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# MESSAGE FROM DISTRICT ADMINISTRATION



Pitt County  
Schools

1717 West Fifth Street  
Greenville, North Carolina 27834  
<http://www.pitt.k12.nc.us>

TEL: 252-830-4200  
FAX: 252-830-4239

Dear Student:

It is time to begin thinking about the courses you will select for the 2012-2013 school year. You may select from the many course offerings described in this guide. With a possible eight credits per year, there are opportunities for you to explore courses of interest to you and to challenge yourself academically. Whatever your course selections, good planning is key to your future success. In making your course selections, I would encourage you to discuss your career and higher education goals with teachers, counselors, and family members. Once you are as confident as you can be of the path you wish to take, the counselor at your high school can help you map out a course plan for success.

It is extremely important that you know and understand the requirements for graduation from high school and for continuing your education, whether it be at the community college level or at a four-year institution. It is equally important that you graduate with marketable skills if you plan to enter the workforce upon graduation from high school. Whichever path you choose, we want to be sure that you are well-prepared to take the next step.

Sincerely,

Beverly Reep, Ed. D.  
Superintendent

## MESSAGE TO STUDENTS AND PARENTS

Students entering high school make important decisions about their futures. The Pitt County High School Registration Guide is a comprehensive document to guide students by profiling programs and courses within Pitt County's high schools. It is an effort to provide students, parents and school professionals with an instrument to assist students in the selection of courses for grades 9 through 12.

The high schools in Pitt County operate under a Student/Parent Informed Choice System or open registration. The decision to enroll in any regular course or program offered in grades 9-12 is the **responsibility** and the **choice** of the student and his/her parents or guardians. Parents/guardians and their children should discuss the student's goals, interests, past school grades, performance on standardized tests, personal habits, attitudes toward school, aptitudes, responsibilities outside the school, and other factors which may have an impact on the success of the student in a given course. The courses students select will shape the educational experiences they receive during their high school careers. The choice of specific courses is the critical foundation for career and post-secondary preparation. The decisions made will have an important impact on each student's future. In today's highly competitive and increasingly global economy, it is imperative that every student be equipped with the competencies needed to participate fully in a knowledge-based, technologically rich and culturally diverse society. A high-quality high school education is the springboard to a successful and rewarding future. By planning ahead for life's choices, a solid foundation is built. Therefore, students are encouraged to take the choices they make regarding high school very seriously by taking a rigorous and well-rounded course load. Students and parents/guardians alike must realize that the high school transcript is the official record of every course taken in high school and will follow the student throughout their adult life.

Parents/guardians and students should carefully study this registration guide and utilize it to make the most of the high school experience. Additional assistance with course selection and graduation requirements is available through each school's Guidance Office.

**“The Pitt County Schools, through high expectations, excellence in teaching and a safe, orderly environment, will ensure that all students master the skills necessary for success as life-long learners in a rapidly changing world.”**



It shall be the policy of Pitt County Schools to provide equal educational opportunities to all students regardless of race, color, national origin, sex, or handicap.

# GLOSSARY

**ACT:** American College Test. ACT assessment is a five-hour national college admissions test which includes five sections: writing, science, math, reading and English. Most colleges will accept a student's ACT scores as a part of the admissions evaluation.

**AP:** Advanced Placement. Advanced Placement courses are designed by the College Board. In May, students take a test for each AP course in which they are enrolled; students who achieve a certain score may, if their college accepts the AP credit, receive college credit. There is a separate fee required for each AP test taken by the student.

**Career & College Promise:** An educational program that allows students to earn high school elective credit and community college credit at the same time. Pitt County Schools has agreements with Pitt Community College to offer courses for high school and college credit that are categorized as Science, Technology, Engineering, Mathematics, and Vocational.

**Completer Course:** Any designated upper-level course in a series of courses in the Career and Technical Education program.

**Co-requisite:** A co-requisite is a required course that is to be taken at the same time as the course of interest.

**Course Credit:** Recognition given by the high school that a course has been successfully completed.

**GPA:** The abbreviation for grade point average.

**Honors:** Certain courses are designated as honors courses because of the challenging nature of the curriculum. These courses receive one additional quality point in the weighted grading system that is used to compute GPA.

**NCAA:** The abbreviation for the National Collegiate Athletic Association.

**NCSCOS:** The North Carolina Standard Course of Study is a publication produced by the North Carolina Department of Public Instruction. This document specifies a set of standard guidelines and requirements for each course taught in the public schools of North Carolina.

**PLAN:** An assessment administered to all 10th grade students to assist in secondary and post secondary planning.

**Post-Secondary:** This term means "after the completion of high school." It typically refers to any education a person receives beyond or after high school, including four-year colleges and universities and community colleges.

**Prerequisite:** A prerequisite is a required course that is to be completed before a student can take the course of interest.

**SAT:** Standardized Aptitude Test. A standardized five-hour test that was developed by The College Board that measures verbal, mathematical reasoning and writing skills. Four-year colleges use a student's score on this test as part of the admissions evaluation for entrance.

**Secondary:** This term refers to middle and high schools.

**TOEFL:** The abbreviation for Test of English as a Foreign Language. The TOEFL evaluates the English proficiency of those whose native language is not English. It measures a student's ability to perform academic tasks in a college or university environment. On the test, students listen to a lecture, read from a college text, and write responses much like they do in college classrooms.

**NCVPS (North Carolina Virtual Public High School Courses):** NCVPS offers high school courses that are taken over the Internet or through correspondence from other high schools across the nation. Virtual High School courses are courses that require strong independent, self-motivated students. See your counselor for enrollment procedures.

**Quality Points for Levels of Courses:** In calculating a student's grade point average, advanced courses are awarded additional quality points because of the emphasis on rigor and demand for higher order thinking skills. Courses designated as honors are awarded one additional quality point; Advanced Placement (AP) courses are awarded two additional quality points. The weighted credit is approved by the North Carolina State Board of Education (*policy # HSP-L-004*). Please see the "Quality Points for Levels of Courses" table on page 13.

## HOW TO USE THIS GUIDE

The *Pitt County Schools Registration Guide* contains information needed to register for the 2012-2013 school year. Please read through it carefully. Discuss your course selections with your parents or legal guardian, teachers, and school counselor. Focus on your graduation requirements, course requirements, career goals and interests. More information and explanations of procedures and programs at each high school will be shared with students as they register for classes. This registration guide provides descriptions of every course offered at Pitt County's high schools.

- ✓ Please use the glossary to understand terms about which you have questions.
  - ✓ Please use the table of contents to locate courses and special programs in which you are interested.
  - ✓ In addition, pay attention to necessary prerequisites, recommendations, and/or special notes before you register for any course.
  - ✓ Register for a full schedule of eight courses/classes plus alternates. Course offerings begin on page 64.
- 
1. Students who entered 9th grade for the first time during the 2009-2010, 2010-2011, or 2011-2012 school year, will be required to complete the Pitt County Schools Future Ready Course of Study. See page 19. Students who entered 9th grade for the first time during the 2012-2013, will be required to complete the new Pitt County Schools Future Ready Course of Study. See page 20 for details.
    - Choose courses that provide background for your plans after high school (educational and career concentration areas).
  2. Complete the Career Development Plan for Future Ready Core (page 42) to determine which courses you need to take during your high school career.
  3. Review the course descriptions section of this guide to select the courses you need to take next year and complete the Registration Form provided by your school. In addition, pay attention to prerequisites before you register for any course. Register for a full schedule of eight courses/classes plus alternatives. Course offerings begin on page 64.

## QUICK REFERENCE TIPS

### ATTENDANCE

**WARNING!!** Absences, tardies, and early dismissals are taken very seriously in high school. You are not permitted to miss more than seven (7) class periods per course. Make sure that you are only missing days that are absolutely necessary. Legitimate (excused) absences are allowed for the following reasons: illness or injury; quarantine; death in the immediate family; documented medical or dental appointments; court or administrative hearings; religious services; and prior-approved educational opportunities. Only the circumstances listed constitute absences that can be coded "excused." **Although these absences are regarded as excused absences, all absences from school (with the exception of school-related field trips) count as absences toward the total absences for the semester.**

### EXAMS

Examinations provide students with an opportunity for worthwhile learning experiences which prepare them to become life-long learners. Students in high school level courses shall be required to take examinations each semester in each subject in which they are enrolled. Final examinations will count a minimum of 25 percent of the course grade.

### MAKEUP POLICY

At the discretion of the principal, a student who is passing a course and has been absent between 8 and no more than 15 periods may be provided an opportunity to make up time missed. Each high school shall provide sufficient makeup opportunities to allow the make-up of three days (twelve class periods) per semester. Students will be required to makeup 2 hours for each 90 minute class period that exceeds 7 absences.

### SCHEDULE

The first class at a Pitt County high school begins promptly at 8:25 AM. The school day is divided into four class periods. There are 5 minutes between the changing of classes allowing you to quickly get to your next class. Lunch will be held during 3rd period. Your lunchtime will be determined by the teacher that you have during that time. The school day ends at 3:34 PM. However, you may want to stay and participate in the many activities that are happening after school. Club meetings and sport practices generally are held after school.





# THE NORTH CAROLINA TESTING PROGRAM OVERVIEW

**This section provides a general description of the North Carolina Testing Program of Grades 9-12.**

## END-OF-COURSE TESTS

The North Carolina End-of-Course (EOC) Tests are used to sample a student's knowledge of subject-related concepts as specified in the North Carolina Standard Course of Study and to provide a global estimate of the student's mastery of the material in a particular content area. Currently, students enrolled in the following courses are required to take the North Carolina EOC tests:

- Math I
- Biology
- English II

The EOC test is administered as the final exam and counts 25 percent of the student's final grade in the course. Students must take the EOC in order to receive credit for the course.

For students with disabilities or students identified as limited English proficient, the EOC tests can be completed during the standard administration with accommodations or with the appropriate alternate assessment. All EOC tests must be administered during the last week of the instructional period.

## HIGH SCHOOL EXIT STANDARDS

Students entering 9<sup>th</sup> grade for the first time, 2009-2010 through 2011-2012:

- Earn 28 units of credit that must include:
  - 4 units of English (I, II, III, and IV)
  - 4 units of Math (Algebra I, Geometry, Algebra II, and a 4th math course to be aligned with the student's post high school plans)
  - 3 units of Science (Biology, Physical Science and Earth/Environmental Science)
  - 3 units of Social Studies (World History, Civics and Economics and US History)
  - 1 unit Health and Physical education
  - 1 unit of Arts education

4 units of selected Concentration credit  
8 units of Elective Credits (Excludes Concentration)

Students entering 9<sup>th</sup> grade for the first time, 2012-2013 and following:

- Earn 28 units of credit that must include:
  - 4 units of English (I, II, III, and IV)
  - 4 units of Math (Math I, Math II, Math III and a 4th math course to be aligned with the student's post high school plans)
  - 3 units of Science (Biology, Physical Science and Earth/Environmental Science)
  - 4 units of Social Studies (World History, Civics and Economics and 2 US History)
  - 1 unit Health and Physical education
  - 1 unit of Arts education
  - 4 units of selected Concentration credit
  - 7 units of Elective Credits (Excludes Concentration)

Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in State Board of Education Policy HSP-N-004 (16 NCAC 6D.0503).

## CAREER AND TECHNICAL POST-ASSESSMENT

The Career and Technical Education Program of Studies mandates testing in all Career and Technical Education classes. Students are required to take a Post-Assessment which is administered as a final exam and counts 25 percent of the student's final grade.

## ADVANCED PLACEMENT

Pitt County's high schools offer a number of Advanced Placement (AP) courses. These courses are designed for students who are ready for the rigors of college level work and are willing to dedicate significant time outside of class to be academically successful at a high level. AP classes may require summer reading, after school or weekend labs and additional review sessions. Students are encouraged to begin AP courses as soon in their high school career as appropriate.

To be granted college credit, students must sign up and take the College Board's AP test for each AP course taken. College credit may be earned by attaining the required scores on the national AP exams. Students should consult with their chosen college to determine the test score required to receive credit at that institution. Standards vary across the state and the nation.

### **PSAT**

The PSAT, Preliminary Scholastic Aptitude Test, a preliminary test for the SAT, offers students valuable testing experience and specific feedback on test results. In order to qualify for National Merit Scholarship or National Achievement, the student must take the test during the junior year. Students are encouraged to take the PSAT in the ninth or tenth grades, study their results carefully and retake the test in the junior year.

### **ACT**

<http://www.actstudent.org/regist/dates.html>

The ACT, American College Test, is an entrance exam accepted by most colleges instead of the SAT Reasoning Test. It includes four curriculum-based multiple-choice tests in English, math, reading, science and an 30 minute writing test. This test will be administered to all 11<sup>th</sup> grade students.

### **SAT REASONING TEST**

<http://www.collegeboard.com/student/testing/sat/calenefees.html>

The SAT, Scholastic Aptitude Test, is an entrance exam accepted by most colleges. It measures critical reading, mathematics and writing. The critical reading section consists of short reading passages. The math section includes items from Algebra II, in addition to Algebra I and Geometry questions. The writing section includes a student-written essay and multiple-choice questions that assess mastery of standard written English.

### **SAT SUBJECT TESTS**

<http://www.collegeboard.com/student/testing/sat/calenefees.html>

The Subject Tests measure students' knowledge and skills in a particular subject and their ability to apply the knowledge. No student may take more than three tests on any testing date. Most Subject Tests are one-hour multiple-choice tests.

### **TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)**

The TOEFL evaluates the English proficiency of those whose native language is not English. It measures a student's ability to perform academic tasks in a college or university environment. On the test, students listen to a lecture, read from a college text, and write responses, much like they do in college classrooms.

# REGISTRATION REQUIREMENTS & RECOMMENDATIONS

Pitt County Schools promotes student informed choices when selecting courses for high school. The best course selections are made when the student and parent have complete accurate information from which to make choice and decisions. The 2012-2013 registration guide provides students and their family with information about high school, graduation requirements, course descriptions, and much more.

Pitt County Schools utilizes the concentrated block curriculum schedule. **Students take four 90 minute period courses during two semesters (Fall & Spring).** Students have the opportunity to earn eight units of credit during one academic year (two semesters). More credits may be earned through the utilization of extended opportunities such as Career and College Promise.

For students who have transferred to the Pitt County school district during high school, or for other reasons have completed course work outside of the school district, the principal will determine what course work will be applied as credit for graduation (Refer to page 13).

Students who want to attend one of the sixteen schools in the University of North Carolina System need to ensure they complete minimum course requirements set by the UNC system. Completion of required courses, grades, class work, SAT/ACT scores, extracurricular activities and recommendations may have an impact on post-secondary plans. (Refer to page 51).

**The recommendations below are for registration of the 2012-13 school year only.** Review all graduation and promotion requirements as outlined for your Course of Study. (Refer to page 20). **Discuss all of your options and requirements with your family, teachers and school counselor.** You must select a full course load of eight classes, four courses each semester.

## Rising 9th Graders

- English I
- Math I
- Science-Earth/Environmental or Biology if completed Algebra I in the 8<sup>th</sup> grade
- World History
- Health/PE-Recommended
- Arts Education Course-Recommended (Music, Theatre, Dance, or Visual Arts)

## Rising 10th Graders

- English II (English I is the prerequisite)
- Math-(Next Math course in your sequence)
- Science-(Biology is the next course in this sequence if you have met the prerequisite of Earth/Environmental)
- Civics and Economics (World History is the prerequisite)
- Concentration Course Recommended (Keep in mind that you must complete 4 courses in a concentration).

- Second Language-Recommended if you plan to attend one of the sixteen universities within NC.

## Rising 11th Graders

- English III (English II is the prerequisite)
- Math (Next Math course in your sequence)
- Science- (A physical science is the next course in this sequence if you have met the prerequisites of Earth/Environmental and Biology. Earth/Environmental Science is the next course in this sequence if you have not met the prerequisite)
- US History (Civics and Economics is the prerequisite)
- Concentration Course Recommended
- Second Language Recommended

## Rising 12th Graders

- English IV (English III is the prerequisite)
- Concentration Course is recommended
- Second Language is recommended

## COURSE LOADS

Students must register for a minimum of four 90 minute period courses during two semesters (Fall & Spring). Students have the opportunity to earn eight units of credit during one academic year (two semesters). Seniors who have received twenty-six credits may take only two credits in their **final** semester to receive twenty-eight credits to graduate.

## PREREQUISITES

Some courses must be passed in a logical sequence; therefore, you must adhere to the designated prerequisites. Give attention to the listed prerequisites and suggested grade levels of all courses. You cannot enroll in the second level of any course until you have passed the first level of the course. Courses that do not require a prerequisite will list "None" under the prerequisite requirement.

## ALTERNATE CHOICES

Students must list alternative courses on their registration forms in case some courses are unavailable.

## SCHEDULE CHANGES

Once the registration process is completed and shared with the parent/guardian and student, the class schedule shall prevail. Because scheduling is a complicated process, it is frequently impossible to provide each student every choice made. Changes can be requested by completing an application from the Student Services Office at your high school. On that application the student should indicate the course that he/she wishes to add, the course he/she wishes to drop, and the reason for dropping the course.

At the end of the first five days of school, no schedule changes will be allowed except in extreme circumstances. Should a schedule change be denied, due process may be provided through an appeal to the principal.

## COURSE LEVELS

You will have the opportunity to enroll in several different levels of academic courses. Enrolling in the proper course should make it possible for you to work at your individual level of ability. The following are approved course levels for Pitt County Schools:

**Standard-** 4 Quality Points for an A: Courses at this level are designed to prepare students for post-secondary education or to enter the world of work.

**Honors** - 5 Quality Points for an A: Courses at this level allow students to explore topics in more depth than in a standard course. The emphasis in an Honors course is on discovery, inquire learning, the utilization of research skills, and higher level thinking skills, as related to the specific course content.

**Advanced Placement** - 6 Quality Points for an A: Courses at this level are designed for accelerated students attempting to receive college credit via an advanced placement (AP) exam. Students should be self-motivated critical thinkers. Teachers of AP courses adhere to the curriculum standards recommended by College Board and prepare students to take the approved College Board AP Exam in May. Students may choose to take the Advanced Placement Examination and pay any exam fees not provided by Pitt County Schools. Participating colleges may grant credit and appropriate college-level placement to students who satisfy the college or university's requirements.

Registration for AP courses determines which courses are available in each high school on a yearly basis.

In addition to the AP courses listed in this registration guide, College Board offers other Advanced Placement Exams. If you are interested in taking one of these exams, see your school counselor.

## QUALITY POINTS FOR COURSE LEVELS

<i>GRADE</i>	<i>AP Courses</i>	<i>Honor Courses</i>	<i>Standard Courses</i>
<i>A</i> 93-100	6 Quality Points	5 Quality Points	4 Quality Points
<i>B</i> 85-92	5 Quality Points	4 Quality Points	3 Quality Points
<i>C</i> 77-84	4 Quality Points	3 Quality Points	2 Quality Points
<i>D</i> 70-84	3 Quality Points	2 Quality Points	1 Quality Points
<i>F</i> Failures	0 Quality Points	0 Quality Points	0 Quality Points

## TRANSFER STUDENTS

Students must pass 87.5% of the total possible Carnegie units to be eligible for graduation. The following examples illustrate three possible scenarios in which the number of credits required to graduate may vary from student to student based on the number of years spent in a particular scheduling model.

### Example # 1:

<u>Years</u>	<u>Schedule</u>	Available Units Per Year	<u>Credits</u>
2 years	Block Schedule	8	16 units
2 years	Traditional Schedule	6	<u>12 units</u>
			28 units

**.875 x 28 units = 24.5, a minimum of 25 units are required for graduation in example # 1.**

### Example # 2:

<u>Years</u>	<u>Schedule</u>	Available Units Per Year	<u>Credits</u>
1 year	Block Schedule	8	8 units
2 years	Traditional Schedule	6	12 units
1 year	Seven period day	7	<u>7 units</u>
			27 units

**.875 x 27 units = 23.625, a minimum of 24 units are required for graduation in example #2.**

### Example # 3:

<u>Years</u>	<u>Schedule</u>	Available Units Per Year	<u>Credits</u>
4 years	Block Schedule	8	32 units

**.875 X 32 units = 28, a minimum of 28 units are required for graduation in example #3.**

# COLLEGE CREDIT AND ONLINE COURSE OPPORTUNITIES

## NC VIRTUAL PUBLIC SCHOOL (NCVPS)

The purpose of the North Carolina Virtual Public School is to provide courses at no cost for students who are unable to schedule courses at their local schools. “Virtual learning” means registered students can take classes using their own computers, over the Internet. All students must have an operational computer available to them through their home, school, library, or other means in order to participate in this program. Course content, assignments and demonstrations are provided on an anytime, anywhere basis. Teachers and students may talk to one another over the phone or over their computers. When students complete assignments, they can send their papers or tests to their teachers electronically. Grading and individual remarks are sent from the teacher to the student in the same way.

To take an NCVPS course, students must complete the required application process with their high school counselor and be approved by their principal each semester prior to registering with NCVPS. If a student withdraws from the NCVPS course after the five day drop/add period is over, the student will receive a final grade of “0” on his/her high school transcript for this course. Online courses may not be substituted for regularly scheduled courses. See the Virtual Public School contact counselor at your school and visit [www.ncvps.org](http://www.ncvps.org) for more information.

## CAREER AND COLLEGE PROMISE

### Career and College Promise Operating Procedures

Session Law 2011-145, the Appropriations Act of 2011, authorizes the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012.

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

1. A Core 44 College Transfer Pathway leading to a minimum of 30 hours of college transfer credit;
2. A Career and Technical Education Pathway leading to a certificate, diploma or degree;

### Core 44 College Transfer Pathway

1. The Career and College Promise Core 44 College Transfer Pathway requires the completion of at least thirty semester hours of transfer courses, including English and mathematics.
2. To be eligible for enrollment, a high school student must meet the following criteria:
  - a. Be a high school junior or senior;
  - b. Have a weighted GPA of 3.0 on high school courses; and
  - c. Demonstrate college readiness on an assessment or placement test (See Attachment 1). A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a Core 44 College Transfer Pathway

3. To maintain eligibility for continued enrollment, a student must
  - a. Continue to make progress toward high school graduation, and
  - b. Maintain a 2.0 GPA in college coursework after completing two courses.
4. A student must enroll in one Core 44 College Transfer Pathway program of study and may not substitute courses in one program for courses in another.
5. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.
6. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student who completes a Core 44 College Transfer Pathway while still enrolled in high school may continue to earn college transfer credits leading to the completion of the 44-hour general education transfer core.
7. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student may enroll in both a Core 44 College Transfer Pathway program of study and a Career Technical Education program of study.
8. Currently enrolled high school students (Fall Semester 2011) who have successfully completed a college transfer STEM course with a grade of "C" or better may be admitted into a Career and College Promise College Core 44 Transfer Pathway in Spring Semester 2012 without meeting the entry GPA or testing requirements (i.e. PLAN). Students will be required to meet course prerequisite requirements.

### **Career Technical Education Pathway**

1. The Career and College Promise Career Technical Education Pathway leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment, a high school student must meet the following criteria:
  - a. Be a high school junior or senior;
  - b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high

school principal or his/her designee; and

- c. Meet the prerequisites for the career pathway.
3. High school counselors should consider students' PLAN scores in making pathway recommendations.
4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must
  - a. Continue to make progress toward high school graduation, and
  - b. Maintain a 2.0 in college coursework after completing two courses.
6. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.
7. Currently enrolled high school students (Fall Semester 2011) who have successfully completed a community college technical education course with a grade of "C" or better may be admitted into a Career and College Promise Career Technical Education Certificate Pathway in Spring Semester 2012 without meeting the entry GPA or testing requirements (i.e. PLAN). Students will be required to meet course prerequisite requirements.

### **Student Application Procedures**

1. The high school will document eligibility criteria (high school GPA and PLAN or other assessment scores) on the student's transcript. A Home school or non-public high school student must submit a transcript and official test scores from an approved assessment test.
2. Students must complete a college application to be admitted into a Career and College Promise pathway.

## **College Program of Study Approval**

### **Procedures**

1. A college must submit a program of study for each Career and College Promise program it plans to offer, using templates and program codes provided by the North Carolina Community College System Office.
2. Programs of study may not include elective options for students.
3. Programs of study must be approved before students can be enrolled.
4. By submitting and requesting approval for a Career and College Promise program of study, a college is verifying its capacity to teach all courses in the program of study.

### **Program Accountability Plan**

1. Colleges will assign student codes provided by the North Carolina Community College System Office.
2. The North Carolina Community College System Office and the Department of Public Instruction will report annually to the two governing boards on the following outcomes:
  - a. The impact of dual enrollment on high school completion. The
  - b. academic achievement and performance of dually enrolled high school students.
  - c. The number of students who successfully complete college pathways or certificates while dually enrolled.
  - d. The persistence, completion rates, and academic achievement of students who continue into college programs after high school graduation.

## **Pitt County Schools Additional Requirements**

Students must take two high school courses during the semester to be eligible to participate in the Career and College Promise program. Students who wish to withdraw from a Career and College Promise course for high school credit should do so within the first five days of Pitt County Schools' semester. The student must withdraw during the "drop/add" period to assure that the community college course can be replaced with a high school course, thus fulfilling the minimum course enrollment for the student. If the student withdraws from a Career and College Promise course for which he/she indicated a desire for high school credit after the first five days of the high school semester, the student will receive a final grade of "0" on his/her high school transcript for the course(s). After the first five days of the semester, the high school will not be able to place the student in a Pitt County Schools' class for credit to replace the Career and College Promise course.



# NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM

Students who complete the State Board of Education requirements for a well-balanced, challenging high school program will be named North Carolina Scholars and receive special recognition. The requirements for this program are listed below.

## Students entering 9<sup>th</sup> grade must:

- Complete all requirements of the North Carolina Academic Scholars Program.
- Have an overall four-year unweighted grade point average of 3.5.
- Complete all requirements for a North Carolina high school diploma.

The students who qualify for this special recognition:

- will be designated by the State Board of Education as North Carolina Academic Scholars and will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)

Students entering 9 <sup>th</sup> grade 2009-2010, 2010-2011, and 2011-2012		Students entering 9 <sup>th</sup> grade 2012-2013	
Credits	Future-Ready Core Course of Study	Credits	Future-Ready Core Course of Study
4	English I, II, III, IV	4	English I, II, III, IV
4	Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)	4	Mathematics (should include Math I, Math II, Math III, and a higher level math course ).
3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
3	Social Studies (World History, Civics/Economics, and U.S. History)	4	Social Studies (World History, Civics/Economics, and U.S. History A & B)
1	Health and Physical Education	1	Health and Physical Education
6	Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education Cluster (CTE), JROTC, Arts Education, Second Languages, any other subject area	6	Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education Cluster (CTE), JROTC, Arts Education, Second Languages, any other subject area
1	Elective Credit		
1	Arts Education	1	Arts Education
5	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB - Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses	5	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB - Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses
28		28	

# GRADUATION & GRADE LEVEL PROMOTION

## Grades 9 – 12

To earn credit in a course the student must:

- Have a passing final average
- Have no more than seven absences in a course (per semester)

First-time 9th Graders in 2006-2007 and thereafter:

### **Promotion to Grade 10**

- Earn 6 units of credit

### **Promotion to Grade 11**

- Earn 13 units of credit – must include English I

### **Promotion to Grade 12**

- Earn 20 units of credit – must include English II

### **Graduation**

- Must earn 87.5% of credits attempted

## EARLY GRADUATION

For graduation prior to the end of the school year a student must:

1. Meet the course and testing graduation requirements that were effective the year he/she entered ninth grade for the first time;
2. Have support for early graduation from parents/guardians.

Procedures for Early Graduation:

1. The parents/guardians of a student should request early graduation for the student by filing a written request with the school principal by the last day of June prior to the beginning of the fourth year of enrollment.
2. The principal, with a committee of the local school staff, will consider the request and approve or deny early graduation on an individual case-by-case basis, subject to the criteria stated above.

Assignment to homerooms and registration at various grade levels depend on the number of courses passed. In some cases, the inability to schedule required courses during the first semester may prevent early graduation.

Students who graduate early will be allowed to participate in senior activities (prom, senior breakfast, awards ceremony, graduation practice, etc.) during second semester, unless individual circumstances warrant a denial by the school principal. The student shall be responsible for securing information relative to senior activities and for related costs. The school will not send individual mailings.

In cases where the student completes all requirements for graduation at some time other than the end of second semester, the principal shall issue the student a signed statement indicating that all graduation requirements have been met and that an official diploma will be presented at the next regularly scheduled graduation exercise.

**PITT COUNTY SCHOOLS FUTURE READY CORE GRADUATION REQUIREMENTS**  
*(for students entering 9<sup>th</sup> grade in 2009-2010, 2010-2011, & 2011-2012)*

Content Area	FUTURE READY CORE Course of Study Requirements	OCCUPATIONAL Course of Study Requirements
English	<b>4 Credits</b> English I, II, III, IV	<b>4 Credits</b> Occupational English I, II, III, IV
Mathematics	<b>4 Credits *</b> Algebra I, Geometry, Algebra II, and a 4 <sup>th</sup> Math Course to be aligned with the student's post high school plans **See Future Ready Core of Study Mathematics Graduation Requirements Chart**	<b>3 Credits</b> Occupational Mathematics I, II, III
Science	<b>3 Credits</b> Biology, an earth/environmental science course, a physical science course	<b>2 Credits</b> Life Skills Science I, II
Social Studies	<b>3 Credits</b> World History, Civics and Economics, US History	<b>2 Credits</b> Social Studies I (Government/US History) Social Studies II (Self-Advocacy/Problem Solving)
Health & Physical Education	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education
Arts Education	<b>1 Credit-Can count toward concentration</b>	<b>1 Credit</b>
Concentration	<b>4 Credits in Career Cluster</b> Minimum of 3 foundation and 1 enhancement courses  <b>OR</b> <b>4 Credits in JROTC</b> <b>OR</b> <b>4 Credits in any Arts Discipline</b> Must include a level 2 course  <b>OR</b> <b>4 Credits in any Second Language</b> Must include a level 2 course  <b>OR</b> <b>4 Credits in Advanced Placement (AP)</b> Excludes AP courses that meet other graduation requirements; <b>OR</b> <b>4 Credits in College Courses</b> Includes , Huskins, Career and College Promise, or University Dual Enrollment <b>OR</b> <b>4 Credits within one of the following areas: English, Math, Science, or Social Studies</b> Excludes courses that meet other graduation requirements	<b>4 Credits in Career and Technical</b>
Electives and other requirements	<b>8 Elective Credits (Excludes Concentration)</b> <i>2 electives come from one of the following: CTE, Arts, or World Languages (For example: You cannot pick 1 CTE and 1 Art. It has to be either 2 CTE, or 2 ART, or 2 World Language.)</i>  <b>To meet minimum admissions requirement for the UNC-system two credits must be in the same Second Language.</b>	<b>6 Credits:</b> Occupational Preparation I, II, III, IV Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.
		<b>5 Elective Credits</b>  Completion of IEP objectives/Career Portfolio Assessments
Total	<b>28 Credits</b> or 87.5% of total possible credits	<b>28 Credits</b> or 87.5% of total possible credits

NOTE: Students in grades 6-8 who pass English I, math, science or second language courses that are described in the NC Standard Course of Study for grades 9-12 and who achieve level 3 or 4 on an End-of-Course test, if available, will receive a unit of high school credit and meet that high school graduation requirement.

**PITT COUNTY SCHOOLS FUTURE READY CORE GRADUATION REQUIREMENTS**  
(for students entering 9<sup>th</sup> grade in 2012-2013)

Content Area	<b>FUTURE READY CORE</b> Course of Study Requirements	<b>OCCUPATIONAL</b> Course of Study Requirements
<b>English</b>	<b>4 Credits</b> English I, II, III, IV	<b>4 Credits</b> Occupational English I, II, III, IV
<b>Mathematics</b>	<b>4 Credits *</b> Math I, Math II, Math III, and a 4 <sup>th</sup> Math Course to be aligned with the student's post high school plans <b>**See Future Ready Core of Study Mathematics Graduation Requirements Chart**</b>	<b>3 Credits</b> Occupational Mathematics I, II, III
<b>Science</b>	<b>3 Credits</b> Biology, an earth/environmental science course, a physical science course	<b>2 Credits</b> Life Skills Science I, II
<b>Social Studies</b>	<b>4 Credits</b> World History, Civics and Economics, US History A & B	<b>2 Credits</b> Social Studies I (Government/US History) Social Studies II (Self-Advocacy/Problem Solving)
<b>Health &amp; Physical Education</b>	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education
<b>Arts Education</b>	<b>1 Credit-Can count toward concentration</b>	<b>1 Credit</b>
<b>Concentration</b>	<b>4 Credits in Career Cluster</b> <b>Minimum of 3 foundation and 1 enhancement courses</b>  <b>OR</b> <b>4 Credits in JROTC</b> <b>OR</b> <b>4 Credits in any Arts Discipline</b> <b>Must include a level 2 course</b>  <b>OR</b> <b>4 Credits in any Second Language</b> <b>Must include a level 2 course</b>  <b>OR</b> <b>4 Credits in Advanced Placement (AP)</b> Excludes AP courses that meet other graduation requirements; <b>OR</b> <b>4 Credits in College Courses</b> Includes , Huskins, Career and College Promise, or University Dual Enrollment <b>OR</b> <b>4 Credits within one of the following areas: English, Math, Science, or Social Studies</b> Excludes courses that meet other graduation requirements	<b>4 Credits in Career and Technical</b>
<b>Electives and other requirements</b>	<b>7 Elective Credits (Excludes Concentration)</b> <b>2 electives come from one of the following: CTE, Arts, or World Languages (For example: You cannot pick 1 CTE and 1 Art. It has to be either 2 CTE, or 2 ART, or 2 World Language.)</b>  <b>To meet minimum admissions requirement for the UNC-system two credits must be in the same Second Language.</b>	<b>6 Credits:</b> Occupational Preparation I, II, III, IV Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.
		<b>5 Elective Credits</b>  Completion of IEP objectives/Career Portfolio Assessments
<b>Total</b>	<b>28 Credits</b> or 87.5% of total possible credits	<b>28 Credits</b> or 87.5% of total possible credits

NOTE: Students in grades 6-8 who pass English I, math, science or second language courses that are described in the NC Standard Course of Study for grades 9-12 and who achieve level 3 or 4 on an End-of-Course test, if available, will receive a unit of high school credit and meet that high school graduation requirement. Students who completed Algebra I in the 8<sup>th</sup> grade will take the following math sequence in high school: Algebra II, Geometry, and an advanced math course to align with the students' post high school plan.

