SCOTLAND HIGH SCHOOL

Course Selection Guide
2019-2020

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

Graduation Requirements

Content Area	Required Courses
English (4 Credits)	□ English I □ English II or English II Honors □ English III or English III Honors □ English IV or English IV Honors
Mathematics (4 Credits) (If taken Math 1 in the 8th grade, students will still need (4) additional maths for graduation requirements)	□ Math I □ Math II or Math II Honors □ Math III or Math III Honors □ Advanced Functions or Honors PreCalculus *
Science (3 Credits)	□ Earth and Environmental Science or EES Honor □ Biology or Biology Honors □ Physical Science □ Chemistry or Chemistry Honors □ Physics Honors
Social Studies (4 Credits)	□ World History or World History Honors □ Civics and Economics or Honors □ American History I or America History I Honors □ American History II or American History II Honors □ AP US History (Must be taken with AP English Language)
Second Language	Not required for graduation, but required for admission to the UNC System. □ Foreign Language (I) □ Foreign Language (II)
Health and Physical Education (2 credits required for Scotland County Schools)	□ Health/PE □ PE I □ PE II □ Boys Strength Training □ Girls Strength Training
Electives	(2) Elective credits of any combination from either Career and Technical Education (CTE) or Arts Education □ (1) Credit □ (1) Credit (4) Elective Credits (Four Course Concentration) strongly recommended from one of the following: - Career and Technical Education (CTE) - JROTC - Fine Arts - Advanced Placement Courses □ (1) Credit □ (1) Credit □ (1) Credit □ (1) Credit Additional Electives: □ (1) Credit □ (1) Credit □ (1) Credit □ (1) Credit □ (1) Credit □ (1) Credit □ (1) Credit □ (1) Credit □ (1) Credit □ (1) Credit □ (1) Credit □ (1) Credit

Career & Technical Education (CTE) Cluster Concentration

To earn a CTE concentration endorsement for graduation students must complete at least four of the technical credits from among one cluster area including one level II and maintain an unweighted GPA of 2.6

Architecture & Construction	Arts AV Communication & Technology	Business Administration	Information Technology
Construction Pathway I ❑ Intro to Trade & Industrial Education ❑ Drafting I ❑ Drafting II (Architecture) **Construction Pathway II** ❑ Core & Sustainable Construction ❑ Electrical Trades I+ ❑ Electrical Trades II*+ **Construction Pathway III** ❑ Core & Sustainable Construction ❑ Plumbing I ❑ Plumbing II* ❑ **Drone Technology**	**Audio & Video Technology & Film Pathway** ❑ Intro to Trade & Industrial Education ❑ **Adobe Visual Design** ❑ **Adobe Digital Design*** ❑ **Adobe Video Design*** ❑ Microsoft Word & PowerPoint+ ❑ Digital Media + ❑ Advanced Digital Media*+ ❑ Marketing+ ❑ **Drone Technology**	**General Management Pathway** ❑ Microsoft Word & PowerPoint+ ❑ Principles of Business ❑ ACC120 Prin. of Fin. Accounting (CCP) ❑ BUS110 Intro to Business (CCP) ❑ ECO251 Prin. of Microeconomics (CCP) ❑ Business Law* ❑ Entrepreneurship*+ (H) ❑ **Cybersecurity Essentials** Learning that works for North Carolina CTE™	**Information Support & Services Pathway** ❑ Foundations of Information Technology ❑ Microsoft Word & PowerPoint+ ❑ Principles of Business ❑ CIS 110 Intro to Computers & CIS 115 Intro to Programming Logic and CIS* (CCP) ❑ CTS 120* Hardware/Software (CCP) ❑ NET 125-Networking Basics (CCP) ❑ NOS110-Operating Systems (CCP)

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<tr><th>Health Science</th><th>Hospitality & Tourism and Marketing</th><th>Manufacturing</th><th>Enhancement Courses</th></tr>
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Pathway I

- ❑ Health Team Relations
- ❑ Health Science I+
- ❑ Health Science II *+
- ❑ Health Science II (H)*+
- ❑ Pharmacy Tech + (12th Only)
- ❑ NAS 101 Nurse Assist (CCP—2 Credits)

Pathway II

- ❑ Health Science I+
- ❑ Biomedical Technology I
- ❑ Biomedical Technology II*

Pathway III

- ❑ Health Team Relations
- ❑ Health Science I+
- ❑ EMT I (12th Only)
- ❑ EMT II* (12th Only)

Additional Courses

- ❑ **PLTW Human Body Systems***
- ❑ **PLTW Biomedical Innovations**

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Restaurants & Foods/Beverage Service Pathway

- ❑ Intro to Culinary Arts
- ❑ Culinary Arts I
- ❑ Culinary Arts II* (2 Credits)
- ❑ Culinary Internship

Travel & Tourism Pathway

- ❑ Marketing+
- ❑ Marketing (H)+
- ❑ Hospitality & Tourism*
- ❑ Entrepreneurship+
- ❑ Advanced Studies (H)

