attaining specific grade point averages will be designated **Cum Laude** (with honors), **Magna Cum Laude** (with high honors), and **Summa Cum Laude** (with highest honors). The GPA designation will be determined by a district committee in the 2018-2019 school year. Students will be recognized at their school's awards programs and graduation ceremonies.

ADVANCED LEARNING OPPORTUNITIES

Advanced Placement (AP Courses)

AP courses can help students acquire the skills and habits they will need to be successful in college. Students will improve their writing skills, sharpen their problem-solving abilities, and develop time management skills, discipline, and study habits. Through AP's college-level courses and exams, students can earn college credit and advanced placement and stand out in the admission process. In AP classrooms, the focus is not on memorizing facts and figures. Instead students will engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively. Most four-year colleges in the United States and colleges in more than 60 other countries give students credit, advanced placement or both on the basis of AP Exam scores. By entering college with AP credits, student will have the time to move into upper level courses, pursue a double-major or study abroad. Students enrolled in AP courses must make a year-long commitment and take the National AP Exam in May.

Career & College Promise/Dual Enrollment

College Transfer Pathway

Juniors and seniors may take courses in one of four areas leading to a minimum of 30 hours of college transfer credit. Many courses can be used to provide dual credit to meet both high school and college requirements. The four areas are: Humanities and Social Sciences, Business and Economics, Life and Health Sciences and Engineering and Mathematics. The benefits are:

- Reduced cost for a two or four year degree.
- Accelerated completion of a diploma, associate degree or four year degree.
- Develops skills for success at the next level.
- Some fees may apply

Career Technical Education Pathway

Courses included in CTE CCP programs of study pathways are offered in the college's traditional, local certificates as listed in the college catalog. To be eligible for enrollment in a Career Technical Education Pathway, a high school student must meet the following criteria:

- Be a high school junior or senior;
- Have a weighted GPA of 3.0 on high school courses OR the recommendation of the high school principal or his/her designee;
- Pursue one of the 16 high school Career and Technical Education clusters; and
- Meet all course prerequisites and admission requirements.

To maintain eligibility for continued enrollment, a student must:

- Continue to make progress toward high school graduation, and
- Maintain a 2.0 GPA in college coursework after completing two courses.
- Student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.

College Preparation

College Foundation of North Carolina

CFNC is a comprehensive, free information service provided by the State of North Carolina to help families plan, apply and pay for college. The goal of CFNC is to help every student in the state prepare successfully for education beyond high school and find the best financial aid alternatives. Resources and information on careers, more than 100 NC colleges, college admission, scholarships, grants and other financial assistance are available on line at www.cfnc.org or by calling toll-free 866-866-CFNC. High school students and their parents are encouraged to take advantage of this free service. Students will use CFNC to send their transcripts to colleges.

UNC Admissions Requirements

To enroll in any of the 16 universities listed below which make up the University of North Carolina undergraduate students must meet the following minimum requirements:

- **Course Requirements**
English - 4 Units
English I, English II, English III, English IV
Mathematics - 4 Units
Math I, Math II, Math II and 1 additional unit beyond Math III
(Recommended mathematics course unit taken in 12th grade)
Science - 3 Units
A physical science course a life or biological course
At least one laboratory course
- **Minimum College Admissions Test Requirements**

Year	Minimum GPA	Minimum SAT	Minimum ACT Composite
March 2016 and beyond	2.5	880	17

Students applying for admission for fall 2006 or after, for whom standardized test scores are required, must submit either the SAT I (which includes the writing component) or the ACT with the writing component.

The 16 Campuses of the University of North Carolina

Appalachian State University
Elizabeth City State University
NC A&T State University
NC School of the Arts
UNC-Pembroke
UNC-Chapel Hill
UNC-Greensboro
Western Carolina University

East Carolina University
Fayetteville State University
NC Central University
NC State University
UNC-Asheville
UNC-Charlotte
UNC-Wilmington
Winston-Salem State University

High School Articulation Agreement

The North Carolina Department of Public Instruction and the North Carolina Community College System have a statewide Articulation Agreement through which students may be eligible for college credit following completion of the specified Career and Technical Education (CTE) courses in high school. Because the learning outcomes are the same for the courses, the students' educational pathways are streamlined- the CTE courses on the list which are taken in high school do not need to be repeated in the Community College.

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

- Earn a final grade of a B or higher for the course
- Get a final score of 93 or higher on a standardized CTE post-assessment

Articulated Course List

The North Carolina Department of Public Instruction and the North Carolina Community College System developed the list below of courses that can articulate from High School to Community Colleges for credit.

To receive articulated credit, students shall complete the High School course with a grade of B or higher, pass the post-assessment with a score of 93% or higher, and enroll in a Community College within two years of high school graduation

Following are the course matches that are part of the statewide articulation agreement.

High School Program Area	High School Course Number & Title		Community College Course Number & Title	COA' s Course Number and Title
Agricultural Education	<u>AS32 Agricultural Mechanics II</u>	=	WLD-112 Basic Welding Processes OR AGR-111 Basic Farm Maintenance	WLD-112 - Basic Welding Processes
Agricultural Education	<u>AA22 Animal Science II</u>	=	ANS-110 Animal Science	
Agricultural Education	<u>AP41 Horticulture I</u>	=	HOR-150 Intro to Horticulture	
Agricultural Education	<u>AP44 Horticulture II Landscaping</u>	=	HOR-114 Landscaping Construction OR LSG-111 Basic Landscaping Technique	
Business and Information Technology Education	<u>BA10 Accounting I</u>	=	ACC-115 College Accounting OR ACC-118 Accounting Fundamentals I	ACC-115 College Accounting (2017-18 only)
Business and Information Technology Education	<u>BA20 Accounting II</u>	=	ACC-115 College Accounting OR ACC-118 Accounting Fundamentals I OR ACC-119 Accounting Fundamentals II	
Business and Information Technology Education	<u>BP12 Computer Programming II</u>	=	CSC-153 C# Programming	
Business and Information Technology Education	<u>BM10 Microsoft Word And PowerPoint</u>	=	CIS-111 Basic PC Literacy OR CIS-124 DTP Graphics Software OR OST-136 Word Processing	CIS-111 Basic PC Literacy OR OST-136 Word Processing
Business and Information Technology Education	<u>BM10 Microsoft Word And PowerPoint AND BM20 Microsoft Excel and Access</u>	=	OST-137 Office Software Applications	
Business and Information	<u>BM20 Microsoft Excel and Access</u>	=	CTS-130 Spreadsheet	CTS-130 Spreadsheet

Technology Education				
Business and Information Technology Education	<u>BD10 Multimedia and Webpage Design</u>	=	WEB-110 Internet /Web Fundamentals OR WEB-120 Intro Internet Multimedia	
Business and Information Technology Education	<u>BN20 Network Administration I</u>	=	CTI-115 Computer Systems Foundation OR CTI-120 Network and Security Foundation OR NET 110 Networking Concepts OR NOS-110 Operating System Concepts OR SEC-110 Security Concepts	CTI-120 Network and Security Foundation OR NET 110 Networking Concepts OR NOS-110 Operating System Concepts
Business and Information Technology Education	<u>BN22 Network Administration II</u>	=	CTS-112 Windows OR NET-110 Networking Concepts/ANDNOS-230 Windows Admin I	
Business and Information Technology Education	<u>BF05 Personal Finance</u>	=	BUS-125 Personal Finance	BUS-125 Personal Finance
Family and Consumer Science Education	<u>FE 11 Early Childhood Education I AND FE12 Early Childhood Education II</u>	=	EDU-119 Intro to Early Childhood Education	EDU-119 Intro to Early Childhood Education
Family and Consumer Science Education	<u>FN41 Foods I AND FN42 Foods II - Enterprise</u>	=	CUL-112 Nutrition for Food Service	CUL-112 Nutrition for Food Service
Family and Consumer Science Education	<u>(FN42 Foods II Enterprise OR FH20 Introduction to Culinary Arts & Hospitality.) AND ServSafe certification</u>	=	CUL-110 Sanitation & Safety AND CUL-100 A Sanitation & Safety Lab	
Family and Consumer Science Education	<u>FN 43 Foods II- Technology</u>	=	CUL-150 Food Science AND CUL -150A Food Science Lab	
Family and Consumer Science Education	<u>FI 53 Interior Applications</u>	=	DES-235 Products	
Health Science Education	<u>HU 40 Health Science I</u>	=	MED-121 Medical Terminology I AND MED-122 Medical Terminology II	MED-121 Medical Terminology I AND MED-122 Medical Terminology II
Health Science Education	<u>HU 42 Health Science II</u>	=	HSC-110 Orientation to Health Careers AND HSC-120 CPR/or MED 180 CPR Certification	
Health Science Education	<u>HN43 Nursing Fundamentals</u>	=	NAS-101 Nursing Assistant I	NAS-101 Nursing Assistant I

Health Science Education	<u>HH32 Pharmacy Technician</u>	=	PHM-110 Intro to Pharmacy	
Marketing Education	<u>ME11 Entrepreneurship I</u>	=	ETR-210 Intro to Entrepreneurship	
Marketing Education	<u>MM51 Marketing</u>	=	ETR-230 Entrepreneur Marketing OR MKT-110 Principles of Fashion OR MKT-120 Principles of Marketing	
Technology Engineering and Design Education	<u>TE21 Principles of Technology I</u>	=	PHY-121 Applied Physics	
Technology Engineering and Design Education	<u>TE22 Principles of Technology II</u>	=	EGR-115 Intro to Technology OR PHY-131 Physics Mechanics	
Technology Engineering and Design Education	<u>TP11 PLTW Intro to Engineer Design AND</u> <u>TP12 PLTW Principles of Engineering AND</u> <u>TP23 PLTW Civil Engineering and Architecture</u>	=	ARC-111 Intro to Arch Technology OR DDF-211 Design Process	ARC-111 Intro to Arch Technology
Technology Engineering and Design Education	<u>TE11 Technology, Engineering and Design AND</u> <u>TE12 Technology Design AND</u> <u>TE13 Engineering Design</u>	=	EGR-110 Intro to Engineering Technology AND CEG-115 Intro To Technology and Sustainability/ OR EGR-115 Intro to Technology/OR DDF211 Design Process 1	
Trade and Industrial Education	<u>IC00 Core and Sustainable Construction</u>	=	WOL-110 Basic Construction Skills	
Trade and Industrial Education	<u>IT16 Automotive Service I AND</u> <u>IT17 Automotive Service II AND</u> <u>IT18 Automotive Service III</u>	=	TRN-111 Chassis Maint/Light Repair AND TRN-112 Powertrain Maint/Light Repair AND AUT-113 Automotive Servicing I (Must complete MLR Task List)	
Trade and Industrial Education	<u>IM21 Cabinetmaking I AND</u> <u>IM22 Cabinetmaking II</u>	=	CAB-111 Cabinetmaking I	

Trade and Industrial Education	<u>IC00 Core and Sustainable Construction AND IC21 Carpentry I</u>	=	CAR-110 Intro to Carpentry OR WOL-110 Basic Construction Skills OR CST-110 Intro to Construction	
Trade and Industrial Education	<u>IC22 Carpentry II</u>	=	CST-111 Construction I	
Trade and Industrial Education	<u>IC23 Carpentry III</u>	=	CST-112 Construction II (Must receive credit for CST 111 before receiving credit for CST-112)	
Trade and Industrial Education	<u>I121 Computer Engineering Technology I</u>	=	CTS 120 Hardware/ Software Support	CTS 120 Hardware/ Software Support
Trade and Industrial Education	<u>I122 Computer Engineering Technology II</u>	=	CTS 220 Advanced Hardware/ Software Support (Must receive credit for CTS-120 before receiving credit for CTS-220)	CTS 220 Advanced Hardware/ Software Support
Trade and Industrial Education	<u>IA31 Digital Data</u>	=	DME-110 Intro to Digital Data	
Trade and Industrial Education	<u>IA32 Advanced Digital Media</u>	=	DME-115 Graphic Design Tools OR DME-120 Intro to Multimedia Applications	
Trade and Industrial Education	<u>IC61 Drafting I</u>	=	DFT-111 Technical Drafting I AND DFT-111A Technical Drafting I Lab	
Trade and Industrial Education	<u>IC61 Drafting I AND IC62 Drafting II Architectural</u>	=	DFT-115 Architectural Drafting OR DFT-119 Basic CAD OR ARC-114 Arch CAD	
Trade and Industrial Education	<u>IC61 Drafting I AND IV22 Drafting II Engineering</u>	=	DFT-151 CAD 1	DFT-151 CAD 1
Trade and Industrial Education	<u>IV23 Drafting III Engineering</u>	=	DFT-112-Technical Drafting II AND DFT-112A Tech Drafting II Lab (Must receive credit for DFT-111 before receiving credit for DFT-112)	
Trade and Industrial Education	<u>IC00 Core and Sustainable Construction AND IC41 Electrical Trades I AND IC42 Electrical Trades II</u>	=	ELC-113 Residential Wiring	ELC-113 Residential Wiring
Trade and Industrial Education	<u>IC43 Electrical Trades III</u>	=	ELC-122 Advanced Residential Wiring	

Trade and Industrial Education	<u>IM31 Electronics I AND IM32 Electronics II</u>	=	ELC-112 DC/AC Electricity AND ELC 126 Electrical Computations/ OR EGR-131 Intro to Electronics Tech	ELC-112 DC/AC Electricity AND EGR-131 Intro to Electronics Tech
Trade and Industrial Education	<u>IM34 Electronics IV</u>	=	ELN-131 Analog Electronics I	
Trade and Industrial Education	<u>IC00 Core and Sustainable Construction AND IC11 Masonry I AND IC12 Masonry II</u>	=	MAS-110 Masonry I	
Trade and Industrial Education	<u>IC13 Masonry III</u>	=	MAS-110 Masonry I	
Trade and Industrial Education	<u>IM41 Metals Manufacturing Technology I AND IM42 Metals Manufacturing Technology II</u>	=	BPR-111 Blueprint Reading AND MAC-111 Machining Technology I AND MAC-151 Machining Calculations	BPR-111 Blueprint Reading AND MAC-111 Machining Technology I AND MAC-151 Machining Calculations
Trade and Industrial Education	<u>II11 Network Engineering Technology I</u>	=	NET-125 Networking Basics OR NET-110 Networking Concepts	NET-110 Networking Concepts
Trade and Industrial Education	<u>II12 Network Engineering Technology II</u>	=	NET-125 Networking Basics OR NET-126 Routing Basics	NET-126 Routing Basics
Trade and Industrial Education	<u>IM61 Welding Technology I</u>	=	WLD-110 Cutting Processes	WLD-110 Cutting Processes
Trade and Industrial Education	<u>IM61 Welding Technology I AND IM62 Welding Technology II</u>	=	WLD-110 Cutting Processes And WLD-115 SMAW (Stick) Plate	WLD-115 SMAW (Stick) Plate

Credit Demonstrated by Mastery

Section 13 of the State Board of Education Policy GCS-M-001 provides a Credit by Demonstrated Mastery policy. Credit by Demonstrated Mastery (CDM) is the process by which LEAs shall, based upon a body-of- evidence, award a student credit in a particular course without requiring the student to complete classroom instruction. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the End of Course exam where applicable, or a final exam (provided by the state or developed locally) and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks.