# FUTURE-READY CORE COURSE OF STUDY MATHEMATICS GRADUATION REQUIREMENTS

(for students entering 9<sup>th</sup> grade in 2009-2010, 2010-2011, & 2011-2012)

**4 years of Mathematics—suitable for  
UNC General Administration admissions**

Future Ready Core Mathematics Courses
Algebra I (2023) Geometry (2030) Algebra II (2024)
<i>Plus a fourth math course to be aligned with the student's after-high-school plans</i>
<i>Courses that are accepted by the UNC General Administration for admission to UNC institutions</i>
<i>Courses from the NC Standard Course of Study for Mathematics</i>
Advanced Functions and Modeling (2025) Discrete Mathematics (2050) Pre-Calculus (2070) AP Statistics (2066) AP Calculus (AB) (2076) AP Calculus (BC) (2077)

**4 years of Mathematics—suitable for  
entrance to some universities as well as  
Community Colleges and Technical Schools**

Future Ready Core Mathematics Courses
Algebra I (2023) Geometry (2030) Algebra II (2024)
<i>Plus a fourth math course to be aligned with the student's after-high-school plans</i>
<i>Courses that are not accepted by the UNC General Administration for admission to UNC institutions but may be suitable for meeting the "4<sup>th</sup> Math" for high school graduation</i>
<i>CTE<sup>4</sup> Courses that are acceptable substitutions for the "4<sup>th</sup> Math"</i>
Computerized Accounting II (6312) AP Computer Science (2508) Drafting II (7972) Principles of Technology I (8011) Electronics I (7631)

## 4 years of Mathematics—Substitution by Principal

**Substitution for Future Ready Core Mathematics Requirements:** In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b)<sup>1</sup>, the student will be required to pass [Algebra I and Geometry] OR [Algebra I and Algebra III].

Future Ready Core Mathematics Courses		
Algebra I (2023) Algebra II (2024)		
<i>Plus two application based mathematics courses</i>		
<i>Two application based mathematics courses or any approved mathematics electives<sup>2</sup> as determined by LEA</i>		<i>Pairs of CTE<sup>4</sup> courses that may substitute as application based mathematics courses</i>
Introductory Mathematics (2020) Foundations of Algebra (2018) Foundations of Geometry (2029) Foundations of Advanced Algebra (2019)	<b>OR</b>	<ul style="list-style-type: none"> <li>• Computerized Accounting I (6311) and II (6312)</li> <li>• Drafting I (7921) and II (7972 or 7962)</li> <li>• Biotechnology and Agriscience Research I (6871) and II (6872)</li> <li>• Computer Programming I (6421) and II (6422)</li> <li>• Principles of Business and Finance (6200/6600) and Small Business Entrepreneurship (6235/6615)</li> <li>• Personal Finance (7086) and Small Business Entrepreneurship (6235/6615)</li> <li>• Apparel Development I (7035) and II (7036)</li> <li>• Housing and Interiors I (7055) and II (7056)</li> <li>• Construction Technology I (7721) and II (7722)</li> <li>• Electrical Trades I (7741) and II (7742)</li> <li>• Electronics I (7631) and II (7632)</li> </ul>

### ***Suggested Decision-Making Process for Mathematics Substitution:***

- A written request with reasons is made to substitute mathematics course credits to the recommended Future Ready Core mathematics courses
- Request is received by the school counselor
- Request may be made from a parent/guardian, school counselor, principal (or designee), or teacher
- If the request is made by school personnel, evidence of parent consent should be present

***Principal makes the final decision.***

### ***<sup>4</sup>Notes about CTE courses used to meet mathematics requirements—***

1. If the student uses CTE courses to meet mathematics requirements, then the courses also must be counted for credit in meeting the completion of a career cluster credit.
2. The teacher must hold the appropriate CTE license and will not be required to obtain a mathematics license.

# FUTURE-READY CORE COURSE OF STUDY MATHEMATICS GRADUATION REQUIREMENTS (for students entering 9<sup>th</sup> grade 2012-2013)

**4 years of Mathematics—suitable for  
UNC General Administration admissions**

Future Ready Core Mathematics Courses	
Math I Math II Math III	
<i>Plus a fourth math course to be aligned with the student's after-high-school plans</i>	
<i>Courses that are accepted by the UNC General Administration for admission to UNC institutions</i>	
<i>Courses from the NC Standard Course of Study for Mathematics</i>	
Advanced Functions and Modeling (2025) Discrete Mathematics (2050) Pre-Calculus (2070) AP Statistics (2066) AP Calculus (AB) (2076) AP Calculus (BC) (2077)	

**4 years of Mathematics—suitable for  
entrance to some universities as well as  
Community Colleges and Technical Schools**

Future Ready Core Mathematics Courses	
Math I Math II Math III	
<i>Plus a fourth math course to be aligned with the student's after-high-school plans</i>	
<i>Courses that are not accepted by the UNC General Administration for admission to UNC institutions but may be suitable for meeting the "4<sup>th</sup> Math" for high school graduation</i>	
<i>CTE<sup>4</sup> Courses that are acceptable substitutions for the "4<sup>th</sup> Math"</i>	
Computerized Accounting II (6312) AP Computer Science (2508) Drafting II (7972) Principles of Technology I (8011) Electronics I (7631)	

## 4 years of Mathematics—Substitution by Principal

**Substitution for Future Ready Core Mathematics Requirements:** In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b)<sup>1</sup>, the student will be required to pass Math I and Math II.

Future Ready Core Mathematics Courses		
Math I Math II		
<i>Plus two application based mathematics courses</i>		
<i>Two application based mathematics courses or any approved mathematics electives<sup>2</sup> as determined by LEA</i>		<i>Pairs of CTE<sup>4</sup> courses that may substitute as application based mathematics courses</i>
Introductory to Math I Foundations of Math II Foundations of Math III Foundations of Advanced Math	<b>OR</b>	<ul style="list-style-type: none"> <li>• Computerized Accounting I (6311) and II (6312)</li> <li>• Drafting I (7921) and II (7972 or 7962)</li> <li>• Biotechnology and Agriscience Research I (6871) and II (6872)</li> <li>• Computer Programming I (6421) and II (6422)</li> <li>• Principles of Business and Finance (6200/6600) and Entrepreneurship I (8716)</li> <li>• Personal Finance (7086) and Entrepreneurship I (8716)</li> <li>• Apparel Development I (7035) and II (7036)</li> <li>• Interior Design I (7151) and II (7152)</li> <li>• Carpentry I (7721) and II (7722)</li> <li>• Electrical Trades I (7741) and II (7742)</li> </ul>

### **Suggested Decision-Making Process for Mathematics Substitution:**

- A written request with reasons is made to substitute mathematics course credits to the recommended Future Ready Core mathematics courses
- Request is received by the school counselor
- Request may be made from a parent/guardian, school counselor, principal (or designee), or teacher
- If the request is made by school personnel, evidence of parent consent should be present



*Principal makes the final decision.*

### **<sup>4</sup>Notes about CTE courses used to meet mathematics requirements—**

1. If the student uses CTE courses to meet mathematics requirements, then the courses also must be counted for credit in meeting the completion of a career cluster credit.
2. The teacher must hold the appropriate CTE license and will not be required to obtain a mathematics license.

# North Carolina Career Clusters


(for students entering 9<sup>th</sup> grade in 2009-2010, 2010-2011, & 2011-2012)

 <b>Careers:</b> Agribusiness Systems, Animal Systems, Environmental Service System, Plant Systems, and Natural Resources Systems		
Concentration (Four Total Credits Required)		
CTE Program Area	Foundation Courses	Enhancement Courses
AGRICULTURAL EDUCATION	6810 Agriscience Applications 6841 Horticulture I 6842* Horticulture II 6882* Horticulture II Landscape Construction 6899* Agriculture Education Advanced Studies	6898 Agriculture Education Internship 6998 University-Agricultural Education 6999 Community College-Agricultural Education
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION		6200 /6600 Principles of Business & Personal Finance 6215 Business Law 6311 Computerized Accounting 1 6411 Computer Applications 1 6514 Digital Communications Systems 7086/8726 Personal Finance
FAMILY AND CONSUMER SCIENCES EDUCATION	7015 Teen Living 7045 Foods 1 – Fundamentals 7046* Foods 2 – Advanced 7197 Family & Consumer Sciences Education Cooperative Education 7199* Family & Consumer Sciences Education Advanced Studies	7098 University- Family & Consumer Sciences Education 7099 Community College – Family & Consumer Sciences Education 7198 Family & Consumer Sciences Education Internship
HEALTH OCCUPATIONS		7200 Biomedical Technology
MARKETING EDUCATION		6235/6615 Small Business Entrepreneurship 6621 Marketing 6626 Strategic Marketing
TRADE AND INDUSTRIAL EDUCATION		7511 Automotive Service Technology I 7921 Drafting I
 <b>Careers:</b> Design & Pre-Construction, Construction, and Maintenance & Operations		
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION		6200/6600 Principles of Business & Personal Finance 6215 Business Law 6411 Computer Applications I 7086/8726 Personal Finance
FAMILY AND CONSUMER SCIENCES EDUCATION	7015 Teen Living 7055 Housing & Interiors I 7956* Housing & Interiors II 7199 Family & Consumer Sciences Education Advanced Studies	7098 University – Family & Consumer Sciences Education 7099 Community College – Family & Consumer Sciences Education 7198 Family & Consumer Sciences Education Internship



## North Carolina Career Clusters: Continued




(for students entering 9<sup>th</sup> grade in 2009-2010, 2010-2011, & 2011-2012)

Concentration (Four Total Credits Required)		
CTE Program Area	Foundation Courses	Enhancement Courses
MARKETING EDUCATION		6235/6615 Small Business Entrepreneurship
TRADE AND INDUSTRIAL EDUCATION	7551 Welding Technology I 7621 Furniture & Cabinetmaking I 7622* Furniture & Cabinetmaking II 7711 Masonry I 7712* Masonry II 7713 Masonry III 7721 Construction Technology I 7722* Construction Technology II 7723 Construction Technology III 7741 Electrical Trades I 7742* Electrical Trades II 7921 Drafting I 7962* Drafting II --Architectural 7963 Drafting III--Architectural 7999* Trade & Industrial Education Advanced	7898 University – Trade & Industrial Education 7899 Community College – Trade & Industrial Education 7998 Trade & Industrial Education Internship
<div style="display: flex; align-items: center;">  <div> <b>Careers:</b> Audio &amp; Video Technology &amp; Film, Journalism &amp; Broadcasting, Performing Arts, Printing Technology, and Telecommunications         </div> </div>		
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION		6200/6600 Principles of Business & Personal Finance 6215 Business Law 6411 Computer Applications I 6514 Digital Communication Systems 7086/8726 Personal Finance
FAMILY AND CONSUMER SCIENCES EDUCATION	7015 Teen Living 7035 Apparel Development I 7036* Apparel Development II 7199* Family & Consumer Sciences Education Advanced Studies	7055 Housing & Interior Design I 7098 University – Family & Consumer Sciences Education 7099 Community College – Family & Consumer Sciences Education 7198 Family & Consumer Sciences Education Internship
MARKETING EDUCATION		6235/6615 Small Business Entrepreneurship 6631 Fashion Merchandising
TRADE AND INDUSTRIAL EDUCATION	7911 Printing Graphics I 7912* Printing Graphics II 7921 Drafting I 7999* Trade & Industrial Education Advanced Studies	7898 University-Trade & Industrial Education 7899 Community College-Trade & Industrial Education 7998 Trade & Industrial Education Internship





## North Carolina Career Clusters: Continued

(for students entering 9<sup>th</sup> grade in 2009-2010, 2010-2011, & 2011-2012)

Concentration (Four Total Credits Required)		
CTE Program Area	Foundation Courses	Enhancement Courses
 <b>Careers:</b> Administrative Services, Business Information Technology, General Management, and Human Resources Management		
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION	6200 /6600 Principles of Business & Personal Finance 6215* Business Law 6235/6615* Small Business Entrepreneurship 6311 Computerized Accounting I 6411 Computer Applications I 6412* Multimedia and Webpage Design 6514 Digital Communication Systems 6599* Business & Information Technology Education Advanced Studies	6341 Networking I 6415 eCommerce I 6498 University – Business & Marketing 6499 Community College – Business & Marketing 6598 Business & Information Technology Education Internship 7086/8726 Personal Finance
MARKETING EDUCATION		6626 Strategic Marketing
TRADE AND INDUSTRIAL EDUCATION		7991 Computer Engineering Technology I
 <b>Careers:</b> Accounting, Banking Services, Business Finance, Insurance, and Securities & Investments		
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION	6200/6600 Principles of Business & Personal Finance 6215 Business Law 6235/6615 Small Business Entrepreneurship 6311 Computerized Accounting I 6312* Computerized Accounting II 6599* Business & Information Technology Education Advanced Studies 7086/8726 Personal Finance	6411 Computer Applications I 6498 University – Business & Marketing 6499 Community College – Business & Marketing 6598 Business & Information Technology Education Internship
FAMILY AND CONSUMER SCIENCES EDUCATION		7015 Teen Living
 <b>Careers:</b> Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, and Biotechnology Research & Development		
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION		6200/6600 Principles of Business & Personal Finance 6215 Business Law 6311 Accounting I 6411 Computer Applications I 6514 Digital Communication Systems 7086/8726 Personal Finance



## North Carolina Career Clusters: Continued

(for students entering 9<sup>th</sup> grade in 2009-2010, 2010-2011, & 2011-2012)

Concentration (Four Total Credits Required)		
CTE Program Area	Foundation Courses	Enhancement Courses
FAMILY AND CONSUMER SCIENCES EDUCATION		7045 Foods I – Fundamentals
HEALTH OCCUPATIONS	7200 Biomedical Technology 7210 Health Team Relations 7211 Allied Health Sciences I 7212* Allied Health Sciences II 7221 Medical Sciences I 7222* Medical Sciences II 7299* Health Sciences Advanced Studies	7298 Health Careers Internship 7398 University – Health Sciences Education 7399 Community College – Health Sciences Education
MARKETING EDUCATION	7232 Pharmacy Technician	6235/6615 Small Business Entrepreneurship 6621 Marketing
 <b>Careers:</b> Lodging, Travel & Tourism, Recreation, Amusements & Attractions, and Restaurants and Food		
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION		6200/6600 Principles of Business & Personal Finance 6215 Business Law 6411 Computer Applications I 6514 Digital Communications Systems 7086/8726 Personal Finance
FAMILY AND CONSUMER SCIENCES EDUCATION	7015 Teen Living 7045 Foods I-Fundamentals 7121 Culinary Arts & Hospitality I 7122* Culinary Arts & Hospitality II 7199* Family & Consumer Sciences Education Advanced Studies	7098 University-Family Consumer Sciences Education 7099 Community College-Family & Consumer Sciences Education 7198 Family & Consumer Sciences Education Internship
MARKETING EDUCATION	6621 Marketing 6645*Travel/Tourism & Recreation Marketing 6670 Sports & Entertainment Marketing I 6671* Sports & Entertainment Marketing II	6235/6615 Small Business Entrepreneurship 6498 University-Business & Marketing 6499 Community College-Business & Marketing 6698 Marketing Education Internship
 <b>Careers:</b> Consumer Services, Counseling & Mental Health Services, Early Childhood Development and Services		
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION		6200/6600 Principles of Business & Personal Finance 6215 Business Law 6411 Computer Applications I 6514 Digital Communication Systems 7086/8726 Personal Finance

## North Carolina Career Clusters: Continued

(for students entering 9<sup>th</sup> grade in 2009-2010, 2010-2011, & 2011-2012)


	<b>Concentration (Four Total Credits Required)</b>	
<b>CTE Program Area</b>	<b>Foundation Courses</b>	<b>Enhancement Courses</b>
FAMILY AND CONSUMER SCIENCES EDUCATION	7015 Teen Living 7065 Parenting Child Development 7086 Personal Finance 7111 Early Childhood Education I 7122* Early Childhood Education II 7199* Family & Consumer Sciences Education Advanced Studies	7098 University-Family & Consumer Sciences Education 7099 Community College-Family & Consumer Sciences Education 7198 Family & Consumer Sciences Education Internship
HEALTH OCCUPATIONS		7210 Health Team Relations 7232 Pharmacy Technician
MARKETING EDUCATION		6235/6615 Small Business Entrepreneurship
TRADE AND INDUSTRIAL EDUCATION		7898 University-Trade & Industrial Education 7899 Community College-Trade & Industrial Education 7998 Trade & Industrial Education Internship
		<b>Careers:</b> Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION	2508 AP Computer Science A 6341 Networking I 6411 Computer Applications I 6415 eCommerce I 6416* eCommerce II 6421 Computer Programming I-VB NET 6514 Digital Communication Systems 6599* Business & Technology Education Advanced Studies	6200/6600 Principles of Business & Personal Finance 6412 Multimedia and Webpage Design 6498 University-Business & Marketing 6499 Community College-Business Marketing 6598 Business & Information Technology Education Internship 7086/8726 Personal Finance
MARKETING EDUCATION		6235/6615 Small Business Entrepreneurship
TRADE AND INDUSTRIAL EDUCATION	7991 Computer Engineering Technology I 7992* Computer Engineering Technology II 7999* Trade & Industrial Education Advanced Studies	7898 University-Trade & Industrial Education 7899 Community College-Trade & Industrial Education 7921 Drafting I 7998 Trade & Industrial Education Internship
		<b>Careers:</b> Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing /process engineering
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION		6411 Computer Applications I 6415 eCommerce I 6514 Digital Communication Systems

**North Carolina Career Clusters: Continued**  
(for students entering 9<sup>th</sup> grade in 2009-2010, 2010-2011, & 2011-2012)

	<b>Concentration (Four Total Credits Required)</b>	
<b>CTE Program Area</b>	<b>Foundation Courses</b>	<b>Enhancement Courses</b>
MARKETING EDUCATION		6235/6615 Small Business Entrepreneurship 6621 Marketing 6626 Strategic Marketing
TRADE AND INDUSTRIAL EDUCATION	7621 Furniture & Cabinet Making 7661 Welding Technology I 7662*Welding Technology II 7921 Drafting I 7999*Trade & Industrial Education Advanced Studies	7898 University-Trade & Industrial Education 7899 Community College-Trade & Industrial Education 7998 Trade & Industrial Education Internship
		<b>Careers:</b> Planning, managing, and performing marketing activities to reach organizational objectives.
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION		6200-6600 Principles of Business & Personal Finance 6215 Business Law 6311 Computerized Accounting I 6411 Computer Applications I 6415 eCommerce I 6514 Digital Communication Systems 7086/8726 Personal Finance
MARKETING EDUCATION	6235/6615 * Small Business Entrepreneurship 6621 Marketing 6626* Strategic Marketing 6631 Fashion Marketing 6670 Sports & Entertainment Marketing I 6671*Sports & Entertainment Marketing I 6699* Marketing Education Advanced Studies	6489 University-Business & Marketing 6499 Community College-Business & Marketing 6698 Marketing Education Internship
		<b>Careers:</b> Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION		6411 Computer Applications I 6514 Digital Communications Systems
TRADE AND INDUSTRIAL EDUCATION	7631 Electronics I 7632* Electronics II 7921 Drafting I 7972* Drafting-Engineering II 7973 Drafting Engineering III 7991 Computer Engineering Technology I 7999* Trade & Industrial Education Advanced Studies	7898 University-Trade & Industrial Education 7899 Community College-Trade & Industrial Education 7998 Trade & Industrial Education Internship

## North Carolina Career Clusters: Continued

(for students entering 9<sup>th</sup> grade in 2009-2010, 2010-2011, & 2011-2012)


	<b>Concentration (Four Total Credits Required)</b>	
<b>CTE Program Area</b>	<b>Foundation Courses</b>	<b>Enhancement Courses</b>
		<b>Careers:</b> Industrial Electricians, Flight Attendants, Flight Engineers, Transportation Manager, Truck Drivers and Warehouse Managers
BUSINESS AND INFORMATION TECHNOLOGY EDUCATION		6200/6600 Principles of Business & Personal Finance 6215 Business Law 6225 Business Management & Applications 6227/6640 International Baccalaureate Business Management 6311 Computerized Accounting I 6411 Computer Applications I 6514 Digital Communication Systems 7086/8726 Personal Finance 6235/6615 Small Business Entrepreneurship
MARKETING EDUCATION		6621 Marketing
TRADE AND INDUSTRIAL EDUCATION	7511 Automotive Service Technology I 7512* Automotive Service Technology II 7513 Automotive Service Technology III 7996 Trade & Industrial Education Department of Labor Registered Apprenticeship 7997 Trade & Industrial Education Cooperative Education 7999* Trade & Industrial Education Advanced Studies	7898 University – Trade & Industrial Education 7899 Community College – Trade & Industrial Education 7998 Trade & Industrial Education Internship (AYES)

To earn a concentration for graduation and CTE federal reporting purposes:


- The student must take at least four technical credits from among the courses listed in the Career Cluster.
- 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 chart above.
- The fourth technical credit can be either a Foundational or Enhancement course.
- Enhancement courses can be from any program area identified in the Career Cluster.

*\*Completer course*

**North Carolina Career Clusters**  
(for students entering 9<sup>th</sup> grade 2012-2013 and thereafter)


Pathways	 <b>Cluster Foundation Courses</b>			Cluster Enhancement Courses
<b>Food Products &amp; Processing Systems</b>	7015 Teen Living 8726 Personal Finance (BFIT, FACS & MEE)	7045 Foods I	7046 Foods II-Enterprise* 7075 Foods II-Technology*	6145 Career Management 6417 Microsoft Word, PowerPoint, & Publisher ^ 6419 Microsoft Excel & Access ^ 6621 Marketing ^ 7121 Culinary Arts & Hospitality I 8716 Entrepreneurship I (BFIT & MEE) ^ 8721 Principles of Business & Finance (BFIT & MEE) 8595 CTE Advanced Studies 8596 DOL Apprenticeship 8597 CTE Internship 8598 CTE Community College 8599 CTE University
<b>Natural Resources Systems</b>	6810 Agriscience Applications	6851 Environmental & Natural Resources I	6852 Environmental & Natural Resources II *	
<b>Plant Systems</b>	6810 Agriscience Applications	6841 Horticulture I	6842 Horticulture II * 6882 Horticulture II – Landscaping * 6843 Horticulture II – Turfgrass Management*	

**North Carolina Career Clusters**  
(for students entering 9<sup>th</sup> grade and thereafter)

Pathway	<div> Cluster Foundation Courses</div>				Cluster Enhancement Courses
Construction	****Core & Sustainable Construction	7721 Carpentry I ^	7722 Carpentry II * ^	7723 Carpentry III ^	6145 Career Management
		7741 Electrical Trades I ^	7742 Electrical Trades II * ^	7743 Electrical Trades III ^	6414 Multimedia & Webpage Design
		7711 Masonry I ^	7712 Masonry II * ^	7713 Masonry III ^	6417 Microsoft Word, PowerPoint, & Publisher ^
		7921 Drafting I	7962 Drafting II-Architectural*	7963 Drafting III-Architectural	6419 Microsoft Excel & Access ^
					6621 Marketing ^
Design/Pre-construction	7015 Teen Living				6631 Fashion Merchandising
	8726 Personal Finance (BFIT, FACS & MEE)	7151 Interior Design I	7152 Interior Design II*	7153 Interior Applications	6831 Agricultural Mechanics I 7035 Apparel I 8716 Entrepreneurship I ^ (BFIT & MEE) 8595 CTE Advanced Studies 8596 DOL Apprenticeship 8597 CTE Internship 8598 CTE Community College 8599 CTE University




**North Carolina Career Clusters**  
(for students entering 9<sup>th</sup> grade and thereafter)


Pathways	<div style="text-align: center;">  <p><b>Cluster Foundation Courses</b></p> </div>				Cluster Enhancement Courses
Printing Technology	7915 Introduction to Graphic Communications ^	7916 Digital File Preparation * ^ 7917 Offset Press Operations * ^	7918 Print Advertising & Design ^ 7919 Binding & Finishing ^		6145 Career Management 6419 Microsoft Excel & Access ^ 7055 Interior Design I 8721 Principles of Business & Finance (BFIT & MEE)
Visual Arts	7015 Teen Living 6621 Marketing ^ 6631 Fashion Marketing (FACS & MEE)	7035 Apparel I (FACS & MEE)	7036 Apparel II – Enterprise* (FACS & MEE)	8716 Entrepreneurship I ^ (BFIT & MEE)	8726 Personal Finance (BFIT, FACS & MEE) 8595 CTE Advanced Studies 8596 DOL Apprenticeship 8597 CTE Internship 8598 CTE Community College 8599 CTE University




**North Carolina Career Clusters**  
**(for students entering 9<sup>th</sup> grade 2012-2013 and thereafter)**

Pathways	<div style="text-align: center;">  <p><b>Cluster Foundation Courses</b></p> </div>				Cluster Enhancement Courses
<b>General Management</b>	8721 Principles of Business & Finance (BFIT & MEE)  6417 Microsoft Word, PowerPoint, & Publisher ^	6311 Accounting I	<div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px;">             8710 Business Management * ^              6215 Business Law *           </div> 8716 Entrepreneurship I ^ (BFIT & MEE)	8717 Entrepreneurship II ^ (BFIT & MEE)	6414 Multimedia & WebPage Design  6145 Career Management  6419 Microsoft Excel & Access ^  6621 Marketing ^  6626 Strategic Marketing  6911 Agribusiness Management Trends & Issues I  8726 Personal Finance (BFIT, FACS & MEE)  8595 CTE Advanced Studies  8596 DOL Apprenticeship  8597 CTE Internship  8598 CTE Community College  8599 CTE University


**North Carolina Career Clusters**  
**(for students entering 9<sup>th</sup> grade 2012-2013 and thereafter)**

Pathways	<div style="text-align: center;">  <p><b>Cluster Foundation Courses</b></p> </div>				Cluster Enhancement Courses
<b>Business Finance</b>	8721 Principles of Business & Finance (BFIT & MEE)				6145 Career Management 6417 Microsoft Word, PowerPoint, & Publisher ^ 6621 Marketing ^ 6626 Strategic Marketing 8510 Project Management I 8595 CTE Advanced Studies 8596 DOL Apprenticeship 8597 CTE Internship 8598 CTE Community College 8599 CTE University
	8726 Personal Finance (BFIT, FACS & MEE)	6311 Accounting I	6312 Accounting II *	8716 Entrepreneurship I (BFIT & MEE)  6215 Business Law	
	6419 Microsoft Excel & Access ^				


**North Carolina Career Clusters**  
**(for students entering 9<sup>th</sup> grade and thereafter)**

Pathways	 <b>Cluster Foundation Courses</b>				Cluster Enhancement Courses
<b>Therapeutic Services</b>  <b>Diagnostic Services</b>  <b>Health Informatics</b>  <b>Support Services</b>	7200 Biomedical Technology			7243 Nursing Fundamentals (2 credits)	6145 Career Management 6417 Microsoft Word, PowerPoint, & Publisher ^ 6419 Microsoft Excel & Access ^ 6621 Marketing ^ 6871 Biotechnology & Agriscience Research I 7045 Foods I 7065 Parenting & Child Development
		7240 Health Science I	7242 Health Science II*		8716 Entrepreneurship I ^ (BFIT & MEE)
				7232 Pharmacy Technician ^	8721 Principles of Business & Finance (BFIT & MEE)
	7210 Health Team Relations				8726 Personal Finance (BFIT, FACS & MEE)
					8595 CTE Advanced Studies 8596 DOL Apprenticeship 8597 CTE Internship 8598 CTE Community College 8599 CTE University


**North Carolina Career Clusters**  
(for students entering 9<sup>th</sup> grade and thereafter)

Pathways	 <b>Cluster Foundation Courses</b>				Cluster Enhancement Courses
<b>Restaurants &amp; Food/Beverage Service</b>	7045 Foods I	7120 Introduction to Culinary Arts & Hospitality	7121 Culinary Arts & Hospitality I (1 credit)	7122 Culinary Arts & Hospitality II * (2 credits)	6145 Career Management
<b>Travel &amp; Tourism</b>		6671 Sports & Entertainment Marketing II*			6417 Microsoft Word, PowerPoint, & Publisher ^
	6670 Sports & Entertainment Marketing I	6645 Hospitality and Tourism *	8716 Entrepreneurship I ^ (BFIT & MEE)	8717 Entrepreneurship II ^ (BFIT & MEE)	6414 Multimedia & WebPage Design  6419 Microsoft Excel & Access ^  6911 Agribusiness Management, Trends & Issues  8721 Principles of Business & Finance (BFIT & MEE)  8726 Personal Finance (BFIT, FACS & MEE)  8595 CTE Advanced Studies  8596 DOL Apprenticeship  8597 CTE Internship  8598 CTE Community College  8599 CTE University
	6621 Marketing	6645 Hospitality and Tourism *			


**North Carolina Career Clusters**  
(for students entering 9<sup>th</sup> grade and thereafter)

Pathways	<div> <b>Cluster Foundation Courses</b></div>					Cluster Enhancement Courses
Early Childhood Development & Services	7015 Teen Living	7065 Parenting & Child Development	7111 Early Childhood Education I (2 credits)	7112 Early Childhood Education II * (2 credits)	6145 Career Management	
	8726 Personal Finance (BFIT, FACS, & MEE)				6417 Microsoft Word, PowerPoint, & Publisher ^	
	8721 Principles of Business & Finance (BFIT & MEE)				6419 Microsoft Excel & Access ^	
					7045 Foods I	
					8716 Entrepreneurship I ^ (BFIT & MEE)	
					8595 CTE Advanced Studies	
					8596 DOL Apprenticeship	
					8597 CTE Internship	
					8598 CTE Community College	
					8599 CTE University	


**North Carolina Career Clusters**  
(for students entering 9<sup>th</sup> grade and thereafter)

Pathways	<div> Cluster Foundation Courses</div>				Cluster Enhancement Courses
Programming & Software Development	8721 Principles of Business & Finance (BFIT & MEE)	6421 Computer Programming I	6422 Computer Programming II *	2508 AP Computer Science ^	6145 Career Management
	6419 Microsoft Excel and Access ^				6417 Microsoft Word, PowerPoint, & Publisher ^
Web & Digital Communications	8721 Principles of Business & Finance (BFIT & MEE)	6414 Multimedia & Webpage Design (BFIT & T&I)	6415 e-Commerce I *	6416 e-Commerce II	8716 Entrepreneurship I ^ (BFIT & MEE)
Information Support & Services					8726 Personal Finance (BFIT, FACS & MEE)
	6419 Microsoft Excel and Access ^	7991 Computer Engineering Technology I (BFIT & T&I)	7992 Computer Engineering Technology II * (BFIT & T&I)		8595 CTE Advanced Studies
Network Systems		7980 Network Engineering Technology I	7981 Network Engineering Technology II *	7982 Network Engineering Technology III	8596 DOL Apprenticeship
		6342 Network Administration I ^	6347 Network Administration II * ^	6348 Network Administration III ^	8597 CTE Internship
					8598 CTE Community College
					8599 CTE University

**North Carolina Career Clusters**  
**(for students entering 9<sup>th</sup> grade and thereafter)**


Pathways	<div style="text-align: center;">  <p><b>Cluster Foundation Courses</b></p> </div>				Cluster Enhancement Courses
<b>Production</b>	8721 Principles of Business & Finance (BFIT & MEE)	7621 Cabinetmaking I	7622 Cabinetmaking II *(1 credit)	7623 Cabinetmaking III (1 credit)	6145 Career Management 6414 Multimedia & Webpage Design 6417 Microsoft Word, PowerPoint, & Publisher ^ 6419 Microsoft Excel & Access ^ 6621 Marketing ^ 6831 Agricultural Mechanics I 8716 Entrepreneurship I ^ (BFIT & MEE) 8726 Personal Finance (BFIT, FACS & MEE) 8595 CTE Advanced Studies 8596 DOL Apprenticeship 8597 CTE Internship 8598 CTE Community College 8599 CTE University
		7661 Welding Technology I	7662 Welding Technology II *(1 credit)	7663 Welding Technology III (1 credit)	

**North Carolina Career Clusters**  
(for students entering 9<sup>th</sup> grade and thereafter)

Pathways	<div style="text-align: center;">  <p><b>Cluster Foundation Courses</b></p> </div>				Cluster Enhancement Courses
<b>Marketing Management</b>	8721 Principles of Business and Finance (BFIT & MEE)	6622 Marketing Management * ^	8716 Entrepreneurship I * ^ (BFIT & MEE)	8717 Entrepreneurship II ^ (BFIT & MEE)	6145 Career Management 6414 Multimedia & WebPage Design 6417 Microsoft Word, PowerPoint, & Publisher ^
	6621 Marketing ^		6626 Strategic Marketing		
<b>Merchandising</b>	6631 Fashion Merchandising (FACS & MEE)	6622 Marketing Management * ^	8716 Entrepreneurship I * ^ (BFIT & MEE) 6626 Strategic Marketing	8717 Entrepreneurship II ^ (BFIT & MEE)	6419 Microsoft Excel & Access ^ 6512 Business Law
<b>Professional Sales</b>	6621 Marketing ^	6622 Marketing Management * ^	8716 Entrepreneurship I * ^ (BFIT & MEE)	Entrepreneurship II ^ (BFIT & MEE)	6911 Agribusiness Management, Trends & Issues I 7035 Apparel I 8726 Personal Finance (BFIT, FACS & MEE) 8595 CTE Advanced Studies 8596 DOL Apprenticeship 8597 CTE Internship 8598 CTE Community College 8599 CTE University
			6626 Strategic Marketing		



**North Carolina Career Clusters**  
(for students entering 9<sup>th</sup> grade and thereafter)

Pathways	<div style="text-align: center;">  <p><b>Cluster Foundation Courses</b></p> </div>			Cluster Enhancement Courses
<b>Facility &amp; Mobile Equipment Maintenance</b>	7511 Automotive Service ^	7512 Automotive Brakes ^ (1 credit)  7514 Automotive Electrical ^ (1 credit)	7513 Automotive Computer System Diagnostics * ^ (1 credit)  7515 Automotive Advanced Electrical * ^ (1 credit)	6145 Career Management 6417 Microsoft Word, PowerPoint, & Publisher ^ 6419 Microsoft Excel & Access ^ 6831 Agricultural Mechanics I
<b>Logistics Planning &amp; Management Services</b>	6621 Marketing ^	6622 Marketing Management * ^	8716 Entrepreneurship I ^ (BFIT & MEE)  6626 Strategic Marketing	6911 Agribusiness Management, Trends & Issues I 8721 Principles of Business & Finance (BFIT & MEE) 8726 Personal Finance (BFIT, FACS & MEE) 8595 CTE Advanced Studies 8596 DOL Apprenticeship 8597 CTE Internship 8598 CTE Community College 8599 CTE University

\*Completer Course

^ Third Party Course



# Pitt County Schools Career Development Plan for Future Ready Core (for students entering 2009-2010 & 2010-2011)



Name: \_\_\_\_\_  
Last First Middle

Date of Birth: \_\_\_\_\_ Sex (circle one): Male Female

CFNC: Username: \_\_\_\_\_ Password/ (NC Wise ID#): \_\_\_\_\_

Career Goal: \_\_\_\_\_

Course of Study: \_\_\_\_\_ Future Ready Core\* \_\_\_\_\_ Occupational \_\_\_\_\_ Year Entering 9<sup>th</sup> Grade

\*(Recommended that a **Career Cluster** be selected)

## Concentrations

- \_\_\_ Career and Technical Education
- \_\_\_ JROTC
- \_\_\_ Arts
- \_\_\_ Second Language
- \_\_\_ Advanced Placement
- \_\_\_ College Courses
- \_\_\_ English, Math, Science, or Social Studies

PROJECTED (Note: This is a projection. This does not mean you will be required to take these classes. Fill out 8 credits per year.)	9 <sup>th</sup> Grade (_____)	10 <sup>th</sup> Grade (_____)	11 <sup>th</sup> Grade (_____)	12 <sup>th</sup> Grade (_____)
	English	English	English	English
	Math	Math	Math	Math
	Science	Science	Science	Science
	Social Studies	Social Studies	Social Studies	Social Studies
	Health/PE	Elective:	Elective:	Elective:
	Elective:	Elective:	Elective:	Elective:
	Elective:	Elective:	Elective:	Elective:
	Elective:	Elective:	Elective:	Elective:
ACTUAL (Note: You will <b>not</b> fill out this area until you reach high school. At that time you will fill out each year with your HS counselor.)	9 <sup>th</sup> Grade (_____)	10 <sup>th</sup> Grade (_____)	11 <sup>th</sup> Grade (_____)	12 <sup>th</sup> Grade (_____)
	English	English	English	English
	Math	Math	Math	Math
	Science	Science	Science	Science
	Social Studies	Social Studies	Social Studies	Social Studies
	Health/PE	Elective:	Elective:	Elective:
	Elective:	Elective:	Elective:	Elective:
	Elective:	Elective:	Elective:	Elective:
	Elective:	Elective:	Elective:	Elective:

Completion of **all** COS requirements listed under one of the two COS will be necessary for meeting graduation requirements. Students will not be allowed to lower course selection without parental approval. Please make your Career Goal and Career Cluster choices based on your career interests and aptitudes. Partial pathway completion is possible for all Career Clusters at all of our high schools. It is recommended that a parent or guardian reviews and signs this document each year as it is updated.