MARKETING

- ❑ Marketing+
- ❑ Marketing (H)+
- ❑ **Strategic Marketing**
- ❑ Entrepreneurship+*
- ❑ Sports Marketing I
- ❑ Sports Marketing II*
- ❑ **Drone Technology**

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Production Pathway

- ❑ Intro to Trades & Industrial Education
- ❑ Principles of Business & Finance
- ❑ WLD 110 – Cutting Processes
- ❑ WLD 112 Basic WLD Processes & WLD 141 Symbols/Spec. (CCP)
- ❑ WLD 115-SMAW Stick Plate
- ❑ WLD-121-BF1 GMAW (MIG) FCAW/Plate CCP
- ❑ WLD 131-GTAW
- ❑ MAC 111 Computer Integrated Machining Part A & B
- ❑ BPR 111 Blueprint Reading
- ❑ MAC 122 CNC Turning
- ❑ MAC124 CNC Milling
- ❑ BPR121 Blueprint Reading Mechanical
- ❑ ELC 112 DCAC Electricity (CCP)

STEM

Engineering & Design Pathway

- ❑ Intro to Trades & Industrial Education (STEM)
- ❑ Technology Engineering & Design
- ❑ Technology Engineering & Design (H)
- ❑ Technological Design
- ❑ Technological Design (H)
- ❑ **Drone Technology**

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- ❑ Microsoft Word & PowerPoint+
- ❑ Personal Finance+
- ❑ Marketing+
- ❑ Entrepreneurship+
- ❑ Career Management
- ❑ CTE Internship (11th-12th Only)

Law, Public Safety, Correction & Security

Pathway I

- ❑ Public Safety I
- ❑ EMT I (12th Only)
- ❑ EMT II * (12th Only)

Pathway II

- ❑ Public Safety I
- ❑ Public Safety II*
- ❑ CJC111 Introduction to Criminal Justice (CCP)
- ❑ CJC112 Criminology (CCP)
- ❑ **Drone Technology**

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

In order to be a CTE Concentrator and earn a CTE endorsement for graduation, students must complete at least four (4) CTE credits: three (3) from one of the cluster areas above, one of which should be a level II/completer course in that particular cluster (indicated with an asterisk (*); and one (1) enhancement course (Microsoft Word & PowerPoint, Personal Finance, Career Management, etc.).

ACT WorkKeys must be taken to complete the CTE Concentrator and earn the Career Readiness Certification

ENGLISH

ENGLISH I

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

ENGLISH I HONORS

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

ENGLISH II

Recommended Prerequisite: English I

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

ENGLISH II HONORS

Recommended Prerequisite: English I Honors

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

ENGLISH III

Recommended Prerequisite: English II

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

ENGLISH III HONORS

Recommended Prerequisite: English II Honors

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

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Recommended Prerequisite: English II Honors

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

ENGLISH IV

Recommended Prerequisite: English III

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

ENGLISH IV HONORS

Recommended Prerequisite: English III or English III Honors

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

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Recommended Prerequisite: English III Honors or AP English Language and Comp. Summer Reading Assignment Required.

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

MATHEMATICS

FOUNDATIONS OF MATH I (ELECTIVE CREDIT)

Foundations of Algebra provides learners with an opportunity to review and study foundational topics for higher-level mathematics. Topics include: working with different forms of numbers (rates, ratios, fractions, percents); exponents and exponential notation; solving percent problems using proportions; integers; square roots; simplifying numerical and algebraic expressions; solving one-variable equations; linear relationships; and statistics. Students will solve relevant and authentic problems using manipulatives and appropriate technology. Students will be assigned to this course on an as-needed basis.

MATH I

Course Description: The concepts in this course lay the foundation for more advanced courses. This course provides students the opportunity to study: expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. These standards are listed in conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

MATH II

Prerequisite: Math I

Course Description: The high school standards in Math II specify the mathematics that all students should study in order to be college and career ready. This course continues the progression of the standards established in Math I. In addition to these standards, Math II includes polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. These standards are listed in conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

MATH II HONORS

Prerequisite: Math I

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

MATH III

Prerequisite: Math II or II Honors

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

MATH III HONORS

Prerequisite: Math II or II Honors

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

ADVANCED FUNCTIONS AND MODELING

Prerequisite: Math III or III-Honors

This course meets the fourth math requirement with Math III as a prerequisite for both high school graduation and UNC system entrance requirements. Course Description: 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 applications originate. Appropriate technology, from manipulatives to calculators and application software, are used regularly for instruction and assessment.

PRE-CALCULUS

Recommended prerequisite(s): Honors Math III

Pre-calculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, series and sequence, data analysis, vectors, and limits. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. Students must have extensive knowledge of the graphics calculator. A student cannot receive math graduation credit for Precalculus and Advanced Functions and Modeling; one must count as an elective.