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

The following courses are excluded from Credit by Demonstrated Mastery:

- Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship)
- CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood Education I / II and Nursing Fundamentals
- CTE Advanced Studies courses
- English Language Learner (ELL) courses
- Healthful Living required courses
- AP / IB courses
- Occupational Course of Study (OCS) Occupational Preparation I, II, III, and IV courses.
- Any course not offered at the high school for the cluster in which the student is enrolled

Middle school students may participate in the Credit by Demonstrated Mastery Process for those high school courses which could be taught in middle school, as listed in the North Carolina State Board of Education Policy Manual: GCS-M-001: English I, Math, Science, Social Studies and World Language I or II.

Distance Learning

Honors and Advanced Placement (AP) Classes are taught by instructors at the **North Carolina School of Science & Math** (NCSSM) in Durham via video conference. NCSSM will determine the times the classes are offered and availability. See your Counselor to see what will be offered for a specific school year. Internet courses are also offered thru **North Carolina Virtual Public Schools** (NCVPS). For more information visit their website at <http://ncvps.org/>. All of these courses are limited to the number of seats available.

Policy for Distance Learning Courses

- Students who enroll in distance learning courses (NCIH or other) must satisfy the prerequisite requirements specified by the institutions offering the course.
- Students may not add a distance-learning course after the course's drop/add period has ended (this window may be different from the high schools' drop/add period).
- Some distance learning classes follow different calendars and schedules. It is the

responsibility of the student to keep up with these differences.

- Students enrolled in yearlong distance learning courses must successfully complete the fall semester course to continue on in the spring.
- In NCIH classes, a facilitator will mail/fax completed assignments to the instructor on the date the assignments are due. Mailing late assignments will be the responsibility of the student. In an Internet course, the student is solely responsible for emailing or digitally submitting their coursework.
- Distance learning textbooks are limited and may not be available for all courses.

▪ **North Carolina Virtual Public Schools**

Students who wish to take an Internet class must have a basic understanding of the Internet, email, and have general computer literacy. Students in all distance learning courses must be self-motivated, independent workers, and able to manage their time wisely. Students should have access outside of the classroom to a computer with an Internet connection. Students will be provided a 90-minute time block each day for class work and technical support. However, time may still be required outside of the school day in order to complete assignments. In the event of workdays or school closings, students will be expected to complete any assignments by the due dates assigned by the NCVPS teacher. Typical offerings include the following 1 credit courses:

Honors Anatomy and Physiology

AP Environmental Science

Psychology

Honors Psychology

AP Psychology

Computer Programming I

French I

French II

Latin I (PCHS only)

Latin II (PCHS only)

German I

German II

Japanese I

Japanese II

▪ **North Carolina School of Science and Mathematics**

Courses typically offered through the **North Carolina School of Science and Mathematics** include the following:

AP CALCULUS AB COURSE

Credit 2.0

Grade Level: 11-12

This course is rich in technology and applications, and prepares students for the AP Calculus AB Exam. AP Calculus develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems.

Prerequisite: Completion of Pre-calculus with an "A" and the recommendation of the math teacher. Students should have a strong background in algebra and functions, including polynomial, exponential, logarithmic, and trigonometric. Students should also have knowledge of basic graphing calculator functions - graphing an equation, determining a Window, use of the built-in Intersect, Zero, & Value functions. A summer assignment will be

sent to those students that NCSSM feels will be successful and recommend to the course. The completion of the summer assignment is mandatory. A summer assignment will be sent to those students that NCSSM feels will be successful and recommend to the course. The completion of the summer assignment is mandatory. **Schools will be asked to supply the following student information: PLAN/SAT/ACT score & previous math grades.

Material requirements: Each student must have a graphing calculator (TI Inspire, TI-89 preferred, TI-83+, TI-84 acceptable) that they may take home. Books and curricular materials are on loan from NCSSM.

AP STATISTICS

Credit 2.0

Grade Level: 11-12

This first part of a year-long course covers the content of a typical introductory college course in statistics. In colleges and universities, the number of students who take a statistics course is almost as large as the number of students who take a calculus course. (At least one statistics course is typically required for majors such as engineering, psychology, sociology, health science, mathematics, and business.) The first semester will provide an overview and introduction to statistics, and introduce students to the major concepts and the tools for collecting, analyzing, and drawing conclusions from data. The completion of the summer assignment is mandatory. The second semester covers the methods of inferential statistics (hypothesis testing and confidence intervals). There is continued review of the first semester topics and preparation continues for the AP exam. .

Prerequisite: Students must have completed a course beyond Math III with a C average or better and have satisfactory algebra skills. They must also possess strong verbal skills as well as sufficient mathematical maturity and quantitative reasoning ability.

Material requirements: Each student must have a TI-83+ or TI-84 (preferred) graphing calculator that they may take home. Books must be supplied by your school.

Other Possibilities for NCSSM Courses:

HONORS FORENSIC SCIENCE

AP ENVIRONMENTAL SCIENCE

COSMOLOGY AND CULTURE, PAST AND PRESENT

HONORS AFRICAN AMERICAN STUDIES

HONORS GENETICS AND BIOTECHNOLOGY

HONORS AEROSPACE ENGINEERING

GRADING SYSTEM

Grade Conversion of Letter Grades to Numeric Grades

If numerical grades are unavailable for new enrollees, NCDPI recommends that school districts use the following conversion chart for courses taught outside of NC school districts.

Letter Grade		Letter Grade Conversion
A, A+, A-	=	95
B, B+, B-	=	85
C, C+, C-	=	75
D, D+, D-	=	65
F	=	55

Grade Point Average

Did you know that for every final course grade earned you are awarded points? This is called the GPA. Starting with your freshman year, your final course grades will be converted to points and averaged together. This average is used to “rank” students within their grade level. Your final course grades are recorded on your permanent record-referred to as your transcript. This academic record will follow you for the rest of your life. Your freshman year is critical because this is the first year that is reflected on your transcript. Colleges and universities use your transcript for admission purposes.

The North Carolina Department of Public Instruction has developed a standardized weighting and ranking system to be implemented in all NC public high schools. This system assigns quality points for grades earned in specific courses. The GPA chart is located in the course catalog. Students who earn a course grade lower than a D will be awarded 0 points. This zero is factored in to the grade point average and never goes away! Refer to the chart on the following page to see how points are awarded.

There are three levels of points:

Numerical Average	Regular Courses	Honors Courses	AP Courses
90-100	4.0	4.5	5.0
80-89	3.0	3.5	4.0
70-79	2.0	2.5	3.0
60-69	1.0	1.5	2.0
0-59	0.0	0.0	0.0

Letter Grades

Letter grades are assigned based on the following chart.

Letter Grade	Freshmen entering 2015 and beyond	Freshmen entering 2014 and earlier	Comment
A	90-100	93-100	Superior
B	80-89	85-92	Above Average
C	70-79	77- 84	Average
D	60-69	70-76	Below Average
F	59 and below	69 and below	Unsatisfactory

Report Cards & Interim Reports

Report cards are issued to students every nine weeks. Interim reports are issued to all students at the mid-point of the nine-week periods

GRADUATION

Early Graduation

Early Graduation is a serious decision that requires principal approval. **Students will be required to declare early graduation status within the first 10 days of the first semester of their senior year.** The choice to graduate early has significant impact on available post-high school education and employment options. It should not be a rushed decision but rather a well-planned and thoughtful action weighed carefully by students and parents over a period of time. Graduating early allows the student only enough time to complete the minimum graduation requirements and will limit the student's opportunities to enrich their course of study through accelerated courses such as Advanced Placement, higher level classes, and classes in Career-Technical Education. Conferences with your school counselor will assure a comprehensive analysis of post-secondary options available to early graduates. Students who have completed all graduation requirements including specific course and testing requirements, an appropriate course of study, and total number of graduation credits required, may request to graduate early. Diplomas are awarded only at the end of the school year. Early Graduates are invited to participate in Commencement Exercises.

Graduation Requirements

Beginning with the 2012-13 ninth grade class, all students will be expected to meet the requirements outlined under the Future Ready Core Course of Study. The change in the requirements is one additional Social Studies Credit. (US History is now a 2 credit course). The Future-Ready Core was developed to provide students with a strong academic foundation so that they will have as many options as possible when they graduate from high school.

With the concentrated curriculum of four classes each semester it is possible to acquire 8 credits per year for a total of 32 credits at the end of four years. A formula is used to determine the required number of credits. The formula is the maximum number of credits a student can earn in four years minus 4. The required courses must always be included in the total number of credits.

Students who complete all graduation requirements receive a diploma at graduation. Special needs students who do not satisfy all graduation requirements will receive a graduation certificate and be allowed to participate in graduation exercises if the students complete twenty credits by general subject area and complete all IEP requirements.

Future-Ready Core Course and Credit Requirements Checklist*

For Ninth Graders Entering in 2012-13 and Later

ENGLISH (4 Credits)	1 Credit <input type="checkbox"/> COMPLETED	1 Credit <input type="checkbox"/> COMPLETED	1 Credit <input type="checkbox"/> COMPLETED	1 Credit <input type="checkbox"/> COMPLETED
MATHEMATICS (4 Credits)	Algebra I OR Integrated Math I <input type="checkbox"/> COMPLETED	Geometry OR Integrated Math II <input type="checkbox"/> COMPLETED	Algebra II OR Integrated Math III** <input type="checkbox"/> COMPLETED	1 Credit <input type="checkbox"/> COMPLETED 1 Credit <input type="checkbox"/> COMPLETED
SCIENCE (3 Credits)	a physical science course <input type="checkbox"/> COMPLETED	Biology <input type="checkbox"/> COMPLETED	Earth/Environmental Science <input type="checkbox"/> COMPLETED	
SOCIAL STUDIES (4 Credits)	Civics and Economics <input type="checkbox"/> COMPLETED	US History I and US History II OR AP US History*** <input type="checkbox"/> COMPLETED	World History <input type="checkbox"/> COMPLETED	additional social studies course*** <input type="checkbox"/> COMPLETED
HEALTH & PHYSICAL EDUCATION (1 Credit)	1 Credit <input type="checkbox"/> COMPLETED			
ELECTIVES OR OTHER REQUIREMENTS (6 Credits)	2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – Second Languages		4 Elective credits (four course concentration) strongly recommended from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. Dance, Music, Theatre Arts, Visual Arts) – Any other subject area (e.g. mathematics, science, social studies, English)	
	1 Credit <input type="checkbox"/> COMPLETED	1 Credit <input type="checkbox"/> COMPLETED	1 Credit <input type="checkbox"/> COMPLETED	1 Credit <input type="checkbox"/> COMPLETED
SECOND LANGUAGE	Not required for graduation. A two credit minimum is required for admission to a university in the UNC system. <input type="checkbox"/> COMPLETED			
TOTAL	22 TOTAL CREDITS PLUS ANY LOCAL REQUIREMENTS			

* State course and credit requirements may be one of several requirements students may need to meet in order to receive a high school diploma. Local districts and schools may impose additional graduation requirements. Students are encouraged to meet with their school counselors to make sure they are on track to earn a high school diploma.

** A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.

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



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

Inquiries or complaints regarding discrimination issues should be directed to: Dr. Rebecca Garland, Chief Academic Officer :: Academic Services and Instructional Support
6368 Mail Service Center, Raleigh, NC 27699-6368 :: Telephone: (919) 807-3200 :: Fax: (919) 807-4065

Promotion Standards

To be promoted to:

Grade 10	6 credits (one credit must be English I)
Grade 11	13 credits (one credit must be English II and one credit must be Math I)
Grade 12	20 credits (one credit must be English III)
Graduation	28 credits (must meet Course of Study Requirements)

REGISTRATION

Course Schedules

Students are expected to attend school full-time and take a full load of courses. Exceptions are made for students approved for work-based learning experiences taken in conjunction with Career Technical Education courses and for those taking dual enrollment courses in post-secondary schools. All course selections are based on availability. **Students are not guaranteed a seat in registered classes due to class size limits.** Students should choose alternates carefully as they will be used if registered classes have exceeded the seat limit. Students making a schedule change after the schedules have been distributed must meet the following guidelines and must demonstrate a compelling educational need.

The following are acceptable reasons for schedule review and possible changes:

1. To correct inappropriate class placement.
2. To correct scheduling omissions.
3. To fulfill district and/or state graduation requirements.

Reasons for schedule changes that are not acceptable include, but are not limited to:

1. Receiving an alternate course.
2. Teacher preference.
3. Personal convenience of the student, such as having classes or lunch with a friend, not having P.E. first period or having classrooms closer together.

Please note: a schedule change that affects your course of study could prevent you from graduating with your class. All schedule change requests will require completion of the schedule correction form and must be submitted no later than the third day of the first semester. **There will not be a drop/add period once classes for the school year have begun.** Courses will not be changed after the 10th day of the semester.

Course Selections for Rising Freshmen

English (Choose one)

- English I
- Honors English I - completion of summer reading assignments.

Math (Choose one)

For a student to be successful in math, it is imperative that he or she masters each course and has strong fundamental skills before moving on to the next level; therefore, courses are listed in order of difficulty:

- Math I: All freshmen will take Math I.
- Honors Math II- Math I and completion of summer assignments, if required.

Science (Choose one)

- Earth/Environmental Science
- Honors Earth/Environmental Science

Social Studies

- World History
- Honors World History

Physical Education

- Health & P.E. – This course is required for graduation.