Student \_\_\_\_\_ Date \_\_\_\_\_ Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Counselor – grade 8 \_\_\_\_\_ Date \_\_\_\_\_ Counselor – grade 9 \_\_\_\_\_ Date \_\_\_\_\_

Counselor – grade 10 \_\_\_\_\_ Date \_\_\_\_\_ Counselor – grade 11 \_\_\_\_\_ Date \_\_\_\_\_

It is the policy of the Pitt County Board of Education that no person shall, on the basis of age, color, creed, handicap, national origin, race, religion, or sex be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education policy, program, or activity within its jurisdiction.



# Pitt County Schools Career Development Plan for Future Ready Core (for students entering 2012-2013)



Name: \_\_\_\_\_  
 Last First Middle

Date of Birth: \_\_\_\_\_ Sex (circle one): Male Female

CFNC: Username: \_\_\_\_\_ Password/ (NC Wise ID#): \_\_\_\_\_

Career Goal: \_\_\_\_\_

Course of Study: \_\_\_\_\_ Future Ready Core\* \_\_\_\_\_ Occupational \_\_\_\_\_ Year Entering 9<sup>th</sup> Grade

\*(Recommended that a Career Cluster be selected)

### Concentrations

- \_\_\_\_ Career and Technical Education
- \_\_\_\_ JROTC
- \_\_\_\_ Arts
- \_\_\_\_ Second Language
- \_\_\_\_ Advanced Placement
- \_\_\_\_ College Courses
- \_\_\_\_ English, Math, Science, or Social Studies

PROJECTED (Note: This is a projection. This does not mean you will be required to take these classes. Fill out 8 credits per year.)	9 <sup>th</sup> Grade ( )	10 <sup>th</sup> Grade ( )	11 <sup>th</sup> Grade ( )	12 <sup>th</sup> Grade ( )
	English	English	English	English
	Math	Math	Math	Math
	Science	Science	Science	Science
	Social Studies	Social Studies	Social Studies	Social Studies
			Social Studies	
	Health/PE	Elective:	Elective:	Elective:
	Elective:	Elective:	Elective:	Elective:
	Elective:	Elective:	Elective:	Elective:
ACTUAL (Note: You will not fill out this area until you reach high school. At that time you will fill out each year with your HS counselor.)	9 <sup>th</sup> Grade ( )	10 <sup>th</sup> Grade ( )	11 <sup>th</sup> Grade ( )	12 <sup>th</sup> Grade ( )
	English	English	English	English
	Math	Math	Math	Math
	Science	Science	Science	Science
	Social Studies	Social Studies	Social Studies	Social Studies
			Social Studies	
	Health/PE	Elective:	Elective:	Elective:
	Elective:	Elective:	Elective:	Elective:
	Elective:	Elective:	Elective:	Elective:

Completion of all COS requirements listed under one of the two COS will be necessary for meeting graduation requirements. Students will not be allowed to lower course selection without parental approval. Please make your Career Goal and Career Cluster choices based on your career interests and aptitudes. Partial pathway completion is possible for all Career Clusters at all of our high schools. It is recommended that a parent or guardian reviews and signs this document each year as it is updated.

Student \_\_\_\_\_ Date \_\_\_\_\_ Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Counselor – grade 8 \_\_\_\_\_ Date \_\_\_\_\_ Counselor – grade 9 \_\_\_\_\_ Date \_\_\_\_\_

Counselor – grade 10 \_\_\_\_\_ Date \_\_\_\_\_ Counselor – grade 11 \_\_\_\_\_ Date \_\_\_\_\_

It is the policy of the Pitt County Board of Education that no person shall, on the basis of age, color, creed, handicap, national origin, race, religion, or sex be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education policy, program, or activity within its jurisdiction.



Name \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_



Credit Checklist  
 Future Ready Core Graduation Requirements  
 (for students entering 9<sup>th</sup> grade in 2009-2010, 2010-2011, & 2011-2012)



Content Area	Course of Study Requirements	
English	_____ English 1    _____ English 2    _____ English 3    _____ English 4	
Mathematics	_____ Algebra 1    _____ Geometry    _____ Algebra 2    _____ 4 <sup>th</sup> Math	
Science	_____ Biology    _____ Earth/Environmental    _____ Physical Science	
Social Studies	_____ World History    _____ Civics and Economics    _____ U.S. History	
Health & Physical Science	_____ Health/Physical Education	
Arts Education	_____ 1 Credit	
<b>Concentration (4 courses in one area)</b>	Career and Technical Education _____ _____ _____ _____	JROTC _____ _____ _____ _____
	Arts Discipline _____ _____ _____ _____	Second Language _____ _____ _____ _____
	Advanced Placement _____ _____ _____ _____	College Courses _____ _____ _____ _____
	English, Math, Science or Social Studies _____ _____ _____ _____	
Electives and other requirements (excludes concentrations)	_____ _____ _____ _____	_____ _____ _____ _____
Total	<b>28 Credits (or 87.5% of total possible credits)</b>	

Name \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_



Credit Checklist  
Future Ready Core Graduation Requirements  
(for students entering 9<sup>th</sup> grade in 2012-2013)



Content Area	Course of Study Requirements	
English	_____ English 1    _____ English 2    _____ English 3    _____ English 4	
Mathematics	_____ Math I    _____ Math II    _____ Math III    _____ 4 <sup>th</sup> Math	
Science	_____ Biology    _____ Earth/Environmental    _____ Physical Science	
Social Studies	_____ World History    _____ Civics and Economics    _____ U.S. History A    _____ U.S. History B	
Health & Physical Science	_____ Health/Physical Education	
Arts Education	_____ 1 Credit	
<b>Concentration (4 courses in one area)</b>	Career and Technical Education _____ _____ _____ _____	JROTC _____ _____ _____ _____
	Arts Discipline _____ _____ _____ _____	Second Language _____ _____ _____ _____
	Advanced Placement _____ _____ _____ _____	College Courses _____ _____ _____ _____
	English, Math, Science or Social Studies _____ _____ _____ _____	
Electives and other requirements (excludes concentrations)	_____ _____ _____ _____	_____ _____ _____ _____
Total	<b>28 Credits (or 87.5% of total possible credits)</b>	

# TRANSCRIPTS

Transcripts may be processed from the school's Guidance Office. Please see your school's guidance department for the typical turnaround time for a transcript to be received. Students must plan ahead in order to meet post-secondary admissions deadlines.

Transcripts include the following information:

- Student Information

- Student name

- Student address

- Contact information

- Student NCWISE ID Number

- Social Security Number

- Birth date

- Gender

- Graduation date intended

- Course of study: University Prep, College Tech Prep, Career Prep, Occupational or Future Ready

- Course Overview

- This section contains all courses attempted/completed, divided by each school year. This section also contains the Quality Points and Credits Earned sections (See "Quality Points for Course Levels" Table on page 13). In addition, this section includes courses currently in progress, with grades entered at the semester's end.

- University of NC Board of Governors (minimum admissions requirements remaining)

- This section will list those courses the student still needs to meet the NC University system requirements.

- Performance Information

- This section includes cumulative grade-point averages as calculated at the end of the semester:

- Cumulative GPA Weighted

- Cumulative GPA Un-weighted

- Class Rank

- Total Points Weighted

- Total Points Un-weighted

- Total Credits Earned

- Testing Information

- This section includes all testing for high school graduation and/or college entrance. These tests include 8th-grade EOG scores and high school EOC test scores.

- Immunization Information

- This section includes a list of the required immunizations and the dates that the student received them.

- Attendance Information

- This section includes the attendance per school year.

# EXTRACURRICULAR PARTICIPATION

## SCHOLASTIC REQUIREMENTS FOR ATHLETES

The student athlete must have passed at least three courses in a semester and have met all local promotion requirements the previous semester at an approved school to be eligible for the current semester. The student athlete would also need to have met all other NCHSAA requirements including the age, residence, enrollment and attendance requirements as well as the eight semester rule and medical examination regulation.

A student who transfers from a NCHSAA member school will not be eligible to participate in interscholastic athletics unless he/she has met all NCHSAA eligibility standards the previous semester and has met either the local promotion standards of the school he/she last attended or the school he/she is entering. If a student transfers from a school that is not a NCHSAA member school the student will not be eligible to participate in interscholastic athletics if the student has not met NCHSAA interscholastic athletic eligibility standards the previous semester as well as all Pitt County Schools local promotion standards. Proof of the eligibility status of the student must be on file at the school the student is attending.

A student who is not academically eligible at the beginning of the semester is not eligible at any time during the semester. A student is academically eligible at the beginning of a semester and remains academically eligible throughout the semester.

When a student is promoted from grade 8 to 9, the student is automatically eligible the first semester of the ninth grade.

An eighth grade student who is over age for middle school competition shall be eligible for high school participation, provided the relevant high school eligibility requirements are satisfied.

Students following the Occupational Course of Study shall be eligible for participation in interscholastic athletics provided the program of instruction is in accordance with the recommendations of the State Department of Public Instruction, and provided that in the opinions of the principal and teacher, the student is making "satisfactory progress". Satisfactory progress is defined as the student having passed a minimum course load. All other regulations must be met.

Students who plan to participate in Division I athletics at the college level must meet additional requirements. See your coach and/or school counselor for more information.

## EXTRACURRICULAR ACTIVITIES

You should actively seek opportunities for participation in school-sponsored extracurricular programs. Most high schools offer a wide variety including: service clubs, special academic interest groups, athletic teams, intramural teams, and honor societies. Participation will enhance your education and provide opportunities for you to develop special interests and leadership skills. In some instance scholarships, awards, and/or college admission may be affected by your participation in community service.



# NORTH CAROLINA DROPOUT AND DRIVER'S LICENSING LEGISLATION

## STUDENTS WHO ARE AFFECTED

The legislation is directed to all North Carolina students under the age of 18 who are eligible for a driving permit or license. This includes public school, federal school, home school, private school, and community college students.

*Note: A student who: 1) does not meet academic progress standards or 2) drops out of school will either not be granted the Driving Eligibility Certificate or will lose his/her permit/license.*

## DROPOUTS

Eligible students who drops out of school will either not receive his/her Driving Eligibility Certificate or will lose his or her driver's permit or license.

## TRANSFERS

A student who is making adequate progress in school can transfer to a community college or a non-public school without any consequences. A student who is not making adequate progress (or drops out of school) and enrolls in a community college or a non-public school cannot be granted a Driving Eligibility Certificate for a period of six months.



## ACADEMIC PROGRESS

A student must earn 3 credits out of the 4 possible credits during the first semester of school in order to receive and/or maintain driver's license eligibility. At the conclusion of the school year, grades from first and second semester are used to determine eligibility. One must earn 6 credits out of the 8 possible credits to receive and/or maintain eligibility at the conclusion of the school year.

*An exceptional child must be determined by his/her school-based IEP team to be making adequate progress towards obtaining a high school diploma. This is not intended to apply to exceptional students who have the ability to obtain a high school diploma.*

## CHECKLIST FOR OBTAINING A LEARNER'S PERMIT

1. Driver Education Certificate.
2. Driver Eligibility Certificate from the school.
  - Certificate issued by school principal or designee only to parent or legal guardian and is good for only thirty days.
  - Certificate issued based upon satisfactory academic progress as stated above.
3. Birth date verification information (A certificate or original birth certificate is needed to verify age).
4. Social Security Card (No metal, plastic cards or reproductions accepted).
5. Parent or legal guardian must be present to sign the application.
6. Pass a written, sign, and vision test.
7. Must pay a \$15 fee.



# CURRICULUM SUPPORT

## TWILIGHT ACADEMY CREDIT RECOVERY PROGRAM

The Twilight Credit Recovery Program is offered at each of our high schools for two hours after school four nights per week. The program is designed to help students recover classes that they have previously failed or to help students graduate closer to on time if they have fallen behind. Courses are offered through various software providers and supported by the Twilight Credit Recovery Program staff so students can ask for help and support at any time. The program is designed to help our students closest to graduation first, but underclassmen are also encouraged to participate in the program. Please visit your schools guidance office to ask about applying to the program.

A limited summer program may also be offered to help the students that can graduate before the end of the summer semester.

## EXCEPTIONAL CHILDREN'S PROGRAMS/SERVICES

Students with disabilities who have an Individual Education Plan (IEP) written by the multi-disciplinary team which includes the special education teacher of the student, regular education teacher of the student, LEA representative, the parent of the student with a disability, and the student (when applicable) are eligible for special education services. At the time the IEP is written, the IEP Team recommends specific modifications, appropriate courses, and adaptations.

**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.**

A course titled **Curriculum Assistance**, course #952042, is designed for students with IEPs who are pursuing the Career Prep, College Tech Prep, College/University Prep, or Future Ready Core course of study. The course provides individualized tutorial assistance associated with

their area of eligibility and instruction in study skills and learning strategies necessary for success in the regular curriculum. Techniques and skills are developed for organizing materials and information in different subject areas. Specific techniques that directly assist the individual student to cope with the demands of the curriculum are identified. The focus is on skills identified in the IEP and the relationship of those IEP goals to the course in which the student is enrolled. This course may be taken each semester and repeated for high school credit if recommended by the IEP Team. Students may earn one unit of credit per semester.

**Courses for students who are following the Occupational Course of Study begin on page 62 of this Registration Guide.**

## ENGLISH AS A SECOND LANGUAGE (ESL) CLASSES

English as a Second Language classes are designed to teach academic language and literacy skills to students who are still learning the English language. These classes adhere to the WIDA (World-Class Instructional Design and Assessment) Standards adopted by the State of North Carolina. Every student who qualifies for an ESL class will be automatically enrolled in it unless the student's parents sign a waiver to refuse ESL service. Students enrolled in these classes may or may not be enrolled in another English class, based upon their proficiency level and the recommendation of the ESL Department. This course does not fulfill English graduation requirements.

## SECOND LANGUAGE PROFICIENCY MEETING UNC'S MINIMUM COURSE REQUIREMENTS FOR SECOND LANGUAGE STUDENTS

Based on recommendations from the UNC Board of Governors, Pitt County Schools allows the following options to meet the minimum course requirement for a language other than English:

1. Complete two units of the same second language in high school **OR**

2. Provide certification that the student's instruction through the ninth grade was delivered in a language other than English (i.e. The student attends school through the ninth grade in a country where the language of instruction is a language other than English before moving to this country and attending grades 10-12 in a U.S. high school.) **OR**
3. Achieve a score of 450 on the SAT II\* for a language other than English. Students must take SAT II Listening and Reading Tests. The SAT II tests are available in French, German, Spanish, Latin, Japanese, Korean, and Mandarin Chinese **OR**
4. Achieve a passing score on the New York University Foreign Language Proficiency Exam\*. Students must take the 12-point Exam. The NYU tests are available in Afrikaans, Albanian, Arabic, Armenian, Bengali, Bosnian, Bulgarian, Catalan, Chinese – Cantonese, Chinese – Mandarin, Croatian, Czech, Danish, Dutch, Finnish, French, German, Greek (Modern), Gujarati, Haitian Creole, Hebrew, Hindi, Hungarian, Ibo, Icelandic, Indonesian, Irish (Gaelic), Italian, Japanese, Korean, Latin, Lithuanian, Malay, Norwegian, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Spanish, Swahili, Swedish, Tagalog, Thai, Turkish, Ukrainian, Urdu, Vietnamese, or Yiddish. The 12-point exam costs \$250 and must be administered by a college faculty member, administrator or government official who must submit a letter agreeing to administer the exam. Please note: All information about NYU language testing is subject to change without notice. Visit testing website at [www.scps.nyu.edu](http://www.scps.nyu.edu) **OR**
5. (For students who use American Sign Language) Achieve a minimum score of Intermediate on the Sign Communication Proficiency Interview\*.

*\* Note: Fees for all exams are the responsibility of the student/parent.*

# PREPARING FOR COLLEGE IN NORTH CAROLINA

Students who are planning to continue academic studies beyond high school should select courses that will meet admission requirements. Each college has its own admission requirements. **Minimum** admission requirements for the 16 constituent institutions of the University of North Carolina and for many other institutions are presented for your information.

## The 16 Campuses of the University of North Carolina

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

## Minimum Course Requirements for Undergraduate Admission to UNC Institutions Effective for Entering Freshmen in the fall of 2006 and After

Individual constituent institutions may require other courses in addition to the minimum requirements.

- Graduation from an approved or accredited high school.
- A satisfactory score on the SAT or ACT and an overall "C" average on all work attempted in grades 9-12.
- Six (6) course units in **language**, including:
  1. Four (4) units in **English** emphasizing grammar, composition, and literature, and

2. Two (2) units of a **language other than English**.

- Four (4) course units of **mathematics**, in either of the following combinations:
  1. **Algebra 1** and **2**, **Geometry**, and one unit beyond **Algebra 2**,
  2. **Algebra 1** and **2**, and two units beyond **Algebra 2**, or

(The fourth unit of math affects applicants to all institutions except the North Carolina School of the Arts.) It is recommended that prospective students take a math course in the twelfth grade.

- Three (3) course units of **Social Studies** (U.S. History, Civics and Economics, World History)
- Three course units in **Science** (Biological Science, a Physical Science, Earth and Environmental Science)
- One (1) course unit in Health and Physical Education

NOTE: Each university may require other courses in addition to these requirements; therefore, prospective students should refer to the catalogs and contact the admissions offices of any universities to which they plan to apply. In determining the admissibility of each applicant, institutions also consider factors other than courses completed, such as high school grades, rank in class, scores on college entrance examinations, extra-curricular activities, and recommendations. **Students are responsible for verifying admissions requirements at individual campuses.**



# ACADEMIC PLANNING

## TIPS FROM YOUR SCHOOL COUNSELOR

Whether you join the workforce immediately after high school graduation, receive more technical training, or go to college, now is the time to begin planning for your career. In addition to academic subjects and electives, you need skills in problem solving, interpersonal communications, and leadership to succeed in the kind of career which will be satisfying and productive. Begin preparing NOW so that after high school graduation, you will be ready for the next step in reaching your goals.

**Career planning and decision making is a process; no one makes a career choice overnight.**

- Take the most challenging courses you can in which you have a reasonable chance of succeeding. Ask your teachers for their recommendations.
- Engage in after-school, summer or weekend work experiences, but limit yourself to no more than 10-15 hours each week so your grades will not suffer.
- Participate in your school's extracurricular programs (clubs, special projects, sports, etc).
- Use your time in high school (classes, leisure, jobs) to explore what you like and don't like and what you can do best.
- Investigate a variety of careers that interest you as well as the education and/or training which is required.
- Explore the Career and Technical courses offered in this registration guide. They will prepare you for real jobs available in this community or for further technical training.

### Ninth Grade

- ✓ Get to know your counselor.
- ✓ Check the admission requirements for the school/college/university you would like to

attend. Develop a preliminary course schedule for all four years of high school.

- ✓ Recognize that class rank and grade point average (GPA) are calculated beginning in the ninth grade.
- ✓ Participate in community activities.

### Tenth Grade

#### Fall Semester

- ✓ Rethink your selection of high school courses to ensure wise choices.
- ✓ If you plan to attend a four-year school or junior college, take the PSAT for practice, usually given at your school in mid-October. A registration deadline will be announced well in advance of the test date.
- ✓ The "PLAN" assessment will be administered.

#### Spring Semester

- ✓ Investigate several career choices and the education and/or training required for those fields of work. Compare your interests and abilities with specific skill requirements for those careers.
- ✓ Check with your counselor to make certain your selection of courses for the junior year fits your future plans and academic abilities.
- ✓ If you are in a Career and Technical class, plan to attend the Pitt County Schools Career Connections Expo to get information to assist you in making a career choice.

### Eleventh Grade

#### Fall Semester

- ✓ Continue taking courses, which will sharpen your skills and enhance admission prospects.
- ✓ Attend the Pitt County College Fair. The Fair will allow you to talk with many college representatives about admission, cost, sports, financial aid, etc.
- ✓ If you plan to attend a four-year school or junior college, take the PSAT, which is usually given in mid-October.

(National Merit Semifinalists are selected from students who take this test in the eleventh grade.)

- ✓ Take the Armed Services Vocational Aptitude Battery (ASVAB) if you intend to apply to the military or if you need help in deciding on a career choice or college major.
- ✓ Prepare for the SAT. Preparation materials and programs may be available in the school's Media Center and/or Student Services Office. See schedule at end of section.

### Spring Semester

- ✓ Meet with your counselor. Discuss schools in general considering factors such as size, locations, cost, admission requirements, etc. Make a list of those you want to investigate further.
- ✓ Begin writing for general information and catalogs. As you receive brochures, pamphlets, letters, and catalogs, compare and contrast similarities and differences in curricula, costs, admission requirements, and financial aid opportunities. Chart your findings for easy reference.
- ✓ Sign up to talk with visiting school representatives.
- ✓ Make initial visits to the schools of interest.
- ✓ Check with your counselor and ask your parents to check on scholarship programs, which may be offered through their employers.
- ✓ Plan your senior year schedule. Check college admission or job requirements to be sure you are taking the courses for the schools or careers in which you are interested.
- ✓ If you are applying to a four-year school or junior college, take the SAT twice during the semester. Get SAT registration materials from your Student Services Office.
- ✓ The ACT will be administered to all 11th grade students.

## Twelfth Grade

### Fall Semester

- ✓ Continue investigating various school options in the fall and become familiar with deadlines. Reference your high school website for updates. Request applications, catalogs, and financial aid information. Investigate scholarship opportunities for post-secondary

schools. Reference your high school website for updates. Work with your counselor to complete appropriate applications and obtain letters of recommendation, if required.

- ✓ Attend the Pitt County College Fair in the early fall. Ask questions of the representatives to help you narrow your list of schools you might attend. Try to arrange school visits on teacher workdays or holidays.
  - ✓ If you are applying to a four-year school or junior college, take the SAT or ACT twice during the semester. Register online or get SAT or ACT registration materials from the Student Services Office of your high school.
- Note the deadlines.**
- ✓ Complete applications to four-year schools or junior colleges by November or December (earlier if applying for Early Decision.) **Do not forget to enclose appropriate fees.** Ask your counselor to forward your high school transcript to the schools to which you have applied.
  - ✓ When applying for a health related field at a community college take the COMPASS or ASSET placement test. Call the community college testing office for the hours and days of the week the test center is open. Be sure to take this test as early in the year as possible.

### Spring Semester

- ✓ Attend the FAFSA Day sponsored by the College Foundation. Complete the Free Application for Federal Student Aid (FAFSA) and if required, the CSS PROFILE. Information about both forms is available in your Student Services Department. Some colleges may require additional forms.

### Check all deadlines—do not let them slip by!

- ✓ If applying to a non-health science related program at the community colleges, mail your application in early spring. Community colleges have an "open door" policy, but if you wait too long, your program area may be filled. If applying to community colleges, investigate scholarship opportunities (lists available in your Senior Guide), complete and submit applications.
- ✓ Respond to college offers of admission and/or scholarships. Notify the colleges or schools of your intentions for admission.
- ✓ Send in the required deposits, housing contracts, and medical forms to the college of your choice.

- ✓ Ask your counselor to send a copy of your final transcript to the college or school you will attend. For more help with academic planning see [www.cfnc.org](http://www.cfnc.org)
- ✓ The WorkKeys assessment will be administered to 12<sup>th</sup> grade CTE concentrators.

### CRITERIA FOR COLLEGE ENTRANCE AND SCHOLARSHIP COMPETITION

College admissions officers and scholarship committees look for a variety of characteristics in applicants. Some of the information considered:

- Grades
- Class Rank and GPA
- SAT and ACT Scores
- Community Service
- Extracurricular Activities

**Courses Taken** - You should take the most challenging courses in which you can succeed while not losing sight of your grade point average and class rank. The more competitive the college, the more important the quality of courses taken will be.

**School and Community Activities** Your focus should be on quality not quantity. Well-chosen activities of substance, which require significant time and energy, are more important than a long list of activities. Leadership development is extremely important.

**Recommendations** - Get to know your counselor, school administrators, teachers, and other adults in the community. They will be the people you will ask to provide required recommendations.

**Other factors** - residency, ethnicity, need, outstanding achievement, etc.

### PSAT/NMSQT: Preliminary SAT/National Merit Scholarship Qualifying Test

This test serves as practice for the SAT and provides a rough indicator of how a student will score on the SAT. It is also the qualifying test for the National Merit Scholarship Program. Scores earned during the junior year can result in scholarship opportunities. Sophomores and juniors are strongly encouraged to take the PSAT. It is administered in October in each high school.

You may get help with your career planning by visiting your school's Student Services Office or Career Center or by going on-line. Many of the following references will be available.

- Websites:
  - [www.collegeboard.com](http://www.collegeboard.com)
  - [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/)
  - [www.militarycareers.com/](http://www.militarycareers.com/)
  - [www.cfnc.org](http://www.cfnc.org)
  - [www.forocc.outlook](http://www.forocc.outlook)
- Handbooks such as The College Handbook, Peterson's Guide to Colleges, The College Cost Book, Index of College Majors and Graduate Degrees
- Information about scholarships and financial aid
- A collection of college catalogs and videotapes of campuses
- Videos or DVDs on: job seeking/keeping skills applications, resumes interviewing specific careers study skills and test taking techniques SAT, ACT, and ASVAB preparation

### COMPARE COLLEGES

Make a comparison of the colleges in terms of:

- 1) **Location and setting:** distance from home, city, suburban, small town or rural,
- 2) **Type of college:** coed, men's and women's, junior college, college and university, liberal arts, technical, private, church-related and state-supported
- 3) **Size of College:** enrollment and facilities
- 4) **Comprehensive cost:** tuition, room and board, extra fees, books, travel expenses, spending money, special clothing;
- 5) **Financial aid:** academic honor scholarships, grants-in-aid, loans, work/study programs, and campus jobs;
- 6) **Special curricula:** art, engineering, political science, computers, music education, marine biology, business, etc.
- 7) **Admission requirements:** required subjects, test scores, grade point average, class rank, residency, special talents,
- 8) **Campus life:** cultural events, sports, clubs, fraternities and sororities, recreational facilities, rules and regulations, setting
- 9) **Characteristics of students who attend:** abilities, interests, goals, ethnic and religious backgrounds.



## SCHOLARSHIPS AND FINANCIAL AID

No one should automatically rule out any institution because of its cost! When you consider costs, you should also consider financial aid. Once you apply for financial aid, your Expected Family Contribution is determined. Schools will then decide how much aid you could be offered by calculating the difference between the amount your family would be expected to pay and the estimated cost of attending the school.

If you qualify for financial aid, you will probably be offered a larger amount at a more expensive college and a smaller amount at a less expensive one. By talking with the financial aid officer at each school, you will be able to learn what alternative means of covering expenses exist – scholarships, work-study programs, loans, and grants. If you will need financial assistance (and many students do), begin the process by checking the financial aid and scholarship guides in your Student Services Office. Parents and students are encouraged to use the materials. Scholarships are announced and posted as information is received at the school.

You may be eligible for financial assistance because of need, scholastic achievement, athletic or artistic accomplishments, your parents' employee benefits, military service, trade union, civic or fraternal association membership, social security benefits, church affiliation, etc.

Special scholarships are offered for intended careers such as teaching, nursing, engineering, military, etc.

Monies are also available through federal programs such as Pell Grants, Stafford Loans, Supplemental Educational Opportunity Grants, College Work Study, and Perkins Loans.

Additional funds are available through lending institutions such as College Foundation and Supplemental Loans for Students and PLUS loans for parents.

The Free Application for Federal Student Aid (FAFSA) is used for most grants and loans to obtain a standard and consistent evaluation of a family's ability to contribute to college costs. These forms are available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

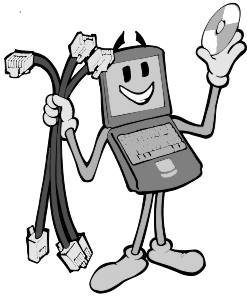
They cannot be completed until January 1 of the student's senior year (based on tax return information). Seniors and their parents should fill out the FAFSA whether planning to attend a four-year college/university or a community college like Pitt Community College. Visit [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

## TYPES OF FINANCIAL AID

A financial aid "package" may include any or all of the following:

- **Scholarship** - gift aid which does not have to be repaid and is usually awarded based upon merit and/or financial needs. This includes awards given to students with outstanding ability in academics, athletics, or the arts.
- **Grant** - gift aid which does not have to be repaid; usually given to students with demonstrated financial need.
- **Loan** - money borrowed from federal, state and college sources. Normally, you must begin to repay this six months after leaving school.
- **Work-Study Program** - a federal program which provides part-time employment on campus and in community agencies. Students typically work ten to fifteen hours per week, depending on their class schedules.

- Financial aid applications are separate from the admissions application.
- Most colleges determine the amount of financial aid for which you qualify after you have been admitted. Your admissions status should not be affected by your financial need.
- Aid from programs must be used for educational purposes only.
- Aid does not continue from one year to the next. You must reapply annually.
- If you transfer from one school to another, your financial aid does not automatically go with you.
- Most programs set limits on the amount of aid you can receive or the number of years you can receive it.
- You are responsible for:
  - Obtaining the application;
  - Completing the application properly;
  - Checking the status of the application after it is submitted;
  - Knowing what portion of the aid received must be repaid and what portion is grant aid.
- Apply early and observe all deadlines.



**CREATE your  
own future**

with a career  
in Business and Technology



### What is the Business and Technology Academy?

The Pitt County Business and Technology Academy is a high school curriculum program that provides four-year academic and academy concentration courses for students pursuing business, finance, and information technology related careers after graduation.

### Academy Partners

Pitt County Schools  
Pitt Community College

East Carolina University  
Greenville-Pitt County Chamber of Commerce

Pitt County Memorial Hospital  
Business and Industry

### Academy Goals

Students participating in the Pitt County Business and Technology Academy will be able to:

1. Make career decisions suited to their individual needs, aptitudes, abilities, and career objectives.
2. Develop a pre-professional or pre-technical foundation that supports successful pursuit of advanced education and/or entry-level employment in a business, finance, or technology career.
3. Develop a foundation of basic skills and knowledge required for employment in a changing workplace environment including:
 

Mathematical skills	Technology applications	Professional behavior & ethics
Communications skills	Teamwork	Analysis & problem solving
4. Positively impact business and industry in meeting employment needs and services in Pitt County.

### Academy Experiences and Benefits to Students

- BTA scholarships
- Academy shirts
- Honor Cord for graduation
- Job shadowing
- Support from Pitt Community College's Business Division to earn college credit through concurrent enrollment
- Reimbursement for industry certification exams that Academy students pass
- Consideration for placement in postsecondary educational programs
- Career fair experiences
- Tours of business and industry
- Workplace soft skills development

### Sample Business and Technology Careers

Certified Public Accountant  
Bookkeeper  
Personal Financial Advisor  
Loan Officer  
Insurance Underwriter  
Small Business Owner  
Business Office Supervisor  
Medical Office Administrator

Patient Account Supervisor  
International Trader  
Security Sales Representative  
Marketing Director  
Wholesale and Retail Buyer  
Advertiser  
Public Relations Specialist  
Computer Engineer

Network Security Specialist  
Programming Engineer  
Web Administrator  
Website Developer  
Cable Installer  
Telecommunications Specialist  
Network Administrator  
Computer Service Repair Tech



## Business and Technology Academy Requirements

By the end of the 12<sup>th</sup> grade, Business and Technology Academy students must have successfully completed the Business & Marketing Pathway in order to be recognized as a Business and Technology Academy graduate.