ADVANCED PLACEMENT CALCULUS: AB

Prerequisite(s): Pre-calculus

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

ADVANCED PLACEMENT CALCULUS: BC

Prerequisite(s): AP Calculus AB

The BC level of AP Calculus revisits some topics introduced in the AB course. Topics include differentials, integrals, infinite series, and differential equations. In addition, the curriculum for this course includes convergence and divergence of sequences and series, parametric representation of curves, polar curves, and additional integration techniques. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam.

SCIENCE

LIFE SCIENCE
Life Science provides learners with an opportunity to review and study introductory topics for biological concepts and principles. Students will also gain an understanding of plant and animal processes. This course is designed as a foundational course for Biology. Students will be assigned to this course on an as-needed basis.

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

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

ADVANCED PLACEMENT BIOLOGY
Recommended prerequisite(s): Biology Honors and Math II Honors
Advanced Placement Biology is equivalent to a two-semester college biology course that includes eight major themes: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature, and science, technology, and society. At the completion of this course, students will be required to take the Advanced Placement Exam.

CHEMISTRY
Recommended prerequisite(s): Math II
Chemistry is the study of the composition and properties of matter. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Laboratory experiences and demonstrations are integral parts of this course.

CHEMISTRY HONORS
Recommended prerequisite(s): Math II Honors
The concepts and principles of chemistry are presented in greater depth and at a more rapid pace than in Academic Chemistry. Students perform extensive research, independent study, and laboratory work. Theoretical and mathematical relationships in chemistry are studied.

ADVANCED PLACEMENT CHEMISTRY
Recommended prerequisite(s): Chemistry/Honors Chemistry and Math III Honors
Students study the basic principles and concepts covered in an introductory “General Chemistry” college-level course. Topics include chemical composition, stoichiometry, atomic structure, bonding, molecular structure, chemical reactions, states of matter, and solutions. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

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

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Teacher Recommendation Required and successful completion of Honors Biology.
The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It is expected that students enrolled in this course will take the College Board Advanced Placement Test

PHYSICAL SCIENCE

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

HONORS PHYSICS

Recommended prerequisite(s): Math II Honors
Students develop a general understanding of the mathematical and motion-oriented study of matter and energy. Mechanics, heat, light, electricity, magnetism, gravity, and nuclear energy are the major topics of study. Students who wish to study these topics in detail should take Honors Physics.

ADVANCED PLACEMENT PHYSICS I

Recommended prerequisite(s): Precalculus
Students study the basic principles and concepts covered in an introductory “General Physics” college-level course. Topics include mechanics, heat, sound, electricity, light, and quantum theory. Independent research and in-depth laboratory experiences are integral parts of the program. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

SOCIAL STUDIES

WORLD HISTORY

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

WORLD HISTORY HONORS

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

AMERICAN HISTORY I

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

AMERICAN HISTORY I HONORS

This course is designed to challenge students. In this course students will examine the historical and intellectual origins of the US from the European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution, as well as the consequences of the Revolution, including the writing and key ideas of the US Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

AMERICAN HISTORY II

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

AMERICAN HISTORY II HONORS

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

CIVICS AND ECONOMICS

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

CIVICS AND ECONOMICS HONORS

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AP UNITED STATES HISTORY

Pre-requisite: American History I Honors

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

AP US GOVERNMENT AND POLITICS

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

COURSE NOTE: Teacher Recommendation

Foreign Language

AMERICAN SIGN LANGUAGE I

Recommended prerequisite(s): none

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

AMERICAN SIGN LANGUAGE II

Recommended prerequisite(s): American Sign Language I

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

GERMAN II

Pre-requisite: German I

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

GERMAN III Honors

Pre-requisite: German II

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create texts with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main 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.

GERMAN IV Honors

Pre-requisite: German III Honors

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

SPANISH I

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

SPANISH II

Required prerequisite(s): Spanish I

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

SPANISH III Honors

Required prerequisite(s): Spanish II

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

SPANISH IV Honors

Required prerequisite(s): Spanish III Honors

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

JOURNALISM/PUBLICATIONS

JOURNALISM I

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

JOURNALISM II

Required prerequisite(s): Journalism I

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

JOURNALISM III

Application Process Required

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

YEARBOOK/JOURNALISM IV

Application Process Required

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

JROTC

JROTC I

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

JROTC II

Required Prerequisite: JROTC I

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

JROTC III

Required prerequisite(s): JROTC II Course Note: Teacher recommendation

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

JROTC IV

Required prerequisite(s):JROTC III Course Note: Teacher recommendation

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

JROTC V

Required prerequisite(s):JROTC IV Course Note: Teacher recommendation

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

JROTC VI

Required prerequisite(s): JROTC V Course Note: Teacher Recommendation

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

Physical Education

HEALTH AND PHYSICAL EDUCATION

Course required for high school graduation; recommended for all students entering ninth grade.
This course will focus on stress management, nutrition/weight management, substance abuse, personal fitness, healthful lifestyles, social wellness, appreciation for diversity, and social wellness.