Electives: Air Force JROTC I, AVID; **CTE**: Automotive Service Fundamentals, Animal Science I, Agriscience Applications, Horticulture I, Microsoft Word & PowerPoint, Natural Resources I, Personal Finance, Principles of Business and Finance, Principles of Family & Human Services, Career Management, Core and Sustainable Construction, Public Safety I, Sports & Entertainment Marketing I, Marketing; **Arts**: Visual Arts I, Theater Arts I; **Music**: Music Appreciation, Marching Band I, Percussion Ensemble, Symphonic Band I, Concert Band, Chorus I, Guitar, Piano I; **Foreign Language**: Spanish I

Course Waivers

Waivers are contingent upon the principal's approval and space availability.

Course Withdrawal Policy

Schedule changes at the beginning of the school year will be made only in cases that demonstrate a compelling educational need. The student services staff will review requests for schedule corrections. Students who have enrolled in a year-long course cannot withdraw after the first three days of the first semester. Administrative approval will be required to withdraw from a course after the first 10 days of the semester. This is a rare occurrence. Withdrawals after the 10th day of the semester will be recorded on the transcript as WF (withdrawal/fail). EOC courses cannot be dropped after the 10th day of the semester for any reason. Due to North Carolina State Law of Instructional Hours required for high school credit, students who withdraw prior to the successful completion of a semester will not be awarded any course credit. Students must complete the exam process to earn course credits. Schedule changes at the beginning of the school year will be made only in cases that demonstrate a compelling educational need. Administrative approval will be required. **No changes can be made in EOC Courses ten or more days after the start of the semester. No changes will be made in additional courses after the tenth day of the semester.**

ESL (English as a Second Language) Program

The goal of an ESL (English as a Second Language) teacher is to transition Limited English Proficient students from the ESL program within 2-5 years depending on their English language and grade levels. The IPT (Language Proficiency Test) indicates the appropriate level of the student. When students successfully complete one level they are moved to the next level. ESL services are provided until they score Superior in all domains on the IPT. The student is then exited from the ESL program and the parent is notified. Exited students' grades are monitored for a minimum of one year to ensure academic success. The courses are available to limited English proficient (LEP) students. Course offerings are determined by the needs of the students and the resources available to the school.

Home School Information

North Carolina law defines a home school as a non-public school which the student receives instruction from his/her parent, or legal guardian. The North Carolina Division of Non-Public Education is authorized by state law to receive home school notices of intent to begin initial operation, terminate operation, and annually inspects school attendance and nationally standardized achievement test result records. Additional information regarding home school education can be located at www.ncdpe.org. Please keep the following information in mind:

- Transfer and acceptance of secondary home school credits are at the discretion of the high school principal.
- Additional info may be required in order to award credit in core area subjects (i.e. English, math, science and social studies). If credit in the core area subject is denied, then an elective credit is usually awarded.
- All home school credits are reflected on the North Carolina Standardized Transcript as a "P" for passing. The student's grade point average begins with his or her grades at the ECPS high school in which he or she is enrolled.
- Home school students are not eligible to participate in interscholastic athletics.

New Enrollees/Transfer Students

Information about school assignment can be obtained by accessing the ECPPS website at <http://www.ecpps.k12.nc.us> or contacting the ECPPS Board of Education office at 252-335-2981. After determining school assignment, the parent(s) or court appointed custodian should contact the school for an appointment and present the following items directly to the school regardless of grade level of students:

- Proof of residence in the form of a recently dated current electric, gas, water or cable bill a newly signed lease agreement or a signed purchase agreement with a closing date in the name of the parent(s) or court appointed guardian.
- A certified copy of the child's birth certificate.
- Immunization record which must be signed by a physician. Note: Students entering a NC public school for the first time must have a ***NC Physical Form*** signed by a physician.
- A social security card.
- A copy of the most recent report card and or school transcript.

Students who transfer from a school system that is not on a concentrated semester schedule will be placed in the most appropriate courses compatible with their schedule from their former school. The time of entrance of the student is of critical importance since the hours involved in the concentrated courses is greater than a 55-minute class period. Each transfer student will be handled individually since the times of enrollment and the courses involved will vary.

To the extent possible, students who transfer in the middle of an academic year will be enrolled in courses that are similar to those in which they had been enrolled at their previous school. In the event that, due to course offerings, a student is unable to enroll in a course that is similar to one in which he or she had been enrolled, the student will be given the opportunity to enroll in an alternate course to the extent practical in the school setting. In some circumstances students are placed in courses with an Audit status. Audited courses are not awarded credit. Determination of credit for transfer students will be based on a review of individual circumstances. The school system does not guarantee course credit if a student is unable to complete a course due to a transfer. Students who transfer from a private or out of state school should pay particular attention to the North Carolina graduation requirements. For more information, see the section titled "Grade Conversion of Letter Grades to Numeric Grades" for new enrollees/transfer students.

Registration Process

It is the goal of ECPPS to encourage students to become active learners and responsible, well-rounded citizens. In keeping with this goal, each student is provided the opportunity for support in academic, career, and personal/social experiences. The staff strives to meet the unique needs of each student by careful placement in courses commensurate with abilities and interests. Course grades, test scores, teacher, parent and student input are used to make the most accurate placement possible.

The ECPPS Course Catalog is designed to help you and your parents or guardians make the best choices for your high school education. Choices you make in high school affect your options for future study and career options. Please give serious consideration to your course selections including alternates as they will be considered part of your final course selection. Information provided in this book is current at the time of printing.

Registration is a commitment to take the courses you have selected. Remember, when you complete online registration you are requesting specific courses, NOT specific teachers or time slots. Every effort will be made to grant requests; however, your schedule may change pending final grades in the courses in which you are currently enrolled and your EOG and/or EOC scores.

Steps for Completing the Registration Process

1. Attend the annual Course Fair at your home high school to explore course options and seek information from teachers.
2. Review the information from the ECPPS Course Catalog and know the requirements for graduation and the post-secondary options you intend to pursue.
3. Read the course descriptions of both required courses and electives in which you are interested, and make sure you meet the prerequisite requirements.
4. Complete the paper Registration Form you receive during home room by selecting core courses, electives and alternate electives.
5. Have your parent or guardian double check your selections and sign your Registration Form.
6. Bring your signed Registration Form back to school by the due date. Student Services staff will review your selections and assist you with entering your selections in PowerSchool (the scheduling software). Student Services will also assist you with courses offered through COA, NCVPS, Distance Learning and CTE courses offered at your non-assigned high school.

Course offerings are dependent on teacher availability and enrollment.

Summer School Acceptance of Credits

The Elizabeth City Pasquotank County School System does not offer summer school. Students who choose to enroll in a summer school program from another district or a private school must obtain prior approval from the principal. **REMINDER:** the majority of summer school programs offer a remediation credit only. This means that students can only take a course in summer school, which they have previously taken in a regular school setting and failed.

TESTING PROGRAM

• **ACT**

The ACT test assesses high school students' general educational development and their ability to complete college-level work. The ACT has five subscores: four multiple-choice tests covering skill areas of English, mathematics, reading, and science; the Writing Test measures skills in planning and writing a short essay.

The ACT is also administered at selected sites nationally. For these administrations, students must pay and register on-line or by mail several weeks prior to the test date. Registration information is available in Student Services at each high school. In the U.S., the ACT is administered on six national test dates: in September, October, December, February, April, and June. There is no charge for the state administration of the ACT. More information is available at <http://www.actstudent.org/>

• **SAT**

The SAT is an optional test nationally administered by the College Entrance Examination Board (CEEB). The SAT is one of the admissions tests used by post-secondary institutions to assist in selecting students. It assesses students in three areas: Verbal, Writing and Mathematics. The SAT is administered at selected sites nationally. Students must pay and register online or by mail several weeks prior to the test date. Registration information is available in Student Services and at www.collegeboard.org. Northeastern High School's CEEB code is 341-120. Pasquotank County High School's CEEB code is 341-144.

North Carolina Testing Program

• **CTE Post Assessments**

CTE post assessments are end-of-course tests produced by the Department of Public Instruction and are required in all Career and Technical Education courses. These assessments provide documentation of the individual student's attainment of technical competencies based on the goals and objective of the Standard Course of Study. Scores are reported to the Department of

Public Instruction and used to evaluate programs and the system-wide attainment of performance standards as required by the Carl D. Perkins Vocational and Technical Education Act. CTE post assessments constitute 25% of a student's final course grade. Some CTE courses are included in the North Carolina Community College Articulation Agreement. For these courses, students who receive a score of 93 or better on the CTE EOC post-assessment and make a B or better in the course may receive articulated Community College credit.

- **End of Course & North Carolina Final Exams**

The North Carolina End-of-Course Tests and North Carolina Final Exams are high school subject area tests designed to provide information about each student's performance relative to that of other students in North Carolina and about school and school system achievement on the subject area goals and objectives specified in the Standard Course of Study. End-of-Course Tests and North Carolina Final Exams constitute 25% of the student's final course grade. More information on can be found on North Carolina's Department of Public Instruction website: <http://www.dpi.state.nc.us/accountability>.

- **Pre-ACT Test**

Pre-ACT Test is administered as a college readiness diagnostic measure to all tenth graders

- **WORKKEYS**

WorkKeys is administered as a career- readiness measure to twelfth graders who are CTE concentrators (4 credits within a career cluster including at least one Level II course).

COURSE DESCRIPTIONS

AFJROTC

The mission of AFJROTC is to develop citizens of character who are willing to serve their community and nation via the development of life, career and soft skills, critical thinking, collaboration and team building. Current events are discussed daily to enhance the cadets' ability to analyze local and world events and the impact they may have on their participation in the global marketplace. Civic responsibilities are emphasized through participation in community service activities. The Presidential Fitness Test is administered twice a semester to determine the cadets' progress as a result of weekly fitness activities. Core curriculum this year is Aviation History, communications, and leadership. Course objectives are identified in the syllabus and are available upon request. The following three years core curriculum will be Cultural Studies, citizenship, and Air Force Tradition; Space, life skills and career opportunities; Science of Flight and principles of management. All cadets will be enrolled and performance monitored in the Collegiate Foundation of North Carolina (CFNC) to enhance SAT/ACT achievement and preparation for college, military or the marketplace. All cadets are required to wear the AFJROTC Cadet Uniform once a week and adhere to the Air Force grooming standards. Failure to wear the uniform once a week and/or as directed by the Senior Aerospace Science Instructor will result in a failing grade for the semester. Uniforms and shoes are provided however it is the responsibility of the cadet to return the uniform when requested after being professionally dry-cleaned. There is no charge for the uniform however if not returned when requested or properly laundered, a Report of Survey and academic hold will be initiated. Cadet behavior, fitness, uniform wear and academic performance are evaluated to determine future participation.

AFJROTC I

Credit 1.0

Grade Level 9-11

Core curriculum plus leading the flight in a 30-step drill sequence.

AFJROTC II

Credit 1.0

Grade Level 10-12

A Certificate of Training will be issued at the end of the semester if the cadet has satisfied all the course requirements. This certificate may result in a pay grade increase if the military career option is pursued.

Prerequisite: AFJROTC I and SASI approval

AFJROTC III

Credit 1.0

Grade Level 10-12

Focus of course is to demonstrate those skills learned in AFJROTC I/II and lead small groups in their training of these skill sets. Cadets at this level will be expected to lead drill, formation and inspections. We encourage participation in Leadership Labs, Academy Summer Camps and other venues to enhance their leadership skills. A Certificate of Completion will be issued at the end of the semester if the cadet has satisfied all the course requirements. This certificate will result in a pay grade increase if the military career option is pursued. Some collegiate ROTC programs will waive the first year of training with a Certificate of Completion.

Prerequisite: AFJROTC II and SASI approval

AFJROTC IV

Credit 1.0

Grade Level 12

Focus of course is to demonstrate those skills learned in AFJROTC, lead the classroom in training of these skill sets and participate in or lead the cadet organization. Cadets at this level are encouraged to participate in Leadership Labs, Academy Summer Camps and other venues to enhance their leadership skills.

Prerequisite: AFJROTC III and SASI approval

AFJROTC V**Credit 1.0**

Grade Level 12

Cadets at this level manage the cadet organization and practice the leadership and management skills received in AFJROTC. They will receive individualized instruction based upon their career goals. Core curriculum will be Management of the Cadet Corps and drill/ceremonies.

Prerequisite: AFJROTC IV and SASI approval

Advancement Via Individual Determination (AVID)**Advancement Via Individual Determination****Credit 1.0**

Grade Level 9-12

AVID is a college prep course designed to support motivated students taking Honors and/or Advanced Placement courses. This year-long course teaches students the skills necessary to experience success at the post-secondary level. The AVID Curriculum complements all content area curricula and builds students' abilities to skillfully write, inquire, collaborate, organize, and read.

Career & Technical Education (CTE)**Career Clusters**

Career Clusters™ are broad groupings of occupations/career specialties, organized by common knowledge and skills required for career success. There are 16 Career Clusters™ and 79 related pathways (subgroupings of occupations/career specialties). Supported by the 2006 Perkins legislation, Career Clusters™ are an organizing tool for curriculum design, school guidance, and a framework for seamless transition to career and college.

All NC CTE courses align to the Career Clusters™. Each course is placed in a Career Cluster based on a set of knowledge and skills common to all careers in the entire Career Cluster. Industry-validated knowledge and skills statements of student expectations identify what the student should know and be able to do. They prepare students for success in a broad range of occupations/career specialties. Some CTE courses cross over all 16 Career Clusters™.

The 16 Career Clusters™ are as follows:







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

To complete a CTE Cluster for graduation:

- The student must take at least four technical credits from among the courses listed in the Career Cluster charts.
- At least three of the technical credits must come from among the Foundational courses listed.
- At least one of the Foundational courses must be at the completer level, identified by an asterisk (*) on the following charts.
- The fourth technical credit can be either a Foundational or Enhancement course.
- Every Career Cluster allows students to participate in work-based learning experiences such as internships and apprenticeships.

ECPPS CTE CAREER CLUSTERS






Note: Transfer students may have additional courses. Please refer to the complete NCDPI Cluster Document.