For ninth graders entering in 2009-10 and later

By the end of the 11<sup>th</sup> grade, Business and Technology Academy students must have taken and completed three credits from the Foundational courses within the following career clusters. By the end of the 12<sup>th</sup> grade, Academy students must have taken and completed one additional credit from either the Foundational or the Enhancement courses within the following career clusters in order to be recognized as a Business and Technology Academy graduate:

- Business Management and Administration
- Marketing
- Finance
- Information Technology
- Science, Technology, Engineering and Mathematics
- Hospitality and Tourism



Earn the following grade point average (GPA) by the end of the 10<sup>th</sup> grade and maintain it throughout high school:

- If following the College/University Prep Course of Study, must have a 3.3 weighted GPA or higher
- If following the College Tech Prep Course of Study, must have a 2.8 weighted GPA or higher
- If following the Future-Ready Core Course of Study, must have a 3.0 weighted GPA or higher

Maintain good discipline and represent the Academy well. This includes not committing any category II, III, or IV disciplinary infractions, nor repeated category I disciplinary infractions (see the Pitt County Schools' *Code of Student Conduct*).

Actively participate in events sponsored by the Academy and its partners. Students must attend 2 events within their 4 year high school career in order to be considered a BTA graduate and receive an honor cord.

**\*Students not abiding by these expectations will be removed from the Business and Technology Academy.\***

### Sample Four-Year Plans for Business and Technology Academy Students

See your career development coordinator for College/University Prep and College Tech Prep Course of Study sample four year plans for the following Academy concentrations: (This pertains to students beginning high school prior to 2009-2010).

Accounting  
Computer Programming  
Business Administration  
Information Systems  
Healthcare Management Technology  
Information Systems Security  
International Business  
Internet Technologies  
Marketing and Retailing  
Network Administration & Support

Completed high school course work in a concentration prepares Academy students for postsecondary training in one of the 10 associate degree programs offered at Pitt Community College in Business Administration and Information Systems or entrance into a four year college or university.



## *Create your own future...*

The Pitt County Schools Health Sciences Academy (HSA) is a high school curriculum program that provides students with support in preparing for a future in a healthcare field after graduation.

**Vision** – The Pitt County Schools Health Sciences Academy is a model education system that contributes to meeting the healthcare needs of the community by preparing students for future healthcare careers.

**Mission** – The mission of the Pitt County Schools Health Sciences Academy is to prepare students to enter the healthcare workforce and/or post-secondary healthcare education.

### **Benefits for Academy Students**

- ◆ Opportunities for educational development through experiences, workshops, and speakers
- ◆ Career Fair exposing newly accepted students to various health careers
- ◆ Job Shadowing day at PCMH for Juniors
- ◆ Informational sessions and incentives at colleges and universities
- ◆ Special recognition at graduation and separate awards ceremonies for accomplishments
- ◆ Personal growth through volunteer services
- ◆ Consideration for scholarships
- ◆ Academy courses – Pharmacy Tech and Paid internships at PCMH
- ◆ Specialized counselor to help students prepare for a health career field
- ◆ Consideration for Ambassador leadership training
- ◆ Letters of recommendation from the Academy coordinator and/or counselor
- ◆ Programs with Academy partners, strengthening relationships for the future

### **Health Sciences Academy Partners**

East Carolina University & Brody School of Medicine  
Eastern AHEC  
Greenville-Pitt County Chamber of Commerce

Pitt County Schools  
Pitt Community College  
University Health Systems/PCMH

### **\*Expectations of Health Sciences Academy Students\***

- ◆ Students must meet the academic standard of the HSA. Students must maintain a 3.0 or higher weighted GPA by the end of their sophomore year, and maintain this average throughout the remainder of high school. Transcripts will be reviewed at the end of each semester.
- ◆ Students must complete a minimum of 25 hours of volunteer community service hours each year in the Academy. All hours must be documented and submitted by the deadline set by the Health Sciences Academy staff. Students must have a minimum of 100 cumulative hours by the end of their senior year to graduate with Academy Honors.
- ◆ Students must maintain a good discipline history and represent the Academy well. Category II, III, and IV disciplinary infractions, as well as repeated Category I offenses are not acceptable.
- ◆ Students must follow the academic curriculum guidelines provided on the following page. Students that do not meet the guidelines will not graduate with Academy Honors.

**\*Students not meeting the expectations of the HSA will be removed from the Academy\***

### **Guidelines for Health Sciences Academy Curriculum**

Students must complete 6 of the following courses to graduate with Academy Honors. Any variations from this recommended list must be approved by the HSA Coordinator prior to registration.

Health Team Relations	Health Sciences Biology	Algebra II/Math III
Biomedical Technology	Human Anatomy and Physiology	Advanced Functions and Modeling
Health Science I	Advanced Biology	Discrete Math
Health Science II	AP Biology	Pre-Calculus
Nursing Fundamentals	Chemistry	Introduction to Calculus
Honors Advanced Studies	Advanced Chemistry	AP Calculus AB
Pharmacy Tech**	AP Chemistry	AP Calculus BC
Health Sciences Internship**	Physics	AP Statistics
Sports Medicine	AP Physics B	Psychology
Forensic Science	AP Physics C	
BSOM Honors Medical Research	AP Environmental Science	

\*\* These courses are only provided for Health Sciences Academy students.

### **Health Sciences Internship Information**

University Health Systems of Eastern Carolina (UHS) seeks to invest in and support young people of Pitt County who have demonstrated a strong interest in a health career. Seeking promising and motivated students, this program is designed to provide hands on clinical experiences for the Health Sciences Academy students through a 12-15 hours/week internship which begins in the summer before their senior year. Students are required to complete a minimum of 360 hours which will include evenings, weekends, and holidays. Students must apply through the Health Sciences Academy and are interviewed by UHS. Students with a discipline history and/or criminal background will not be considered for acceptance into this program.

### **Pharmacy Tech Course Information**

The Pharmacy Tech course that is provided to our students is an excellent opportunity for students interested in pursuing a pharmacy career. This online course is offered to select seniors in the Health Sciences Academy each year. These students work in the classroom and in an internship to gain the information and skills necessary to register for the Pharmacy Technician certification exam. Fees for the course and registration for the exam are paid by the Health Sciences Academy. Interested students must apply during their junior year. Application information will be posted on the Health Sciences Academy website. Students with a discipline history and/or criminal background will not be considered for acceptance into this program.

### **Applying to the Health Sciences Academy**

Current 9<sup>th</sup> and 10<sup>th</sup> graders have the option of applying in both the fall and spring semesters. Applications will be due prior to exams, and can be attained from the high school Health Occupations teachers or Career Development Coordinator. Applications will also be available on the Health Sciences Academy website.

### **Contact Us...**

Anyone interested in the Health Sciences Academy should refer to our website for more information, which can be found under Site Shortcuts of the Pitt County Schools website, or call the Academy office at 252.830.4257. The Academy also hosts a Facebook fan page to keep our parents and students updated with events. Anyone can join this page to receive more information.



## CREATE your own future..... with a career in Automotive Technology

### AUTOMOTIVE YOUTH EDUCATIONAL SYSTEMS

#### What is AYES?

The Automotive Youth Educational Systems (AYES) initiative is a school-to-career transition strategy that forges a partnership with Pitt County Schools, participating automotive manufacturers, and local participating automotive dealerships to provide students with high quality automotive training to prepare them as entry-level automotive technicians and to continue their training in postsecondary programs after graduation.

Students enrolled in Automotive Brakes and Automotive Computer System Diagnostics who are juniors will have the opportunity to apply for job shadowing opportunities in participating AYES dealerships to learn more about the working environment and job responsibilities, and to be better able to measure their own interest in an automotive-related career.

Following their shadowing experiences, students who decide on a career as service technicians will have the opportunity to apply and interview for a position in the AYES program. This process is competitive and the number of positions available will depend on openings at area dealerships. Criteria for applying include the following:

- Completion of Automotive Service and Automotive Brakes and Automotive Computer System Diagnostics (by spring) with a minimum grade of C
- A 2.5 minimum overall weighted grade point average
- Minimum age 16 by the start of the internship period
- Compliance with the Pitt County Schools' Code of Conduct
- Compliance with the Pitt County Schools' Attendance Policy
- Ability to provide own transportation (or satisfactory availability of public transportation) to South Central High School and the workplace
- Work permit if under the age of 18
- Participation in SkillsUSA
- Additional criteria as required by dealerships.
- Student and parent attendance at AYES informational meeting prior to internship
- Commitment to AYES program indicated by student and parent signatures on Commitment Contract

Students who are selected will participate in a paid summer internship in a dealership for approximately 400 hours of work-based learning (40 hours of work per week for 10 weeks) following the junior year. Completion of 320 hours of internship (minimum) during the summer is required. The student will be assigned to a dealership and will work under the supervision of a trained mentor, an experienced dealership technician who has agreed to assume this role. Students who are selected will participate in the AYES Mentor/Intern Training prior to the summer internship period.

Once the school year begins, students are expected to continue work at their sponsoring dealerships on a part-time basis during their senior year. Completion of 270 (minimum) paid internship hours is required during the school year. Participation in this program would preclude other extra-curricular activities such as: marching band, athletics, concurrent enrollment, etc. In addition, students who are selected for the AYES program must be enrolled in high school the entire school year. Because the AYES program is a year-long commitment, early graduation is not an option for these students.

Students will be evaluated by their mentor at the dealership and will receive a grade for their internship experience each marking period.

AYES Snap-on Tool Scholarships will be awarded in conjunction with the summer intern selection process. The list price value of this kit is \$2929, including the toolbox. (The contents of the set, the list price value, and the available AYES student price may be adjusted annually. These prices are in effect beginning January 2006.)

The authorized “AYES student price” is \$1170. The student will be required to pay one-third (\$390) in advance, and the dealership pays the remaining two-thirds (\$780) in advance. Students are required to sign a Tool Scholarship Agreement. Among the provisions in this agreement are the following points:

- The toolbox and its contents remain the property of the dealership until the student/intern completes two years of employment at the dealership after high school graduation. At that time, the ownership of the tools is transferred to the employee (the former AYES student), at no additional cost to the employee.
- The student intern is responsible for replacing missing or broken tools (if used inappropriately).
- If the student intern quits or is terminated prior to the completion of the two-year period following graduation, he or she receives a refund of 75 percent of the amount the student paid (currently \$293). The non-refundable portion is considered a fee for the use of the tools.
- If the AYES student/graduate leaves the dealership before the end of the two-year post-graduation period, the dealership would retain ownership of the tool set. These tools could be made available at a reduced price to succeeding students/interns.
- The Tool Scholarship Agreement is to be signed by the student interns, a parent or guardian, an authorized dealership representative, and an authorized representative of the school.

Seniors accepted into the AYES program must take Automotive Electrical and Automotive Electrical Advanced at South Central High School. This allows access to a unique-upper level program and allows a student to continue in the AYES program upon successful completion of the summer internship. The AYES program is designed to prepare students for certification in four areas (identified by today’s automotive dealers as most important and/or most in demand):

- A4: Suspension/Steering
- A5: Brakes
- A6: Electrical/ Electronic Systems
- A8: Engine Performance

Students who enter the AYES program are strongly encouraged to continue their education at Pitt Community College in the Automotive Systems Technology Program.

Students are required to document work site experiences, using *AYES Student Work Journal* materials: *Work Journal Diagnostic Reports, Applied Education Summaries, Skill Set Record Sheets.*

Students will prepare to take one or more of the available ASE certification tests prior to completion of the level III course. Pitt County Schools will reimburse students for the price of the exam, if they pass the test and provide documentation to the school prior to the end of the year. Students must take the exam while enrolled in the course in order to be eligible for fee reimbursement.

Dealers Participating With Pitt County Schools:

**Bob Barbour**  
**Brown & Wood, Inc., Buick, GMC, Mazda**  
**East Carolina Chrysler, Jeep, Dodge, Lincoln, Mercury**  
**Doug Henry Chevrolet**  
**Hastings Ford**  
**Phelps Chevrolet**  
**Sale Auto Mall**

## OCCUPATIONAL COURSE OF STUDY

This program is designed to provide a sound foundation in preparation for adult living for students with disabilities. Through participation in a vocationally oriented curriculum and in relevant work experiences, students learn skills necessary to enter the world of work, retain employment, and seek other employment throughout their adult lives.

The Occupational Course of Study is designed to provide eligible students as determined by the IEP Team, the skills needed to develop a foundation for work. This course of Study consists of three components: (1) functional curriculum, (2) job training, and (3) competitive work experiences. The program addresses the aptitudes that are necessary for successful adult living and employment. Students follow a course of study that emphasizes integration into the working community after high school graduation.

### CRITERIA FOR PLACEMENT

Students with disabilities in grades 9-12 are determined eligible to follow the Occupational Course of Study by an IEP Team. Students who meet the criteria for placement may demonstrate a variety of handicapping conditions. All decisions regarding participation in the Occupational Course of Study are made by the IEP Team and are based on the individual student's needs and goals for the future.

### CURRICULUM REQUIREMENTS

Currently, Pitt County Schools requires the successful completion of 28 units of credit or 87.5% of total possible credits in order for a student with disabilities to receive a diploma through the Occupational Course of Study. Among graduation credit requirements is the completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment. If necessary, the student could remain in school for additional semesters to complete all requirements, including the required training hours and paid employment hours, until the age of 22.

Community-based training hours will be completed during the school day, while paid employment may be completed at anytime while the student is enrolled in high school. Community-based training opportunities begin during a student's second year in high school and are provided once the eligibility criteria have been met. Students who have obtained competitive employment are required to provide Occupational Course of Study staff with actual paycheck stubs for documentation toward the paid employment hours.

Students enrolled in the Occupational Course of Study are provided with a functional program designed to prepare them to live, work, play and continue to learn successfully in the community following high school graduation. Students also have the opportunity to take Career and Technical Education courses that provide on-campus and off-campus vocational training. These classes are modified to meet the student's unique educational needs.

### REGISTRATION GUIDELINES

Transition planning involves the school, the student, and his/her family, and must be initiated prior to entry into high school. Therefore, during the student's middle school experience, the IEP Team must discuss the specific needs of the student. Consideration should be given to how well the student performs academically in class and on tests (standardized and non-standardized). The student's interests, goals for the future, and personal habits and attitudes should also be considered.

If the IEP Team is unsure which course of study will be most appropriate for the student, it is recommended that the student follow the Future Ready Core Course of Study during the 9th grade year. If during that year the IEP Team determines that the student is unable to successfully meet the requirements, even with modifications, adaptations, and supplemental aids and services, the student may transfer into the Occupational Course of Study. The student must meet all credit requirements for the Occupational Course of Study diploma. The IEP Team will review the student's transcripts and determine if the courses taken can substitute for those in the Occupational Course of Study.

During the annual registration period the student, with the assistance of his/her special education teacher and family will complete the appropriate registration form. The form identifies the courses that the student plans to take the following year. Information on the courses taken is maintained in the student's career portfolio and reviewed annually to ensure that the student is progressing toward completion of graduation requirements.

Students who graduate with a diploma following the Occupational Course of Study are not eligible to continue their education at a four-year university. Students who meet the graduation requirements for the Occupational Course of Study become eligible for the open enrollment process at local community colleges. Some programs require placement testing.

## Graduation Requirements Occupational Course of Study Sample High School Plan

### 9<sup>th</sup> Grade

Occ English I  
Introduction to Mathematics  
Applied Science  
Occ Prep I  
Occ Prep I Lab  
Healthful Living Elective  
Career and Technical Elective  
Elective

### 10<sup>th</sup> Grade

Occ English II  
High School Math A  
Biology  
Occ Prep II (2 units)  
Career and Technical Elective  
Elective  
Elective

### 11<sup>th</sup> Grade

Occ English III  
Financial Management  
Occ Social Studies I  
Occ Prep III (2 units)  
Career and Technical Elective  
Career and Technical Elective  
Elective

### 12<sup>th</sup> Grade

Occ English IV  
Occ Social Studies II  
Coop Work Release (2 units)  
Occ Prep IV  
Occ Prep IV Lab  
Elective  
Elective

### Required Training and Paid Employment Hours:

School Based Training (SBT):	300 hours
Community Based Training (CBT):	240 hours
Paid Employment:	360 hours

**COURSE NUMBER- Course Name****Credit:** Unit for graduation**Length:** Time frame in which the course will occur.**Prerequisite:** A required enrollment sequence or process for course preparedness.**Grade(s):** Grade level of student who are able to participate in the course.**Course Description:** Course titles are listed alphabetically.

## OCCUPATIONAL COURSES

### OCCUPATIONAL PREPARATION

**92400C01      Occ Prep I****Credit:** 1 Unit**Length:** 1 Semester**Prerequisite:** None

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career and Technical 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.

**92400C      Occ Prep I Lab****Credit:** 1 Unit**Length:** 1 Semester**Prerequisite:** Occ Prep I

This course will allow students the opportunity to have additional hands-on experiences in order to accumulate school-based training hours.

**92410C01      Occ Prep II****Credit:** 1 Unit**Length:** 1 Semester**Prerequisite:** Occ Prep I

This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance safety, mobility skills, motors skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition, and self-management. This course content is focused on providing students with the 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 activities. Job seeking skills will also continue to be refined.

**92410G02      Occ Prep II (2u)****Credit:** 2 Units**Length:** 1 Semester (2 Blocks)**Prerequisite:** Occ Prep I**Eligibility:** Sophomores (or second year students) or above

This course enables students to take one 180-minute class that emphasizes the development of skills generic to careers. This course content is focused on providing students with the 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.

**92410C:      Occ Prep II Lab****Credit:** 1 Unit**Length:** 1 Semester**Prerequisite:** Occ Prep II**Grade(s):** Sophomores (or second year students) or above

This course enables students to take one 90-minute class that was designed to continue with the refinement of a student's job seeking skills. This course will provide students with additional time to acquire the needed hours in the areas of school-based and community-based training.

**92420C01      Occ Prep III****Credit:** 1 Unit**Length:** 1 Semester**Prerequisite:** Occ Prep II

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.

**92420G02**      **Occ Prep III (2u)**  
**Credit:**      **2 Units**  
**Length:**      **1 Semester (2 Blocks)**  
**Prerequisite:**      **Occ Prep II**

This course enables students to take one 180-minute class that is designed 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.

**92420C**      **Occ Prep III Lab**  
**Credit:**      **1 Unit**  
**Length:**      **1 Semester**  
**Prerequisite:**      **Occ Prep III**

This course will allow students the opportunity to continue completing the required training hours to meet graduation requirements.

**92430C01**      **Occ Prep IV**  
**Credit:**      **1 Unit**  
**Length:**      **1 Semester**  
**Prerequisite:**      **Occ Prep III**  
**Grade(s):**      **Last anticipated semester of a student's senior year**

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course will allow students to solve work-related problems experienced in competitive employment, practice self-advocacy skills, and master the theoretical and practical aspects of their career choice. Students will complete the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational course of study. Students will also develop a job placement portfolio that provides an educational and vocational record of their high school experience. Completion of this course assures that all training and paid employment hours have been completed and students are eligible for graduation.

**92430C**      **Occ Prep IV Lab**  
**Credit:**      **1 Unit**  
**Length:**      **1 Semester**  
**Prerequisite:**      **Occ Prep III**

This course will allow the student the opportunity to complete the paid employment requirement and or continue completing the required training hours to meet graduation requirements.

**95610C**      **Occ Coop Work Internship**  
**Credit:**      **1 Unit**  
**Length:**      **1 Semester**  
**Prerequisite:**      **Occ Prep III**  
**Grade(s):**      **Seniors only**

This course is only available to students who have paid competitive employment during school hours and/or need additional time to complete the 240 community – based training hours requirement.

**95610G**      **Occ Coop Work Release (2u)**  
**Credit:**      **2 Units**  
**Length:**      **1 Semester**  
**Prerequisite:**      **Occ Prep III**

This course will allow students who have paid competitive employment during school hours an opportunity to receive course credit for work experience.

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## OCCUPATIONAL ENGLISH

**92100C**      **Occ English I**  
**Credit:**      **1 Unit**  
**Length:**      **1 Semester**  
**Prerequisite:**      **None**

This course covers standards in the areas of communication, language and meaning, critical thinking, and research. Students will use the writing process to develop a product and understand appropriate presentation skills. Use of a variety of strategies to comprehend texts and understand appropriate language and conventions in all forms of communication will be a focus in the course. Students will be expected to analyze cause and effect relationships in literature and real life, analyses of cause and effect relationships in literature and real life, and analyses of events in the context of culture and literature. Students will develop an understanding of literary elements and rhetorical techniques as well as literary and informational texts. Application of research tools and techniques to selected topics will be presented. At the completion of this course, students must be assessed using the English 1 EOC with appropriate accommodations and modifications.

**92110C**                    **Occ English II**  
**Credit:**                **1 Unit**  
**Length:**                **1 Semester**  
**Prerequisite:**        **Occ English I**

This course covers standards in the areas of oral and written communication, language and meaning, critical thinking and research in a more complex manner. Students will create increasingly complex oral and written responses for a variety of audiences, purposes, and contexts. The learner will use these skills in the development of presentations. Students will use a variety of strategies to comprehend text, and use appropriate language and conventions in all forms of communications. Analyses of texts in visual, auditory, and digital formats will be taught. Students will create research studies focusing on global issues and create oral, written, and visual products focusing on global issues.

**92120C**                    **Occ English III**  
**Credit:**                **1 Unit**  
**Length:**                **1 Semester**  
**Prerequisite:**        **Occ English II**

This course covers standards in the areas of communication, language and meaning, critical thinking and research through multifaceted approaches. Students will develop an understanding of literary and informational texts. They will use appropriate communication skills in employment, post-secondary education/training and independent living settings and be able to create written products using a template or form. Focusing on post-secondary education/training and independent living, the student will apply reading and comprehension strategies to informational texts in the specific domains. The learner will carry out problem-solving process as it relates to personal life situations and apply the knowledge of cause and effect to decision making. The course will summarize the importance of forming a viewpoint in situations related to adult living.

**92130C**                    **Occ English IV**  
**Credit:**                **1 Unit**  
**Length:**                **1 Semester**  
**Prerequisite:**        **Occ English III**

This course covers standards in the areas of communication, language and meaning, critical thinking and research through comprehensive methodologies. Students will apply information from literary and informational texts to carry out adult-living tasks and activities. They will communicate options that can be used to a variety of audiences. The course requires the student to construct written products without reliance on templates and/or forms and apply reading

comprehension strategies to informational texts found in employment, post-secondary education/training, and independent living domains. The course requires the student to develop plans to solve problems that occur in adult life, while being able attribute the impact of cause and effect on a given real life problem and to generate a viewpoint based on current events in written text or personal life situations.

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## OCCUPATIONAL MATH

**92200C**                    **Introduction to Mathematics**  
**Credit:**                **1 Unit**  
**Length:**                **1 Semester**  
**Prerequisite:**        **None**

This course covers number and operations, geometry, measurement, algebra, statistics and probability. It uses the core standards so students can understand rational numbers, apply mathematical operations with rational numbers, and apply ratios, proportions and percents to solve problems. Students will use time and measurement to solve problems. Algebraic properties will be used to solve problems and to understand patterns and relationships. Students will develop an understanding of data in terms of graphical displays, measure of center and range.

**92210C**                    **High School Math A**  
**Credit:**                **1 Unit**  
**Length:**                **1 Semester**  
**Prerequisite:**        **Occ Math I**

This course uses the core standards to provide students a more complex mathematical curriculum. Following the format studied in Introduction to Mathematics, the course covers number and operations, geometry, measurement, algebra, statistics and probability, while adding the area of discrete algebra. Students will be required to use ratios and rates to solve problems and use properties of exponents to simplify expressions. They will use properties and strategies to combine and factor algebraic expressions, use direct and indirect variations to solve problems, analyze patterns of change in functional relationships, understand functions based on mathematical and real world phenomena, and use strategies to find solutions for linear and exponential relationships. They will be required to analyze properties of geometric shapes in the Cartesian coordinate system and use formulas to solve problems involving area and volume. They will analyze statistical distributions in terms of the relationships among shape, center, spread and outliers and infer trends in bivariate data. Students will use vertex-edge graphs to route and optimize critical paths. At the completion of this

course, students must be assessed using the Algebra I EOC with appropriate accommodations/ modifications.

**92220C                      Financial Management**

**Credit:**                      1 Unit

**Length:**                     1 Semester

**Prerequisite:**            Occ Mathematics II

This course focuses on the application of skills needed for independent living. Emphasis is placed on financial management and planning. Students will develop an understanding of state and federal income taxes, wages compensation, and the use of credit. They will be introduced to different types of insurance to meet personal needs while applying math skills to consumer spending.

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## OCCUPATIONAL LIFE SCIENCE

**92310C                      Applied Science**

**Credit:**                      1 Unit

**Length:**                     1 Semester

**Prerequisite:**            None

This course covers core standards in forces and motion, energy, electricity and magnetism, matter, chemicals, and the environment. Through course design the students will learn concepts and describe attributes associated with weight, mass, and types of force. Energy and conservation will be defined with an explanation of related effects. Students will develop an understanding of electricity and magnetism as well as the properties of matter. They will identify the uses and dangers of common chemicals. The course covers how humans can have positive and negative effects on the environment. Students will develop an understanding of the human body's basic needs and control systems (including common health indicators).

**92320C                      Biology**

**Credit:**                      1 Unit

**Length:**                     1 Semester

**Prerequisite:**            Life Science I

This course covers standards in the areas of structure and functions of living organisms, evolution & genetics, and molecular biology. Students will understand the relationship between the structures and functions of cells and their organelles and the analysis of the cell as a living system. Students will explore the interdependence of living organisms within their

environment and learn the impact of human activities on the environment generation to generation. The course explains how traits are determined by the structure and function of DNA and how the environment, and/or the interaction of alleles, influences the expression of genetic traits, as well as the application of DNA technology. The theory of evolution by natural selection as a mechanism for how species change over time is covered, including how classification systems are developed based upon speciation. Students will develop an understanding of how biological molecules are essential to the survival of living organisms. They will analyze the relationship between biochemical processes and energy use. At the completion of the course, the student must be assessed using the Biology EOC with appropriate accommodations and modifications.

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## OCCUPATIONAL SOCIAL STUDIES

**92450C                      Occ Social Studies I**

**Government/US History**

**Credit:**                      1 Unit

**Length:**                     1 Semester

**Prerequisite:**            None

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

**92460C                      Occ Social Studies II**

**Self-Advocacy/Problem Solving**

**Credit:**                      1 Unit

**Length:**                     1 Semester

**Prerequisite:**            None

Self-Advocacy/Problem Solving will focus on independence, employment, decision-making and the ability to exercise one's individual rights as a citizen of a community. The course content will assist students with the development of the concepts and skills needed to realistically manage their vocational, residential, social and transitional goals.

**COURSE NUMBER- Course Name****Credit:** Unit for graduation**Length:** Time frame in which the course will occur.**Prerequisite:** A required enrollment sequence or process for course preparedness.**Grade(s):** Grade level of student who are able to participate in the course.

## ARTS EDUCATION

### VISUAL ARTS

*Only two units of Honors Arts credit are available per Arts area.*

**54152C**      **Visual Art I**  
**Credit:**      **1 Unit**  
**Length:**      **Semester**  
**Prerequisite:** **None**

This course is designed to give the student an introduction to a wide selection of materials and techniques used to develop concepts and skills necessary for understanding, producing, evaluating, and appreciating drawings, paintings, printmakings, sculptures, and fine crafts.

**54162C**      **Visual Art II**  
**Credit:**      **1 Unit**  
**Length:**      **Semester**  
**Prerequisite:** **Visual Art I or a demonstration of techniques comparable to those in Visual Art I**

This course is designed to create a greater awareness of the importance of aesthetic experience through a more concentrated study of such disciplines as drawing, painting, printmaking, sculpture, ceramics, textiles, and art history.

**54172C**      **Visual Art III**  
**Credit:**      **1 Unit**  
**Length:**      **Semester**  
**Prerequisite:** **Visual Art II and/or portfolio submitted for evaluation**

This course is a continuation of Visual Art II for students who desire intense concentration in visual communications. The Visual Art III student is encouraged and expected to exhibit self-direction and self-motivation.

**54175C**      **Honors Visual Art III**  
**Credit:**      **1 Unit**  
**Length:**      **Semester**  
**Prerequisite:** **Visual Art III and/or portfolio for evaluation**

This course is an advanced level course and involves in-depth knowledge of processes, media, and art history. It promotes the ability to name a specific artist to illustrate concepts, techniques, etc.

**54182C**      **Visual Art IV**  
**Credit:**      **1 Unit**  
**Length:**      **Semester**  
**Prerequisite:** **Visual Art III and/or portfolio submitted for evaluation**

Visual Art IV is a continuation of Visual Art III for students who desire further in-depth study in the arts area. Emphasis is on development of individual style and exhibition of quality work. Current trends and "interpretive" analysis become important at this level.

**54185C**      **Honors Visual Art IV**  
**Credit:**      **1 Unit**  
**Length:**      **Semester**  
**Prerequisite:** **Honors Visual Art III**

This course will follow the advanced content standards as outlined in the 9-12 visual arts portion of the National Arts Education Standards.

**54487C**      **AP Art History**  
**Credit:**      **1 Unit**  
**Length:**      **Semester**  
**Prerequisite:** **Successful completion of English I and World History**

This course is an introduction to interpreting the visual arts. It is designed for the college bound student who wants to take an examination to receive college credit (via AP Art History Exam) while in high school. Its chief goal is to assist the student in understanding and appreciating key examples of architecture, sculpture, and painting as historical documents. The specific objectives are to acquaint the student with the historical context within which great art has been produced and to develop skills necessary for recognizing and critically evaluating and comparing major works.

**\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**54547**      **AP Studio Art**  
**Credit:**      **1 Unit**  
**Length:**      **Semester**  
**Prerequisite:** **Standard Visual Art IV or Honors Visual Art III**

This course is designed for seniors who are pursuing a career in the field of art. Students will be focusing on foundation art skills such as drawing, painting, design, or sculpture. Students will explore a variety of media and techniques, and will also develop a portfolio incorporating original artwork and detailed photographs

of their artwork. This course encourages students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.\*\***Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**54332C**                      **Art of Broadcasting and Video Production**  
**Credit:**                      **1 Unit (May be repeated for credit)**  
**Length:**                      **One Semester**  
**Prerequisite:**              **Visual Art I or Theatre Arts 1 or Technical Theatre**

The class uses creative and critical thinking skills for a variety of school-produced broadcasts and edited videos. Students will experience video production and learn this phase of communications media. This portion of the course teaches the use of the video camera as a tool of the artists. A student learns processes and techniques as well as editing videotapes. Students engage in a variety of broadcast opportunities and learn to function as anchors and hosts on live and prerecorded broadcasts. Students must complete an application for this class.

**54162COP**                  **Oil Painting**  
**Credit:**                      **1 Unit (May be repeated for credit)**  
**Length:**                      **Semester**  
**Prerequisite:**              **Visual Art II and/or portfolio submitted for evaluation**

This course is designed for the advanced art student who would like to explore the art medium of basic oil painting on canvas. The students will concentrate their studies on oil painting techniques, the history of oils, famous oil painters, theory, and studio application.

**54292**                        **Ceramics/Sculpture**  
**Credit:**                      **1 Unit (May be repeated for credit)**  
**Length:**                      **Semester**  
**Prerequisite:**              **Visual Art II**

Students expand their knowledge and technical abilities in three dimensional designs through the medium of clay and other sculptural materials. Students will become familiar with the processes of carving, casting, and wood fabrication. Many types of construction, glaze formulation, and firing techniques are explored. Students will research cultural and historical perspectives of these three dimensional mediums. Art history, criticism, and aesthetics will be experienced through visual, verbal, and written means.

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## MUSICAL ARTS BAND

Concert/Performance attire may be required. Please contact the instructor of music programs for requirements or costs.

*Only two units of Honors Arts credit are available per arts area.*

**52562C12**                  **Concert Band**  
**Credit:**                      **1 Unit (May be repeated for credit)**  
**Length:**                      **One Semester**  
**Prerequisite:**              **Previous Band Experience in Middle School or by audition**

This course is a performance and skill development class for instrumentalists that will assist in the acquisition of increased technical proficiency, sharpened sensitivity to music, and a sense of both accomplishment and gratification. Special attention will be given to the varying abilities of all students through the use of private and group lessons, music theory, history, and sight-reading. Attendance at rehearsals and at concerts and contests is mandatory and a requirement of the Concert Band.

**52572C12**                  **Symphonic Band**  
**Credit:**                      **1 Unit (May be repeated for credit)**  
**Length:**                      **One Semester**  
**Prerequisite:**              **Audition**

This course places emphasis upon the study and performance of some of the most difficult music composed for bands. Advanced concert techniques will receive emphasis. Students will have the opportunity to develop their musical abilities through private and group lessons, competitive playoffs, and sight-reading. Students will also study music theory, history, and composition. Attendance at rehearsals, concerts and contests is mandatory and a requirement of the Symphonic Band.

**52585C15**                  **Honors Band III (Symphonic)**  
**Credit:**                      **1 Unit**  
**Length:**                      **Spring semester**  
**Grade(s):**                  **11 or 12**  
**Prerequisite:**              **Enrollment in fall semester Symphonic Band of same year**

This course is designed to refine perceptions gained through musical interpretations, through analysis and study of history appropriate musical vocabulary, and symbols. This advanced band course will also provide students with an appreciation of and an understanding of music in relation to styles of music, music periods, composers, and various cultures. Students will exhibit an understanding of and advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, research culminating in written reports, composing, and use of current technology.

**52585C25**      **Honors Band IV (Symphonic)**  
**Credit:**        **1 Unit**  
**Length:**        **Spring semester**  
**Grade(s):**      **12**  
**Prerequisite:**   **Honors Band III and Enrollment**  
                          **in fall semester Symphonic Band of**  
                          **same year**

This course will integrate a broad variety of musical perceptions through interpretation and performance of instrumental literature at the highest level of difficulty. Through analysis and the study of history, appropriate musical vocabulary, and symbols, advanced band courses will also provide students with an appreciation of and understanding of music in relation to styles of music, music periods, composers, and various cultures. Students will exhibit an understanding of and high advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, research culminating in written reports, composing, arranging, and use of current technology.

**52652C**        **Jazz Band**  
**Credit:**        **1 Unit (May be repeated for credit)**  
**Length:**        **One semester**  
**Prerequisite:**   **Audition**

This course requires that membership be determined by auditions and recommendation of the director. The class will concentrate on the exploration, study, and performance of twentieth century music in the jazz, rock, and swing idioms. Attendance at rehearsals, concerts, contests, and festivals is mandatory for the Jazz Band.