BASIC SPORTS MEDICINE

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

SPORTS MEDICINE II

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

BOYS STRENGTH AND CONDITIONING (FALL)

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

BOYS STRENGTH AND CONDITIONING (SPRING)

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

GIRLS STRENGTH AND CONDITIONING (FALL)

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

GIRLS STRENGTH AND CONDITIONING (SPRING)

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

PHYSICAL EDUCATION I: LIFETIME FITNESS AND CONDITIONING

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

PHYSICAL EDUCATION II: TEAM SPORTS AND CONDITIONING

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

FOUNDATIONS OF OFFICIATING

This course is offered to seniors only. PHYSICAL EDUCATION TEACHER RECOMMENDATION REQUIRED.
This course concentrates on the aspects of officiating which include: characteristics of good official, psychological components, benefits of officiating, methods, techniques and levels of officiating. Students will have officiating opportunities through intramural athletic events, varsity practices and scrimmages, parks and recreation leagues, and youth sports within the community.

TEACHER CADET

TEACHER CADET

Course available to juniors and seniors only. Application Process Required

The NC Teacher Cadet Curriculum is designed to introduce the beginning student to the field of education. We see the teacher as a facilitator rather than a fountain of knowledge. The teacher will introduce, probe, and search the questions as well as the solutions. Learners are no longer viewed as receptacles to be filled with information. They are active participants in the learning process, capable of constructing their own knowledge and having legitimate feelings that incite care and respect.

The course offers a balance between providing information and promoting opportunities for discovery by the Cadets. The use of technology, opportunities to solve problems, and student interactivity should make the curriculum appealing to students and teachers.

FINE ARTS

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

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

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

NINTH GRADE BAND

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

MARCHING BAND (Fall)

Prerequisite: 8th or 9th grade band
Marching Band is open to all band students by informal audition or invitation in the winter and spring of the previous academic year. Performances are required, but are not limited to football games, parades, competitions, and festivals. Current enrollment in Beginnning, Intermediate, Proficient, or Advanced Band is required. ~~MARCHING BAND IS OFFERED AFTER SCHOOL ONLY.~~

CONCERT BAND

Recommended Prerequisite: Beginning Band
This course continues the band experience. Students will continue to study music and grow as musicians.

SYMPHONIC BAND

Recommended prerequisite(s): Director approval
This course continues the band experience and is geared for the advanced music students to achieve the highest level of musical performance and musicianship.

VOCAL MUSIC BEGINNING

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

VOCAL MUSIC INTERMEDIATE

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

VOCAL MUSIC PROFICIENT

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

VOCAL MUSIC ADVANCED

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

THEATRE ARTS BEGINNING

Beginning Theatre is offered to students who have had no drama training and who want to learn theatrical skills. Students will study the basics of acting, improvisation, voice and diction. They also survey basics of costumes, makeup, props, sets, lighting and sound. COURSE NOTE: REQUIRED REHEARSALS AND PERFORMANCES WILL BE HELD OUTSIDE OF THE REGULAR SCHOOL DAY.

THEATRE ARTS INTERMEDIATE

Students will continue the study of theater with greater emphasis, on the historical evolution and cultural contributions of Theatre, production styles, and performance. Students study basic components of production and apply them through performance. COURSE NOTE: REQUIRED REHEARSALS AND PERFORMANCES WILL BE HELD OUTSIDE OF THE REGULAR SCHOOL DAY.

THEATRE ARTS PROFICIENT

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

THEATRE ARTS ADVANCED

Recommended prerequisite(s): Proficient theatre

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

VISUAL ARTS BEGINNING

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

VISUAL ARTS INTERMEDIATE

This studio course is planned so that students will learn additional techniques and creative thought processes as well as new applications for the skills and concepts learned in Beginning Art. The content of Intermediate Art will focus on the understanding and

the use of various aspects of two and three-dimensional art and art history, and may include drawing, painting, sculpture, collage, printmaking and pottery.

VISUAL ARTS PROFICIENT

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

VISUAL ARTS ADVANCED

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

AP ART STUDIO

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

OCCUPATIONAL COURSE OF STUDY

OCCUPATIONAL PREPARATION I, II, III, IV

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

OCS ENGLISH I, II, III, IV

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

OCCUPATIONAL INTRODUCTION TO MATHEMATICS

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

OCS MATH I

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

OCS BIOLOGY

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

OCCUPATIONAL AMERICAN HISTORY I

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

OCCUPATIONAL CIVICS & ECONOMICS

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

Scotland High School
Career and Technical Education

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

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

BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY

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

  SKILLS: Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Apprenticeship and cooperative education are not available for this course. **CTSO: Future Business Leaders of America (FBLA)** competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

  PREREQUISITE: Principles of Business and Finance

- **MICROSOFT ITA: WORD AND POWERPOINT**
  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.

  SKILLS: English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (**FBLA**) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint, http://www.microsoft.com/learning/en/us/certification/mos.aspx.

  INDUSTRY RECOGNIZED CREDENTIAL: Microsoft Office Specialist; **ARTICULATION*: NC Community College Course***: CIS-111 Basic PC Literacy OR CIS-124 DTP Graphics Software OR OST-Word Processing (must earn a B in the course and a 93 on the CTE Postassessment to earn college credit)

  PERSONAL FINANCE
  This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities and information, protect personal and family resources, and apply procedures for managing personal finances.