CLUSTER	FOUNDATIONAL COURSES for ECPPS Choose at least three but up to four courses, including one level two course (denoted by asterisk*).	ENHANCEMENT COURSES for ECPPS You may choose only one course from this list. Students who chose four Foundational courses do not have to choose any from this list.
	<ul style="list-style-type: none"> Agriscience Applications Animal Science I Animal Science II* Animal Science II Small Animal* CTE Advanced Studies Environmental Natural Res I Equine Science I Foods I Foods II-Technology* 	<ul style="list-style-type: none"> Career Management CTE Apprenticeship or CTE Internship Entrepreneurship I Marketing Microsoft Excel, Access Microsoft Word, PowerPoint, Publisher Principles of Business & Finance
	<ul style="list-style-type: none"> Core and Sustainable Construction Carpentry I Carpentry II* CTE Advanced Studies Drafting I Drafting II – Architectural* 	<ul style="list-style-type: none"> Career Management CTE Apprenticeship or CTE Internship Entrepreneurship I Fashion Merchandising Marketing Microsoft Excel, Access Microsoft Word, PowerPoint, Publisher Multimedia & Webpage Design
	<ul style="list-style-type: none"> Accounting I Business Law* Business Management* CTE Advanced Studies Entrepreneurship I* 	<ul style="list-style-type: none"> Career Management CTE Apprenticeship or CTE Internship Marketing Multimedia & Webpage Design Personal Finance
	<ul style="list-style-type: none"> Accounting I Accounting II* Business Law CTE Advanced Studies 	<ul style="list-style-type: none"> Career Management CTE Apprenticeship or CTE Internship Marketing Microsoft Word, PowerPoint, Publisher Principles of Family & Human Services Virtual Enterprise (removed 2018-19)
	<ul style="list-style-type: none"> Biomedical Technology I CTE Advanced Studies Health Team Relations Health Science I Health Science II* Nursing Fundamentals Pharmacy Technician 	<ul style="list-style-type: none"> Career Management CTE Apprenticeship or CTE Internship Entrepreneurship I Foods I Marketing Microsoft Word, PowerPoint, Publisher <ul style="list-style-type: none"> Parenting & Child Development Personal Finance Principles of Business & Finance Principles of Family & Human Services Public Safety I
	<ul style="list-style-type: none"> CTE Advanced Studies Entrepreneurship I Entrepreneurship II Foods I Foods II-Enterprise* 	<ul style="list-style-type: none"> Career Management CTE Apprenticeship or CTE Internship Equine Science Microsoft Word, PowerPoint, Publisher Multimedia & Webpage Design Personal Finance Principles of Family & Human Services

Prepared by Mary Grace Luton, Career Development Coordinator

ECPPS CTE CAREER CLUSTERS

Note: Transfer students may have additional courses. Please refer to the complete NCDPI Cluster Document.

CLUSTER	FOUNDATIONAL COURSES for ECPPS Choose at least three but up to four courses, including one level two course (denoted by asterisk*).	ENHANCEMENT COURSES for ECPPS You may choose only one course from this list. Students who chose four Foundational courses do not have to choose any from this list.
	<ul style="list-style-type: none"> Principles of Family and Human Services Personal Finance Principles of Business & Finance Parenting & Child Development Early Childhood Education I <u>Early Childhood Education II*</u> CTE Advanced Studies 	<ul style="list-style-type: none"> Career Management CTE Apprenticeship or CTE Internship Entrepreneurship Foods I Microsoft Word, PowerPoint, Publisher
	<ul style="list-style-type: none"> CTE Advanced Studies Emergency Medical I <u>Emergency Medical II*</u> Fire Fighter Technology I <u>Fire Fighter Technology II*</u> Fire Fighter Technology III Public Safety I 	<ul style="list-style-type: none"> Career Management CTE Apprenticeship or CTE Internship Microsoft Word, PowerPoint, Publisher Personal Finance Principles of Business & Finance Principles of Family & Human Services
	<ul style="list-style-type: none"> CTE Advanced Studies <u>Entrepreneurship I*</u> Entrepreneurship II Fashion Merchandising Marketing Principles of Business & Finance Virtual Enterprise (removed 2018-19) 	<ul style="list-style-type: none"> Business Law Career Management CTE Apprenticeship or CTE Internship Microsoft Word, PowerPoint, Publisher Multimedia & Webpage Design Personal Finance
	<ul style="list-style-type: none"> CTE Advanced Studies Drafting I <u>Drafting II – Engineering*</u> Drafting III – Engineering <u>PLTW Computer Integrated Manufacturing*</u> PLTW Intro to Engineering Design PLTW Engineering Design & Development PLTW Principles of Engineering I <u>PLTW Civil Engineering and Architecture*</u> 	<ul style="list-style-type: none"> Career Management CTE Apprenticeship or CTE Internship Entrepreneurship I Horticulture I Microsoft Word, PowerPoint, Publisher Multimedia & Webpage Design Personal Finance Principles of Business
	<ul style="list-style-type: none"> Automotive Services - Introduction Automotive Services I <u>Automotive Services II*</u> Automotive Services III CTE Advanced Studies Entrepreneurship I Marketing 	<ul style="list-style-type: none"> Career Management CTE Apprenticeship or CTE Internship Microsoft Word, PowerPoint, Publisher Principles of Business & Finance Personal Finance

Why Should You Take Career and Technical Education (CTE) Courses?

CTE leads to:

- High skill, high wage, and high demand occupations
- A head start on a college degree by earning college credits while in high school
- Skills that provide an earning advantage both during and after high school through nationally recognized certifications
- Hands-on work based learning with the business community through activities such as apprenticeships, internships, and cooperative learning.
- Career and Technical Education (CTE) Program Descriptions

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems. Agricultural Education prepares students for more than 300 careers in the agricultural industry including production, financing, processing, marketing, and distribution of agricultural products.

Business, Finance and Information Technology Education plays a major role in preparing a competent, business-literate, and skilled workforce. This program area is designed to integrate business and information technology skills into the middle and high school curriculum. Therefore, a Business, Finance and Information Technology Education course should be part of the curriculum for every student. Business, Finance and Information Technology Education has relevance and helps young adults manage their own financial affairs and make intelligent consumer and business-related choices.

Career Development curriculum is designed to prepare students for careers and education in the 21st century. It helps students understand the lifelong, sequential process of determining self and career identity.

Family and Consumer Sciences (FACS) Education empowers individuals to manage the challenges of living and working in a diverse global society. Students develop human literacy as they master a complex set of essential skills and knowledge needed to achieve quality of life. They gain career preparedness as they acquire readiness to participate in a rapidly changing workforce and global economy. Family and Consumer Sciences students prepare for family life, work life, and careers in eight core areas:

- Consumer Education and Resource Management
- Early Childhood Education and Services
- Family and Interpersonal Relationships
- Food Production and Services
- Foods, Nutrition and Wellness
- Housing, Interiors and Design
- Parenting Education and Human Development
- Textiles, Apparel and Fashion

The comprehensive **Health Science Education** program seeks to meet present and predicted needs for health care workers within a health care delivery system that is characterized by diversity and changing technologies. It is a program that recruits qualified and motivated students and prepares them for pursuit of appropriate health careers.

Based on natural and social sciences, the humanities, and a researched body of knowledge, the curriculum is designed to offer a foundation of knowledge and skills necessary to health career preparation. Curriculum concepts incorporate technological advances related to the health care delivery system, including ethics, professionalism, prevention (wellness), diagnostics, therapeutics, and rehabilitation as a result of disease/disorders. Teaching/learning strategies integrate appropriate workplace basic skills that assist students to use resources and technologies, function as effective members within a complex system, and to access and use appropriate information/data.

Marketing and Entrepreneurship and Entrepreneurship Education prepares students for postsecondary education and careers in marketing communications, marketing management, marketing research, merchandising, and professional sales. Marketing and Entrepreneurship and Entrepreneurship consists of making socioeconomic decisions and producing goods and services to consumption. Instruction is as specific as procedures for merchandising and as general as the creativity needed to develop an effective promotion. The function of marketing occurs in all industries. Application of skills in reading, writing, mathematics, critical thinking, inquiry-based, problem-solving and psychology is found throughout the curriculum.

The **Technology Engineering and Design** program is designed to provide middle and high school student's essential and enduring 21st Century skills. It is a STEM (Science, Technology, Engineering, and Math) program that uses languages, technologies, sciences, engineering and the arts to understand, communicate, and design. The program has three principle curriculum strands.

- **Pre-Engineering**

The Pre –engineering strand is comprised of six middle school and nine high schools courses developed by PLTW, and two courses, Principle of Technology I and II developed by CORD. Taught in conjunction with a rigorous academic curriculum, the program is divided into six independent, nine-week units: Design and Modeling, Automation and Robotics, Energy and the Environment, Flight and Space, Science of Technology, and Magic of Electrons.

Trade and Industrial Education is a secondary program to prepare students for careers in 10 of the 16 U.S. Department of Education career clusters. While completing course sequences in these clusters, students participate in instructional units that educate them in standardized industry processes related to concepts, layout, design, materials, production, assembly, quality control, maintenance, troubleshooting, construction, repair and service of industrial, commercial and residential goods and products.

CTE Course Descriptions

CTE Internship

Credit 1.0

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

Prerequisite: Completion of CTE foundation courses in a career cluster

Agricultural Education

Agriscience Applications

PCHS Only

Credit 1.0

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: None

Animal Science I

Credit 1.0

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

Prerequisite: None

Credential Available: Yes (NC Beef & Pork Assurance)

Animal Science I - HONORS

NHS Only

Credit 1.0

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

Prerequisite: None

Credential Available: Yes (NC Beef & Pork Assurance)

Animal Science II**Credit 1.0**

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: AA21 Animal Science I

Credential Available: Yes (NC Beef & Pork Assurance & Animal Waste Assurance)

Animal Science II HONORS**NHS Only****Credit 1.0**

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: AA21 Animal Science I

Credential Available: Yes (NC Beef & Pork Assurance & Animal Waste Assurance)

Animal Science II – Small Animal**Credit 1.0**

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: AA21 Animal Science I

Credential Available: Yes (NC Beef & Pork Assurance & Animal Waste Assurance)

Environmental & Natural Resources I**Credit 1.0**

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

Prerequisite: None

Credential Available: Yes (Hunter Safety Course)

Environmental & Natural Resources II**NHS Only****Credit 1.0**

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and

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

Prerequisite: AN51 Environmental & Natural Resources I

Credential Available: Yes (Hunter Safety Course)

Equine Science I

PCHS Only

Credit 1.0

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

Prerequisite: None

Horticulture I

Credit 1.0

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

Prerequisite: None

Credential Available: Yes (Carolina Certified Plant Professional)

Horticulture I – HONORS

NHS Only

Credit 1.0

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

Prerequisite: None

Credential Available: Yes (Carolina Certified Plant Professional)

Horticulture II

Credit 1.0

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

Prerequisite: AP41 Horticulture I

Credential Available: Yes (Carolina Certified Plant Professional)

Horticulture II – HONORS**Credit 1.0**

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

Prerequisite: AP41 Horticulture I

Credential Available: Yes (Carolina Certified Plant Professional)

Horticulture II - Landscaping**NHS Only****Credit 1.0**

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

Prerequisite: AP41 Horticulture I

Credential Available: Yes (Landscape Industry Certified)

Horticulture II – Turf grass Management**NHS Only****Credit 1.0**

This course provides hands-on instruction and emphasizes eight units of instruction including fundamentals of soils and pests, environmental issues related to turf management, landscape basics, lawn care and turf production, golf course management, sports turf and turf irrigation, turf equipment and maintenance, and human resources and financial management. Safety skills will be emphasized. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: AP41 Horticulture I

Credential Available: No

Veterinary Assisting HONORS**NHS Only****Credit 1.0**

This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Applied mathematics, science and writing are integrated throughout the curriculum. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will feature hands-on skill sets designed to enhance experiential learning. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are cooperative education, internship, mentorship, service learning job shadowing and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skill through authentic experiences.

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

Prerequisite: Animal Science II or Animal Science II - Small Animals {Designed for upperclassmen with an interest in animal medicine}

Credential Available: Yes (Veterinary Technician)

Internship

Students enrolled in Veterinary Assisting must complete 300 hours of supervised agricultural experience (worked based learning). The internship program will be conducted in animal medicine under the supervision of a licensed veterinarian or certified veterinary technician who will attest that participating students have mastered a standard set of skills used in animal medicine as identified by the cooperating teacher. Hours may be earned any time during the year including summer months.

Prerequisite: Veterinary Assisting

Business Education & Information Technology

Accounting I Honors

PCHS Only

Credit 1.0

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

Prerequisite: None

Credential Available: Yes (Intuit QuickBooks Certified)

Accounting II Honors

PCHS Only

Credit 1.0

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

Prerequisite: BA10 Accounting I

Business Law**Credit 1.0**

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

Prerequisite: BF10 Principles of Business and Finance

Business Law Honors**PCHS Only****Credit 1.0**

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

Prerequisite: BF10 Principles of Business and Finance

Business Management**NHS Only****Credit 1.0**

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

Prerequisite: BB10 Principles of Business and Finance

Entrepreneurship I**NHS Only****Credit 1.0**

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A*S*K), <http://www.askinstitute.org/>, credential.

Prerequisite: MM51 Marketing OR BF05 Personal Finance OR BF10 Principles of Business and Finance
Credential Available: Yes (Venture Entrepreneurial Expedition)

Entrepreneurship II Honors**NHS Only****Credit 1.0**

In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A*S*K), <http://www.askinstitute.org/>, credential.

Prerequisite: ME11 Entrepreneurship I

Credential Available: Yes (Venture Entrepreneurial Expedition)

Introduction to Computer Science (Python)**Credit 1.0**

This course is designed to offer a basic introduction to computer science for students in grades 9-12. Students will learn the basics of computer programming in Python along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses. The course is 100% coding, and allows students to work independently in text-based Python. The course also includes a career focus, where at the end of units, students meet (via videos) individuals from different industries who work in coding (medical, music, etc.). No prior computer science knowledge or experience is necessary for this course.