**52552C01**      **Marching Band**  
**Credit:**        **1 Unit (May be repeated for credit)**  
**Length:**        **Fall Semester (After school)**  
**Prerequisite:**   **Audition**

This course requires group performance during pre-season and in the fall. Membership is determined by auditions that are open to all students. Musicianship and performance quality will be emphasized for instrumentalists and for non-musicians. Additional emphasis will be placed on correct marching and visual techniques. Attendance at rehearsals, contests, festivals, parades and football games is mandatory for all band members and a requirement for the Marching Band. This course is offered after the end of the regular school day.

**52552C**        **Color Guard/Visual**  
                          **Fall Ensemble**  
**Credit:**        **1 Unit (May be repeated for credit)**  
**Length:**        **Fall Semester (After school)**  
**Prerequisite:**   **Audition**

During this course, the students have special projects such as choreographing their own color guard routines. Emphasis will be placed on the correct visual techniques and the most current trends of color guard work. Membership is based on auditions open to all students in the spring. This ensemble will perform as a part of the

marching band and will be required to attend all rehearsals and performances.

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## **MUSICAL ARTS**

### **ORCHESTRA**

**52402CF**        **String Ensemble**  
**Credit:**        **1 Unit (May be repeated for credit)**  
**Length:**        **One semester**  
**Prerequisite:**   **Audition or intermediate/middle**  
                          **school orchestra experience**

This course requires some musical proficiency. In a small ensemble setting, through specialized instructional materials and the opportunity to perform daily, this course provides the student the opportunity to interpret, understand, and perform orchestra/ensemble music. Students will be required to prepare for and perform in ensembles, competitions, and all other relevant class activities. It is the responsibility of the student to obtain an instrument, either by rental or by purchase. This course requires occasional night rehearsals.

**52412C**        **Orchestra**  
**Credit:**        **1 Unit (May be repeated for credit)**  
**Length:**        **One semester**  
**Prerequisite:**   **Audition and Intermediate /middle**  
                          **school orchestra experience**

This course requires a higher degree of musical proficiency than the String Ensemble. Students will be required to demonstrate musical excellence and a more advanced understanding and interpretation of orchestra music through participation in ensembles, competitions, festivals, and all other relevant class activities. In a string orchestral setting, students are exposed to advanced string literature. It is the responsibility of the student to obtain an instrument, either by rental or purchase. This course requires occasional night rehearsals.

**52425C**        **Honors Orchestra III**  
**Credit:**        **1 Unit**  
**Length:**        **Spring Semester**  
**Prerequisite:**   **Audition and enrollment in**  
                          **Orchestra fall semester of same**  
                          **year**

This course will integrate perceptions through advanced performance skills and musical interpretations. Through analysis and the study of history, appropriate musical vocabulary, and symbols, it will provide students with an appreciation and understanding of music in relation to styles of music, music periods, composers, and various cultures. Students will exhibit advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, research culminating in written reports, composing, and use of current technology. This course requires occasional night rehearsals.



**52435C**                    **Honors Orchestra IV**  
**Credit:**                    **1 Unit**  
**Length:**                    **Spring Semester**  
**Prerequisite:**           **Honors Orchestra III and enrollment in Orchestra fall semester of same year**

This course is designed to challenge the student at a high level through rigorous study leading to effective musical interpretations of difficult literature. Through analysis and the study of history, appropriate musical vocabulary and symbols, this course will also provide students with an appreciation and understanding of music in relation to styles of music, music periods, composers, and various cultures. Students will demonstrate an understanding of advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing research culminating in written reports, composing, arranging, and the use of current technology. This course requires occasional night rehearsals.

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### **MUSICAL ARTS** **CHORAL/VOCAL**

**52302C12**                **Mixed Chorus**  
**Credit:**                    **1 unit (May be repeated for credit)**  
**Length:**                    **One Semester**  
**Prerequisite:**           **Previous Choral experience in middle school or community choir**

This course is designed as an introduction to choral singing at the high school level and will encourage the singer to develop proper choral technique, knowledge of the basic rudiments of music theory, and sight singing skills. **Ability to match pitch is expected.** Repertoire will consist of varied voicing from unison to four-part. The student is expected to attend all performances and demonstrate appropriate concert etiquette and stage presence. **Entry level singing assessment will be administered by high school choral director within first week of school.** Performance attire is required.

**52322**                    **Concert Choir**  
**Credit:**                    **1 unit (May be repeated for credit)**  
**Length:**                    **One Semester**  
**Prerequisite:**           **Audition**

This course is designed for students who exhibit a high degree of musical and vocal ability. Students are expected to have sight-reading knowledge and experience, as well as functional knowledge of rudiments of music theory. Emphasis is placed on part singing independence, interpretation of the entire music score, and advanced music theory. The student is expected to attend and participate in all performances. Performance attire is required.

**52335CV3**                **Honors Vocal III (Concert Choir)**  
**Credit:**                    **1 unit**  
**Length:**                    **Spring Semester**  
**Grade(s):**                **11 or 12**  
**Prerequisite:**           **Enrollment in fall semester Concert Choir or Treble Ensemble of same year**

This course is designed to integrate interpretation and performance of solo and ensemble music. Students will exhibit an understanding and proficiency in music performance, conducting, listening, appreciation, history, analyzing, research culminating in written reports, composing, and use of current technology. The student will generate a portfolio of independent work to be considered for Honors Vocal IV placement. Attendance and participation in all performances is expected. Performance attire is required.

**52335CV4**                **Honors Vocal IV (Concert Choir)**  
**Credit:**                    **1 Unit**  
**Length:**                    **Spring Semester**  
**Grade(s):**                **12**  
**Prerequisite:**           **Honors Vocal III and enrollment in Concert Choir or Treble Ensemble of same year**

This course expands the Honors Vocal III requirements to include interpretation and performance of choral and vocal literature at the highest level. Analysis, history, vocabulary, styles, eras, composers and world music are integral components of this course. The student will generate a portfolio of independent work to complete the Honors Vocal IV requirement. Attendance and participation in all performances is expected. Preparation outside of class and performance attire is required.

**52312C32**                **Treble Ensemble**  
**Credit:**                    **1 Unit (May be repeated for credit)**  
**Length:**                    **One semester**  
**Prerequisite:**           **Audition/Choral Director's Recommendation**

This course develops the blending of treble voices, and continues to promote musicianship, vocal independence, and stage deportment introduced in previous choral classes. The class is performance oriented and demands more of the singer's time than regular class participation. Students should be able to sight read and have previous choral experience. The student will attend and participate in all choral performances. Performance attire required.

**52312C52**      **Show Choir**  
**Credit:**        **1 Unit (May be repeated for credit)**  
**Length:**        **One semester**  
**Prerequisite:**   **Audition**

This class forms a performing ensemble. Literature will focus on popular music with emphasis on blues, jazz, soul, and rock and roll idioms featured with dance movements and gestures to emphasize the rhythmic and artistic interpretation of the music. Outside rehearsals and performance are required.

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## **MUSICAL ARTS**

### ***MUSIC THEORY/MUSIC APPRECIATION***

**52102C12**      **Fundamentals of Music Theory/  
Music Literacy**

**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **None (Prior Musical Experience helpful)**

This course will study basic music concepts with emphasis on reading music, notating, and listening to music. This course is open to all students with an interest and desire to study music; however, some prior musical experience such as choral, band, orchestra, piano, guitar, etc. will be helpful for success in this course.

**51157**            **AP Music Theory**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **Fundamentals of Music  
Theory/Music Literacy**

This course is designed to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. The achievement of these goals will be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course will progress to include more creative tasks of basic composition. A student should already be able to read music and have basic performance skills in voice or on an instrument prior to taking this course.

**\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**5210032**      **Music Appreciation I  
Multicultural & Historical  
Perspectives of Music**

**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **None**

Through the study of a variety of music literature, students develop an understanding and appreciation of music as a fine arts form. Historical and contemporary contributions of various cultures and geographic influences are important elements of this course, tracing

the development of music from the medieval era to the 21<sup>st</sup> century. This is a non-performance based class.

**5210202**      **Music Appreciation II  
America's Musical Landscape**

**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **None**

This course will focus on the development of music in the United States, tracing the origins of music from the Native American culture through blues, jazz, swing, and current trends and music styles. This is a non-performance based class.

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## **THEATRE ARTS**

Concert/performance attire may be required. Please contact the instructor of theatre programs for requirements or costs.

*Only two units of Honors Arts credit are available per arts area.*

**53152C**            **Theatre Arts I**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **None**

This course combines beginning acting exercises, character analysis, scene work, and simple acting projects along with the exploration of the various areas of technical theatre and production. Students will participate in a play and will direct a brief scene.

**53162C**            **Theatre Arts II**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **Theatre Arts I**

This course is designed for students interested in lab work dealing with all aspects of the theatre. Emphasis is given to speech and diction, body language, addressing an audience, pantomime, and oral reading. Students will perform several small one-act plays during the year as well as presenting a directing project. Students are expected to attend and critique at least one play at East Carolina University or community play of comparable quality. Play selections must be approved by instructor.

**53172C**            **Theatre Arts III**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **Theatre Arts II**

Emphasis is placed on directing and producing experiences. Students will perform and direct several small one act plays as well as present a directing project, and critique one peer project. Students will participate in one main stage production. Students are expected to attend and critique at least two plays at East Carolina University or community play of comparable quality. Play selections must be approved by instructor.



**53175C Honors Theatre Arts III**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Theatre Arts II and or Audition  
 This course will consist of advanced, more individualized work in a seminar style with in-depth research, analysis, application, and production.

**53182C Theatre Arts IV**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Theatre Arts III  
 This course is for the serious theatre student. Students will be expected to lead warm-up, direct small group improvisations, and serve as stage managers and assistant directors. They must be able to work on independent projects, prepare a prompt book, and possibly direct a one-act play. Students are expected to attend and critique ECU plays, Community Theatre plays, and other high school plays assigned by instructor. Students must help in after-school productions as assigned by instructor.

**53185C Honors Theatre Arts IV**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Honors Theatre Arts III and/or audition  
 This course will be a continuation of Honors Theatre Arts III and will consist of individual advanced work in a seminar style with in-depth research, analysis, applications, and production.

**53252C Technical Theatre**  
**Credit:** 1 Unit (May be repeated for credit)  
**Length:** One semester  
**Prerequisite:** None  
 This non-performance course is designed for students who wish to be involved in the theatre program all four years of high school. Students will learn all production aspects of theatre and build upon these experiences each year. The course includes script analysis, scene design, set construction, lighting design, costuming, theatrical make-up, theatre history and more.

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## DANCE ARTS

Concert/performance attire may be required. Please contact the director of music/dance/ theatre programs for requirements or costs.

*Only two units of Honors Arts credit are available per arts area. Appropriate dance attire may be required.*

**51152C Dance I**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** None  
 This course is a basic framework of goals and objectives relating to Dance as an art form. Opportunities for creating, performing, responding to, and understanding Dance are emphasized. This course is designed to support curricular initiative in Dance History and Choreography. Students will maintain a portfolio, which contains written and/or visual examples of their work.

**51162C Dance II**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Dance I and/or Audition  
 This course is designed to expound on the concepts presented in Dance I, by providing a multitude of choreographic situations. Problem recognition/ solving processes are used for dance construction, and the development of a more demanding dance technique is encouraged.

**51172C: Dance III**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Dance II or audition  
 Emphasis is placed on the technical and performance aspects of modern dance and personal meaning in dance composition is explored.

**51175C Honors Dance III**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Dance II and/or audition  
 This course will follow the advanced standards as outlined in the dance portion of the National Standards for Arts Education. This course is the formal study of dance. It is built on a strong technique base, to develop strength, flexibility, and endurance. It will also continue to emphasize dance as a creative art form.

**51182C Dance IV**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Dance III or audition  
 This course is an advanced study and preparation for the serious college-bound dance student. Students work as choreographers and producers for all performances assigned by instructor.

**51185C                    Honors Dance IV****Credit:                    1 Unit****Length:                   Semester****Prerequisite:           Honors Dance III and/or Audition**

This course will be a continuation of Honors Dance III. It will require a higher level of proficiency standards. The course will further the development of the dancer's body, provide in-depth explorations of historical background and dance forms, intensify performance standards, and explore dance-related experiences such as movement for the stage.

**51252CJ                  Beginning Jazz / Tap****Credit:                    1 Unit (May be repeated for credit)****Length:                   Semester****Prerequisite:           Dance I**

This course explores the basics of jazz technique with emphasis on isolations, alignment, turns, and the development of a jazz style. This course also focuses on tap techniques within the contents of dance. Students will perform one dance for an audience at the end of the course. Leotards are not required, but students must dress out.

**51252C                    Special Topics Dance****Credit:                    1 Unit (May be repeated for credit)****Length:                   Semester****Prerequisite:           Dance III**

Special Topics Dance is a basic framework of goals and objectives relating to dance as an art form. Opportunities for creating, performing, responding to, and understanding dance are emphasized. This course is designed to support curricular initiatives at the local level. Special Topics Dance will be an extension or natural progression after selected prerequisite dance courses. Students will maintain a portfolio which contains written and/or visual examples of their work.

**COURSE NUMBER- Course Name****Credit:** Unit for graduation**Length:** Time frame in which the course will occur.**Prerequisite:** A required enrollment sequence or process for course preparedness.**Grade(s):** Grade level of student who are able to participate in the course.**Course Description:** Course titles are listed alphabetically .

## CAREER AND TECHNICAL EDUCATION

### AGRICULTURAL EDUCATION

**68102C Agriscience Applications****Credit:** 1 Unit**Length:** Semester**Grade(s):** 9-10**Prerequisite:** None

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include: agricultural awareness and literacy, leadership and FFA, employability skills and introduction to all aspects of the total agricultural industry. Skills in biology, language, writing, computers, mathematics, and physics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, shadowing, agriscience projects, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. (*A Postassessment is required.*)

**68412C Horticulture I****Credit:** 1 Unit**Length:** Semester**Grade(s):** 10-11**Prerequisite:** None

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Skills in biology, chemistry, and algebra

are reinforced in this course. Workbased learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. (*A Postassessment is required.*)

**68422C Horticulture II****68425C Honors Horticulture II****Credit:** 1 Unit**Length:** Semester**Grade(s):** 11-12**Prerequisite:** Horticulture I

This course covers instruction that expands the 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 turfgrass management, career planning, and leadership/personal development. Skills in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, cooperative education, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products.* (*A Postassessment is required.*)

**68822C Horticulture II –  
Landscape Construction****Credit:** 1 Unit**Length:** Semester**Grade(s):** 11-12**Prerequisite:** Horticulture I

This course provides hands – on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Landscape Contractor's Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation and the use/maintenance of landscape equipment. Current topic discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. Opportunities exist for students to

conduct internships as landscape technicians. (A Postassessment is required.)

**68512C            Environmental and  
Natural Resources I**

**Credit:**            1 Unit  
**Length:**           Semester  
**Grade(s):**        10-11  
**Prerequisite:**   None

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and nonrenewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. Skills in biology and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, field trips, shadowing, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. (A Postassessment is required.)

**68522            Environmental and Natural  
Resources II**

**Credit:**            1 Unit  
**Length:**           Semester  
**Grade(s):**        11-12  
**Prerequisite:**   Environmental & Natural  
Resources I

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. Skills in biology, chemistry, and algebra are reinforced in this class. Workbased learning strategies appropriate for this course are agriscience projects, field trips, shadowing, cooperative education, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. (A Postassessment is required.)

**85952C            Agriculture Advanced Studies  
85955C            Honors Agriculture Advanced  
Studies**

**Credit:**            1 Unit  
**Length:**           Semester  
**Grade(s):**        12  
**Prerequisite:**   Three technical credits in  
Agricultural Education

This is a three-phased exit course for seniors who are career focused in agricultural education. The three components of the program include a research paper, a product, and a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. In addition, they will also

demonstrate their ability to write, speak, apply knowledge, problem-solve, and use life skills such as time management, planning, follow-through, and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives and other school-based personnel. FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products.*

**68996            Cooperative Work Experience  
Credit:            2 Units  
Length:            Year  
Grade(s):        12  
Prerequisite:    Must be a senior enrolled in the  
third unit in the Agriscience and  
Natural Resources pathway**

Cooperative career-technical education is a yearlong course that provides on-the-job training for students who are seniors. Students are required to take a career-technical education second level course related to the occupation in which the student is placed during the first semester and will receive instruction related to their on-the-job training experience. Students participating in cooperative education will be required to work a minimum of 180 hours each semester to receive two units of credit. Students will be eligible to earn a total of 3 credits by enrolling in a semester length second level career technical education course and the cooperative class and will receive the same grade and quality points for both courses during the first semester based on classroom work and the cooperative education component. During the second semester, the employer progress report will count for two-thirds of the grade and one-third of the grade will be on the accuracy, completeness, and timeliness of the student's wage and hour form. A student may earn a total of 4 credits by enrolling in a full length second level career technical education course and the appropriate cooperative class. The student's grade will be based on classroom work and the cooperative education experience and the student will receive the same grade and quality points for both courses.

**COOPERATIVE WORK EXPERIENCE**

Students shall not be placed in family owned businesses. Students who participate in work based learning experiences must abide by and be subject to the Pitt County School's Code of Conduct. Students demonstrating repeated Category I offenses as determined by the appropriate school personnel will be unable to participate in work-based learning experiences. Students with such offenses may be re-

evaluated and allowed to participate if the student can demonstrate ONE FULL YEAR without offenses to the appropriate school personnel. An Appeals process is available. Students demonstrating a Category II, III, IV Offense as determined by the designated school personnel will NOT be allowed to participate in work-based learning experiences.

## BUSINESS AND INFORMATION TECHNOLOGY

**62152C Business Law**  
**Credit:** 1 Unit  
**Length:** Semester  
**Grade(s):** 10-12  
**Prerequisite:** None

This course is designed to acquaint students with the basic legal principles common to business and personal activities. Topics include consumer concepts to assist students when evaluating contracts, purchasing with credit, purchasing appropriate insurance, and renting and owning real estate. Business concepts such as contracting, ethics, starting a business, hiring employees, managing employees, and representing other businesses and individuals in an agency capacity are included. Skills in critical thinking are reinforced in this course along with oral and written communication skills. Work-based learning strategies appropriate for this course are field trips and job shadowing. In addition to simulations, projects, and teamwork, FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. *(A Postassessment is required.)*

**87102 Business Management**  
**Credit:** 1 Unit  
**Length:** Semester  
**Grade(s):** 10-12  
**Prerequisite:** Principals of Business & Finance

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

**63112C Accounting I**  
**Credit:** 1 Unit  
**Length:** Semester  
**Grade(s):** 10-12  
**Prerequisite:** Microsoft Word, PowerPoint, & Publisher

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. Mathematical skills and critical thinking are reinforced. Work-based learning strategies appropriate to this course are school based enterprises, internships and cooperative education. In addition to simulations, projects, and teamwork, FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. *(A Postassessment is required.)* PCC articulated college credit is available.

**63122C Computerized Accounting II**  
**63125C Honors Computerized Accounting II**  
**Credit:** 1 Unit  
**Length:** Semester  
**Grade(s):** 10-12  
**Prerequisite:** Computerized Accounting I

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes partnership accounting, adjustments and inventory control systems, budgetary control systems, cost accounting, and further enhancement of accounting skills. Mathematical skills and critical thinking are reinforced. Work-based learning strategies appropriate to this course are school-based enterprises, internships and cooperative education. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products. (A Postassessment is required.)*



**64172            Microsoft Word, PowerPoint, & Publisher**

**Credit:**            1 Unit  
**Length:**           Semester  
**Grade(s):**        9-11  
**Prerequisite:**    None

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. 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. (A *Postassessment* is required.) **PCC articulated college credit is available.**

**64192            Microsoft Excel & Access**

**Credit:**            1 Unit  
**Length:**           Semester  
**Grade(s):**        9-11  
**Prerequisite:**    None

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

students for the Microsoft Office Specialist (MOS) in Excel and/or Access. (A *Postassessment* is required.)

**79912C           Computer Engineering Technology I**

**Credit:**            1 Unit  
**Length:**           Semester  
**Grade(s):**        11-12  
**Prerequisite:**    Two credits in Business and Information Technology Education and Algebra I

This course introduces the essential hardware competencies for an entry-level PC service technician. This course focuses on the Comp TIA A+ Core Hardware exam objectives. Students will demonstrate basic knowledge of installing, configuring, upgrading, troubleshooting, and repairing microcomputer systems. The work-based strategy appropriate for this course is job shadowing. Hands-on experiences and FBLA leadership activities provide many opportunities to enhance classroom instruction and career development. (100-Item A *Postassessment (QTL)* or online "typical exam" from TestOut is required for a *Postassessment*.)

**79922C           Computer Engineering Technology II**

**79925C           Honors Computer Engineering Tech. II**

**Credit:**            1 Unit  
**Length:**           Semester  
**Grade(s):**        11-12  
**Prerequisite:**    Computer Engineering Technology I

This course provides the essential operating systems competencies for an entry-level PC service technician. This course focuses on the Comp TIA A+ Operating System Technologies exam objectives. Students demonstrate knowledge of installing, configuring, upgrading, troubleshooting, and repairing operating systems. Work-based strategies appropriate for this course are job shadowing, internships and cooperative education. Hands-on experiences and FBLA leadership activities provide many opportunities to enhance classroom instruction and career development. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products.* (100-Item A *Postassessment (QTL)* or online "typical exam" from TestOut is required for a *Postassessment*.)

**64212C**                    **Computer Programming I**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Grade(s):**                **11-12**  
**Prerequisite:**        **Two credits in Business and Information Technology Education and Algebra I**

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Basic environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including event-driven input, logical decision-making and processing, and useful output. Communication, critical thinking, and lifelong learning skills are reinforced through the completion of course activities. Work-based learning strategies appropriate to this course are internships and cooperative education. Simulations, projects, teamwork, and FBLA leadership activities, meeting conferences, and competitions provide opportunities for application of instructional competencies. (A Postassessment is required.)

**25087C**                    **AP Computer Science A**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Grade(s)**                **10-12**  
**Prerequisite:**        **Algebra II**

Computer Science A emphasizes object oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester college level course in Computer Science. This course includes the study of data structures, design, and abstraction. The programming language used in the course is Java.

**\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**64152C**                    **e-Commerce I**  
**64155C**                    **Honors e-Commerce I**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Grade(s):**                **10-12**  
**Prerequisite:**        **Multimedia and Webpage Design**

This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students will plan, design, create, publish, maintain, and promote an electronic business website. Communication skills and critical thinking are reinforced through software applications. Work-based learning strategies appropriate for this course are school based enterprises, internships, and cooperative education. Simulations, projects,

teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. This course is delivered online through Learn NC using Blackboard. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products. (A Postassessment is required.)* **PCC articulated college credit is available.**

**64162C**                    **e-Commerce II**  
**64165C**                    **Honors e-Commerce II**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Grade(s)**                **10-12**  
**Prerequisite:**        **e-Commerce I**

This course is designed to help students master advanced skills in electronic commerce security; payment infrastructure; secure electronic commerce transactions; and electronic commerce order entry, tracking, and fulfillment. Emphasis is placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites. Communication skills, problem solving, research, and critical thinking skills are reinforced as students develop and enhance capstone projects. Work based learning strategies appropriate to this course are internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. This course is delivered online through Learn NC using Blackboard. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, products. (A Postassessment is required.)* **PCC articulated college credit is available.**

**64142C**                    **Multimedia and Webpage Design**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Grade(s):**                **9-12**  
**Prerequisite:**        **None**

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future

Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *(A Postassessment is required.)* **PCC articulated college credit is available.**

**63412C                      Networking I**

**Credit:**                      **1 Unit**

**Length:**                      **Semester**

**Grade(s):**                      **11-12**

**Prerequisite:**                      **Multimedia and Webpage Design**

This course provides a broad-based foundation in the engineering and administration of computer network systems. Emphasis is on PC/network hardware and operating systems, architecture, protocols, design and security, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course. Work-based learning strategies appropriate for this course are field trips and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. *(online "typical exam" from TestOut is required for a Postassessment.)*

**63452C                      Network Administration II (Linux)**

**63455C                      Honors Network Administration II (Linux)**

**Credit:**                      **1 Unit**

**Length:**                      **Semester**

**Grade(s):**                      **11-12**

**Prerequisite:**                      **Networking I**

This course is the second of two courses of a certification program based on industry validated skill standards. Topics of this course include networking security, administrator responsibilities, and documentation of work-based experiences. Critical thinking skills are taught. The expectation of this course sequence is for students to sit for the appropriate industry credentialing exam. Work-based learning strategies appropriate to this course are internships and cooperative education. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products. (An online "typical exam" from TestOut is required for a Postassessment.)*

**87262C                      Personal Finance**

**Credit:**                      **1 Unit**

**Length:**                      **Semester**

**Grade(s):**                      **9-10**

**Prerequisite:**                      **None**

Personal Finance 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. Appropriate work-based learning strategies include career shadowing and service learning. Related activities in DECA, FBLA, and FCCLA provide the opportunity for students to apply personal financial planning skills in authentic settings. *(A Postassessment is required.)*

**87212C                      Principles of Business and Finance**

**Credit:**                      **1 Unit**

**Length:**                      **Semester**

**Grade(s):**                      **11-12**

**Prerequisite:**                      **None**

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Appropriate work-based learning strategies are job shadowing, field trips, and service learning. Participation in DECA and FBLA leadership activities, conferences, competitions, and meetings in addition to projects, simulations, and teamwork provide the opportunity for application of instructional competencies. *(A Postassessment is required.)*

**87162                      Entrepreneurship I**

**Credit:**                      **1 Unit**

**Length:**                      **Semester**

**Grade(s):**                      **11-12**

**Prerequisite:**                      **Principles of Business & Finance or Marketing**

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. Workbased 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 courses Principles of Business and Finance or Marketing are recommended as preparation for this course. (*A Postassessment is required.*)

**85952C**                      **Business Advanced Studies**  
**85955C**                      **Honors Business Advanced Studies**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Grade(s):**                      **12**  
**Prerequisite:**              **Three technical credits in Business and Information Technology Education, grades 9-12**

This culminating course is for seniors who are career focused in accounting and finance, business administration, business management and ownership, information technology, or office systems technology. The three parts of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their abilities to use content and apply knowledge to professional business situations in a selected career. In addition, they will also demonstrate their ability to write, speak, apply knowledge, problem solve, and use life skills such as time management and organization. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives, and other school-based personnel. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products.*

**65976D**                      **Cooperative Work Experience**  
**Credit:**                      **2 Units**  
**Length:**                      **Year**  
**Grade(s):**                      **12**  
**Prerequisite:**              **Must be a senior enrolled in the third unit in the Business and Marketing pathway**

Cooperative career-technical education is a yearlong course that provides on-the-job training for students who are seniors. Students are required to take a career-technical education second level course related to the occupation in which the student is placed during the first semester and will receive instruction related to their on-the-job training experience. Students participating in cooperative education will be required to work a minimum of 180 hours each semester to receive two units of credit. Students will be eligible to earn a total of 3 credits by enrolling in a semester length second level career-technical education course and the cooperative

class and will receive the same grade and quality points for both courses during the first semester based on classroom work and the cooperative education component. During the second semester, the employer progress report will count for two-thirds of the grade and one third of the grade will be on the accuracy, completeness, and timeliness of the student's wage and hour form. A student may earn a total of four credits by enrolling in a full length second level career-technical education course and the cooperative class. The student's grade will be based on classroom work and the cooperative education experience and the student will receive the same grade and quality points for both courses.

### **COOPERATIVE WORK EXPERIENCE**

Students shall not be placed in family owned businesses. Students who participate in work-based learning experiences must abide by and be subject to the Pitt County School's Code of Conduct. Students demonstrating repeated Category I offenses as determined by the appropriate school personnel will be unable to participate in work-based learning experiences. Students with such offenses may be re-evaluated and allowed to participate if the student can demonstrate ONE FULL YEAR without offenses to the appropriate school personnel. An Appeals process is available. Students demonstrating a Category II, III, IV Offense as determined by the designated school personnel will NOT be allowed to participate in work-based learning experiences.

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## **FAMILY AND CONSUMER SCIENCES**

### **APPAREL AND FASHION**

**70352C**                      **Apparel Development I**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Grade(s):**                      **9-11**  
**Prerequisite:**              **None**

This course examines clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. (*A Postassessment is required.*)

**70362C**                      **Apparel Development II**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Grade(s):**                      **10-12**  
**Prerequisite:**              **Apparel Development I or Housing and Interiors I**

This course focuses on advanced clothing and housing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce a clothing or housing apparel product. A real or simulated business apparel enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to

an authentic experience and to develop a portfolio. Skills in science, mathematics, management, communication, and teamwork are reinforced in this course. Work-based learning strategies appropriate for the course include school-based enterprises, field trips, job shadowing, and service learning. (*A Postassessment is required.*)

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## FAMILY AND CONSUMER SCIENCES *EARLY CHILDHOOD EDUCATION AND SERVICES*

As a requirement for these courses, students will complete an off campus internship for 50% of the course in child care centers. All students who register for these courses must contact the school's Career Development Coordinator and complete an application for acceptance into the courses. Students will be selected using a rubric based on overall GPA, grades, attendance, and discipline. If you are accepted into one of these courses, but do not abide by school and child care center guidelines, you may be removed from the internship site, receive a failing grade for the internship experience, and be subject to discipline under Pitt County Schools Code of Conduct. Students not admitted due to discipline offenses may reapply if the student can demonstrate ONE FULL YEAR without offenses. An appeals process is available to students who are removed from the internship. Students must provide a criminal background check and receive a TB skin test at their own expense in order to participate in internships.

Participation in the internship is mandatory. Students who will be participating in work-based learning experiences in child care centers must be 16 years of age prior to the beginning of the work-based placement (North Carolina Child Care Statute 110.91, Section 8).

**71112D (Year) Early Childhood**  
**71112G (Sem) Education I**  
**Credit: 2 Units**  
**Length: Full Year (1 Block) or**  
**One semester (2 Blocks)**  
**Grade(s): 11**  
**Prerequisite: Submission of application**

This course prepares students to work with children birth to age 8. Emphasis is placed on enhancing the development of young children while providing early education and care. Topics include stages of development, health, safety, guidance, and developmentally appropriate activities. This course is a two-credit course with work-based learning comprising over 50 percent of the required coursework. Students who will be participating in work-based learning experiences in child care centers should be 16 years of age prior to the beginning of the work-based placement (North Carolina Child Care General Statute 110.91, Section 8). The work-based learning strategies appropriate for this course include school-based

enterprises, internships, cooperative education, service learning, field trips and job shadowing. Industry skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and career management skills to authentic experiences. Parenting and Child Development is a recommended prerequisite for this course (*A Postassessment is required.*) **PCC articulated college credit is available. Students must complete levels I and II.**

**71122D (Year) Early Childhood**  
**71122G (Sem) Education II**  
**71125D (Year) Honors Early Childhood**  
**71125G (Sem) Education II**  
**Credit: 2 Units**  
**Length: Full Year (1 Block) or One**  
**semester (2 Blocks)**  
**Grade(s): 12**  
**Prerequisite: Early Child Education I;**  
**submission of application**

This course prepares students to work with children birth to twelve years of age in childcare, preschool, and/or after school programs. Students are encouraged to continue their education at a community college or university. Students receive instruction in childcare pertaining to teaching methods, career development, program planning and management, health and safety issues, entrepreneurship skills, and technology. This course is a two-credit course with work-based learning comprising over 50 percent of the required coursework. Students who successfully complete this course and are 18 years of age will be eligible to apply for the North Carolina Early Childhood Equivalency through the Division of Child Development. The work-based learning strategies appropriate for this course include school-based enterprises, internships, cooperative education, field trips and job shadowing. SCAN (industry) skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and career management skills to authentic experiences. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products.* (*A Postassessment is required.*) **PCC articulated college credit is available. Students must complete levels I and II.**

**85952C**      **Family and Consumer Sciences  
Advanced Studies**  
**85955C**      **Honors Family and Consumer  
Sciences Advanced Studies**  
**Credit:**      **1 Unit**  
**Length:**      **Semester**  
**Prerequisite:**      **Three technical credits in Family  
and Consumer Sciences Education**

This culminating course is for seniors who are career focused in the apparel design, community and family services, culinary arts and hospitality, early childhood education, food science, dietetics, and nutrition; or interior design career areas. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to authentic situations in a selected career. In addition, they will also demonstrate their abilities to write, speak, solve problems, and to use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis.*

**719960**      **Cooperative Work Experience**  
**Credit:**      **2 Units**  
**Length:**      **Year**  
**Grade(s):**      **12**  
**Prerequisite:**      **Must be a senior enrolled in the  
third unit in the Commercial and  
Artistic pathway or the Public  
Services pathway**

Cooperative career-technical education is a yearlong course that provides on-the-job training for students who are seniors. Students are required to take a career technical education second level course related to the occupation in which the student is placed during the first semester and will receive instruction related to their on-the-job training experience. Students participating in cooperative education will be required to work a minimum of 180 hours each semester to receive two units of credit. Students will be eligible to earn a total of 3 credits by enrolling in a semester length second level career-technical education course and the cooperative class and will receive the same grade and quality points for both courses during the first semester based on classroom work and the cooperative education component. During the second semester, the employer progress report will count for two-thirds of the grade and one third of the grade will be on the accuracy, completeness, and timeliness of the student's wage and hour form. A student may earn a total of four credits by enrolling in a full length second level career-technical education course and the cooperative class. The

student's grade will be based on classroom work and the cooperative education experience and the student will receive the same grade and quality points for both courses.

### **COOPERATIVE WORK EXPERIENCE**

Students shall not be placed in family owned businesses. Students who participate in work-based learning experiences must abide by and be subject to the Pitt County School's Code of Conduct. Students demonstrating repeated Category I offenses as determined by the appropriate school personnel will be unable to participate in work-based learning experiences. Students with such offenses may be re-evaluated and allowed to participate if the student can demonstrate ONE FULL YEAR without offenses to the appropriate school personnel. An Appeals process is available. Students demonstrating a Category II, III, IV Offense as determined by the designated school personnel will NOT be allowed to participate in work-based learning experiences.