  SKILLS: English language arts and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. **CTSO: DECA** (an association for Marketing Education students), Future Business Leaders of America (**FBLA**) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through

authentic experiences.

INDUSTRY RECOGNIZED CREDENTIAL: EverFi & W!SE Financial; **ARTICULATION*: NC Community College Course***: BUS 125 - Personal Finance (must earn a B in the course and a 93 on the CTE Postassessment to earn college credit)

- **PRINCIPLES OF BUSINESS AND FINANCE**
  This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management.

  SKILLS: English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. **DECA** (an association for Marketing Education students) and Future Business Leaders of America (**FBLA**) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

  ARTICULATION*: NC Community College Course*: Bus125

- **CYBERSECURITY ESSENTIALS**
  This course is designed for students who are considering IT as a career with specialization in cybersecurity. This foundational course provides an overview of the cybersecurity fields. The curriculum explores the characteristics of and tactics used by cyber criminals. This course dives into the technologies, products, and procedures cybersecurity professionals use to combat crime. English language arts, mathematics, science, and social studies are reinforced.

CAREER DEVELOPMENT EDUCATION

- **CAREER MANAGEMENT**
  This course is designed to prepare students to locate, secure, keep, and change careers. Competencies for this course are based on the National Career Development Guidelines. Strategies for this course include teamwork, technology, problem-solving, goal-setting, and self-management.

  INDUSTRY RECOGNIZED CREDENTIAL: Workplace Readiness Soft Skills;

FAMILY AND CONSUMER SCIENCES EDUCATION

- **CULINARY ARTS AND HOSPITALITY I**
  This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills. Students will work in at the school-based enterprise. Customer service, business operations, and management are emphasized in this course. **SKILLS**: Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.

  INDUSTRY RECOGNIZED CREDENTIALS: ServSafe
  PREQUISITE: Introduction to Culinary Arts and Hospitality

- **CULINARY ARTS AND HOSPITALITY II**
  This course provides advanced experiences in cold and hot and food production, management (front and back of the house), and service skills. Topics include menu planning, business management, and guest relations. Students will work in at the school-based enterprise. Customer service, business operations, and management skills are emphasized in this course. **SKILLS**: Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing.

  INDUSTRY RECOGNIZED CREDENTIAL: ServSafe
  PREREQUISITE: Culinary Arts and Hospitality I

- **INTRODUCTION TO CULINARY ARTS AND HOSPITALITY**
  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. Students will work in at the school-based enterprise The Bagpiper, working with the public and staff on a daily basis. Customer service, business operations, and management skills are emphasized in this course. **SKILLS**: Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.

  INDUSTRY RECOGNIZED CREDENTIAL: ServSafe

HEALTH SCIENCE EDUCATION

- **BIOMEDICAL TECHNOLOGY I**
  This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research.

  SKILLS: English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
  PREREQUISITE: Health Science I

- **BIOMEDICAL TECHNOLOGY II**
  This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.
  PREREQUISITE: Biomedical Technology I
  Aligned Career Technical Student Organization: Future Health Professionals (HOSA)
  Aligned Industry Credential: OSHA 10-Hour General Industry (Healthcare) Certification

- **HEALTH TEAM RELATIONS**
  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. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in 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 to authentic experiences.
  PREREQUISITE: None

- **HEALTH SCIENCE I**
  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.

  SKILLS: 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.

  ARTICULATION: ***NC Community College Course***: BIO-161 Intro to Human Biology OR MED-121 Medical Terminology OR MED-122 Medical Terminology II (earn a B in the course and a 93 on the CTE Postassessment to earn college credit);
  RECOMMENDED PREREQUISITE: Biology; Health & Physical Education

- **HEALTH SCIENCE II**
  This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training.

  SKILLS: English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
- **PHARMACY TECHNICIAN**
  This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, internship, or mentorship. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is accredited by the Accreditation Council for Pharmacy Education (APCE). Upon successful completion of this course and after graduation, the student is eligible to take the Pharmacy Technician Certification Board (PTCB) exam.
  PREREQUISITE: Health Science II; **AGE REQUIREMENT:** MUST be 17 years old prior to June 1st of the year enrolling in the course.

- **PLTW HUMAN BODY SYSTEMS**
  In this course students examine the human body systems, design experiments and use data acquisition software to monitor body functions and often play the role of the biomedical professional. English language arts and science are reinforced in this course.

- **PLTW BIOMEDICAL INTERVENTIONS**
  This course allows students to apply their knowledge and skills to answer questions or solve problems related to biomedical sciences. Students design innovative solutions to the health care challenges of the 21st century. Students work on independent projects and may work with a mentor in the healthcare industry. English language arts and science are reinforced in this course.

MARKETING AND ENTREPRENEURSHIP

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

  SKILLS: English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. **CTSO:** DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A*S*K), http://www.askinstitute.org/, credential.