Prerequisite: None

AP Computer Science Principles**Credit 2.0**

The AP CS Principles course is a full year AP course geared towards 10th-12th graders. This course is the College Board's newest AP. CS Principles has been designed as a year-long high school course that fully addresses the seven "Big Ideas" of computer science and six "Computational Thinking Practices", as specified by the College Board's AP Computer Science Principles curriculum framework. The lessons and materials used throughout this course incorporate Project-Based Learning (PBL), a pedagogical approach that actively engages students in the educational process, improves retention, and develops problem solving, critical thinking, and group communication skills. Through this collaborative, learner-centric approach, students are encouraged to explore the advantages and societal impact of computational technology while developing their own programming and computational thinking skills. The course is roughly 20% coding, and 80% focused on CS applications through project-based, inquiry-based, collaborative learning.

Prerequisite: Math I

AP Computer Science A (Java)**Credit 2.0**

AP CSA is a full-year AP course geared towards 10th-12th graders. Computer science embraces problem solving, hardware, algorithms and perspectives that help people utilize computers to solve real-world problems in everyday life. The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for development solutions that can scale up from small, simple problems to large, complex problems. AP CSA is 100% coding. This course has an Algebra II prerequisite.

By the end of this course, students will be able to:

- Design and implement computer-based solutions to problems.
- Use and implement commonly used algorithms and data structures.

- Develop and select appropriate algorithms and data structures to solve new problems.
- Write solutions fluently an object-oriented paradigm.
- Write, run, test and debug solutions in the Java programming language.
- Read and understand programs consisting of several classes and interacting objects.
- Read and understand a description of the design and development process.
- Understand the ethical and social implications of computer use.

Microsoft Word and PowerPoint

Credit 1.0

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint, <http://www.microsoft.com/learning/en/us/certification/mos.aspx>.

Prerequisite: None

Credential Available: Yes (Microsoft Office Specialist-MOS)

Personal Finance

Credit 1.0

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

Prerequisite: None

Credential Available: Yes (EverFi & WISE)

Principles of Business and Finance

Credit 1.0

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

Prerequisite: None

Career Development Education

Career Management

Credit 1.0

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

Prerequisite: None

Credential Available: Yes (Workplace Readiness Soft Skills)

Family and Consumer Science Education

Principles of Family & Human Services

NHS Only

Credit 1.0

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.

Prerequisite: None

Parenting and Child Development

NHS Only

Credit 1.0

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship 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.

Prerequisite: None

Early Childhood Education I

NHS Only

Credit 1.0

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

^Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html

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

Prerequisite: Students must be 16 by October 1^

Early Childhood Education II**NHS Only****Credit 1.0**

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html

*For safety reasons and number of interns placed in the field, enrollment should not exceed 20 in this course.

Prerequisite: FE11 Early Childhood Education I; Students must be 16 by October 1^

Credential Available: Yes (Lead Teacher Equivalency & CPR)

Foods I**PCHS Only****Credit 1.0**

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *For safety and sanitation reasons, enrollment should not exceed 20 in this course.

Prerequisite: None

Foods II - Enterprise**PCHS Only****Credit 1.0**

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *For safety and sanitation reasons, enrollment should not exceed 20 in this course. Go to <http://www.servsafe.com/> for information on the student credentialing program and testing information

Prerequisite: FN41 Foods I OR FH21 Culinary Arts and Hospitality I

Credential Available: Yes (ServSafe Food Protection Manager Certification)

Health Science Education

Biomedical Technology I

NHS Only

Credit 1.0

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

Prerequisite: None

Credential Available: No

Health Science I

NHS Only

Credit 1.0

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

Prerequisite: None

Credential Available: No

Health Science II

NHS Only

Credit 1.0

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Class enrollment limited to 20 to establish a foundation of knowledge critical to the application of patient care skills.

Prerequisite: HU40 Health Science I

Credential Available: Yes (NCHSE-CPR & OSHA 10 Hour)

Nursing Fundamentals HONORS

NHS Only

Credit 1.0

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. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. Cooperative education is not available for this course. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

*Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area. DHSR applies BON Rule to the classroom training area.

Prerequisite: HU42 Health Science II

Credential Available: Yes (N.C. Nurse Aide I)

Pharmacy Technician HONORS

NHS Only

Credit 1.0

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, internship, or mentorship. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is accredited by the Accreditation Council for Pharmacy Education (APCE). Upon successful completion of this course and after graduation, the student is eligible to take the Pharmacy Technician Certification Board (PTCB) exam. *Class enrollment limited to 20 to establish a foundation of knowledge critical to the application of patient care skills.

Prerequisite: HU42 Health Science II

Credential Available: Yes (Cpht Certified Pharmacy Technician)

Marketing and Entrepreneurship Education

Entrepreneurship I

PCHS Only

Credit 1.0

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A*S*K), <http://www.askinstitute.org/>, credential.

Prerequisite: MM51 Marketing OR BF05 Personal Finance OR BF10 Principles of Business and Finance

Credential Available: Yes (Venture Entrepreneurial Expedition)

Entrepreneurship II

PCHS Only

Credit 1.0

In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: Entrepreneurship

Marketing**Credit 1.0**

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The Marketing and Marketing Management courses can help prepare students for credentials: Assessment of Skills and Knowledge (A*S*K) <http://www.askinstitute.org/> Professional Certification <http://www.nrffoundation.com> Sales & Marketing Executives International, <http://www.smei.org>

Prerequisite: None

Credential Available: No

Marketing Applications**PCHS Only****Credit 1.0**

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

Prerequisite: MM51 Marketing or MI21 Fashion Merchandising

Career Technical Student Organization: Marketing Education (DECA)

Industry Credential: Customer Service and Sales Certification Advanced Customer Service and Sales Certification, Fundamentals Marketing

Sports and Entertainment Marketing I**PCHS Only****Credit 1.0**

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

Prerequisite: None

Credential Available: No

Sports and Entertainment Marketing II**PCHS Only****Credit 1.0**

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

Prerequisite: MH31 Sports and Entertainment Marketing I

Credential Available: Fundamentals Marketing Concepts

Technology Engineering and Design

PLTW Principles of Engineering

NHS Only

Credit 1.0

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Prerequisite: None

PLTW Introduction to Engineering Design NHS Only

Credit 1.0

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Prerequisite: None

Credential Available: Yes (OSHA 10 Hour Industry Certification)

PLTW Computer Integrated Manufacturing

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students discover and explore manufacturing processes, product design, robotics, and automation, and then they apply what they have learned to design solutions for real-world manufacturing problems. Art, English language arts, mathematics and science are reinforced.

Prerequisite: Pathway to Engineering (PTE) Foundation

Credential: OSHA 10-Hour Industry Certification

Maximum Enrollment: 20 Hours of Instruction

Capstone Course: Engineering Design and Development (1 year)

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

Prerequisite: PLTW Principles of Engineering and PLTW Introduction to Engineering Design

Trade and Industrial Education

Introduction to Automotive Service

NHS Only

Credit 1.0

This course introduces basic automotive skills in Service & Safety, Engine Repair, Automatic Transmissions & Transaxles, Manual Drivetrain and Axles and job opportunities in the auto repair industry. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Prerequisite: None

Credential Available: Yes (S/P2 Safety & Pollution Training)

Automotive Service I

NHS Only

Credit 1.0

This course introduces basic automotive skills and job opportunities in the auto repair industry. Topics include engine theory, automotive service preventive maintenance, brake repair, electrical systems troubleshooting, safety, test equipment, and measuring. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: None

Credential Available: No

Automotive Service II

NHS Only

Credit 1.0

This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing, apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Prerequisite: Automotive Service I

Credential Available: No

Automotive Service III

NHS Only

Credit 1.0

This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Prerequisite: Automotive Service II

Credential Available: Yes (ASE G1-MLR)

Core and Sustainable Construction**PCHS Only****Credit 1.0**

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and “Your Role in the Green Environment”. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Prerequisite: None

Credential Available: Yes (NCCER & OSHA 10 Hour Construction Industry Certification)

Carpentry I**PCHS Only****Credit 1.0**

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Prerequisite: IC00 Core and Sustainable Construction

Credential Available: Yes (NCCER & OSHA 10 Hour Construction Industry Certification)

Carpentry II**PCHS Only****Credit 1.0**

This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Prerequisite: IC21 Carpentry I

Credential Available: Yes (NCCER & OSHA 10 Hour Construction Industry Certification)

Electrical Trades I**PCHS Only****Credit 1.0**

This course covers basic electrical trades’ terminology and develops technical aspects of electrical trades with emphasis on development of introductory skills such as residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA

competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended. This course will be offered again in 2020-2021.

Prerequisite: IC00 Core and Sustainable Construction

Credential Available: Yes (NCCER & OSHA 10 Hour Construction Industry Certification)

Drafting I

NHS Only

Credit 1.0

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

Prerequisite: None

Credential Available: Yes (Autodesk Certified user)

Drafting II - Architectural

NHS Only

Credit 1.0

This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: IC61 Drafting I

Credential Available: Yes (Autodesk Certified Revit)

Drafting III - Architectural HONORS

NHS Only

Credit 1.0

This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of computer assisted design (CAD) tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

Prerequisite: IC62 Drafting II - Architectural

Credential Available: Yes (Autodesk Certified Revit)

Drafting II - Engineering

NHS Only

Credit 1.0

This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using computer assisted design (CAD). English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: 7921 Drafting I

Credential Available: Yes (Autodesk Certified Inventor or Certified Solid Works Associate)

Drafting III - Engineering HONORS**NHS Only****Credit 1.0**

This course introduces the student to advanced engineering concepts using computer assisted design (CAD) tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

Prerequisite: IV22 Drafting II - Engineering

Credential Available: Yes (Autodesk Certified Inventor or Certified Solid Works Associate)

Public Safety I**PCHS Only****Credit 1.0**

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

Prerequisite: None

Credential Available: No

Fire Fighter Technology I**PCHS Only****Credit 1.0**

This course covers part of the NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. The modules include: Fire Department Orientation and Safety; Fire Prevention, Education, and Cause; Fire Alarms and Communications; Fire Behavior; Personal Protective Equipment; Portable Fire Extinguishers; and Fire Hose, Streams, and Appliances. English language arts are reinforced. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Fire Fighter I/II certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: None

Credential Available: Yes (NCOSFM-7 Modules)

Fire Fighter Technology II**PCHS Only****Credit 1.0**

This course covers additional NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. The modules include: Ropes; Ladders; Forcible Entry; Ventilation; Water Supply; Sprinklers; and Foam Fire Stream. English language arts are reinforced. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Fire Fighter I/II certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: IP31 Fire Fighter Technology I

Credential Available: Yes (NCOSFM-7 Modules)

Fire Fighter Technology III**PCHS Only****Credit 1.0**

In this course, students select one specific occupation in the Career Cluster and conduct research to include the nature of the work, work environment, training, education, and advancement, and job prospects. Work-based learning strategies appropriate for this course including job shadowing and internship. Apprenticeship and cooperative training are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Prerequisite: IP32 Fire Fighter Technology II

Credential Available: Yes (NCOSFM-7 Modules)

English**English I****Credit 1.0**

Grade Level 9

A survey of literary types, this course focuses on reading, writing, speaking and listening, and language.

HONORS English I**Credit 1.0**

Grade Level 9

This honors course concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types and appropriate oral and written responses. This course college preparatory course focuses on the development of complex thought processes, independence in learning and creative expression through discussion and writing assignments. 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.

Prerequisite: Completion of summer reading assignments, if required.

English II**Credit 1.0**

Grade Level 10

This academic world literature course focuses on reading, writing, speaking and listening, and language. Writing skills are emphasized through expository essays and research. An EOC (End-of-Course) exam is administered at the end of this course and comprises 25% of the final grade.

Prerequisite: English I

HONORS English II**Credit 1.0**

Grade Level 10

This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of world literature. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Students who choose this course should enjoy reading and be highly motivated. Writing and research are central to this course. An EOC (End- of-Course) exam is administered at the end of this course and comprises 25% of the final grade. 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.

Prerequisite: English I or Honors English I, and completion of summer reading assignments, if required.

English III**Credit 1.0**

Grade Level 11

Students in this course will be exposed to American authors representing the four major genres: non-fiction, fiction, plays and poetry. From Colonialism to Modernism, students experience and discover the literary trends that have been major forces in the development of not only literature, but also of the development of the multi- cultural heritage that has created America today. Students will write in the expository style, reinforce research skills, and practice the MLA style of research documentation. A research paper is required.

Prerequisite: English II

HONORS English III**Credit 1.0**

Grade Level: 11

This course is a survey of American literature. Using parallel studies and criticism, students will examine literary movements and reflect on the social conditions of the period. The writing component emphasizes literary criticism, research, grammar, and analysis. Students who take this course should be self-motivated and have a strong desire to read and to analyze. Research skills will be reinforced and a research paper is required. 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.

Prerequisite: English II or Honors English II and completion of summer reading assignments, if required.

AP English III: Language & Composition**Credit 1.0**

Grade Level: 11

This course is taught on the college level and provides an analytical and historical study of American literature, as well as language in a comprehensive program of reading, writing, and critical thinking. In preparation to take the Advanced Placement Test in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit, in order to develop honest, concise, and effective use of language, as well as, the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of this course. Students and parents must understand that the work expected of the students may be more rigorous than what has been previously experienced in other courses. Because this course meets the needs of highly motivated students who hope to bypass introductory courses in composition and literature when they enter college, students in this course should expect assignments and instruction paced at the college level. Students are required to take the AP exam.

Prerequisite: Honors English II and completion of summer reading assignments, if required.

English IV**Credit 1.0**

Grade Level: 12

This British literature course completes the global perspective initiated in English II. Though its focus is on British literature, this course includes a study of important U.S. documents as well as a Shakespearean play.

Prerequisite: English III

HONORS English IV**Credit 1.0**

Grade Level: 12

This honors course is designed to challenge highly motivated students. It concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected British literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought

processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction. 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.

Prerequisite: English III or Honors English III and completion of summer reading assignments, if required.

AP English IV: English Literature & Composition

Credit 1.0

Grade Level: 12

This course is taught on the college level and engages students in careful reading and critical analysis of representative works from various genres and periods, concentrating on works of recognized literary merit. Students will engage in independent study, research, writing timed critical (interpretative) essays, and class discussions. Students also focus on and practice the techniques for taking the AP exam (given in May and sponsored by the College Board). Upon successful completion of the AP exam, students can qualify for up to one year's credit in English at their college or university. Students and parents must understand that the work expected of the students may be more rigorous than what has been previously experienced in other courses. Because this course meets the needs of highly motivated students who hope to bypass introductory courses in composition and literature when they enter college, students in this course should expect assignments and instruction paced at the college level. Students are required to take the AP exam.