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## **FAMILY AND CONSUMER SCIENCES FAMILY AND INTERPERSONAL RELATIONSHIPS**

**70152C**      **Teen Living**  
**Credit:**      **1 Unit**  
**Length:**      **Semester**  
**Grade(s):**      **9-10**  
**Prerequisite:**      **None**

This course examines life management skills in the areas of personal and family living; wellness, nutrition, and foods; financial management; living environments; appropriate child development practices; fashion and clothing; and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. Skills in mathematics, communications, science, technology, and personal and interpersonal relationships are reinforced in this course. Work-based learning strategies appropriate for this course include field trips and service learning. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. *(A Postassessment is required.)*

**70652C**      **Parenting and Child Development**  
**Credit:**      **1 Unit**  
**Length:**      **Semester**  
**Grade(s):**      **9-11**  
**Prerequisite:**      **None**

This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on the parents' responsibilities and the influences they have on children while providing care and guidance. Skills in communication, resource management, and problem solving are reinforced in this

course. Work-based learning strategies appropriate for this course include field trips and service learning. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. (A Postassessment is required.)

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## FAMILY AND CONSUMER SCIENCES FOODS, NUTRITION AND WELLNESS

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**70452C**                      **Foods I - Fundamentals**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Grade(s):**                      **9-11**  
**Prerequisite:**                      **None**

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, and food preparation. Skills in science and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include field trips, job shadowing, and service learning. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. (A Postassessment is required.)

**70462C**                      **Foods II-Advanced**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Grade(s):**                      **10-12**  
**Prerequisite:**                      **Foods I – Fundamentals**

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 having the opportunity to take the exam for the ServSafe credential from the National Restaurant Association. Students develop skills in preparing foods such as yeast breads, cake fillings, and frostings. A real or simulated in-school food business component allows students to apply instructional strategies and workplace readiness skills to an authentic experience to develop a portfolio and to enhance FCCLA activities. Skills in science, math, management, and communication are reinforced in this course. Work-based learning strategies appropriate for this course include school-based enterprises, field trips, job shadowing, and service learning. (A Postassessment is required.) *Students are required to follow ServSafe regulations regarding fingernails which states: no false nails, no polish and nails must be below the fingertip.*

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## FAMILY AND CONSUMER SCIENCES FOOD PRODUCTION AND SERVICES (Culinary Arts)

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**71202C**                      **Introduction to Culinary Arts and Hospitality**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Grade(s):**                      **9-10**  
**Prerequisite:**                      **None**

In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, smallwares, culinary math, and basic knife skills in a commercial foodservice facility are taught. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Foods I is recommended as preparation for this course. (A Postassessment is required.) *Students are required to follow ServSafe regulations regarding fingernails which states: no false nails, no polish and nails must be below the fingertip.*

**71212C**                      **Culinary Arts and Hospitality I**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Grade(s):**                      **10-12**  
**Prerequisite:**                      **Introduction to Culinary Arts and Hospitality**

This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. (A Postassessment is required.) *Students are required to follow ServSafe regulations regarding fingernails which states: no false nails, no polish and nails must be below the fingertip.*



**71222G (Sem) Culinary Arts and Hospitality II**  
**Credit:** 2 Units  
**Length:** One semester (2 Blocks)  
**Grade(s):** 11-12  
**Prerequisite:** Culinary Arts and Hospitality I

This course provides advanced experiences in food production, management, and service. Topics include menu planning, business management, and guest relations. Skills in mathematics, communication, creative thinking, and entrepreneurship are reinforced in this course. Comprising 50 percent of the course work, work-based learning strategies appropriate for this course include school-based enterprises, internships and cooperative education. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences. (*A Postassessment is required.*)

*Students are required to follow ServSafe regulations regarding fingernails which states: no false nails, no polish and nails must be below the fingertip.*

Students who participate in internship experiences must abide by and be subject to the Pitt County School's Code of Conduct. Students demonstrating repeated Category I offenses as determined by the appropriate school personnel will be unable to participate in clinical/internship experiences. Students with such offenses may be re-evaluated and allowed to participate if the student can demonstrate ONE FULL YEAR without offenses to the appropriate school personnel. An Appeals process is available. Students demonstrating a Category II, III, IV Offense as determined by the designated school personnel will NOT be allowed to participate in internship experiences. Students participating in internships at Pitt County Memorial Hospital must have black pants and leather shoes, provide a criminal background check, and receive the required immunizations at their own expense. Participation in the internship is mandatory. *Students are required to follow ServSafe regulations regarding fingernails which states: no false nails, no polish and nails must be below the fingertip.*

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## FAMILY AND CONSUMER SCIENCES HOUSING, INTERIOR AND DESIGN

**71512 Interior Design I**  
**Credit:** 1 Unit  
**Length:** Semester  
**Grade(s):** 9-11  
**Prerequisite:** None

This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements

and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. Art and mathematics are reinforced. Workbased learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family, Career Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. (*A Postassessment is required.*)

**71522 Interior Design II**  
**Credit:** 1 Unit  
**Length:** Semester  
**Grade(s):** 10-12  
**Prerequisite:** Interior Design I

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. (*A Postassessment is required.*)

**7153 Interior Applications**  
**Credit:** 1 Unit  
**Length:** Semester  
**Grade(s):** 11-12  
**Prerequisite:** Interior Design II

This course prepares students for entry-level and technical work opportunities in interior design. Students develop interior applications to meet clients' needs using components found in residential and non-residential settings. Students apply design, selection, production, and renovation skills to wall and floor coverings, lighting, windows, case goods, and upholstered furniture. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, schoolbased enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential

standards and workplace readiness skills through authentic experiences. (*A Postassessment is required.*)

## HEALTH OCCUPATIONS

### **72102C            Health Team Relations**

**Credit:**            1 Unit

**Length:**           Semester

**Grade(s):**        9-10

**Prerequisite:**    None

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision-making. Work-based learning strategies include service learning, field trips, and job shadowing. Basic academic skills, employability skills, critical thinking skills, teamwork, and the use of technology are reinforced in this course. HOSA leadership activities provide many opportunities for practical application of instructional competencies. (*A Postassessment is required.*)

### **72002C            Biomedical Technology**

**Credit:**            1 Unit

**Length:**           Semester

**Grade(s):**        9-11

**Prerequisite:**    Honors Biology or Honors

**Health Sciences Biology**

**Concurrently, or 10<sup>th</sup> grade status**

This survey course challenges students to investigate current and 21st century medical and health care practices using computerized databases, the Internet, media, and visiting health team professionals. The topics include the world of biomedical technology, the language of medicine, present, and evolving biomedical specialties, and biomedical ethics: crisis and alternatives, and health career development. Work-based learning strategies include service learning, field trips, and job shadowing. Skills in science, mathematics, communications, health, and social studies are reinforced in this course. HOSA membership provides opportunities for personal and experiential growth. (*A Postassessment is required.*)

### **72402              Health Science I**

**Credit:**            1 Unit

**Length:**           Semester

**Grade(s):**        10-12

**Prerequisite:**    Successful completion of Healthful Living, Biology, Algebra I and submission of an application

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. (*A Postassessment is required.*) **PCC articulated college credit is available.**

### **72422C            Health Science II**

### **72425C            Honors Health Science II**

**Credit:**            1 Unit

**Length:**           Semester

**Grade(s):**        11-12

**Prerequisite:**    Successful completion of Health Science I; submission of an application

This specialized course is designed to prepare potential health care workers, for performance in an advanced technical or professional health career. Emphasis is placed on professional development, communications, safety, bioethical/legal practices, healthcare delivery systems, assessment and diagnostic practices, health maintenance practices, and problem-solving and decision-making. Skills in mathematics, science, and communications are reinforced in this course. HOSA activities support networking with health care agencies and professionals through the development of clinical expertise and volunteerism. Students who successfully complete Health Science II will acquire American Red Cross Health Care Provider or American Heart Association Professional Rescuer CPR and Basic First Aid Certification. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products. Honors students will also participate in work-based learning strategies include the development of individualized clinical skills specifically related to a selected mentorship (maximum of 45 hours) with an exemplary health professional. Students in the honors version must be able to provide their own transportation to selected mentorship sites. (A Postassessment is required.)* **PCC articulated college credit is available.**

**72432C**                    **Nursing Fundamentals**  
**Credit:**                **2 Units**  
**Length:**                **Semester**  
**Grade(s):**              **10-12**  
**Prerequisite:**        **Successful completion of Health Sciences II**

This course is designed for students who are interested in medical careers where personal care and basic nursing care skills are used. This course is an enhancement of the North Carolina Division of Health Service Regulation Nurse Aide I curriculum. Students who successfully complete the course will be prepared to take the National Nurse Aide Assessment Program (NNAAP) competency exam for Certified Nurse Aide I. Clinical internship in a long term facility is required. HOSA activities support networking with health care agencies and professionalism through the development of clinical expertise and volunteerism. In order for students to take this course in the 2010-11 school year, they must have completed Allied Health Sciences I or Medical Sciences I and Health Science II. (*A Postassessment is required.*)

**72986D**                    **Health Sciences Internship**  
**Credit:**                **2 Units**  
**Length:**                **Year**  
**Prerequisite:**        **Must be a senior enrolled in the Health Sciences Academy**

The Health Sciences paid internship provides seniors who are enrolled in the Health Sciences Academy an opportunity to begin learning an occupation using a system that combines on the job training and related academic and technical instruction. Students will have to compete with other students for internship positions according to the employer's requirements. Students may be required to complete applications, to be interviewed, to take aptitude tests, and to submit to drug screening and a criminal record check in order to be considered for placement with an industry in the internship program. Students must provide their own transportation. Students must complete a minimum of 180 hours of work each semester for a total of 360 hours per year in order to earn two units of credit. Students will receive a grade based on the student's job performance as determined by the employer's evaluation each six weeks.

**72322**                    **Pharmacy Technician Training Program**  
**Credit:**                **1 Unit**  
**Length:**                **Semester**  
**Grade(s):**              **12**  
**Prerequisite:**        **Health Sciences Academy seniors enrolled in Health Sciences II**

This nationally recognized Pharmacy Technician online course and training teaches the skills needed to gain employment as a Pharmacy Technician in either the

hospital or retail setting. This program provides students with the skills and knowledge that will enable them to qualify for entry level positions in pharmacies as well as prepare for national certification. Students are required to complete a 45 hour internship and take the Pharmacy Technician Certification Exam. Contact your school's Career Development Coordinator to apply for this course.

**85952C**                    **Health Science Advanced Studies**  
**85955C**                    **Honors Health Science Advanced Studies**  
**Credit:**                **1 Unit**  
**Length:**                **Semester**  
**Prerequisite:**        **Three credits in Health Occupations Education**

This culminating course is for seniors who are career-focused in a health or medical career. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to real-world situations in a selected career. In addition, they will also demonstrate their abilities to write, speak, apply knowledge, problem solve, and use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. HOSA membership provides avenues for applying leadership skills, reinforcing writing and speaking skills, and participating in volunteer activities. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis.*

**Honors Advanced Studies-Health Science Education (AGHS only)**  
**Credit:**                **1 Unit**  
**Length:**                **Semester**  
**Prerequisite:**        **Health Science I and Health Science II**

This culminating course is designed for students interested in careers in Allied Health, Medicine, Dentistry, Veterinary Medicine, and other Advanced Medical areas. This course will augment the content of Health Science II and prepare the students for success in transitioning to post secondary education and future health careers. Students will be required to work with a healthcare professional for a 48 hour clinical mentorship demonstrating their ability to write, speak, apply knowledge, problem solve, and use skills such as time management and organization. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products. (A Postassessment is required.)*

## HEALTH SCIENCE II, NURSING FUNDAMENTALS, AND INTERNSHIP GUIDELINES

Students who participate in clinical/ internship experiences must abide by and be subject to the Pitt County School's Code of Conduct. Students demonstrating repeated Category I offenses as determined by the appropriate school personnel will be unable to participate in clinical/internship experiences. Students with such offenses may be re-evaluated and allowed to participate if the student can demonstrate ONE FULL YEAR without offenses to the appropriate school personnel. An Appeals process is available. Students demonstrating a Category II, III, IV Offense as determined by the designated school personnel will NOT be allowed to participate in clinical/internship experiences. Students enrolled in Nursing Fundamentals are required to complete a minimum 65-hour clinical internship as the work-based component of the course. Students enrolled in Honors Health Science II are required to complete a maximum 45-hour mentorship with an exemplary health professional as the work-based component of the course. Students unable to meet the work-based component of these courses due to failing grades or disciplinary action will not receive credit for any portion of the course. Students participating in clinical internships at Pitt County Memorial Hospital and local nursing homes & assisted living facilities must purchase required scrubs and the appropriate type of shoes, provide a criminal background check, and receive the required immunizations at their own expense. Participation in the clinical internship is mandatory.

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## MARKETING

**66212CHS**      **Health Care Marketing**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Grade(s):**      **10-12**  
**Prerequisite:**   **Marketing**

This course is designed for students interested in an introduction to the business/marketing aspect of the health care industry. Emphasis is placed on the following principles as they apply to the Health Care industry: licensing and naming rights; business foundations; economic foundations; promotion; and human relations. Latest technology in marketing sales, mass media, research, and customer service presentation techniques will be utilized. Skills in technical writing, communications, mathematics, and application of current computer software are reinforced in this course. Work-based learning strategies appropriate for this course include paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies. (*A Postassessment is required.*)

**66312C**            **Fashion Merchandising**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Grade(s):**      **9-12**  
**Prerequisite:**   **None**

This course is designed for students interested in the fashion industry and the merchandising of fashion. Topics include an overview of the fashion industry; evolution and movement of fashion, career development, merchandising, risk management, promotion, and fashion show production. Skills in research, mathematics, textile chemistry, and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education or paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies. (*A Postassessment is required.*)

**66212C**            **Marketing**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Grade(s):**      **9-12**  
**Prerequisite:**   **None**

This course is designed to help students develop basic knowledge, skills, and attitudes that will prepare them to enter the field of marketing. The course, which focuses on the National Marketing Education Standards and the National Curriculum Framework, emphasizes the foundations of business, management, and entrepreneurship; economics; professional development; and communication and interpersonal skills. Included in these foundations are concepts such as distribution, financing, selling, pricing, promotion, marketing-information management, and product/service management. Skills in communications, mathematics, and psychology are reinforced in this course. Work-based learning strategies appropriate for this course include job shadowing, paid/unpaid internships, school-based enterprises, and field trips. (*A Postassessment is required.*) *PCC articulated college credit is available. Students must complete Marketing and Marketing Management.*

**66222C**            **Marketing Management**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Grade(s):**      **11-12**  
**Prerequisite:**   **Marketing or  
Fashion Merchandising**

This course is designed to continue the foundations covered in Marketing or Fashion Merchandising. Topics of study include recruiting, hiring, training, and evaluating employees; information management; purchasing; pricing; ethics; sales management; and financing. Skills in math, human relations, communications, and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course are school-based enterprises, cooperative



education and paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies. *(A Postassessment is required.) PCC articulated college credit is available. Students must complete Marketing and Marketing Management.*

**66652C      Marketing Technology  
& Media**  
**Credit:**      1 Unit  
**Length:**      Semester  
**Grade(s):**    10-12  
**Prerequisite:** Marketing, Fashion  
Merchandising, or Strategic  
Marketing, and Microsoft Word,  
PowerPoint, & Publisher

This course is designed to couple the marketing and economic skills students have mastered with the latest technology in marketing sales, mass media, research, and customer service presentation techniques. Emphasis is placed on creating a professional, polished approach to marketing products and services. Skills in technical writing, communications, mathematics, and application of current computer software are reinforced in this course. Work-based learning strategies appropriate for this course include paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies. *(A Postassessment is required.)*

**66702C      Sports & Entertainment  
Marketing I**  
**Credit:**      1 Unit  
**Length:**      Semester  
**Grade(s):**    9-12  
**Prerequisite:** None

This course is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. Skills in communications, human relations, psychology, and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships, or school-based enterprises. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies. *(A Postassessment is required.)*

**66712C      Sports & Entertainment  
Marketing II**  
**Credit:**      1 Unit  
**Length:**      Semester  
**Grade(s):**    10-12  
**Prerequisite:** Sports & Entertainment  
Marketing I

This course is designed for students interested in an advanced study of sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: business management, career development options, client relations, ethics, events management, facilities management, legal issues and contracts, promotion, and sponsorships. Skills in communications, human relations, mathematics, psychology, and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships, or school-based enterprises. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies. *(A Postassessment is required.)*

**66262C      Strategic Marketing  
66265      Honors Strategic Marketing**  
**Credit:**      1 Unit  
**Length:**      Semester  
**Grade(s):**    10-12  
**Prerequisite:** Any Marketing Course

This fast-paced course challenges students by combining into one course the content taught in the Marketing and Marketing Management courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics, management, and financial analysis. Skills in mathematics, research, and critical thinking are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education and paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products. (A Postassessment is required.) PCC articulated college credit is available.*

**66452C      Travel, Tourism, and  
Recreations Marketing**

**Credit:**        1 Unit  
**Length:**       Semester  
**Grade(s):**    11-12  
**Prerequisite:** Marketing

This course is designed to provide a foundation for students interested in a career in travel, tourism, and recreation marketing. Emphasis is placed on the hospitality/tourism industry, customer relations, travel destinations, tourism promotion, economics, and career development. Skills in mathematics, psychology, geography, and communications are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education or paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies. (*A Postassessment is required.*)

**85952C      Marketing Advanced Studies**  
**85955C      Honors Marketing Advanced  
Studies**

**Credit:**        1 Unit  
**Length:**       Semester  
**Grade(s):**    12  
**Prerequisite:** Three technical credits in Business,  
Marketing, or Information  
Technology Education

This is a culminating course for seniors who are career-focused in marketing technologies; sales and technical services; travel, tourism, and recreation marketing; business management and small business/entrepreneurship; fashion merchandising; business administration; or sports and entertainment marketing. The three components of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate the ability to use content and apply knowledge to real-world situations in a career major. In addition, they will also demonstrate the ability to write, speak, apply knowledge, problem solve, and use life skills such as time management, planning, follow through, and organization. Students work under the guidance of a teacher facilitator in collaboration with community members, business representatives, and other school-based personnel. Simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products. (A Postassessment is required.)*

**66976D      Marketing Cooperative Work**  
**Credit:**        2 Units  
**Length:**       Year  
**Grade(s):**    12  
**Prerequisite:** Must be a senior enrolled in the  
third unit in the Marketing or  
Business and Information  
Technology pathway

Cooperative career-technical education is a yearlong course that provides on-the-job training for students who are seniors. Students are required to take a career technical education course related to the occupation in which the student is placed during the first semester and will receive instruction related to their on-the-job training experience. Students participating in cooperative education will be required to work a minimum of 180 hours each semester to receive two units of credit. Students will be eligible to earn a total of 3 credits by enrolling in a semester length second level career-technical education course and the cooperative class and will receive the same grade and quality points for both courses during the first semester based on classroom work and the cooperative education component. During the second semester, the employer progress report will count for two-thirds of the grade and one third of the grade will be on the accuracy, completeness, and timeliness of the student's wage and hour form. A student may earn a total of four credits by enrolling in a full length second level career-technical education course and the cooperative class. The student's grade will be based on classroom work and the cooperative education experience and the student will receive the same grade and quality points for both courses.

**COOPERATIVE WORK EXPERIENCE**

Students shall not be placed in family owned businesses. Students who participate in work-based learning experiences must abide by and be subject to the Pitt County School's Code of Conduct. Students demonstrating repeated Category I offenses as determined by the appropriate school personnel will be unable to participate in work-based learning experiences. Students with such offenses may be re-evaluated and allowed to participate if the student can demonstrate ONE FULL YEAR without offenses to the appropriate school personnel. An Appeals process is available. Students demonstrating a Category II, III, IV Offense as determined by the designated school personnel will NOT be allowed to participate in work-based learning experiences.

## TRADE AND INDUSTRIAL AUTOMOTIVE

**75112C**            **Automotive Service**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Grade(s):**      **9-11**  
**Prerequisite:**   **Completed or enrolled in**  
                          **Algebra I**

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. Skills in science, mathematics, thinking, and leadership are reinforced in this course. Work-based learning strategies for this course may include field trips, internships, and job shadowing. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. *(A Postassessment is required.) PCC articulated college credit is available. Students must complete levels I and II or levels II and III.*

**75122C**            **Automotive Brakes**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Grade(s):**      **10-12**  
**Prerequisite:**   **Automotive Service**

Automotive Service Technology programs in North Carolina are National Automotive Technician Education (NATEF) Certified. Automotive Service Excellence areas of brakes and electrical/electronics are taught in this course. The level II course helps prepare students for the Automotive Service Excellence (ASE) technician certification. Work-based learning experience strategies appropriate for this course are field trips, job shadowing, internships, cooperative on-the-job training, and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. *(A Postassessment is required.) PCC articulated college credit is available. Students must complete levels I and II or levels II and III. Students must submit a signed NATEF Electrical Task List.*

**75132**            **Automotive Computer System**  
                          **Diagnostics**  
**Credit:**        **1 Unit**  
**Length:**        **Year**  
**Grade(s):**      **10-12**  
**Prerequisite:**   **Automotive Brakes**

This course is based upon the use of computer system diagnostic tools to read and diagnose computer codes in a variety of automotive types. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship,

internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *(A Postassessment is required.) PCC articulated college credit is available. Students must complete levels I and II or levels II and III. Students must submit a signed NATEF Brakes Task List.*

**75142**            **Automotive Electrical**  
**Credit:**        **1 Unit**  
**Length:**        **Year**  
**Grade(s):**      **11-12**  
**Prerequisite:**   **Automotive Service**

This course emphasizes automotive electrical/electronics and is basic for electrical/electronic automotive preparation. Basic inspection, troubleshooting, and repair of automotive electrical/electronic systems will be included in this course. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in electrical/electronics. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. 7511 Automotive Service is recommended as preparation for this course. *(A Postassessment is required.)*

**75152**            **Automotive Electrical Advanced**  
**Credit:**        **1 Unit**  
**Length:**        **Year**  
**Grade(s):**      **11-12**  
**Prerequisite:**   **Automotive Electrical**

This course emphasizes advanced electrical/electronics. Advanced inspection, troubleshooting, and repair of automotive electrical/electronic systems will be included in this course. 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 electrical/electronics. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *(A Postassessment is required.) PCC articulated college credit is available. Students must complete levels I and II or levels II and III. Students must submit a signed NATEF Brakes Task List.*

**79986D**            **AYES Internship**  
**Credit:**            **2 Units**  
**Length:**            **Year**  
**Grade(s):**          **12**  
**Prerequisite:**    **Acceptance into the**  
                          **AYES Program,**  
                          **Automotive Service**  
                          **Technology III concurrent**

This year long paid internship is designed for students who have decided on a career as an automotive service technician. Students selected to participate in the AYES program will be assigned to a dealership and will work under the supervision of a trained mentor. Students are required to work at their sponsoring dealerships on a part-time basis during their senior year and must complete a minimum of 270 hours. See page 41 for additional AYES program information.

**85952C**            **Trade and Industrial Advanced Studies**  
**85955C**            **Honors Trade and Industrial Advanced Studies**  
**Credit:**            **1 Unit**  
**Length:**            **Semester**  
**Grade(s):**          **12**  
**Prerequisite:**    **Three technical credits within Trade and Industrial Education**

This culminating, career-focused course for seniors in T & I programs includes a research paper, product, and presentation. Emphasis is on students demonstrating their abilities to use content and apply knowledge to real-world situations. Skills in leadership, writing, speaking, problem solving, mathematics, and science are reinforced in this course. It is important to connect work-based learning such as internship, apprenticeship, and cooperative education to this course. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**79976D**            **Cooperative Work Experience**  
**Credit:**            **2 Units**  
**Length:**            **Year**  
**Grade(s):**          **12**  
**Prerequisite:**    **Must be a senior enrolled in the third unit in the Construction, Transportation Systems, Engineering, or Industrial Pathway**

Cooperative career-technical education is a yearlong course that provides on-the-job training for students who are seniors. Students are required to take a career technical education second level course related to the occupation in which the student is placed during the first semester and will receive instruction related to their on-the-job training experience. Students participating in cooperative education will be required to work a minimum of 180 hours each semester to receive two

units of credit. Students will be eligible to earn a total of 3 credits by enrolling in a semester length second level career-technical education course and the cooperative class and will receive the same grade and quality points for both courses during the first semester based on classroom work and the cooperative education component. During the second semester, the employer progress report will count for two-thirds of the grade and one third of the grade will be on the accuracy, completeness, and timeliness of the student's wage and hour form. A student may earn a total of four credits by enrolling in a full length second level career-technical education course and the cooperative class. The student's grade will be based on classroom work and the cooperative education experience and the student will receive the same grade and quality points for both courses.

Students shall not be placed in family owned businesses. Students who participate in work-based learning experiences must abide by and be subject to the Pitt County School's Code of Conduct. Students demonstrating repeated Category I offenses as determined by the appropriate school personnel will be unable to participate in work-based learning experiences. Students with such offenses may be re-evaluated and allowed to participate if the student can demonstrate ONE FULL YEAR without offenses to the appropriate school personnel. An Appeals process is available. Students demonstrating a Category II, III, IV Offense as determined by the designated school personnel will NOT be allowed to participate in work-based learning experiences.

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## **TRADE AND INDUSTRIAL CARPENTRY AND CABINETMAKING**

**11112**                    **Core & Sustainable Construction**  
**Credit:**                **1 Unit**  
**Length:**                **Semester**  
**Grade(s):**            **9-11**  
**Prerequisite:**        **None**

This course is the introduction to all Carpentry, Masonry, & Welding courses. It prepares students for National Center for Construction Education and Research (NCCER) certification. This course also includes a "Green" module. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.



**77212C      Carpentry I****Credit:        1 Unit****Length:       Semester****Grade(s):     9-11****Prerequisite:   Core & Sustainable Construction**

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

**77222D      Carpentry II****Credit:        1 Unit****Length:       Semester****Grade(s):     10-12****Prerequisite:   Carpentry I**

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. *(A Postassessment is required.) PCC articulated college credit is available. Students must complete levels I and II.*

**77232D      Carpentry III****Credit:        1 Unit****Length:       Semester****Grade(s):     11-12****Prerequisite:   Carpentry II**

This course develops advanced technical aspects of carpentry with emphasis on development of skills. The

course content includes roofing applications, thermal and moisture protection, exterior finishing, cold formed steel framing and drywall installations. 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. Geometry is a recommended prerequisite. *(A Postassessment is required.)*

**77242D      Carpentry IV****Credit:        1 Unit****Length:       Semester****Grade(s):     11-12****Prerequisite:   Carpentry III**

This course develops advanced technical aspects of carpentry with emphasis on development of skills. The course content includes doors and door hardware, commercial drawing, drywall finishing, suspending ceilings, window, door, floor and ceiling trim, cabinet fabrication, and installation. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for 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. *(A Postassessment is required.) PCC articulated college credit is available. Students must complete levels I and II.*

**76212C      Cabinetmaking I****Credit:        1 Unit****Length:       Semester****Grade(s):     9-10****Prerequisite:   None**

This course introduces career information, employment opportunities, and skills required for work in the furniture and cabinetmaking industry. Topics include tools and equipment, theory and practice, types of woods, finishes, styles, bonds, and fasteners. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education,

internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course. (*A Postassessment is required.*)

**76222D**                    **Cabinetmaking II**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Grade(s):**                **10-12**  
**Prerequisite:**        **Cabinetmaking I**

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

**76232D**                    **Cabinetmaking III**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Grade(s):**                **10-12**  
**Prerequisite:**        **Cabinetmaking II**

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

**85952C**                    **Trade and Industrial Advanced Studies**

**85955C**                    **Honors Trade and Industrial Advanced Studies**

**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Grade(s):**                **12**

**Prerequisite:**        **Three technical credits within Trade and Industrial Education**

This culminating, career-focused course for seniors in T & I programs includes a research paper, product, and presentation. Emphasis is on students demonstrating their abilities to use content and apply knowledge to real-world situations. Skills in leadership, writing, speaking, problem solving, mathematics, and science are reinforced in this course. It is important to connect work-based learning such as internship, apprenticeship, and cooperative education to this course. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products. (A Postassessment is required.)*

**79976D**                    **Cooperative Work Experience**  
**Credit:**                    **2 Units**

**Length:**                    **Year**  
**Grade(s):**                **12**

**Prerequisite:**        **Must be a senior enrolled in the third unit in the Construction, Transportation Systems, Engineering, or Industrial Pathway**

Cooperative career-technical education is a yearlong course that provides on-the-job training for students who are seniors. Students are required to take a career technical education second level course related to the occupation in which the student is placed during the first semester and will receive instruction related to their on-the-job training experience. Students participating in cooperative education will be required to work a minimum of 180 hours each semester to receive two units of credit. Students will be eligible to earn a total of 3 credits by enrolling in a semester length second level career-technical education course and the cooperative class and will receive the same grade and quality points for both courses during the first semester based on classroom work and the cooperative education component. During the second semester, the employer progress report will count for two-thirds of the grade and one third of the grade will be on the accuracy, completeness, and timeliness of the student's wage and

hour form. A student may earn a total of four credits by enrolling in a full length second level career-technical education course and the cooperative class. The student's grade will be based on classroom work and the cooperative education experience and the student will receive the same grade and quality points for both courses. Students shall not be placed in family owned businesses. Students who participate in work-based learning experiences must abide by and be subject to the Pitt County School's Code of Conduct. Students demonstrating repeated Category I offenses as determined by the appropriate school personnel will be unable to participate in work-based learning experiences. Students with such offenses may be re-evaluated and allowed to participate if the student can demonstrate ONE FULL YEAR without offenses to the appropriate school personnel. An Appeals process is available. Students demonstrating a Category II, III, IV Offense as determined by the designated school personnel will NOT be allowed to participate in work-based learning experiences.

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## TRADE AND INDUSTRIAL ELECTRICAL TRADES

### **77412C      Electrical Trades I**

**Credit:**      1 Unit

**Length:**      Semester

**Grade(s):**    9-11

**Prerequisite:**    Core & Sustainable Construction

This course introduces 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. Skills in safety, mathematics, leadership, and problem solving are reinforced in this course. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. *(A Postassessment is required.)* **PCC articulated college credit is available. Students must complete levels I and II.**

### **77422D      Electrical Trades II**

**Credit:**      1 Unit

**Length:**      Semester

**Grade(s):**    10-12

**Prerequisite:**    Electrical Trades I

This course provides advanced instruction in residential wiring and introduction to electrical theory including AC and DC circuits. Emphasis is placed on test equipment, electrical color-coding, conduit bending and installation, electrical measurements, use of polyphase current, specialty tools, transformers, and generators. Skills in safety, leadership, reading, mathematics, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeships. Hands-on work experiences and SkillsUSA leadership activities

provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite. *(A Postassessment is required.)* **PCC articulated college credit is available. Students must complete levels I and II.**

### **85952C      Trade and Industrial Advanced Studies**

### **85955C      Honors Trade and Industrial Advanced Studies**

**Credit:**      1 Unit

**Length:**      Semester

**Grade(s):**    12

**Prerequisite:**    Three technical credits within Trade and Industrial Education

This culminating, career-focused course for seniors in T & I programs includes a research paper, product, and presentation. Emphasis is on students demonstrating their abilities to use content and apply knowledge to real-world situations. Skills in leadership, writing, speaking, problem solving, mathematics, and science are reinforced in this course. It is important to connect work-based learning such as internship, apprenticeship, and cooperative education to this course. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products. (A Postassessment is required.)*

### **79976D      Cooperative Work Experience**

**Credit:**      2 Units

**Length:**      Year

**Grade(s):**    12

**Prerequisite:**    Must be a senior enrolled in the third unit in the Construction, Transportation Systems, Engineering, or Industrial Pathway

Cooperative career-technical education is a yearlong course that provides on-the-job training for students who are seniors. Students are required to take a career technical education second level course related to the occupation in which the student is placed during the first semester and will receive instruction related to their on-the-job training experience. Students participating in cooperative education will be required to work a minimum of 180 hours each semester to receive two units of credit. Students will be eligible to earn a total of 3 credits by enrolling in a semester length second level career-technical education course and the cooperative class and will receive the same grade and quality points



for both courses during the first semester based on classroom work and the cooperative education component. During the second semester, the employer progress report will count for two-thirds of the grade and one third of the grade will be on the accuracy, completeness, and timeliness of the student's wage and hour form. A student may earn a total of four credits by enrolling in a full length second level career-technical education course and the cooperative class. The student's grade will be based on classroom work and the cooperative education experience and the student will receive the same grade and quality points for both courses.

Students shall not be placed in family owned businesses. Students who participate in work-based learning experiences must abide by and be subject to the Pitt County School's Code of Conduct. Students demonstrating repeated Category I offenses as determined by the appropriate school personnel will be unable to participate in work-based learning experiences. Students with such offenses may be re-evaluated and allowed to participate if the student can demonstrate ONE FULL YEAR without offenses to the appropriate school personnel. An Appeals process is available. Students demonstrating a Category II, III, IV Offense as determined by the designated school personnel will NOT be allowed to participate in work-based learning experiences.

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## TRADE AND INDUSTRIAL MASONRY

**77112C            Masonry I**  
**Credit:**            1 Unit  
**Length:**            Semester  
**Grade(s):**        9-11  
**Prerequisite:**    Core & Sustainable Construction

This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, lumbing, use of straightedge, and jointing brick and block in wall construction. Reading, mathematics, Problem solving, and principles of technology are reinforced in this course. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. (*A Postassessment is required.*)

**77122D            Masonry II**  
**Credit:**            1 Unit  
**Length:**            Semester  
**Grade(s):**        10-12  
**Prerequisite:**    Masonry I

This course provides a continuation of masonry skills, estimating, blueprint reading, and building codes. Topics include constructing walls, corners, sills, and

similar structures using a variety of bonds and materials. Skills in safety, leadership, Reading, mathematics, problem solving, and career development are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite. (*A Postassessment is required.*)

**77132D            Masonry III**  
**Credit:**            1 Unit  
**Length:**            Semester  
**Grade(s):**        11-12  
**Prerequisite:**    Masonry II

This course provides advanced masonry skills, leadership development, and the preparation of technical presentations. Topics include constructing composite walls, steps, arches, lattice walls, sidewalks, brick and concrete pavers, windowsills, chimneys, and fireplaces. Skills in safety, mathematics, reading, problem solving, and employability skills are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. (*A Postassessment is required.*)

**85952C            Trade and Industrial Advanced Studies**  
**85955C            Honors Trade and Industrial Advanced Studies**  
**Credit:**            1 Unit  
**Length:**            Semester  
**Grade(s):**        12  
**Prerequisite:**    Three technical credits within Trade and Industrial Education

This culminating, career-focused course for seniors in T & I programs includes a research paper, product, and presentation. Emphasis is on students demonstrating their abilities to use content and apply knowledge to real-world situations. Skills in leadership, writing, speaking, problem solving, mathematics, and science are reinforced in this course. It is important to connect work-based learning such as internship, apprenticeship, and cooperative education to this course. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. *The honors version of this course covers the material in greater complexity and acceleration. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances,*

presentations, demonstrations, applications, processes and products. (A Postassessment is required.)