  COURSE INDUSTRY RECOGNIZED CREDENTIAL: Venture Entrepreneurial Expedition **ARTICULATION:** ***NC Community College Course***: ETR-210 Intro to Entrepreneurship (earn a B in the course and a 93 on the CTE Postassessment to earn college credit); **PREREQUISITE:** Principles of Business and Finance; or Personal Finance; or Marketing

- **HOSPITALITY AND TOURISM**
  In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion.

  SKILLS: Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
  PREREQUISITE: Marketing;

- **MARKETING**
  In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations.

  SKILLS: Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. **DECA** (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The Marketing and Marketing Management courses can help prepare students for credentials: Assessment of Skills and Knowledge (A*S*K) http://www.askinstitute.org/ Professional Certification http://www.nrffoundation.com Sales & Marketing Executives International, http://www.smei.org

  Articulation Course for NC Community College Course: ETR-230 Entrepreneur Marketing OR MKT-110 Principles of Fashion OR MKT-120 Principles of Marketing (earn a B in the course and a 93 on the CTE Postassessment to earn college credit) ;

- **SPORTS AND ENTERTAINMENT MARKETING I**
  In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. **SKILLS**: Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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

- **STRATEGIC MARKETING**
  This fast-paced course challenges students by combining into one course the concepts taught in the Marketing and Marketing Application courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. The Strategic Marketing course focuses on the impact of marketing on society, procedures used in buying behavior, procedures to manage marketing information, procedures to develop and manage products, pricing procedures, promotion, marketing channels, supply chain management, retail operations, and global marketing. English/language arts and mathematics are reinforced.

TRADE AND INDUSTRIAL EDUCATION

- **INTRODUCTION TO TRADE AND INDUSTRIAL EDUCATION**
  This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing careers. Skillsets specific to Trade and Industry careers will be provided to include key concepts from a systems approach, including those used in manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities associated with the major program areas of Trade and Industrial Education will provide practical applications to enhance student learning.

  SKILLS: English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not possible 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.

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

  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 additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

  INDUSTRY RECOGNIZED CREDENTIAL: NCCER Credential & OSHA 10 - Hour Construction Industry Certification;

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

  Aligned Career Technical Student Organization: SkillsUSA
  Aligned Industry Credential: Autodesk Certified User AutoCAD

- **DRAFTING II- ARCHITECTURAL**
  Description: This course focuses on the principles, concepts of architectural design , and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans , foundation plans, wall sections, and elevation drawings. An understanding of 3D CAD concepts and terms , and the use of 3D CAD software such as REVIT , are essential to this course, and the required method of producing finished drawings. English language arts, mathematics, and science are reinforced.
  PREREQUISITE: Drafting I **Aligned Career Technical Student Organization:** SkillsUSA
  Aligned Industry Credential: Autodesk Certified User Revit

- **ELECTRICAL TRADES I**
  This course covers basic electrical trades terminology and develops technical aspects of electrical trades with emphasis on development of introductory skills such as residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools.

  SKILLS: English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

  INDUSTRY RECOGNIZED CREDENTIAL: NCCER Credential & OSHA 10 - Hour Construction Industry Certification**;**
  PREREQUISITE: Core and Sustainable Construction

- **ELECTRICAL TRADES II**
  This course is the second level of the National Center for Construction and Education Research. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. To receive the NCCER Certification, students must master all 8 modules in the following: 1.00 Understand Conductors and Cables; 2.00 Understand Construction Drawings; 3.00 Understand Residential Electric Services; 4.00 Apply Electrical Test Equipment Usage; 5.00 Understand Alternating Current (A/C) Theory; 6.00 Apply Grounding and Bonding Techniques; 7.00 Understand Motors: Theory and Application; 8.00 Apply Electric Lighting to Structures.

  INDUSTRY RECOGNIZED CREDENTIAL: NCCER Credential & OSHA 10 - Hour Construction Industry Certification**;**
  PREREQUISITE: Core and Sustainable Construction and Electrical Trades I;

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

  SKILLS: English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. **SkillsUSA** competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

  INDUSTRY RECOGNIZED CREDENTIAL: NCCER Credential & OSHA 10 - Hour Construction Industry Certification**;**
  PREREQUISITE: Core and Sustainable Construction

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

  SKILLS: English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. **SkillsUSA** competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

  INDUSTRY RECOGNIZED CREDENTIAL: NCCER Credential & OSHA 10 - Hour Construction Industry Certification**;**
  PREREQUISITE: Core and Sustainable Construction and Plumbing I

- **PUBLIC SAFETY I**
  Description: This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100,200, 700, 800 are also a part of this course. Additionally students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced.
  Aligned Career Technical Student Organization: SkillsUSA
  Aligned Industry Credential: FEMA: NIMS: IS-100.B, IS-700.A, IS-200.B, IS-800.B

- **PUBLIC SAFETY II**
  Prerequisite: Public Safety I
  Description: This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. Additionally, FEMA ICS300 Intermediate Incident Command System is covered in this course.
  Aligned Career Technical Student Organization: SkillsUSA
  Aligned Industry Credential: Community Emergency Response Team (CERT)- NC-317

- **EMERGENCY MEDICAL TECHNOLOGY I**
  This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part I of a two course sequence require to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
  PREREQUISITE: None **AGE REQUIREMENT:** MUST be 17 years old prior to June 1st of the year enrolling in the course.