Prerequisite: Honors English III or AP English III and completion of summer reading assignments, if required.

Fine Arts

Art

Visual Art I

Credit 1.0

Grade level: 9-12

There is a mandatory \$5.00 art supply fee for this course. Visual Arts I is a beginning studio course that introduces the fundamentals of art with an emphasis on drawing. Students will create using a variety of media. Students must provide some art materials.

Prerequisite: None

Visual Art II

Credit 1.0

Grade level: 10-12

There is a mandatory \$10.00 art supply fee for this course. Visual Arts II is a studio course in which students continue building on the fundamentals of art learned in Visual Arts I. Students will create using a variety of media. Students must provide some art materials.

Prerequisite: Visual Arts I

Visual Art III

Credit 1.0

Grade level: 10-12

There is a mandatory \$10.00 art supply fee for this course. Visual Arts III is a rigorous studio course. Students will explore composition, vocabulary, concepts, and media utilized by visual artists. Students must provide some art materials and participate in at least one art show.

Prerequisite: Visual Arts II

Visual Art IV**Credit 1.0**

Grade level: 11-12

There is a mandatory \$10.00 art supply fee for this course. Visual Arts IV is an in-depth continuation of Visual Arts III and is intended for art students who are serious about furthering their art skills. Students will develop a personal philosophy of art and keep a portfolio of their work. Students must provide some art materials and participate in at least one art show.

Prerequisite: Visual Arts III

Ceramics I**Credit 1.0**

Grade level: 10-12

There is a mandatory \$10.00 art supply fee for this course. Sculpture I is a studio course that introduces students to the elements and concepts of three-dimensional design and sculptural ideas. Students will become familiar with the terminology, concepts, and basic materials utilized by visual artists. Students must provide some art materials and participate in at least one art show.

Prerequisite: Visual Arts I

Ceramics II**Credit 1.0**

Grade level: 11-12

There is a mandatory \$10.00 art supply fee for this course. Sculpture II is an in-depth continuation of Sculpture I and is intended for art students who are serious about furthering their art skills. Students will develop a personal philosophy of art and keep a portfolio of their work. Students must provide some art materials and participate in at least one art show.

Prerequisite: Sculpture I.

Creative Writing**NHS Only****Credit 1.0**

Creative writing is an elective course that allows students to develop skills in written creative expression. Some of the genres that will be covered include poetry, short fiction, plays, essays, journalism, and song lyrics. Throughout the course the students will not only create initial drafts of writing samples but also learn editing skills to build a finished portfolio of work. As the students create this body of work, they will reflect on skills covered in previous English classes to reinforce core academic skills.

Prerequisite: None

Music

Please note: Some courses listed below are year-long. Contact your guidance counselor for additional information.

Music Appreciation**Credit 1.0**

This course is open to all students who are interested in expanding their knowledge of music. Students are provided with an introduction to music theory and history through text and listening examples. This course also explores the inter-relationship of music with historical events and the impact of those events on music. Such occurrences include politics, art, technology, literature, social and religious issues. Prerequisite: None

Prerequisite: None

Guitar**PCHS Only****Credit 1.0**

Students will learn the basics of playing guitar through the study of music notation, chord symbols, and group interaction. Students will gain an enhanced appreciation for music and understand a variety of musical genres. Students should provide their own guitar. There are a limited number of instruments that students may use during class time only.

Prerequisite: None

Concert Band**PCHS Only****Credit 1.0**

Concert band is an alternative ensemble offered to students wishing to participate in band in the fall but are unable to commit to the time commitment of marching band. This ensemble will give at least two concerts a semester and will have other performance opportunities as available in the overall program schedule. This ensemble is also a great opportunity for upperclassmen who would like to learn an alternate instrument. In order to be eligible without an audition students must have participated in 8th grade band. Students that have not taken band but can demonstrate basic proficiency in music reading may be eligible for the ensemble by audition from the director.

Marching Band I (Beginning)**Credit 1.0**

Grade Level: 9 (First Semester)

This is a basic marching band course that concentrates on marching fundamentals, memorization of drill and music. Students will be required to attend band camp, after-school rehearsals, concerts, football games, parades, and special performances. Each will have to complete the first portion of the North Carolina Bandmasters Association (Eastern District) 9th grade band requirements.

Prerequisite: 8th Grade Middle School Band

Symphonic Band I (Beginning)**Credit 1.0**

Grade Level: 9 (Second Semester)

The second portion of the NCBA (Eastern District) band requirements for 9th graders will be met. Student must attend after-school rehearsals at least once a week, and concerts. The first level of Music Theory, sight-reading, and minor scales will be met.

Prerequisite: Marching Band I

Marching Band II (Beginning)**Credit 1.0**

Grade Level: 10 (First Semester)

This intermediate marching band course is geared toward fulfilling the first requirements of the NCBA (Eastern District) for 10th graders. More detailed marching and music memorization is required and a higher level of music skills. Student must attend Band Camp, sectionals, concerts, parades, and football games.

Prerequisite: Marching Band I and Symphonic Band I

Symphonic Band II (Beginning)**Credit 1.0**

Grade Level: 10 (Second Semester)

The second portion of the NCBA (Eastern District) band requirements for 10th graders will be met. Student must attend sectionals at once a week, and occasional concerts. The second level of Music Theory, sight-reading, and minor scales will be met.

Prerequisite: Marching Band I and Symphonic Band I

Marching Band III (Intermediate)**Credit 1.0**

Grade Level: 11 (First Semester)

This course continues the pursuit of marching band skills at a more sophisticated level and includes the development of leadership within the band. The first portion of the NCBA (Eastern District) for 11th graders must be met. Band Camp, summer rehearsals, parades, after school rehearsals, and parades are mandatory.

Prerequisite: Marching Band I/Symphonic Band I Marching Band II or Symphonic Band II

Symphonic Band III (Intermediate)**Credit 1.0**

Grade Level: 11 (Second Semester)

The second portion of the NCBA (Eastern District) requirements for 11th graders must be met. All sectionals, concerts, special performances are mandatory. The third level of Music Theory, sight-reading, and minor scales will be met.

Prerequisite: Marching Band I/Symphonic Band I/Marching Band II or Symphonic Band II

Marching Band IV (Intermediate)**Credit 1.0**

Grade Level: 12 (First Semester)

This advanced course focuses on total band leadership skills, including learning and teaching sectionals, marching, and half -time drills. Band Camp summer rehearsals, parades, after-school rehearsals, and parades are mandatory. The first portion of the NCBA (Eastern District) requirements for 12th graders will be met.

Prerequisite: Marching/Symphonic Band I, Marching Band II or Symphonic Band II/Marching Band III or Symphonic Band III

Symphonic Band IV (Intermediate)**Credit 1.0**

Grade Level: 12 (Second Semester)

The 2nd portion of the NCBA (Eastern District) requirements for 12th graders will be met. The fourth level of Music Theory, Sight-reading, and minor scales will be met. All sectionals, concerts, and special performances are mandatory.

Prerequisite: Marching/Symphonic Band I, Marching Band II or Symphonic Band II, Marching Band III or Symphonic Band III

Jazz Ensemble I**Credit 1.0**

Grade Level: 9

This course is taught before regular school hours. It provides students the opportunity to play and perform music by many of the Jazz greats. The first level of the Jazz Master requirements will be met.

Prerequisite: Students must be able to play an instrument and read music on the high school level.

Jazz Ensemble II**Credit 1.0**

Grade Level: 10

This course is taught before regular school hours. It provides students the opportunity to play and perform music by many of the Jazz greats. The second level of the Jazz Master requirements will be met.

Prerequisite: Jazz Ensemble I

Jazz Ensemble III**Credit 1.0**

Grade Level: 11

This school course is taught before regular school hours. It provides students the opportunity to play and perform music by many of the Jazz greats. The third level of the Jazz Master requirements will be met.

Prerequisite: Jazz Ensemble I and II

Jazz Ensemble IV**Credit 1.0**

Grade Level: 12

This school course is taught before regular school hours. It provides students the opportunity to play and perform music by many of the Jazz greats. The fourth level of the Jazz Master requirements will be met.

Prerequisite: Jazz Ensemble I, II, and III

Percussion Ensemble**PCHS Only****Credit 1.0**

Grade Levels 9-12

Percussion class in a music performance class that focuses on the development of technique and skills associated with all marching and concert percussion instruments in order to perform percussion literature at the grade level IV-VI levels. This class will focus on marching percussion techniques and skills for the first nine weeks and concert band techniques for the second nine weeks. Each student will be expected to perform in the PCHS Drum Line or Pit, and play one solo piece per nine weeks.

Piano I**Credit 1.0**

Grade Level: 9-12

This course is offered strictly for students genuinely interested in piano and music theory training. This course stresses the importance of musical knowledge as students begin to learn the basics of playing the piano. Students will compose simple melodies with the bass chord given, add a bass chord line to a melody given, and write a simple melody and chord bass by the end of the semester. Daily playing tests will be given at least once each week, along with written homework, flashcard daily tests, and Unit Tests that incorporate written test, playing test, and flashcard test. Practicing at home, piano or keyboard, and performance of material covered are essential for success in this class. All piano students must pay a \$10.00 per year maintenance fee for the purchase of parts and the repair of equipment: headphones, ac adapters, surge protectors, etc. Purchasing of music books, ordered by the teacher, is also required. These books cost 35.00 for the set. This set of books will last your student at least two semesters of piano class.

Prerequisite: None**Piano II****Credit 1.0**

Students at this level will learn the knowledge needed to continue excelling in playing the piano. During the course of the semester, students will learn how to read key signatures and play in different keys, different tempos, and expand into multi-hand position techniques. More composing of melodies and chord accompaniment will be explored with each new key studied. Daily playing tests will be given at least once each week, along with written homework, flashcard daily tests, and Unit Tests that incorporate written test, playing test, and flashcard test. Practicing at home, piano or keyboard, and performance of material covered are essential for success in this class. The books from Piano I will be used for Piano II. All piano students must pay a \$10.00 per year maintenance fee for the purchase of parts and the repair of equipment: headphones, ac adapters, surge protectors, etc. Purchasing of additional music books, if necessary, is also required.

Prerequisite: Successful semester in Music Specialization I (or evidence and knowledge from private piano lessons)**Music Specialization III (Intermediate)****NHS Only****Credit 1.0**

Grade Level: 10-12

Students will learn the knowledge needed to continue excelling in playing the piano, as well as, part writing based on first semester college music theory. Compositions will expand to more Baroque and Classical composers, moving out of the method piano books. Advanced scales, including minor scales related to the major scales already learned, will be taught. Advanced finger technique exercises will be taught for advanced coordination. Original composition will be written and performed for a final grade. Practicing at home will be required along with written homework at times. All piano students must pay a \$10.00 per year maintenance fee for the purchase of parts and the repair of equipment: headphones, ac adapters, surge protectors, etc. Purchasing of additional music books, if necessary, is also required.

Prerequisite: Successful semester in Music Specialization Level II**Music Specialization IV (Intermediate)****NHS Only****Credit 1.0**

Continuation of advanced piano techniques, exercises, scales, and music will be studied. Continued work on part writing and composing will be a strong emphasis in this class. Books required for the course by the teacher will be purchased by the student/parent. An original composition will be one of the pieces performed at a recital during the Concert Choir Spring Concert as a final grade. All piano students must pay a \$10.00 per year maintenance fee for the purchase of parts and the repair of equipment: headphones, ac adapters, surge protectors, etc. Purchasing of additional music books, if necessary, is also required.

Prerequisite: Successful semester in Music Specialization III

Music Specialization (Intermediate) Senior Independent Study **NHS Only** **Credit 1.0**

Grade Level: 12

Continuation of advanced piano techniques, exercises, scales, and music will be studied. Continued work on advanced part writing and composition will be a strong emphasis in the class. An original composition will be one of the pieces performed at a recital during the Concert Choir Spring Concert as a final grade. All piano students must pay a \$10.00 per year maintenance fee for the purchase of parts and the repair of equipment: headphones, ac adapters, surge protectors, etc. Purchasing of music books, if necessary, is also required.

Prerequisite: Successful semester in Music Specialization IV

Ukulele **PCHS Only** **Credit 1.0**

Students learn the basics of playing the ukulele through the study of music notation, chord symbols, and group interaction. Ukuleles are provided for students to use during class time only. Students will gain an enhanced appreciation for music and understand a variety of musical genres. Students will perform a concert at the end of the semester reflecting their skills and growth.

Chorus I **Credit 1.0**

Grade Level 9-12

This course is offered to a select group of talented singers who perform a variety of choral styles spanning the spectrum of musical periods. The requirements of the AEC-Vocal I for advanced choir will be met. Students are expected to master foreign language pieces and selections stressing greater vocal independence. This course will have multiple performances during the semester using the difficult material learned and occasionally songs that include choreography. The music history of the pieces will be discussed. Music theory will be taught in depth at the beginning of the semester to enable the students to read and understand all musical symbols in any given piece. Additional training in music theory will be taught as needed throughout the semester. Leadership roles will be established such as choir officers, student directors, and sections leaders. Attendance at rehearsals and performances is mandatory for passing the course. A \$10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.

Prerequisite: Successful audition. (Singing scales in tune up and down the scale)

Chorus II **Credit 1.0**

This choir is offered to sophomores, juniors and seniors as a select group of talented singers who perform a variety of choral styles spanning the spectrum of musical periods. The requirements for AEC-Vocal II will be met. Students are expected to master foreign language pieces and selections stressing greater vocal independence. This course will have multiple performances during the semester using the difficult material learned and occasionally songs that include choreography. The music history of the pieces learned will be discussed. Music theory will be taught in depth at the beginning of the semester to enable the students to read and understand all musical symbols in any given piece. Additional training in music theory will be taught as needed throughout the semester. Leadership roles will continue with strengthening in every area. Attendance at rehearsals and performances is mandatory for passing the course. A \$10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.

Prerequisite: Vocal Music Level I or a successful audition. Audition for transferring students. (Singing scales in tune up and down the scale)

Vocal Music I (Beginning Show) **NHS Only** **Credit 1.0**

Grade Level 9-12

This course is a continuation of Vocal Music with an emphasis on further development of vocal training with more dramatic and popular music. The second half of the AEC-Vocal I for advanced choir will be met. Continued study of music theory will be accomplished based on new symbols and terms in the music. Choreography, solo, and small group singing will definitely be a part of the performance for many songs in this class. Attendance at rehearsals and performances is mandatory for passing the course. A \$10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.