**79976D**                    **Cooperative Work Experience**  
**Credit:**                    **2 Units**  
**Length:**                    **Year**  
**Grade(s):**                **12**  
**Prerequisite:**        **Must be a senior enrolled in the third unit in the Construction, Transportation Systems, Engineering, or Industrial Pathway**

Cooperative career-technical education is a yearlong course that provides on-the-job training for students who are seniors. Students are required to take a career technical education second level course related to the occupation in which the student is placed during the first semester and will receive instruction related to their on-the-job training experience. Students participating in cooperative education will be required to work a minimum of 180 hours each semester to receive two units of credit. Students will be eligible to earn a total of 3 credits by enrolling in a semester length second level career-technical education course and the cooperative class and will receive the same grade and quality points for both courses during the first semester based on classroom work and the cooperative education component. During the second semester, the employer progress report will count for two-thirds of the grade and one third of the grade will be on the accuracy, completeness, and timeliness of the student's wage and hour form. A student may earn a total of four credits by enrolling in a full length second level career-technical education course and the cooperative class. The student's grade will be based on classroom work and the cooperative education experience and the student will receive the same grade and quality points for both courses.

Students shall not be placed in family owned businesses. Students who participate in work-based learning experiences must abide by and be subject to the Pitt County School's Code of Conduct. Students demonstrating repeated Category I offenses as determined by the appropriate school personnel will be unable to participate in work-based learning experiences. Students with such offenses may be re-evaluated and allowed to participate if the student can demonstrate ONE FULL YEAR without offenses to the appropriate school personnel. An Appeals process is available. Students demonstrating a Category II, III, IV Offense as determined by the designated school personnel will NOT be allowed to participate in work-based learning experiences.

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## **TRADE AND INDUSTRIAL PRINTING AND GRAPHICS**

**79152**                    **Introduction to Graphic Communications**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Grade(s):**                **9-11**  
**Prerequisite:**        **None**

This course provides students an overall understanding of the printing industry, its major operations, and the fundamental measurement, math, and interpersonal skills needed for a career in the printing industry. The content is theory-based and requires students to learn production-related issues, rather than to demonstrate performance. Art, English language arts, mathematics, and science 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. (A Postassessment is required.)

**79162**                    **Digital File Preparation**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Grade(s):**                **10-12**  
**Prerequisite:**        **Introduction to Graphic Communications**

This course focuses on the digital aspects of designing and programming needed in the digital printing age. Knowledge needed in this area requires students to understand the basic concepts and procedures in each step of file preparation. Students learn about file-related issues and to demonstrate various skills in creating and exporting images and laying out a page in appropriate software. Presses are not required. 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. (A Postassessment is required.)

**79172**                    **Offset Press Operations**  
**Credit:**                **1 Unit**  
**Length:**                **Semester**  
**Grade(s):**              **10-12**  
**Prerequisite:**        **Introduction to Graphic Communications**

This course focuses on the hands-on skills needed to program and run offset press printing operations. Students learn press parts and basic operations procedures, and to demonstrate their ability to perform make ready, print different types of one- and two-color jobs, evaluate and adjust print quality, color measurement, and perform clean-up functions. 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. (*A Postassessment is required.*)

**79182**                    **Print Advertising and Design**  
**Credit:**                **1 Unit**  
**Length:**                **Semester**  
**Grade(s):**              **10-12**  
**Prerequisite:**        **Digital File Preparation**

This course covers digital aspects of designing and programming needed in the digital printing. Hands-on activities for this course include the use of computer equipment and digital input devices. No presses are required. The course involves the application of creative thinking and development of design problems. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. (*A Postassessment is required.*)

**79192**                    **Binding and Finishing**  
**Credit:**                **1 Unit**  
**Length:**                **Semester**  
**Grade(s):**              **11-12**  
**Prerequisite:**        **Offset Press Operations**

This course focuses on the hands-on skills needed to program and run offset press printing operations. Knowledge needed in this accreditation area requires students to describe procedures and identify equipment and materials, use folding equipment, and perform preventative maintenance on folders and cutters. Students learn tools and procedures for quality control,

as well as knowledge of common problems and solutions. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. (*A Postassessment is required.*)

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## HUSKINS COMMUNITY COLLEGE COURSES

### *ARCHITECTURAL TECHNOLOGY*

The following courses may be taught at your high school by Pitt Community College instructors. You will receive both high school and community college credit upon successful course completion.

**89992C25**                    **Introduction to Architectural Technology Part I**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Grade(s):**                **11-12**  
**Prerequisite:**            **Algebra I**  
**Age:**                        **16**  
**Students enrolled at D.H. Conley, Farmville Central, South Central, and J.H. Rose**

This course introduces basic architectural drafting techniques, lettering, use of architectural and engineering scales, and sketching. It also covers the interpretation of blueprints and specifications that are on the student's job performance as determined by the employer's evaluation each six weeks associated with construction trades. Upon completion, students should be able to prepare and print scaled drawings within minimum architectural standards and also read and interpret a set of construction blueprints. *Students will receive credit for ARC 111 AB, ARC 264 AB and BPR 130 at PCC.* NOTE: Students must complete Introduction to Architectural Technology Part I and II in order to receive credit for ARC 111 at PCC.

**89992C26**      **Introduction to Architectural Technology Part II**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Grade(s):**      **11-12**  
**Prerequisite:** **Algebra I and Intro to Architectural Technology Part I**  
**Age:**            **16**  
**Students enrolled at D.H. Conley, Farmville Central, South Central, and J.H. Rose**

This course introduces computer-aided drafting (CAD) software for specific technologies. Emphasis is placed on understanding the software command structure and drafting standards of specific technical fields. Upon completion, students should be able to create and plot basic drawings, prototype drawings and symbol libraries, compose sheets with multiple details, and use advanced drawing and editing commands. *Students will receive credit for ARC 111 BB, ARC 264 BB, and DFT 119 at PCC.* NOTE: Students must complete Introduction to Architectural Technology Part I and II in order to receive credit for ARC 111 at PCC. **Students taking both Architectural Technology courses will receive three units of elective high school credit.**

### **WELDING**

The following courses may be taught at your high school by Pitt Community College instructors. You will receive both high school and community college credit upon successful course completion.

**89992C27**      **Welding Part I**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Grade(s):**      **11-12**  
**Prerequisite:** **None**  
**Students enrolled at North Pitt**

This course introduces the oxy-acetylene cutting process and shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes. *Students will receive credit for WLD 110AB and WLD 115AB at PCC.* **Students enrolled at North Pitt.**

**89992C28**      **Welding Part II**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:** **Welding Part I**  
**Grade(s):**      **11-12**  
**Students enrolled at North Pitt**

This course introduces the oxy-acetylene cutting process and shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes and

manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes. *Students will receive credit for WLD 110BB, WLD 115BB, and WLD 116AC at PCC.* **Students enrolled at North Pitt.**

**89992C29**      **Welding Part III**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:** **Welding Part II**  
**Grade(s):**      **11-12**  
**Students enrolled at North Pitt**

This course is designed to enhance skills with the shielded metal Arc (stick) welding process and introduces the metal arc welding and flux core arc welding processes. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry and application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrode in the flat, horizontal, vertical, and overhead positions and perform groove welds with prescribed electrodes on various joint geometry. *Students will receive credit for WLD 116BC and WLD 121AB at PCC.* **Students enrolled at North Pitt.**

**89992C30**      **Welding Part IV**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:** **Welding Part III**  
**Grade(s):**      **11-12**  
**Students enrolled at North Pitt**

This course is designed to enhance skills with the shielded metal Arc (stick) welding process and introduce the metal arc welding and flux core arc welding processes. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry and application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrode in the flat, horizontal, vertical, and overhead positions and perform groove welds with prescribed electrodes on various joint geometry. *Students will receive credit for WLD 116CC and WLD 121BB at PCC.* **Students enrolled at North Pitt. Once a student completes Welding Part IV, then he/she will receive a certificate in Basic Welding from Pitt Community College. Students taking all four Welding courses will receive five units of elective high school credit.**



**COURSE NUMBER- Course Name****Credit:** Unit for graduation**Length:** Time frame in which the course will occur.**Prerequisite:** A required enrollment sequence or process for course preparedness.**Grade(s):** Grade level of student who are able to participate in the course.**Course Description:** Course titles are listed sequentially (order in which they are to be taken).

## ENGLISH

### **SUMMER AND SUPPLEMENTAL READING**

*Summer reading of assigned literary works may be required at some course and grade levels as part of the curriculum. Lists, with requirements, will be available from teachers and counselors at each school during registration. Students in honors courses are expected to read one to two supplementary literary works each marking period.*

**10292C**                      **Introduction to English**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Prerequisite:**              **None**

This course is designed to increase reading proficiency, knowledge of language structures, study skills, and test-taking skills. Students will learn strategies to improve reading comprehension, build knowledge of standard usage of grammar and punctuation, develop study skills, and practice test-taking strategies to improve academic success.

**10212C**                      **English I**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Prerequisite:**              **None**

This course will explore the ways audience, purpose, and context shape oral communication and written communication, and media and technology. While emphasis is placed on communication for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. In English I, students will 1) express reflections and reactions to

literature and to personal experience; 2) explain meaning, describe processes, and answer research questions; 3) evaluate communication and critique texts; 4) make and support an informed opinion; 5) participate in conversations about written analysis of literary genres, elements, and traditions; 6) use knowledge of language and standard grammatical conventions.

**10215C**                      **Honors English I**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Prerequisite:**              **None**

Students in the honors course will explore literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

**10212C01**                      **Interdisciplinary  
Studies/Paideia English I  
Standard  
Paideia English I**  
**10215B01**                      **Honors Paideia English I**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester paired with Paideia  
World History**  
**Prerequisite:**              **Enrollment in Paideia World  
History**

This course is based on an educational philosophy that advocates an interdisciplinary and thematic approach to teaching traditional English and social studies courses. In addition to the requirements for standard and honors English I, this course emphasizes an interdisciplinary study of literature and world history. In this course students will read, discuss, and write about both classical and contemporary literature. Students will develop intellectual skills through individualized instruction and supervised practice in all areas of reading, writing, speaking, listening, viewing, and presenting. In addition, this course will guide students in development of an enlarged understanding of ideas and values using Socratic seminars and questioning. It is strongly suggested that students enrolled in this course have reliable Internet access. Students in the honors course will explore literature more widely and deeply, including more challenging and/or complete print and non print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and

collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

**10252C01            Composition Essentials**

**Credit:**            1 Unit

**Length:**           Semester

**Prerequisite:**    English I

This course is designed to reinforce and enhance control of oral and written expression. Students will learn to analyze layers of text structure, use appropriate pre-writing strategies, write effectively, use appropriate support and elaboration strategies, develop an engaging writing style, and develop skills in standard usage and mechanics.

**10222C                English II**

**Credit:**            1 Unit

**Length:**           Semester

**Prerequisite:**    English I

This course requires students to read, discuss, and write about both classical and contemporary world literature (excluding British and American authors) through which students will identify cultural significance. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative, and literary purposes, although emphasis will be placed on explanatory contexts. In addition to literature study, students will 1) examine non-literary texts related to cultural studies; 2) research material to use primarily in clarifying their own explanatory responses to situations and literary based issues; 3) critically interpret and evaluate experiences, literature, language, and ideas; 4) use standard grammatical conventions and select features of language appropriate to purpose, audience, and context of the work.

**10225C                Honors English II**

**Credit:**            1 Unit

**Length:**           Semester

**Prerequisite:**    English I

Students in the honors course will explore World literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

**Interdisciplinary Studies/**

**Paideia English II**

**Standard Paideia English II**

**Honors Paideia English II**

**1 Unit**

**Semester paired with Paideia**

**Civics and Economics**

**Prerequisite:**    English I and enrollment in  
Interdisciplinary Studies/Paideia  
Civics and Economics

This course is based on an educational philosophy that advocates an interdisciplinary and thematic approach to teaching traditional English and Social Studies courses. In this course students will read, discuss, and write about both classical and contemporary world literature in a context that teaches appreciation for cultural diversity and the complexity of world issues. Students will develop intellectual skills through individualized instruction and supervised practice in all areas of reading, writing, speaking, listening, viewing, and presenting. In addition, this course will guide students in the development of an enlarged understanding of ideas and values through the use of Socratic seminars and questioning. Students in the honors course will explore literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

**10232C                English III**

**Credit:**            1 Unit

**Length:**           Semester

**Prerequisite:**    English II

This course requires students to analyze United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is critical analysis of texts through reading, writing, speaking, listening, and using media/technology. In addition, the students will 1) relate the experiences of others to their own experiences, 2) research the diversity of the American experience, 3) examine relationships between past and present, 4) build increasing sophistication in defining issues and using argument effectively, 5) create products and presentations which maintain standard conventions of written and oral language.

**10235C Honors English III****Credit: 1 Unit****Length: Semester****Prerequisite: English II**

Students in the honors course will explore American literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

**10232C01 Interdisciplinary Studies/Paideia English III****Standard Paideia****English III****10235C01 Honors Paideia English III****Credit: 1 Unit****Length: Semester paired with Paideia U.S.****History****Prerequisite: English II and enrollment in Interdisciplinary Studies/Paideia U.S. History**

This course is based on an educational philosophy that advocates an interdisciplinary and thematic approach to teaching traditional English and Social Studies courses. In addition to the requirements for Standard and Honors English III, this course emphasizes an interdisciplinary study of American literature and American history. In this course students will read, discuss, and write about both classical and contemporary American literature in a context that teaches appreciation for diversity and the complexity of American issues. Students will develop intellectual through individualized instruction and supervised practice in all areas of reading, writing, speaking, listening, viewing, and presenting. In addition, this course will guide students in the development of an enlarged understanding of ideas and values using Socratic seminars and questioning.

**10237C AP English Language and Composition****Credit: 1 Unit****Length: Semester****Prerequisite: English II**

This course will address advanced composition and analysis of language at a level equivalent to an introductory college course. Accelerated, articulate students who desire intensive instruction in the critical reading of nonfiction works and in nonfiction writing techniques will benefit most from AP English Language and composition. The course demands that students be self-motivated, avid, critical readers with a desire to improve already strong writing skills. The course includes discussion and analysis of the major texts,

which comprise the canon of American literature, as well as classic and contemporary models in nonfiction. In refining their awareness of language and the writer's craft, students write publishable works. Students in Advanced Placement English Language and Composition will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. A summer assignment and supplemental reading are required. **This course may count as graduation requirement for English III.**

***\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\****

**10245C Honors English IV****Credit: 1 Unit****Length: Semester****Prerequisite: English III**

Students in the honors course will explore British literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

**10242C English IV****Credit: 1 Unit****Length: Semester****Prerequisite: English III**

This course will integrate all the language arts skills students have gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British Literature. The emphasis in English IV is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media/technology. Students will 1) express reflections and reactions to texts, 2) explain principles inspired by the curriculum, 3) interpret and qualify texts, 4) research and address issues of public or personal concern and, 5) create products and presentations which maintain standard conventions of the written and spoken language.



**10247CO1**      **AP Literature and Composition**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **English III**

This course is designed for the accelerated, articulate student who wants to take an examination to receive college credit (the AP British Literature and Composition Examination) while still in high school. This rigorous course demands that the student be a self-motivated, avid, critical reader with strong writing skills. The course includes intense discussion and analysis (oral and written) of major British, American, and world authors with emphasis on critical reading and analysis of nonfiction, poetry, drama, short stories, and novels. Both summer reading and supplemental reading are required. Students in Advanced Placement English Literature and Composition will engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. As they read, students should consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. **\*\* This course may count as graduation requirement for English IV.\*\***  
***Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\****

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## ENGLISH ELECTIVES

**10272C02**      **Literature and the Holocaust**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **Must have completed World History and English I**

This course is designed for students who wish to experience a deeper study of the Holocaust, its literature and history, and events that led to the Holocaust. Students will have briefly studied the Holocaust in social studies and previous English classes. Students will be expected to read, react to, and reflect upon print and non-print Holocaust-related texts in oral and written form. Students will be asked to evaluate problems related to the Holocaust and to analyze cause and effect in researching topics related to the subject and to present information to an audience in oral and/or written forms. Students will be expected to demonstrate understanding of selected Holocaust literature through interpretation and analysis.

**10275**            **Honors Literature of the Holocaust**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **World History and English I**

This course will provide a deeper and more challenging study of the events surrounding the Holocaust, both from a literary and historic perspective. Students will

have briefly surveyed information pertaining to the Holocaust in their previous history and English classes; however, this course will foster student curiosity by encouraging students to complete problem-based research projects, generate original ideas on the concepts presented, and research diverse sources in order to formulate independent theories and conclusions. This honors course will require students to work as self-directed and collaborative learners.

**10272C**            **Film and Literature**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **English I**

This course will focus on film adaptations of classic literature. Students will be expected to read several classic novels, view showings of films, take part in discussions of the texts and films, and write related essays.

**10272CO1**        **Contemporary Literature**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **English I**

This course is designed for students who are highly motivated readers interested in reading and studying the novels and the lives of today's best-selling authors.

**1027501**            **Honors Contemporary Literature**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **English I**

This course is designed for students who are highly motivated readers interested in reading and studying the novels and the lives of today's best-selling authors. This course requires students to use higher level critical thinking skills to achieve the goals of the course, focusing more on analysis, synthesis, and evaluation.

**10252CO2**        **Creative Writing**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **None**

The purpose of this class is to enhance and emphasize abstract thinking while promoting the writing process. Each student will be expected to write, edit, revise, and present work in various modes. Instruction will include poetry, short story, nonfiction, and various readings.

**10312C**            **Journalism I**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **Recommendation of current high school English or Journalism teacher**

This course focuses on the basic elements of journalistic writing and layout. Students who elect to take the course should be genuinely interested in developing journalistic skills and becoming an active member of the school's publication staff. Student responsibilities include selling advertising, conducting interviews, writing stories,

designing pages, proofreading copy, and distributing the newspaper.

**10325C**                    **Honors Journalism II**  
**10295CJ3**                **Honors Journalism III**  
**10295CJ4**                **Honors Journalism IV**  
**Credit:**                 **1 Unit**  
**Length:**                **Semester**  
**Prerequisite:**        **Completion of one semester of Journalism; submission of an application and approval of journalism teacher.**

Students in Honors Journalism 2, 3, or 4 will build on the skills and knowledge they developed in Journalism 1 by continuing to write articles for the student newspaper and to design newspaper pages. These honors levels of journalism will distinguish themselves from the first level of the course through more demanding requirements of students' time, leadership and expertise. Students will not only contribute to the paper but will lead the class in determining content of the paper. They will not merely receive and apply information, but will teach Journalism 1 students basic skills while building their own skills. Learning goals for the course include: work within the guidelines of ethical and responsible journalism; sell advertisements in a professional manner; contribute to the publication of a student newspaper; write stories on a variety of topics in journalistic style; utilize technology in the process of publishing a student newspaper; analyze writing techniques in various journalistic publications. Recommended positions: Editor-in-Chief, Production Manager, Business Manager, News, Sports, and In-depth Editors.

**10292CO3**                **Yearbook I**  
**Credit:**                 **1 Unit (Repeat for Credit)**  
**Length:**                **Semester**  
**Prerequisite:**        **English I, Recommendations from three teachers, and complete application process**

This course focuses on the basic elements of producing a yearbook. Students should be self-motivated to sell ads, conduct interviews with students and teachers, write, take photos, design, proofread, and work with other staff members.

**10295DY2**                **Honors Yearbook II**  
**10292CO4**                **Yearbook III**  
**10292C05**                **Yearbook IV**  
**Credit:**                 **2 Units each**  
**Length:**                **Year**  
**Prerequisite:**        **Two previous credits of Yearbook, submission of an application, and recommendation of Yearbook advisor**

This course focuses on the leadership responsibilities in producing a yearbook. For honors credit, a student must take one or more of the leadership roles as well as master all the skills involved in production such as age layout, editing, proofreading, advertising, distribution,

and business management. After school work will be required. Leadership activities may include attending a summer workshop to help establish yearbook theme and basic design and/or completing a portfolio. Recommended positions: Editor-in-Chief, Business Manager, section Editors of Sports, Clubs, Academics, Student Life, Underclassmen, Seniors, Faculty, or Ads.

**10142C**                    **Speech**  
**Credit:**                 **1 Unit**  
**Length:**                **Semester**  
**Prerequisite:**        **None**

This course is an interdisciplinary course designed to meet spoken communication needs of the high school student. The fundamentals of speech communication, public address, prepared speeches, interview techniques, and oral interpretation are studied in a manner to provide students self-confidence in a variety of formal and informal situations. Also, this course will prepare students for their oral presentation requirement of the Senior Project.

**10145C**                    **Honors Speech**  
**Credit:**                 **1 Unit**  
**Length:**                **Semester**  
**Prerequisite:**        **None**

This course is an interdisciplinary course designed to meet spoken communication needs of the high school student. The fundamentals of speech communication, public address, prepared speeches, interview techniques, and oral interpretation are studied in a manner to provide students self-confidence in a variety of formal and informal situations. Also, this course will prepare students for their oral presentation requirement of the Senior Project. The honors level of this course will require students to conduct extensive research and prepare extensive presentation activities. Students may be required to participate in speech competitions.

**10182C**                    **Debate**  
**Credit:**                 **1 Unit**  
**Length:**                **Semester**  
**Prerequisite:**        **None**

This course will emphasize the skills required by students to be effective debaters. Students will learn the basics of debate, both historical and theoretical. Students will become efficient in all areas of debate: oral interpretation, dramatic interpretation, humorous interpretation, impromptu, extemporaneous, Lincoln-Douglas, cross-examination, and other forms. Students will also study the history of political debate and participate in a mock campaign and election. In addition, this course will prepare students for their oral presentation requirement of the Senior Project.

**10185C Honors Debate****Credit: 1 Unit****Length: Semester****Prerequisite: None**

Students in this course will debate propositions of value and policy based upon various current topics. Time will be spent researching and organizing persuasive arguments to be presented orally as well as written. Active participation and engagement with current events including interaction with various forms of media and texts will be part of the researching process. Students will present team debates as well as individual debates. The debate course is divided into three units: argumentation skills and debate process, policy debate, and value debate. In addition, this course will prepare students for their oral presentation requirement of the Senior Project.

**English as a Second Language****10382C01 Novice Level 1****10382C02 Novice Level 2****Credit: 1 Unit (Repeat for Credit)****Length: Semester****Prerequisite: Identification as an ELL I or ELL II student**

This course is an introduction to the English language and to American culture. It follows the Standard Course of Study for Novice students. Emphasis is placed on developing basic skills in listening, speaking, reading and writing English for authentic social, personal and academic purposes. The content is structured around thematic units, and grammar is integrated throughout the course and selected according to authentic language needs.

**English as a Second Language****10382C03 Intermediate Level 1****10382C04 Intermediate Level 2****Credit: 1 Unit (Repeat for Credit)****Length: Semester****Prerequisite: Identification as an ELL III or ELL IV student**

This course is designed to continue students' development of cognitive academic language proficiency (CALP). It follows the Standard Course of Study for Intermediate students. Emphasis is placed on expanding the development of skills in listening, speaking, reading, and writing English for academic purposes. The content is structured around thematic units, which will allow students to be exposed to a variety of texts related to other core subjects. The course will teach the student reading strategies for tackling academic and literary texts, writing strategies for composing creative and academic texts, oral language strategies for giving a presentation or participating in classroom discussion and receptive language strategies for listening and taking notes from academic lectures.

**COURSE NUMBER- Course Name****Credit:** Unit for graduation**Length:** Time frame in which the course will occur.**Prerequisite:** A required enrollment sequence or process for course preparedness.**Grade(s):** Grade level of student who are able to participate in the course.**Course Description:** Course titles are listed alphabetically .

## HEALTH & PE

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The North Carolina Standard Course of Study for Healthful Living includes instruction on family life and sexuality education. Pitt County Schools' policy requires that this instruction follow the state-mandated legislation of Abstinence-Until-Marriage instruction.

**90112C            Healthful Living****Credit:** 1 Unit**Length:** Semester**Prerequisite:** None

The Healthful Living Curriculum is designed to help each individual develop proactive health promoting behaviors. Students develop the knowledge and skills that empower them to identify and manage health behaviors related to stress management, self-protection, interpersonal relationships, Nutrition/weight management, substance abuse, family life, CPR, and first aid. The physical education component stresses lifetime sports, gymnastics, cardiovascular fitness, and dance skills. Students have the opportunity to demonstrate acceptable levels of health related fitness and to develop the knowledge and skills to implement their own personal fitness program.

**90152C12        Physical Education****Credit:** 1 Unit (Repeat for Credit)**Length:** Semester**Prerequisite:** Healthful Living

This course emphasizes a refinement of skills and techniques in physical education. A variety of team sports, lifetime sports, and dance activities is offered. Students must dress-out five days a week to participate in this course.

**90152C42        Physical Fitness****Credit:** 1 Unit (Repeat for Credit)**Length:** Semester**Prerequisite:** Healthful Living

This course focuses on intense training for the purpose of improving physical fitness through strength training, cardiovascular conditioning, flexibility exercise, speed training, plyometrics, and diet and nutrition. Students are tested periodically in the above areas. Students are required to participate five days per week.

**95302C            Sports Medicine****Credit:** 1 Unit**Length:** Semester**Prerequisite:** Healthful Living

This course is for students interested in the areas of nursing, physical therapy, or sports medicine as a profession. Classroom instruction involves the mechanics of athletic injuries, conditioning and training, prevention of injuries, care of equipment, legal implications, reconditioning, and training room procedures. Also included in the course is training for the care of injuries occurring in sports activities. For this reason, any student interested should be free to attend athletic practices and events.

**COURSE NUMBER- Course Name****Credit:** Unit for graduation**Length:** Time frame in which the course will occur.**Prerequisite:** A required enrollment sequence or process for course preparedness.**Grade(s):** Grade level of student who are able to participate in the course.**Course Description:** Course titles are listed sequentially (order in which they are to be taken).

## MATHEMATICS

**2020201 Introduction to Math I**  
**Credit:** 1 Unit (Elective Credit unless on the math substitution track)**Length:** Semester**Prerequisite:** None

This course is designed to provide students a survey of preparatory topics for mathematics, including the foundation for high school Algebra and Geometry. Appropriate technology from manipulatives to calculators will be used regularly. Strands that will be covered include number sense, numeration, numerical operations, spatial sense measurement, geometry, pattern relationships, functions, data probability, and statistics. **This course will only receive a math credit if the student is on a math substitution track, otherwise it will be elective credit.**

**20512 Math I**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** None

This course is designed to meet the new Common Core State Standards. This course is an integrated or immersed approach to problem-based instruction using the mathematical practices through the integration of the extension of properties, reasoning through the meaning of rational exponents, interpreting expressions, equations, and inequalities. It will include reasoning abstractly and quantitatively through arithmetic with polynomials, creating questions through numbers and relationships, and building and interpreting functions with modeling. Immersed in the course will also be geometric measurement and dimension, geometric properties with equations, and representing, summarizing and

interpreting univariate data. Graphic calculators are used extensively during this course and on the end of the course test. This course is for students entering high school in the fall 2012.

**20182 Foundations of Algebra**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Geometry

The purpose of this course is to develop the algebraic knowledge that can be used to solve a variety of real world and mathematical problems. Algebraic relationships are developed inductively, with hands-on activities. The content of this course is less rigorous than Algebra II. This course is different from the regular Algebra II class and emphasizes the basic concepts of functions, polynomials, rational expressions, and the complex numbers, systems of equations and inequalities, and matrices. **This course will only receive a math credit if the student is on a math substitution track, otherwise it will be elective credit.**

**20242C Algebra II**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Geometry

This course continues the student's study of advanced algebraic concepts including functions, polynomials, rational expressions, and the complex numbers, systems of equations and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis is placed on practical applications and modeling. Graphic calculators are used extensively during the course and on the End-of- Course Test.

**20245C Honors Algebra II**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Geometry

This course covers the objectives for the standard Algebra II course as specified in the NC Standard Course of Study, but with greater depth and at a faster pace. Extended topical coverage is specified in the Instructional Guide. Graphic calculators are used extensively during the course and on the End-of- Course Test.

**20292 Foundations of Geometry**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: Algebra I**

The purpose of this course is to develop the geometric knowledge that can be used to solve a variety of real world and mathematical problems. Geometric relationships are developed inductively, with hands-on activities. The content of this course is less rigorous than Geometry and does not include formal deductive proofs. This course is different from the regular geometry class and emphasizes application rather than formal proofs. Concepts of spatial geometry are integrated with plane geometry. Algebraic skills are reviewed and strengthened through problem solving. Some of the major topics covered are distance, area, relationships, congruent and similar triangles, area, transformations, and basic trigonometric ratios. **This course will only receive a math credit if the student is on a math substitution track, otherwise it will be elective credit.**

**20302C Geometry**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: Algebra I**

This course continues the student's study of geometric concepts building upon middle school topics. Students will move from an inductive approach to deductive methods of proof in their study of geometric figures. Two- and three-dimensional reasoning skills will be emphasized and students will broaden their use of the coordinate plane to include transformations of geometric figures including the use of matrices. Students will learn to solve problems with the following topics: congruent and similar geometric figures and their properties, Pythagorean Theorem, definition of trigonometric functions, parallel and perpendicular lines, and geometric probability. Calculators with at least scientific functions are needed for End-of-Course Test.

**20305C Honors Geometry**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: Algebra I**

This course covers the objectives for the standard geometry course as specified in the NC Standard Course of Study, but with greater depth and at a faster pace. Extended topical coverage is specified in the Instructional Guide. Calculators with at least scientific functions are used throughout the course and on the End-of- Course Test.

**20252C Advanced Functions and Modeling**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: Algebra II**

This course 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 application should originate. Major topics include one variable and two variable data analysis, theoretical and experimental probability, and functions (logarithmic, power, trig, piecewise, and recursively defined). Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

**20705CO1 Honors Pre-Calculus**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: Algebra II**

This course provides students an honors level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for AP calculus. Topics include data analysis, composition of functions, graphing, analyzing, modeling, and transformations of basic functions (polynomials, rational functions), transcendental functions (polynomial, power, logistic, piecewise, and greatest integer, logarithmic exponential, trigonometric), complex numbers, vectors, parametric equations, and polar coordinates. Application and modeling are used throughout the course. Appropriate technology is used on a regular basis.

**20705C Honors Introduction to Calculus**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: Honors Pre-Calculus**

This course is the first semester of AP Calculus AB, This introductory course will prepare students for Advanced Placement Calculus AB and include topics such as functions, limits of functions, discontinuous functions, and differential calculus and its applications. **This course does not count as a math credit for graduation. It is an elective course.**

**20505C Honors Discrete Mathematics**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: Advanced Functions and Modeling or Honors Pre-calculus**

This course is a study of mathematical properties of sets and systems that have only a finite number of elements. It introduces the student to the mathematics of networks, social choice, and decision-making and



extends the student's investigation of matrix arithmetic and probability. Applications and modeling are central to this course of study. Students will learn to solve problems with the following topics: estate diagrams, laws of logic, permutations and combinations, expected values and fairness, Binomial Probability Theorem, cryptography, and coding theory. Explicit and recursively defined relationships are also included. Appropriate technology will be used regularly.

**20767C**            **AP Calculus AB**  
**Credit:**            **1 Unit**  
**Length:**            **Semester**  
**Prerequisite:**    **Honors Pre-Calculus**  
                              **or Honors Introduction**  
                              **to Calculus**

This course is designed to be the equivalent of a freshman level college course. It includes such topics as functions, limits of functions, discontinuous functions, differential calculus, the derivative, and integral calculus. Graphic calculators are required. **\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**20777C**            **AP Calculus BC**  
**Credit:**            **1 Unit**  
**Length:**            **Semester**  
**Prerequisite:**    **AP Calculus AB**

This course is designed to be the equivalent of one semester of college calculus. Topics included first semester are functions, limits of functions, and continuity of functions, differential calculus, and integral calculus. Second semester will include parametric, polar, and vector functions, L'Hospital's Rule, convergence of improper integrals and series, Taylor series and Maclaurin series. Graphic calculators are required. **\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**20657C**            **AP Statistics**  
**Credit:**            **1 Unit**  
**Length:**            **Semester**  
**Prerequisite:**    **Advanced Functions and**  
                              **Modeling or Honors Pre-**  
                              **Calculus**

This course will provide students with an opportunity to study methods of data collection, data analysis and inference, and probability. The College Board AP Statistics course of study syllabus will be the minimum standard for the course. The basic topics include: graphical representations of data, descriptive statistics, inferential statistics, probability and regression, testing hypotheses, drawing inferences,

examining bias, and evaluating results. Calculators and computing technology will be used regularly since they expose the students to current statistical tools and allow the students to represent and process data in a timely manner with greater accuracy.

**\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**COURSE NUMBER- Course Name**

**Credit:** Unit for graduation

**Length:** Time frame in which the course will occur.

**Prerequisite:** A required enrollment sequence or process for course preparedness.

**Grade(s):** Grade level of student who are able to participate in the course.

**Course Description:** Course titles are listed sequentially (order in which they are to be taken).

## SCIENCE

**30382C Earth/Environmental Science**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** None

This curriculum focuses on the function of the Earth's system. Emphasis is placed on matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the Earth systems. The areas of inquiry include: energy in the earth system, biochemical cycles, origin and evolution of the Earth system, origin and evolution of the universe, predictability of dynamic earth, and human interactions with the Earth's geologic and environmental systems. More specifically, topics include water, soil, atmosphere, solar system, and evolution of Earth.

**30385C Honors Earth/Environmental Science**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** None

This course will focus on inquiry into the functions of the Earth's systems. Emphasis is placed on matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material throughout the Earth's system. The areas of inquiry will include energy in the Earth system, biochemical cycles, origin and evolution of the Earth's system, origin and evolution of the universe, and human interactions with the Earth's geologic and environmental systems. This course will extend the standard Earth/Environmental concepts. The student will develop and apply critical thinking and research skills associated with the planning and implementation of independent science projects. They will read, discuss, and interpret current scientific research literature. They are also required to write formal laboratory and research papers.