- **EMERGENCY MEDICAL TECHNOLOGY II**
  This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part II of a two course sequence require to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course (age limits may apply). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
  PREREQUISITE: Emergency Medical Technology I, English III; **AGE REQUIREMENT:** MUST be 17 years old prior to June 1st of the year enrolling in the course.

  INDUSTRY RECOGNIZED CREDENTIAL: National Consortium for Health Science Education (NCHSE) Assessment & CPR & First Aide & OSHA 10-Hour Industry Certification; **ARTICULATION*: NC Community College Course***: HSC-110 Orientation to Health Careers and CPR OR CPR Certification and HSC-120 OR MED-180, (earn a B in the course and a 93 on the CTE Postassessment to earn college credit)

TECHNOLOGY EDUCATION

- **INTRODUCTION TO TRADE AND INDUSTRIAL EDUCATION**
  This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing careers. Skillsets specific to Trade and Industry careers will be provided to include key concepts from a systems approach, including those used in manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities associated with the major program areas of Trade and Industrial Education will provide practical applications to enhance student learning.

  SKILLS: English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not possible for this course. **SkillsUSA** competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic

- **TECHNOLOGY ENGINEERING AND DESIGN**
  This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. **Technology Student Association (TSA)** competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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

  SKILLS: Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. **Technology Student Association (TSA)** competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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

- **ADVANCED DIGITAL MEDIA II**
  This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. An emphasis is placed on the fundamental concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development.

  SKILLS: Art, 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.

  INDUSTRY RECOGNIZED CREDENTIAL: Adobe Photoshop, InDesign, Illustrator, Adobe Dreamweaver, Adobe Premier;
  ARTICULATION*: NC Community College Course*: DME-115 Graphic Design Tools OR DME-120 Intro to Multimedia Applications (earn a B in the course and a 93 on the CTE Postassessment to earn college credit)
  PREREQUISITE: - Digital Media I

- **ADOBE DIGITAL DESIGN**
  This course is a project-based course that develops ICT, career, and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification. English language arts are reinforced.
  Prerequisite: Adobe Visual Design **Aligned Career Technical Student Organization:** SkillsUSA
  Aligned Industry Credential: Adobe Dreamweaver

- **ADOBE VIDEO DESIGN**
  This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.
  Prerequisite: Adobe Visual Design. **Aligned Career Technical Student Organization:** SkillsUSA
  Aligned Industry Credential: Adobe Premiere

- **ADOBE VISUAL DESIGN**
  Description: This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification. English language arts are reinforced.
  Prerequisite: None. **Aligned Career Technical Student Organization:** SkillsUSA
  Aligned Industry Credential: Adobe Photoshop, InDesign, Illustrator

- **ADVANCED STUDIES IN CTE: DRONE FLIGHT SCHOOL**
  In this class, we will discuss both large and small type Unmanned Aircraft Systems (UAS) and what industries they are revolutionizing. Students will learn what UAS systems are best suited to different applications and performance characteristics that influence the utilization of these systems. Students will also learn different sensor payloads, methods to determine best application of the sensor options, and how to analyze and differentiate the data collected. Students will participate in simulated UAS flights at the end of each class working on their flight skills from the very beginning and obtaining their FAA Part 107 Remote Operator Certificate by the end of the course. **AGE REQUIREMENT:** ***students must be 16 to be able to take the FAA Part 107 Remote Operator Certificate at the end of the course.***

- **AP COMPUTER SCIENCE PRINCIPLES**
  AP Computer Science Principles introduces you to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, you will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society.

OTHER CTE COURSE OPPORTUNITIES

- **CTE INTERNSHIP**

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

  COURSE NOTE: Please download a copy of the application for Internship https://goo.gl/HcuaAW **PREREQUISITE:** Two or more CTE courses in one career cluster

CAREER AND COLLEGE PROMISE

Career College Promise (CCP): High school juniors and seniors may attend Richmond Community College through the Career and College Promise program if they meet specific guidelines. Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina High School Students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. There are two ways an eligible high school student can enroll: College Transfer Pathways and Career and Technical Education Pathways. Please visit http://www.nccommunitycolleges.edu/academic-programs/career-college-promise for more information.