Prerequisite: Vocal Music Concert Level I. Audition for transferring students. (Singing scales in tune up and down the scale.)

Vocal Music II (Beginning Show)**NHS Only****Credit 1.0**

This course is a continuation of Vocal Music with an emphasis on further development of vocal training with more dramatic and popular music. Continued study of music theory will be accomplished based on new symbols and terms in the music. Choreography, solo, and small group singing will definitely be a part of the performance for many songs in this class. Attendance at rehearsals and performances is mandatory for passing the course. A \$10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.

Prerequisite: Vocal Music Show Level I. Audition for transferring students. (Singing scales in tune up and down the scale.)

Vocal Music III (Intermediate Concert)**Credit 1.0**

Grade Level 11-12

This course is offered to juniors and seniors as a select group of talented singers who perform a variety of choral styles spanning the spectrum of musical periods. Students are expected to master foreign language pieces and selections stressing greater vocal independence. This course will have multiple performances during the semester using difficult material learned and occasionally songs that include choreography. The music history of the pieces learned will be discussed. Music theory will be taught in depth at the beginning of the semester to enable the students to read and understand all musical symbols in any given piece. As seniors, the leadership roles will fall mainly on them in the form of senior officers, student directors, and section leaders. Attendance at rehearsals and performances is mandatory for passing the course. A \$10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.

Prerequisite: Vocal Music Concert Level II or a successful audition. Audition for transferring students. (Singing scales in tune up and down the scale.)

Vocal Music IV (Intermediate Concert)**Credit 1.0**

This course is offered to seniors as a select group of talented singers who perform a variety of choral styles spanning the spectrum of musical periods. The requirements for AEC-Vocal IV will be met. Students are expected to master foreign language pieces and selections stressing greater vocal independence. This course will have multiple performances during the semester using the difficult material learned and occasionally songs that include choreography. The music history of the pieces learned will be discussed. Music theory will be taught in depth at the beginning of the semester to enable the students to read and understand all musical symbols in any given piece. Additional training in music theory will be taught as needed throughout the semester. As seniors, the leadership roles will fall mainly on them in the form of senior officers, student directors, and section leaders. Attendance at rehearsals and performances is mandatory for passing the course. A \$10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.

Prerequisite: Vocal Music Concert Level III. Audition for new/transferring students. (Singing scales in tune up and down the scale.)

Concert Choir III**Credit 1.0**

Grade Level: 11-12

This course is a continuation of Vocal Music with an emphasis on further development of vocal training with more dramatic and popular music. The second half of the AEC-Vocal III requirements will be met. Continued study of music theory will be accomplished based on new symbols and terms in the music. Choreography, solo, and small group singing will definitely be a part of the performance for many songs in this class. Attendance at rehearsals and performances is mandatory for passing the course. A \$10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.

Prerequisite: Vocal Music Show II. Audition for new/transferring students. (Singing scales in tune up and down the scale.)

Concert Choir IV**Credit 1.0**

This course is a continuation of Vocal Music with an emphasis on further development of vocal training with more dramatic and popular music. The second half of the AEC-Vocal IV requirements will be met. Continued study of music theory will be accomplished based on new symbols and terms in the music. Choreography, solo, and small group singing will definitely be a part of the performance for many songs in this class. Attendance at rehearsals and performances is mandatory for passing the course. A \$10.00 choir supply fee is required from each student, to be paid at the very beginning of the semester.

Prerequisite: Vocal Music Show III. Audition for new/transferring students. (Singing scales in tune up and down the scale.)

Theater Arts**Theater Arts I****Credit 1.0**

Theater Arts I is an elective course offered to students who have an interest in communicating expressively. The purpose of the course is to introduce students to theatre history and various play production concepts used in both the past and present. Students will read plays, write plays, engage in role playing, and participate in improvisational activities that are designed to strengthen and exercise creativity and imagination. Students will perform scenes with their classmates and develop an understanding of how teamwork is vital to the success of a production. Performing in front of an audience, outside of the classroom, is required.

Theater Arts II**Credit 1.0**

Theater Arts II is designed to give interested and serious drama students an opportunity for more in-depth study of character analysis and acting skills, as well as further participation in the technical aspects of play production. Daily scene work prepares Theatre II students for their required final project; to rehearse, refine and perform a one act play for a public audience.

Prerequisite: Theater Arts I

Foreign Language

Two levels of the same foreign language are required for those students pursuing the North Carolina Scholars Program. Future Ready Core students who wish to attend a 4 year college should take 2 years of the same foreign language to fulfill the college/university minimum admission requirements. Students applying to competitive college programs or those with a strong interest in languages are encouraged to continue to take the same language beyond the second level. Language courses at the third level and above receive an additional quality point and are weighted similarly to an honors level course in computing grade point averages.

Latin I**NHS Only****Credit 1.0**

Grade Level: 9-12

This introductory course in Latin provides a variety of oral and written learning experiences that will develop basic proficiency in understanding, pronouncing, reading, and writing the language. Students will begin to explore how Roman culture formed a cornerstone for the cultures of modern Europe and how the Latin language provides a basis for the academic vocabulary of many fields, including law and the health sciences.

Prerequisite: None

Latin II**NHS Only****Credit 1.0**

Grade Level: 10-12

This course is a continuation of Latin I. Students build on the base established in Latin I by participating in a variety of proficiency- building activities to develop vocabulary, reading skills, and an appreciation for language structure. These activities involve all language skills, but will focus mainly on reading and writing. Exposure to Roman culture is expanded at this level and naturally integrated into the curriculum.

Prerequisite: Latin I**Latin III HONORS****NHS Only****Credit 1.0**

Grade Level: 11-12

This course is sequential to Latin II. Students will read Latin extensively. They will recycle previous vocabulary and grammatical structures and continue to build upon them in proficiency-based activities. Students continue to become more confident in reading, writing, and translating the language of Roman authors such as Ovid, Martial, and Virgil. They will develop an intermediate-level understanding of Roman culture. One additional quality point is awarded for the successful completion of this course. 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.

Prerequisite: Latin II**Latin IV HONORS****NHS Only****Credit 1.0**

Grade Level: 11-12

This course is sequential to Latin III. It is reading, writing, and homework intensive and designed for the college-bound student. There is an emphasis on advanced grammar, higher-level reading, and critical thinking skills regarding the language. Students will also increase their translating proficiency with a Roman author or authors. They will explore Roman culture in depth as it relates to the readings. One additional quality point is awarded for the successful completion of this course. 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.

Prerequisite: Honors Latin III**Spanish I****Credit 1.0**

Grade Level: 9-12

This course is designed to provide students with some vocabulary and structures to be used in different situations through practicing language skills: listening, reading, writing and speaking. Students will begin to grasp the cultural similarities and differences between Spanish-Speaking and American cultures.

Prerequisite: Students placed in Spanish I class should not be enrolled in Credit Recovery for any core subject. Students placed in Spanish I should be those who plan on attending a four-year college in the UNC system.

Spanish II**Credit 1.0**

Grade Level: 10-12

Students will build on the base established in Spanish I by participating in a variety of proficiency-building activities to develop communication skills. These activities involve all language skills: reading, writing, speaking, and listening. Exposure to Spanish culture is expanded at this level and students will be able to interact briefly with Spanish speakers with a deeper understanding of the culture.

Prerequisite: Spanish I

Spanish III HONORS**NHS Only****Credit 1.0**

Grade Level: 11-12

Students will use Spanish extensively. They will recycle previous vocabulary and grammatical structures and continue to build upon them in proficiency-based activities. Students should continue to become more confident in using the language. They will develop an intermediate-level understanding of Spanish cultures. 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.

Prerequisite: Spanish II**Spanish IV HONORS****NHS Only****Credit 1.0**

Grade Level: 11-12

This course is reading, writing, and homework intensive and designed for the college-bound student. There is an emphasis on advanced grammar, higher-level reading, and critical thinking in the language. Students will also increase their oral and written proficiency. There will be some opportunity to focus on translation skills through literature and conversation. They will explore culture in depth. 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.

Prerequisite: Spanish III**Mathematics****Math I****Credit 1.0**

Grade Level: 9

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Common Core Math I. The final exam is the North Carolina End-of-Course Test based on the Common Core Math 1 Standards. A graphing calculator is recommended for this course.

Math II**Credit 1.0**

Grade Level: 10

In Math II, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math I. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important

differences exist between Math II and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator is recommended for this course.

Prerequisite: Math I

HONORS Math II

Credit 1.0

Grade Level: 9

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. In Math II, students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math I. The concept of quadratics is generalized with the introduction of more sophisticated polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of more advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between Math II and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Honors Math II explores content at a rigorous level to begin students' preparation for advanced math courses. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A graphing calculator is recommended for this course.

Prerequisite: Math I and completion of summer assignments, if required.

Math III

Credit 1.0

Grade Level: 11

This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems situations. The final exam is the North Carolina End of Course Test for Math III. A graphing calculator is recommended for this course.

Prerequisite: Math II

HONORS Math III

Credit 1.0

Grade Level: 10

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 so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems situations. This course fulfills the North Carolina high school graduation requirement for Math III. The final exam is the North Carolina End of Course Test for Math III. A graphing calculator is recommended for this course. Prerequisite: Honors Math II or Math II and completion of summer assignments, if required.

HONORS Pre-Calculus

Credit 1.0

Grade Level: 11

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. The Precalculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, series and sequence, data analysis, vectors, and limits. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. Students must have extensive knowledge of the graphics calculator. A student cannot receive math graduation credit for Precalculus and Advanced Functions and Modeling; one must count as an elective. This course is accepted as the fourth math for admission to UNC System institutions. The final exam is the North Carolina Final Exam for Precalculus. A graphing calculator is recommended for this course.

Prerequisite: Honors Math III

Advanced Functions and Modeling

Credit 1.0

Grade Levels: 12

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. This course is accepted as the fourth math for admission to UNC System institutions. A graphing calculator is recommended for this course.

Prerequisite: Math III

Discrete Math HONORS

Credit 1.0

Grade Level: 12

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. Discrete Math introduces students to the mathematics of networks, social choice, and decision-making. The course extends students' application of matrix arithmetic and

probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. This course is accepted as the fourth math for admission to UNC System institutions. The final exam is the North Carolina Final Exam for Discrete Math. A graphing calculator is recommended for this course.

Prerequisite: Minimum requirements: completion of Honors Math III

Recommended: Completion of Honors Precalculus, Honors Discrete Math, or Advanced Functions and Modeling

AP Statistics

NHS Only

Credit 2.0

Grade Level: 11-12

This course will focus on statistical inference and extend the topics of first semester to prepare students for the AP Exam. Qualifying scores on the AP Exam can result in college credit. In colleges and universities, at least one statistics course is typically required for majors such as engineering, psychology, sociology, health science, mathematics, and business. **This course will only be taught if an instructor is available or may only be offered through NCIH.** One additional quality point is awarded for successful completion of this course. A graphing calculator is recommended for this course.

Prerequisite: Honors Discrete Math

Media Assistants

Library Media Assistant I

Credit 1.0

Grade Level: 11-12

Throughout these courses, the student will become familiar with the various aspects of the media center. This will include the cataloging of information, the use of various technologies, and basic office management skills. Students will assist staff and students as well as provide support for the front office. As the student progresses through the course he or she will be able to apply this knowledge by leading other students in their pursuits of information.

Prerequisite: Media Specialist approval and no office referrals

Library Media Assistant II

Credit 1.0

Grade Level: 11-12

Prerequisite: Students must successfully complete the previous section of Media Assistant I, have no office referrals AND be invited to return to the program by the Media Coordinator.

Special Provisions: Limited to 4 students per period, Media Specialist approval, and no office referrals

Technology Studies I

NHS Only

Credit 1.0

Grade Level: 10-12

Technology Studies is a hybrid class where students read, do projects, and submit work via the internet; creating their own electronic portfolio of assignments. Topics of Study may include: Digital Ethics, Photography Basics, Photo Editing, Graphic Design, Technology Inventions and Inventors, Videography, Video Editing, Basic Journalism and Broadcasting and other technology as it becomes available. Students will also learn basics of computer and printer repair, copier repair, and web design basics.

Technology Studies II

NHS Only

Credit 1.0

Grade Level: 10-12

Students will serve as technology ambassadors for the Cyber Campus. They will act as computer lab technicians, record and produce videos, and provide tech support for students and staff. Students will have the opportunity to work on long-term community based technology projects and may be asked to video or photograph school community events such as sporting events, plays, concerts, and other events.

Prerequisite: Technology Studies I

Physical Education

Health & Physical Education

Credit 1.0

Grade Level: 9

The completion of **Health and Physical Education I** is a **North Carolina high school graduation requirement**. The Health portion covers: stress management, self-protection, relationships, nutrition/weight management, and substance abuse. The Physical Education portion covers: personal fitness, and lifetime sports, (both team and individual). This course is designed to make students aware of how physical, mental, and emotional wellness plays a role in their happiness and success in life. There is a dress code for this course.

Advanced Physical Education

Credit 1.0

Grade Levels: 10-12

This elective course is designed for students who wish to further their participation in activities and sports related to physical fitness.

Prerequisite: Health and PE

Physical Training/Weights

Credit 1.0

Grade Level: 10-12

This elective course is designed for male students who are serious about improving their physical conditioning. The course is developed around lifting weights, increasing flexibility, and aerobic exercise. The curriculum requires self-motivation, self-discipline and teamwork.

Prerequisite: Health and PE

Advanced Physical Training

NHS Only

Credit 2.0

Grade Level: 10-12

This elective course is designed for students who are serious about improving their physical conditioning. This year-long course is designed for advanced physical education students who wish to participate in a year-long weight-training program. Students will be registered for two classes and receive two credits upon successful completion of the prescribed curriculum.

Prerequisite: Health and PE

Featherweights

Credit 1.0

Grade Level: 10-12

The main objective of this class is to provide females the knowledge, guidance, and facilities to properly strength train. Sport specific training and the mental aspect of exercise will be covered in this course.