**30427C AP Environmental Science**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** Biology

AP Environmental Science is intended to provide a rigorous introductory college Environmental Science course with laboratory activities for high school students. ***\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\****

**30202C Biology**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** Earth Science

This curriculum is designed to continue student investigation of the biological science begun in grades K-8. High school inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution, and the interdependence of organisms. The curriculum includes inquiry into the following content areas: the cell, molecular basis of heredity, biological evolution, interdependence of organisms, matter, energy and organization in living systems, and behavior of organisms.

**30205C Honors Biology**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** Algebra I

This course will extend the standard biology concepts. The student will develop and apply critical thinking and research skills associated with the planning and implementation of independent science projects. They will read, discuss, and interpret current scientific research literature. They are also required to write formal laboratory and research papers.

**30202CO2 Health Sciences Biology**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** Earth Science, Enrollment in the Health Sciences Academy, and recommend Biomedical Technology concurrently

This course will follow the same curriculum as the standard Biology course, but using an integrated approach with health sciences. Material will be covered from the perspective of a future health care professional. Student investigation of the biological science begun in grades K-8 will be continued. High School inquiry is expanded to include abstract concepts such as the function of DNA, biological evolution, and the interdependence of organisms. The curriculum includes inquiry into the following organisms, matter, energy and organization in living systems, and behavior of organisms.

**30205CO1**      **Honors Health Sciences Biology**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **Algebra I, Enrollment in the**  
                          **Health Sciences Academy , and**  
                          **recommend Biomedical technology**  
                          **concurrently**

This course will follow the same curriculum as the Honors Biology course, but using an integrated approach with health sciences. Material will be covered from the perspective of a future health care professional. This course will extend the standard biology concepts. The student will develop and apply critical thinking and research skills associated with planning and implementation of independent science projects. They will read, discuss, and interpret current scientific research literature. They are also required to write formal laboratory and research papers.

**30102C**        **Physical Science**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **None**

This Physical Science curriculum is designed to continue the investigation of the concepts that guide inquiry in the practice of science begun in earlier grades. The Physical Science course will provide a rich knowledge base as a foundation for the continued study of science. The investigations will be approached in a qualitative manner in keeping with the mathematical skills of the students. The curriculum will integrate the following topics from both chemistry and physics: structure of atoms, structure, and properties of matter, motions and forces, and conservation of energy, matter, and charge. Other specific topics include: mechanics, thermal energy, electricity and magnetism, wave motion and the wave nature of sound and light.

**30502C**        **Chemistry**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **Biology and Algebra I**

This course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. The course focuses on basic chemical concepts and incorporates activities that promote investigation to reinforce the concepts. The curriculum includes inquiry into the following content areas: structure of atoms, structure and properties of matter, chemical reactions, conservation of energy, and matter, and interaction of energy and matter.

**30505C**        **Honors Chemistry**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **Biology and Geometry**

Course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. The course focuses on basic chemical concepts and incorporates activities that promote investigation to reinforce the concepts. The curriculum includes inquiry into the following content areas: structure of atoms, structure, and properties of matter, chemical reactions, conservation of energy, and matter, and interaction of energy and matter. This course will extend the standard Chemistry concepts. The student will develop and apply critical thinking and research skills associated with the planning and implementation of independent science projects. They will read, discuss, and interpret current scientific research literature. They are also expected to write formal laboratory and research papers.

**30602C**        **Physics**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **Algebra II**

This course is the most fundamental of the natural sciences, is quantitative in nature, and uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction. The following topics are included in this curriculum: conservation of mass and energy, conservation of momentum, waves, fields, and interactions of matter and energy. Other specific topics include: linear and two dimensional motion, forces, Newton's Laws of Motion, mechanical energy, impulse and momentum, thermodynamics, static electricity, and direct current electrical circuits.

**30605C**        **Honors Physics**  
**Credit:**        **1 Unit**  
**Length:**        **Semester**  
**Prerequisite:**   **Algebra II**

This course is the most fundamental of the natural science, is quantitative in nature, and uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction. The following topics are included in this curriculum: conservation of mass and energy, conservation of momentum, waves, fields, and interactions of matter and energy. Other specific topics include: linear and two dimensional motion, forces, Newton's Laws of Motion, mechanical energy, impulse and momentum, thermodynamics, static electricity, and direct current electrical circuits. This course will extend the standard physics concepts. The student will develop and apply critical thinking and research skills associated with the planning and implementation of independent science projects. They will read, discuss, and interpret

current scientific research literature. They are also required to write formal laboratory and research papers.

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## SCIENCE ELECTIVES

**30215C Honors Advanced Biology**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Chemistry

This course covers the following topics: cell chemistry, the cell, cellular energetics, heredity, molecular biology, and evolution. Activities will include individual research, lab investigations, written reports, and problem solving in the health science fields.

**30515C Honors Advanced Chemistry**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Chemistry and Geometry

This course is a lab-based, second sequence chemistry course. It is recommended for students interested in a science or health related career. It will move at an accelerated pace and will expand on first year chemistry topics including practical applications in the health professions. Higher-level math and problem-solving skills are necessary for successful completion of this course.

**30702C Astronomy**  
**30705 Honors Astronomy**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Biology and Algebra II (Standard)  
**Chemistry and concurrent Algebra II (Honors)**

This course introduces the student to an overall view of modern astronomy. Topics include a survey of our Solar System, the Sun, stars, and galaxies. This course also includes the observational aspects of astronomy. Upon completion, the student should be able to demonstrate an understanding of the universe around them and be able to observe the night sky. Attendance at the observing sessions at night is mandatory. \*\*\***Honor classes will demonstrate more math and abstract reasoning. Honors labs would consist of labs from CLEA (Contemporary Laboratory Experiences in Astronomy). Honor students will use the laws of Physics in a mathematical understanding of Astronomy. A project is required by honor students using planetarium software.**

**308045 Honors Brody School of Medicine Research**  
**Credit:** 2 Units  
**Length:** Year  
**Prerequisite:** Honors Chemistry; recommend concurrent enrollment in Honors Advanced Biology, AP Biology, Honors Advanced Chemistry, or AP Chemistry. A committee composed of representatives of Pitt County Schools and East Carolina University's Brody School of Medicine makes selection from student applicants

This is a course designed in conjunction with East Carolina University's Brody School of Medicine for highly motivated seniors. The students select a medical area of interest and engage in research guided by a faculty member in the School of Medicine. The program offers the students an exceptional opportunity to engage in primary medical research. Enrollment is limited to fifteen students system-wide who are selected on the basis of SAT score, grade point average, teacher evaluation, ability to communicate, and interview. Students spend approximately ten hours each week with their mentors and/ or their research. **This course requires extended afterschool hours.**

**30517C AP Chemistry**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Chemistry and Algebra II  
This course is designed to be the equivalent of a college introductory chemistry course. High school students are required to take the AP exam at the end of this course and may receive college credit. Major topics of this course include: Structure of Matter (atomic theory and atomic structure, chemical bonding, molecular models, nuclear chemistry), States of Matter (gases, liquids and solids, solutions), and Reactions (reaction types, stoichiometry, equilibrium, kinetics, thermodynamics). **\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**30217C AP Biology**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Biology and Chemistry  
This course is designed to be the equivalent of a college introductory biology course. The course content consists of three major areas: Molecules and Cells (25%), Heredity and Evolution (25%), and Organisms and Populations (50%). Upon completion, students are required to take the College Board Advanced Placement Exam and may receive college credit. **\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**30802C**                    **Forensic Science**  
**30805C**                    **Honors Forensic Science**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Prerequisite:**           **Chemistry**

This elective course is designed to encourage upper level students to continue their investigation of science through forensics. Forensics science students will focus on the integration of scientific methods and inquiry skills with the concepts mastered in biology and chemistry courses. The forensic science students will practice critical thinking and problem solving skills as they relate to the legal, social and psychological aspects of criminal evidence and investigations. Topics are designed to be investigated using a hands-on laboratory approach and include areas such as crime scene, fingerprint, hair, metal and fiber analysis, toxicology and poisons, serology, DNA and soil analysis. Forensic anthropology, firearms, along with tool marks and impressions will also be explored. The forensic science students will be required to analyze mock crime scene evidence and will be evaluated with both traditional assessment coupled with performance and skill based assessments. **\*\*Honors: Students will be required to analyze current forensic articles, write laboratory reports, and produce one research paper based on one area of forensic science interest.\*\***

**30232C**                    **Human Anatomy and Physiology**  
**30235C**                    **Honors Human Anatomy and Physiology**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Prerequisite:**           **Chemistry**

This course focuses on all aspects of human anatomy and physiology, including basic structure, composition, functions, body maintenance, and development by integrating concepts learned in Biology, Chemistry, and Healthful Living.

**30637C**                    **AP Physics B**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Prerequisite:**           **Physics**

This course is designed to be the equivalent of a college introductory physics course. High school students are required to take the AP exam at the end of this course and may receive college credit. AP Physics B includes topics in mechanics and thermal physics, waves and optics, and atomic nuclear physics. This course is recommended for students interested in life, medical and/or applied science. Algebra and trigonometry are

used to quantitatively study nature and describe phenomena. Inquiry is applied to the study of matter and energy and their interaction. **\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**30647C**                    **AP Physics C**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Prerequisite:**           **Calculus (concurrent) Physics**

This course is designed to provide a rigorous introductory college level Physics course with laboratory activities. High school students are required to take the AP exam at the end of this course and may receive college credit. AP Physics C includes mechanics, electricity and magnetism at a level appropriate for students interested in pursuing college majors in the physical sciences and/or engineering. Calculus is used to formulate physical principles of electricity and magnetism and solve problems. One part of the Physics C examination covers mechanics (the major focus of the course in Pitt County); the other part covers electricity and magnetism. Students are permitted to take either or both parts of this examination, and separate grades are reported for the two subject areas.

**\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**COURSE NUMBER- Course Name****Credit:** Unit for graduation**Length:** Time frame in which the course will occur.**Prerequisite:** A required enrollment sequence or process for course preparedness.**Grade(s):** Grade level of student who are able to participate in the course.**Course Description:** Course titles are listed alphabetically.

## WORLD LANGUAGES

*Students may bypass the first level of any second language by satisfactorily passing an examination of proficiency and obtaining teacher recommendation. Language students may be asked to purchase a workbook.*

**10912COI American Sign Language I****Credit:** 1 Unit**Length:** Semester**Prerequisite:** None

This course is an introduction to the study of American Sign Language and the world of the deaf. Students will become familiar with both expressive (signing) and receptive (seeing and understanding) sign language and finger spelling. Students will develop skills to communicate at a basic level in American Sign Language. Basic conversational skills, emphasizing vocabulary and pragmatics will be covered. The course also includes information on the social, cultural, and educational implications of deafness. **Completion of American Sign Language I and II fulfills the second language requirement for college admission to the UNC system.**

**10912CO2 American Sign Language II****Credit:** 1 Unit**Length:** Semester**Prerequisite:** None

This course is a continuation of the study of American Sign Language and the world of the deaf. Students will begin to develop proficiency with both expressive (signing) and receptive (seeing and understanding) sign language and finger spelling. Conversational skills, emphasizing vocabulary and pragmatics will be emphasized. The course continues to examine the social, cultural, and educational implications of deafness.

**Completion of American Sign Language I and II fulfills the second language requirement for college admission to the UNC system.**

**10412C French I****Credit:** 1 Unit**Length:** Semester**Prerequisite:** None

This course is an introduction to the study of the French language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions). A general introduction to the culture, its products, perspectives, and practices is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

**10422C French II****Credit:** 1 Unit**Length:** Semester**Prerequisite:** French I

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas. They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s).

**10435C Honors French III****Credit:** 1 Unit**Length:** Semester**Prerequisite:** French II

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



They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own.

**10445C Honors French IV**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: Honors French III**

This course will enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in past, present, and future time. They satisfy routine social demands and meet most social requirements. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target cultures and their influence throughout the world. Students are able to use the language inside and outside of the classroom setting.

**10457C AP French Language**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: Honors French IV**

This course will focus on proficiency and will prepare students for the AP exam. They will participate in a series of intense, independent activities that will include speaking, listening and reading comprehension, comparative grammar, basic linguistics, and composition. The program prepares students for intermediate college courses.

**\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**1045701 AP French Literature**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: AP French Language**

This course is designed to be the equivalent of a university-level course. It is taught entirely in French. Students will read and analyze representative works of prose, poetry, and drama from different historical periods. **\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**10662C Japanese I**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: None**

This course is an introduction to the study of the Japanese language and its culture. It allows students to perform the most basic functions of the language and to

become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions). A general introduction to the culture, its products, perspectives, and practices is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

**10672C Japanese II**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: Japanese I**

This course provides students with opportunities to continue the development for their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences, which name narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas. They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s).

**10685C Honors Japanese III**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: Japanese II**

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands; they initiate and maintain face-to-face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context, read and interpret authentic materials, narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time and compose messages, announcements, personal notes, and advertisements. They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own.

**10695C**                    **Honors Japanese IV**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Prerequisite:**           **Honors Japanese III**

This course will enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in past, present, and future time. They satisfy routine social demands and meet most social requirements. Another emphasis of this course is on culture and literature. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target cultures and their influence throughout the world. They are able to use the language inside and outside of the classroom setting.

**10802C**                    **Latin I**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Prerequisite:**           **None**

This course prepares students to read and understand simple Latin passages and to become familiar with basic vocabulary, syntax, and inflectional systems orally and in writing. Students examine historical figures, holidays, educational practices, geographical features, clothing, etc. Students will apply this knowledge to reflect on their own culture. They develop the study of prefixes, suffixes, and specialized vocabulary.

**10812C**                    **Latin II**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Prerequisite:**           **Latin I**

This course will continue the development of the previous skills and complete basic grammar concepts. Students will read adapted and original Latin passages. They reflect on the relationship between the different aspects of culture. They expand their study of word derivation to include the meaning of English vocabulary through the analysis of the parts. They develop an understanding of the similarities and differences among languages and cultures.

**10825C**                    **Honors Latin III**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Prerequisite:**           **Latin II**

This course requires students to comprehend, interpret, and analyze both adapted and original passages orally and in writing. They analyze the significance of the historical figures, the geographical features, and the development of Roman government and the Greco-Roman world. Note: Curricula for Latin III and IV may alternate annually to accommodate scheduling needs.

**10835C**                    **Honors Latin IV**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Prerequisite:**           **Honors Latin III**

This course consists of a study of the Aeneid by Vergil. A review of grammar and vocabulary is included. Emphasis is placed on the age of Augustus and Imperial Rome. Students make inferences and draw conclusions about the ways the ancients thought and acted and about the influence of Latin and Greco-roman civilization and on their own language and culture. They extend their exploration and research of the Greco-Roman world to the global community.

**14012**                    **Spanish for Native Speakers I**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Prerequisite:**           **None**

This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

**14025**                    **Honors Spanish for Native Speakers II**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Prerequisite:**           **Spanish for Native Speakers I**

This course is designed specifically for native/heritage speakers of Spanish who display oral language proficiency. The purpose of this course is to give the students a deeper understanding of the Spanish language and to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

**10512C**                    **Spanish I**  
**Credit:**                    **1 Unit**  
**Length:**                    **Semester**  
**Prerequisite:**           **None**

This course is an introduction to the study of the Spanish language and its culture. It allows students to

perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions). A general introduction to the culture, its products, perspectives, and practices is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

**10522C**                      **Spanish II**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Prerequisite:**              **Spanish I**

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas. They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s).

**10535C**                      **Honors Spanish III**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Prerequisite:**              **Spanish II**

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands; they initiate and maintain face-to-face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context, read and interpret authentic materials; narrate and describe in sentences, groups of related sentences, and sort cohesive passages in present, past, and future time and compose messages, announcements, personal notes, and advertisements. They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own.

**10545C**                      **Honors Spanish IV**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Prerequisite:**              **Honors Spanish III**

This course will enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in past, present, and future time. They satisfy routine social demands and meet most social requirements. Another emphasis of this course is on culture and literature. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target cultures and their influence throughout the world. Students are able to use the language inside and outside of the classroom setting.

**10557C**                      **AP Spanish Language**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Prerequisite:**              **Honors Spanish IV**

This course will focus on proficiency and will prepare students for the AP exam. They will participate in a series of intense, independent activities that will include speaking, listening and reading comprehension, grammar and composition. Students will interpret, analyze and synthesize formal and informal Spanish using authentic materials such as literary texts, magazine articles, and essays. The program prepares students to take the AP Spanish Exam and to place into intermediate-level college or university courses where allowed. ***\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\****

**10557CLI**                      **AP Spanish Literature**  
**Credit:**                      **1 Unit**  
**Length:**                      **Semester**  
**Prerequisite:**              **AP Spanish Language**

This course will require that students possess a strong background in Spanish. Students will interpret and analyze literary texts, including poetry, and will conduct research on the authors. Students will read selections from Jorge Luis Borges, Federico Garcia Lorca, Miguel de Unamuno, Gabriel Garcia Marquez, and Ana Maria Matute. The program prepares students to take the AP Spanish Literature Exam and place into intermediate-level college or university courses where allowed. ***\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\****

**COURSE NUMBER- Course Name****Credit:** Unit for graduation**Length:** Time frame in which the course will occur.**Prerequisite:** A required enrollment sequence or process for course preparedness.**Grade(s):** Grade level of student who are able to participate in the course.**Course Description:** Course titles are listed sequentially (order in which they are to be taken).

## SOCIAL STUDIES

**40242C                      World History****Credit:** 1 Unit**Length:** Semester**Prerequisite:** None

This course is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. 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. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. World History provides the foundation for the study of Civics and Economics and United States History.

**40245C                      Honors World History****Credit:** 1 Unit**Length:** Semester**Prerequisite:** None

Honors World History provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem solving, scholarly and creative processes, critical analysis and application, and reflective thinking. Although the goals and objectives are the same as those found in the Standard Course of Study, the material is taught with greater complexity and reflects a differentiated curriculum. World History is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. 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. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. World History provides the foundation for the study of Civics and Economics and United States History.

**Interdisciplinary Studies/ Paideia  
World History****40242CP****Standard Paideia World History****40245C01****Honors Paideia World History****Credit:****1 Unit****Length:****Semester paired with****Paideia English I****Prerequisite:** Enrolled in Paideia English I

This course will include parallel studies of world history and literature in order for the student to see the influence of historical events on the way people think and feel. In addition, the student will be exposed to a variety of learning methods, such as seminars, simulations, class debates, research and oral presentations that will encourage students to explore at a greater depth. This course presents a comprehensive interdisciplinary program which encourages students to think across the curriculum. Honors World History provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking. Although the goals and objectives are the same as those found in the Standard Course of Study, the material is taught with greater complexity and reflects a differentiated curriculum.

**40522C                      Civics and Economics****Credit:** 1 Unit**Length:** Semester**Prerequisites:** World History

This course will enable students to acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. The goals and objectives for this course are drawn from the disciplines of political science, history, economics, geography, and jurisprudence. Students will gain a practical understanding of the systems of civics and economics that affect their lives as consumers and citizens. This course is designed to serve as a foundation for the eleventh grade U.S. History course.

**40525C                      Honors Civics and Economics****Credit:** 1 Unit**Length:** Semester**Prerequisites:** World History

Honors Civics and Economics will cover material in greater complexity, novelty, acceleration, and pacing, and reflects a defensible differentiated curriculum. Honors students should learn to express and defend their ideas while attaining the distance necessary to accept

constructive criticism. Students will become reflective thinkers who possess the potential to become an initiator of learning and accomplishments, exploring areas of personal interest within the designated course of study. Honors students are expected to produce higher quality products.

**Interdisciplinary Studies/Paideia Civics and Economics**  
**40522C01** **Standard Paideia Civics and Economics**  
**40525C01** **Honors Paideia Civics and Economics**  
**Credit:** 1 Unit  
**Length:** Semester paired with Paideia English II

**Prerequisite:** Enrolled in Paideia English II  
 This course will include parallel studies of Civics and Economics and literature and public documents. Students will learn to appreciate the impact of civic and economic issues on life as expressed in literature and public documents. In addition, students experience a variety of learning methods such as seminars, simulations, class debates, research, and oral presentations that will encourage students to explore issues at greater depth. This course presents a comprehensive interdisciplinary program, which encourages students to think across the curriculum. Honors Civics and Economics will cover material in greater complexity, novelty, acceleration, and pacing, and reflects a defensible differentiated curriculum. Honors students should learn to express and defend their ideas while attaining the distance necessary to accept constructive criticism. Students will become reflective thinkers who possess the potential to become an initiator of learning and accomplishments, exploring areas of personal interest within the designated course of study. Honors students are expected to produce higher quality products.

**40212C** **U.S. History**  
**Credit:** 1 unit  
**Length:** Semester  
**Prerequisite:** Civics and Economics  
 This course will cover the entire curriculum of U.S. History from the Federalist period to modern times. This course is designed as a survey course and a continuation of the Civics and Economics curriculum. The course provides students with framework for studying political, social, economic and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

**40215C** **Honors U.S. History**  
**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Civics and Economics  
 This course will cover the entire curriculum of U.S. History from the Federalist period to modern times in one semester. This course is designed as a survey course and a continuation of the Civics and Economics curriculum. The honors course provides Opportunity for advanced work, rigorous academic study, and the practical application of major ideas and concepts found in the study of American history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of the content.

**Interdisciplinary Studies/Paideia U.S. History**  
**40212CP** **Standard Paideia U.S. History**  
**40215CP** **Honors Paideia U.S. History**  
**Credit:** 1 Unit  
**Length:** Semester paired with Paideia English III  
**Prerequisite:** Civics and Economics and World History and enrolled in Paideia English III

This course will include parallel studies of American literature and American history in order for the student to see the influences of historical events on the way people think and feel. In addition, the student will be exposed to a variety of learning methods such as seminars, simulations, class debates, research and oral presentations that will encourage students to explore literature and history to a greater depth. The goal of this course is to create a critical thinker who is prepared to meet the challenges of American society.

**40217C** **AP U.S. History**  
**Credit:** 1 Unit  
**Length:** Fall Semester  
**Pair with:** Honors U.S. History Spring Semester  
**Prerequisite:** Civics and Economics  
 This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials — their relevance to a given interpretive problem, their reliability, and their importance — and to weigh the evidence and interpretations presented in historical scholarship. An Advanced Placement United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in



essay format. This course is for elective credit and does not count for social studies graduation requirement. ***\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\****

## SOCIAL STUDIES ELECTIVES

### 40112C African American Studies

**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** None

This course is designed to focus on the significant contributions African Americans have made to the economic, political, social and cultural development of the United States. Through this course, students discover how African Americans have always been a part of the American experience. Students will examine the issues of slavery, the contributions of African Americans to the cultural life of the United States during the Civil War and Reconstruction, their life experiences during the late nineteenth century and early twentieth century, their experiences during the Great Depression and World War II, the influence of the Harlem Renaissance, the growth of the Civil Rights Movement, and experiences of contemporary times. African American experiences will be history of the United States.

### 40115C Honors African American Studies

**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** None

**For the honors level of this course, students should be prepared** for extensive reading, writing, research, and projects requiring oral and written presentations. This course is designed to focus on significant contributions African Americans have made to the economic, political, social, and cultural development of the United States. Through this course, students discover how African Americans have always been a part of the American experience. Students will examine the issues of slavery, the contributions of African Americans to the cultural life of the United States during the Civil War and Reconstruction, their life experiences during the late Nineteenth Century, and early Twentieth Century, their experiences during the Great Depression and World War II, the influence of the Harlem Renaissance, the growth of the Civil Rights Movement, and experiences in contemporary times. African American experiences will be examined within the broader context of the history of the United States.

### 40102C02 Contemporary Law and Justice 40445 Honors Contemporary Law and Justice

**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** Civics and Economics

Contemporary Law and Justice is a practical study in the legal, judicial, law enforcement, and correctional systems of the United States. Students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and corrective justice. In the Law and Justice course, students examine problems within the legal and justice systems. Contemporary Law and Justice should allow students to personally acquire information through direct observation of local courts and law enforcement practices, interviews with local and state officials and visits to correctional facilities on a non-threatening basis. Other key areas of importance for students are civic participation and the utilization of state and local resources. **The honors level of this course will require students to participate in independent reading and research that will require both oral and written presentations. Honors students will also be required to participate in class mock trials.**

### 40412C Current Events

**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** None

This course will build upon and interact with social studies skills students acquire in other classes. The course is designed to give students a broader view of the world around them and to teach them to impartially judge sources of information presented to them through various forms of media. Students will examine important local, state, national, and international events and topics. Students will be evaluated based on measures of higher order thinking skills.

### 40237C AP European History

**Credit:** 1 Unit  
**Length:** Semester  
**Prerequisite:** US History

This course is designed to help students develop analytical skills and factual knowledge necessary to deal critically with the problems of European history from 1450 until 1990. The class will focus upon the major intellectual, cultural, diplomatic, political, social, and economic history of this period. One major emphasis of this course will be the concentration on clear and concise essay writing since the AP exam will focus heavily on this area. ***\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\****



**40427CC1 AP Government and Politics: Comparative**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** U.S. History

The two major objectives of the course are to learn about the current political systems of five different nations and to analyze them using six analytical, comparative themes. To accomplish the first objective, students study the current governments of four “core” nations: Britain, France, Russia, and China. They finish up by examining a fifth, developing country: India, Mexico, or Nigeria. For the second objective, students learn six comparative themes they will use in the course.

**\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**40427C AP Government and Politics: U.S.**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** U.S. History

The Advanced Placement Course in US Government and Politics is designed to give students an analytical perspective on government and politics in the United States, involving the study of general concepts used to interpret US politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the political reality in the United States. **\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**40102C History of Sports**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** None

This course is designed to teach the history of sports as it relates to the political, social, and cultural development of mankind. Students will learn to explain the evolving nature of sports in today's society, evaluate society's fascination with sports, identify and explain how sports and historical events are intertwined, learn to analyze and apply the concept that sports are a reflection of society, and come to appreciate the development of sports over time. Students should be prepared for extensive and challenging reading, research, and writing for this course.

**40327C AP Human Geography**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** Grades 10-12

This course is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and

landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. **\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**40802C Psychology**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** Grades 10-12

This course is a study of the general characteristics of human behavior including motivation, personality development, perception, mental hygiene, and self-awareness. Supplementary reading and reports are a basic part of this course.

**40805C Honors Psychology**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** Grades 10-12

Honors Psychology engages students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students should be prepared at the honors level to conduct independent research, reading, and writing projects.

**40807C AP Psychology**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** Grades 10-12

This course explores the background of human behavior, the determinants of human behavior, and the personality characteristics of individuals. Students will also examine some professional methods of studying human behavior. The focus is on human growth and development, human learning, the effects of emotions on behavior, and how humans adapt to and interact in a variety of environments. This rigorous course demands that the student be a self motivated, avid, and critical reader. **\*\*Advanced Placement course will not be listed as an AP course on a transcript or earn the student 6 GPA points unless the teacher's AP Audit proposal is approved by the College Board.\*\***

**40602C**                **Sociology**  
**Credit:**             **1 Unit**  
**Length:**            **Semester**  
**Prerequisite:**     **None**

This course will deal with the origin and the roles of our society's basic institutions: the family, church, government, school, etc. Some independent research is required.

**40605C**                **Honors Sociology**  
**Credit:**             **1 Unit**  
**Length:**            **Semester**  
**Prerequisite:**     **None**

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



## SPECIAL TOPICS

### **10292B Academic Development and Leadership (Freshman Academy)**

**Credit:** 1 Unit

**Length:** Year

**Prerequisite:** None

The main objective of this course is to improve student success by developing academic, personal, and leadership skills. The development of critical thinking and problem solving skills will provide an opportunity for students to enhance personal characteristics necessary for successful school and life experiences. Students will be guided through goal setting and career planning lessons. Organizational skills and study skills activities will be taught in conjunction with time management. Academic support will be integral to the program and will be provided through structured tutorials.

### **95202C42 Curriculum Assistance**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** Must have an IEP.

This course is designed for students with an IEP who are pursuing the Career Prep, College Tech Prep or College/University Prep course of study. The course provides individualized tutorial assistance and instruction in study skills and learning strategies necessary for success in the regular curriculum. Techniques and skills are developed for organizing materials and information in different subject areas. Specific techniques that directly assist the individual student to cope with the demands of the curriculum are identified. The focus is on skills identified in the IEP and the relationship of those IEP goals to the course in which the student is enrolled. This course may be taken each semester of high school if recommended by the IEP Team. Students may earn a unit of credit per course.

### **95102C SAT/ACT Prep**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** English II and Geometry

This course is designed to help students prepare for the SAT/ACT by developing and refining test-taking skills, writing skills, mathematical skills, and critical reading skills as measured by the SAT/ACT.

## JROTC

(Junior Reserves Officers' Training Corps) The JROTC curriculum contains academic, vocational, core and elective subjects that are appropriate to students' interest and to the academic community. The emphasis of JROTC is Leadership, Education, and Training (LET). The scope, focus, and content of the curriculum are sequential, building upon the previous year's instruction. JROTC places emphasis on the acquisition of leadership and management fundamentals, problem solving, and decision-making skills. In addition to this, JROTC emphasizes citizenship, leadership, service to the community and personal responsibility, all of which are essential to growth in both the military and civilian communities. The JROTC program allows cadets to work with local civilian organizations to gain first hand experience in how a citizen gets involved with the day-to-day operations of a community. **JROTC does not require future military obligations.** Successful completion of at least six units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service. There are specific dress and appearance requirements associated with this course (length of hair, etc.). Please see the instructor for details.

### **95012C JROTC I**

**Credit:** 1 Unit

**Length:** Semester

**Prerequisite:** Interest and desire for self-improvement

This course includes classroom instruction and laboratory instruction in the history, customs, traditions, and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students could master, an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy life-styles, and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

**95022C**            **JROTC II**  
**Credit:**            **1 Unit**  
**Length:**            **Semester**  
**Prerequisite:**    **JROTC I**

This course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to study search for a career and write a résumé, study smart, build a team, resolve conflicts and perform community service. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

**95032C**            **JROTC III**  
**Credit:**            **1 Unit**  
**Length:**            **Semester**  
**Prerequisite:**    **JROTC II**

This course includes classroom instruction and laboratory instruction expanding on skills taught in JROTC I - II. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness, and introduces map reading skills. It discusses the significant events that helped shape, develop the Constitution and government, and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

**95042C**            **JROTC IV**  
**Credit:**            **1 Unit**  
**Length:**            **Semester**  
**Prerequisite:**    **JROTC III**

This course includes classroom instruction and laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes, understanding how words and self-image affect performance, learning how to write positive affirmations and use them to affect positive change. Students will study character education and development and perform a community service project based on what they have learned. Students can earn two college credits from the University of Colorado at Colorado Springs (UCCS)\* for completing studies in character education and performing related service projects. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

**95042C22**        **JROTC V**  
**Credit:**            **1 Unit**  
**Length:**            **Semester**  
**Prerequisite:**    **JROTC IV**

This course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC I – IV. This course allows cadets to experience leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as execution of service learning activities. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college work. Financial management principles are studied further. Skills for orienteering and/ or land navigation are developed. Included are studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

**95042C3**            **JROTC VI**  
**Credit:**            **1 Unit**  
**Length:**            **Semester**  
**Prerequisite:**    **JROTC V**

This course includes classroom instruction and laboratory instruction in economics. Students will learn how to manage their finances, budget, save, invest, purchase insurance, and manage credit. Once they have completed the course in financial management/economics and performed a related service, they can earn two college credits from the University of Colorado Springs UCCS)\*. They are expected to take leadership roles in the community service projects performed based on their high level of leadership development. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

**95042C42**        **JROTC VII**  
**Credit:**            **1 Unit**  
**Length:**            **Semester**  
**Prerequisite:**    **JROTC VI**

This course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC I – VI. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, and demonstrating leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence, instruction on etiquette, daily planning, financial planning, and careers. It includes fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various

methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

**95042C52 JROTC VIII**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: JROTC VII**

This course includes classroom instruction and laboratory instruction in writing and advanced citizenship. Students will learn the basic components of writing to prepare for college English or their career. They will use citizenship action groups to perform community service projects related to governmental processes. Once they have completed a course in citizenship and performed a related service, they can earn two college credits from the University of Colorado at Colorado Springs (UCCS)\*. They are expected to take leadership roles in the community service projects performed based on their high level of leadership development. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

**95042CAD Advanced Leadership Lab**  
**Credit: 1 Unit**  
**Length: Year**  
**Prerequisite: JROTC I**

This course is designed for cadets who are in positions of leadership within extracurricular activities within the Battalion (i.e. Color Guard, Drill Team, Adventure Training Unit, Raiders, Saber Team, Honor Guard, or Rifle Team). It is a lab course, which covers all the basic drill procedures. Procedures for honors and ceremonies that would apply to both military and civilian protocol are included. In addition to standard military drill under arms, fancy drill is taught to enhance the cadet drill team's skills and capabilities. Cadet leaders are required to prepare for and to conduct drill practices and competitive drill meets. ***This class is taught before or after the school day.***

**95045 Honors Advanced Leadership**  
**Credit: 1 Unit**  
**Length: Year**  
**Prerequisite: JROTC I and JROTC II**

This course develops an advanced competency and understanding of cadet leadership roles, skills and techniques. Cadets will serve in various positions of responsibility and will plan, coordinate, execute and evaluate all training and activities that the JROTC unit participates in. Cadets plan, prepare and conduct training for all JROTC teams (i.e. Color Guard, Drill Team, Raider Team, Saber Team, Rifle Team and JLAB Team) to be competitive for all meets and competitions. Cadets read, discuss, write and reflect on how significant military events and leaders shaped US and NC history. Cadets plan, coordinate and participate in community and school Service Learning Projects. Cadets become aware of financial planning and other issues that may affect them in the future. Cadets will participate in weekly uniform inspections, drill and physical fitness activities and will be evaluated on their performance as a leader, or as a follower. **This class is taught before or after the school day.**

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## LIBRARY/MEDIA SCIENCE

**95152CL1 Intro to Library/Media Science**  
**Credit: 1 Unit**  
**Length: Semester**  
**Prerequisite: Application Required**

This course is designed to introduce the student to basic library/media services and information skills.

**95152CL2 Library/Media Science**  
**Credit: 1 Unit (Repeat for Credit)**  
**Length: Semester**  
**Prerequisite: Intro to Library/Media Science and Media Coordinator Recommendation**

This course is a specialized class that allows the student to develop advanced competencies in library/media services. Increased knowledge of library automation, electronic reference, and information skills are emphasized through accessing, processing, using, and communicating ideas and information.