Prerequisite: Health and PE

Science

HONORS Anatomy & Physiology

NHS Only

Credit 1.0

Grade Level: 11

This course teaches the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respirator, digestive, urinary, and reproductive systems. Students will be introduced to common human disease processes.

Prerequisite: Biology or Honors Biology

Earth & Environmental Science

Credit 1.0

Grade Level: 9

This course will provide a study of the Earth's systems using the marine environment as a main focus. Topics will include physical geography, geology, seawater, the ocean floor and marine organisms. North Carolina coastal processes will be studied in detail.

HONORS Earth & Environmental Science**Credit 1.0**

Grade Level: 9

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Biology**Credit 1.0**

Grade Level: 10

This course is designed to provide a general understanding of the concepts and principles of biology. The biology curriculum includes a study of the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy, and organization in living systems and the behavior of organisms. An EOC (End-of-Course) exam is administered at the end of this course and comprises 25% of the final grade.

Prerequisite: Earth/Environmental Science**HONORS Biology****Credit 1.0**

Grade Level: 10

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Prerequisite: Honors Earth/Environmental Science or Earth/Environmental Science**Physical Science****Credit 1.0**

Grade Level: 11

This course provides a basic knowledge of both chemistry and physics. The curriculum includes the study of the structure of atoms, structure and properties of matter, motions and forces, and conservation of energy, matter and charge.

Prerequisite: Biology**HONORS Chemistry****Credit 1.0**

Grade Level: 11-12

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Prerequisite: Biology or Honors Biology, and completion and/or current enrollment in Math III

Chemistry**Credit 1.0**

This course investigates the properties of and the changes in materials. Topics included are matter and energy, atomic energy and carbon compounds. This course is reading, writing, and homework intensive. Prerequisite: Biology or Honors Biology, and completion and/or current enrollment in Math III

HONORS Physics**NHS Only****Credit 1.0**

Grade Levels: 12

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Prerequisite: Honors Chemistry and completion of Math III

Social Studies**HONORS World History****Credit 1.0**

Grade Level: 9

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 focuses on the recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. Students are expected to keep up with current events, write essays and conduct research, and complete a major project each nine weeks. The course is reading, writing and homework intensive.

World History**Credit 1.0**

Grade Level: 9

This course covers themes from ancient to contemporary times. Students examine the historical roots of significant events, ideas, movements, and phenomena. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions.

American History: The Founding Principles, Civics and Economics**Credit 1.0**

Grade Level: 10

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

Prerequisite: World History or Honors World History

HONORS American History: The Founding Principles, Civics and Economics**Credit 1.0**

Grade Level: 10

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

Prerequisite: World History or Honors World History

American History I: The Founding Principles

Credit 1.0

Grade Level: 11

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.

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

HONORS American History I: The Founding Principles

Credit 1.0

Grade Level: 11

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.

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

American History II

Credit 1.0

Grade Level: 11-12

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 in the United States in an interconnected world.

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

HONORS American History II**Credit 1.0**

Grade Level: 11-12

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 in the United States in an interconnected world.

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

AP U.S. History (American History I: The Founding Principles and American History II)**NHS Only****Credit 2.0**

Grade Level: 11-12

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.

Prerequisite: Honors Founding Principles, Civics and Economics

Yearbook**Yearbook I****Credit 1.0**

Grade Level: 10-12

This course is designed to introduce the student to the fundamentals of yearbook publication including interviewing, copywriting, layout design, desktop publishing, marketing, photography, and theme development with an emphasis on working as a team, meeting deadlines and adhering to ethical standards. Yearbook courses require after school activities and selling business advertisements. This course requires after school activities and selling business advertisements. An application is required for this course.

Yearbook II**Credit 1.0**

Yearbook II expands the fundamentals introduced in Yearbook.

Prerequisite: Yearbook I and adviser approval.

Yearbook III, IV, V**Credit 1.0**

Yearbook III, IV, and V offer students a chance to practice and refine the skills learned in Yearbook I and II and to apply these skills to produce the school yearbook through a leadership position. Please note: Yearbook IV offers students a chance to teach others, to design yearbook layouts, to learn marketing and advertising skills. This course requires after school activities and possible apprenticeships.

Prerequisite: Yearbook II/III and adviser approval.

Exceptional Education Course Descriptions

Program Description

Students with disabilities who have an Individual Education Plan (IEP) are eligible for special education services. The IEP specifies the special education services and accommodations needed by the student at the time the IEP is written. Changes to the IEP must be made through the IEP team process. The functional level of the student rather than the student's specific disability determines the Course of Study that is recommended by the team.

FUTURE READY CORE COURSE OF STUDY

Curriculum Assistance

Credit 1.0

Grade Level 9-12

Curriculum Support is an elective course designed to help students with disabilities who are pursuing the Future Ready Core Course of Study and are participating in regular education courses. This course is designed to help students integrate study and social skills into subject areas by helping them acquire more efficient learning methods and interpersonal skills. It assists students in specific areas such as studying effectively, interpersonal communication, social skills, anger management, and listening. Area of concentration will be individualized based on student IEP goals and objectives, and Post-secondary Transition Plans.

FUTURE READY OCCUPATIONAL COURSE OF STUDY

The Occupational Course of Study (OCS) is one of two courses of study a student with disabilities may complete to graduate with a high school diploma in North Carolina. Students eligible for this curriculum must have an Individualized Education Program (IEP) and a recommendation of consideration from the student's IEP team.

This course of study is designed to provide academic skills taught with an adult-outcome emphasis that are intended to build work ready and community college ready skills. The IEP team, which includes parents and students, determines whether the OCS is appropriate for a particular student.

Inclusive in this consideration are the student's post-secondary goals. The student and parent are responsible for the decision of the OCS course of study. All OCS students enter the program in the ninth grade.

The consideration of the OCS Pathway for students who wish to attend a four-year college or university upon graduation is not an appropriate option.

OCS English I

Credit 1.0

Grade Level 9

The OCS English I course is intended for Occupational Course of Study (OCS) students. This course is strategically aligned with Common Core Standards for English I. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on career readiness, the student will explore, examine, and evaluate a wide variety of modes of expression.

OCS English II**Credit 1.0**

Grade Level 10

This course is intended for Occupational Course of Study (OCS) students. This course is strategically aligned with Common Core Standards for English II. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression. The English II (End-of-Course) exam is administered at the end of the semester for this course.

Prerequisite: English I

OCS English III**Credit 1.0**

Grade Level 11

This course is intended for Occupational Course of Study (OCS) students. This course is strategically aligned with Common Core Standards for English III. Students will gain mastery of curricular concepts through a survey of American literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills.

Prerequisite: English II

OCS English IV**Credit 1.0**

Grade Level 12

This course is intended for Occupational Course of Study (OCS) students. This course is strategically aligned with Common Core Standards for English IV. Students will gain mastery of curricular concepts through a survey of Western European, primarily British, literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills. The course is further designed to help students prepare for a culminating senior project.

Prerequisite: English III

OCS Introduction to Math**Credit 1.0**

Grade Level 9

This course is intended for Occupational Course of Study (OCS) students. The Introduction to Mathematics Course teaches the Essential Standards for Introductory Math and prepares the students for Local Developed Math Elective and Math I. Students learn introductory algebra and other important life-skills in nine engaging units covering working with numbers, fractions and decimals, rates and ratios, time and measurement, working with algebraic expressions, solving equations and inequalities, working with points and lines, working with data sets, and working with basic geometric figures.

OCS Local Elective Math I**Credit 1.0**

Grade Level 10

This course is intended for Occupational Course of Study (OCS) students. The Locally Developed Math Elective course teaches Common Core Standards for math and prepares students for the subsequent course, Math 1. Successful completion of both the Locally Developed Math Elective Course and Math 1 will fulfill the Math 1 requirement. Students will receive two credits: Locally Developed Math Elective as an elective credit and Math 1 as the Math 1 credit.

Prerequisite: Intro to Mathematics

OCS Math I**Credit 1.0**

Grade Level 10

This course is intended for Occupational Course of Study (OCS) students. The Math 1 course teaches the Common Core Standards for Math 1 and is the second course in the Math 1 sequence. Successful completion of both the Locally Developed Math Elective Course and Math 1 will fulfill the Math 1 requirement. Students will receive two credits: Locally Developed Math Elective Course as an elective credit and Math 1 as the Math 1 credit. The Math I (End-of-Course) exam is administered at the end of the semester for this course.

Prerequisite: Local Elective Math I

OCS Financial Management**Credit 1.0**

Grade Level 12

This course is intended for Occupational Course of Study (OCS) students. The Financial Management course teaches NC Essential Standards for Financial Management and equips students with the skills needed for independent living. This course helps develop an understanding of state and federal income taxes, wages compensation, the use of credit, different insurance types, budgeting, and consumer spending.

Prerequisite: Mathematics I

OCS American History I**Credit 1.0**

Grade Level 11

This course is intended for Occupational Course of Study (OCS) students. The course is intended to be taught prior to the American History II course. The American History I course is strategically aligned with the North Carolina Essential Standards for American History I. The course follows the Founding Principles Act and begins with the European Exploration and Colonization of the New World and follows chronologically through Post-Civil War Reconstruction. Students will learn about the important political, social, and economic factors that contributed to the development of colonial America, the onset of the American Revolution, and the results of the Revolution including the founding of the United States government and the drafting of founding documents including the Constitution and the Bill of Rights. Students will also learn about early domestic and foreign policy, westward expansion, reform, immigration, and the cultural variances that have both united and divided America.

OCS American History II**Credit 1.0**

Grade Level 11

This course is intended for Occupational Course of Study (OCS) students. It is a sequel course to American History. 1. The course is strategically aligned with the North Carolina Essential Standards for American History 2. The course follows the Founding Principles Act and begins with late 19th century American History to the 21st century. Students will learn about the important political, social, and economic factors that transformed the ethnic composition of America and America's dependence on evolving technologies. Students will also learn about 19th–21st century domestic and foreign policy, westward expansion, reform movements, immigration, and the cultural variances that have both united and divided America.

Prerequisite: American History I

OCS Founding Principles, Civics & Economics**Credit 1.0**

(Required for Eligible Students Entering Grade 9 for the first time in 2017-2018)

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History.

As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

OCS Applied Science**Credit 1.0**

Grade Level 9

This course is intended for Occupational Course of Study (OCS) students. The Applied Science Course teaches environmental, physical, and life science concepts in nine engaging units covering human impacts on the environment, energy and its conservation, properties of matter, dangers and uses of common chemicals, force and motion, electricity and magnetism, and the human body systems.

OCS Biology**Credit 1.0**

Grade Level 10

This course is intended for Occupational Course of Study (OCS) students to develop an understanding of biological processes and discover how life science is an integral part of other sciences and society. Students will have opportunities to engage in hands-on, as well as minds-on activities that are aligned with the North Carolina Essential Standards. They will gain an understanding of the cell, molecular basis of heredity, and biological evolution. They will investigate the interdependence of organisms as well as acquire an understanding of the matter, energy and organization in living systems. The Biology (End-of-Course) exam is administered at the end of the semester for this course.

Prerequisite: Applied Science

Occupational Preparation I**Credit 1.0**

Grade Level 9

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training and in Career and Technical education courses, and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational preparation courses.

Prerequisite: IEP and Occupational Course of Study Selection by Student and Family

Occupational Preparation II**Credit 2.0**

Grade Level 10

This course emphasizes the development of skills generic to all career majors: resource management, communication, interpersonal relationship skills, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and begin some work-based learning activities. Job-seeking skills will also continue to be refined.

Prerequisite: Preparation I; IEP and Occupational Course of Study Selection by Student and Family

Occupational Preparation III**Credit 2.0**

Grade Level 11

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

Prerequisite: Preparation I & II; IEP and Occupational Course of Study Selection by Student and Family

Occupation Preparation IV**Credit 1.0**

Grade Level 12

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and determine their applicability to their personal career choice. This course will allow students to solve work-related problems experienced in competitive employment, practice self-advocacy, and master the theoretical and practical aspects of their career choice. Students will complete the 360 hours (for students entering Grade 9 prior to 2014-2015) and 225 hours (for students entering Grade 9 beginning with 2014- 2015) of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours are required for successful completion of the Occupational Course of Study. Students will also develop a job placement portfolio that provides an educational and vocational record of their high school experience.

Prerequisite: Preparation I, II & III; IEP and Occupational Course of Study Selection by Student and Family

Occupational Preparation Lab**Credit 1.0**

Grade Level 9, 10, 11, 12

Occupational prep lab continues from occupational preparation 1 2 3 and 4. The course is designed to provide additional opportunities for students to further develop and refine the fundamental attitudes behaviors and habits needed to obtain and maintain employment. Students will participate in school-based learning activities such as school factories, work-based Enterprises, Hands-On vocational training, and operation of small businesses. Community-based training activities will include job shadowing, job sampling, internships, situational assessment, Cooperative education, and apprenticeships. These work-based activities allow students to develop, refine and apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality and skills. Multiple opportunities for leadership development and self-determination are provided.

GRADUATION CERTIFICATE PROGRAM

The Graduation Certificate Program is designed to provide functional academic and independent living skills. Students eligible for this pathway must have an Individualized Education Program (IEP) and a recommendation of consideration from the student's IEP team with consideration given to the student's post-secondary goals. The Graduation Certificate Program is not for students who wish to attend a four-year college or university upon graduation.

NC EXTENDED CONTENT STANDARDS

Courses for students who are pursuing the graduation certificate, *following the Extended Content Standards*, will include English, Math, Social Studies, Science, Community-based Instruction, Health, Safety, and Independent Living, and Vocational Preparation as designated by the North Carolina Extended Contents Standards based on the Common Core.

Northeastern High School

(252) 335-2932



Mission: *NHS is committed to preparing students to achieve success in work, further education, and citizenship.*

Vision: *NHS will be a high performing school where all students graduate with the skills necessary to be assets to our community and our world.*

Student Services:

Shanta London, School Counselor

Nicole Hosler, School Counselor

Pasquotank County High School

(252)337-6880



Mission: *To prepare students for their futures both during and after high school so they will be productive as members of local and global communities.*

Vision: *PCHS will prepare students for their futures by fostering independence and self-worth; requiring excellence in teaching; teaching challenging, grade appropriate curricula; and teaching students processes so they problem solve and think critically.*

Student Services:

Charlotte Pureza, School Counselor

Letitia Moore, School Counselor