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

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

Career & College Promise Courses

Select on the name of the course to view description and prerequisite requirements

CCP Course Name	College Credit	High School Credit	Notes
ART 111 ART APPRECIATION	3	1	
ACC120-PRINCIPLES OF FINANCIAL ACCOUNTING	4	1	
BIO 111 General Biology I	4	1	1 credit; may be combined with BIO 112 to satisfy the Biology graduation requirement, Must pass both courses and complete the EOC to meet HS graduation requirement.
BIO 112 – General Biology II	4	1	1 credit; may be combined with BIO 111 to satisfy the Biology graduation requirement, Must pass both courses and complete the EOC to meet HS graduation requirement.
BUS110 INTRO TO BUSINESS	3	1	
CIS110 INTRODUCTION TO COMPUTERS	3	1	
CIS 115 INTRODUCTION TO PROGRAMMING AND LOGIC	3	1	
CJC111 - INTRODUCTION TO CRIMINAL JUSTICE	3	1	
CJC112 - CRIMINOLOGY	3	1	
COM231-PUBLIC SPEAKING	3	1	
DFT151-CAD I	3	1	
DFT 152-CAD II	3	1	
DFT 153 CAD III	3	1	
ECO251-PRINCIPLES OF MICROECONOMICS	3	1	
ECO 252 PRINCIPLES OF MACROECONOMICS	3	1	
EDU 119 - INTRO TO EARLY CHILDHOOD	4	1	
ELC112-DCAC ELECTRICITY	5	2	
ENG 111 - EXPOSITORY WRITING	3	1	All 3 Courses together counts as a HS English III
ENG 112 ARGUMENT BASED RESEARCH	3	1	
ENG 231 AMERICAN LITERATURE	3	1	
HIS131-AMERICAN HISTORY I			Counts as a HS American History I
HIS132-AMERICAN HISTORY II	3	1	Counts as a HS American History II
MAC111A- MACHINING TECHNOLOGY I	3	1	
MAC111B- MACHINING TECHNOLOGY I	3	1	

MAC122-CNC TURNING	3	1	
MAT143- QUANTATIVE LITERACY	3	1	Counts as a HS 4th Math
MAT 171 PRECALCULUS ALGEBRA	4	1	Counts as a HS 4th Math
MAT 172 PRECALCULUS TRIG	4	1	Counts as a HS 4th Math
MED 121 MEDICAL TERMINOLOGY I	3	1	
MED 122 MEDICAL TERMINOLOGY II	3	1	
NAS101 - NURSING ASSISTANT I	6	2	
NAS102 - NURSING ASSISTANT II	6	2	
NET 125 NETWORKING BASICS	3	1	
NOS 110 OPERATING SYSTEMS	3	1	
PHI 240 INTRO TO ETHICS	3	1	
PSY 150 - GENERAL PSYCHOLOGY	3	1	
SOC210 - INTRO TO SOCIOLOGY	3	1	
WLD115A-SMAW Stick Plate	3	1	
WLD115B-SMAW Stick Plate	3	1	
WLD121- GMAW	4	1	
WLD131- GTAW	4	1	
WLD141 - SYMBOLS AND SPECIFICATIONS	3	1	
Indicates a CTE/CCP Course			

SCOTLAND COUNTY SCHOOLS ARTICULATED COURSE LIST

Process to Document and Award Credit

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

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

High School Program Area	**High School Course** Number / Title		**Community College Course** Number/ Title
Business and Information Technology Education	6417 Microsoft Word, Power Point, and Publisher	=	CIS-111 Basic PC Literacy OR CIS-124 DTP Graphics Software OR OST-136 Word Processing
Business and Information Technology Education	8726 Personal Finance	=	BUS-125 Personal Finance
Health Occupations Education	7240 Health Science I	=	MED-121 Medical Terminology I AND MED-122 Medical Terminology II
Health Occupations Education	7242 Health Science II	=	HSC-110 Orientation to Health Careers AND (HSC-120 CPR OR MED-180 CPR Certification)
Marketing Education	8716 Entrepreneurship I	=	ETR-210 Intro to Entrepreneurship
Marketing Education	6621 Marketing	=	ETR-230 Entrepreneur Marketing OR MKT-110 Principles of Fashion OR MKT-120 Principles of Marketing
Trade and Industrial Education	7936 Advanced Digital Media	=	DME-115 Graphic Design Tools OR DME-120 Intro to Multimedia Appl.
Trade and Industrial Education	7935 Digital Media	=	DME-110 Intro to Digital Media
Trade and Industrial Education	7741 Electrical Trades I AND 7742 Electrical Trades II	=	ELC-113 Basic Wiring I

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

CAREER & COLLEGE PROMISE COURSES

Career and College Promise (CCP): High school juniors and seniors may attend Richmond Community College through the Career and College Promise program if they meet specific guidelines. Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina High School Students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. There are **two ways** an eligible high school student can enroll: College Transfer Pathways and Career and Technical Education Pathways.

ART 111 – Art Appreciation
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various forms including but not limited to sculpture, painting and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods and media. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in humanities/fine arts.

BIO 111 – General Biology
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BUS 110 – Introduction to Business
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

CIS 110 – Introduction to Computers
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (quantitative option).

CJC 111 – Introduction to Criminal Justice
This course introduces the components and processes of the criminal justice system. Topics include: history, structure, functions, and philosophy of the criminal justice system and their relationships to life in our society. Upon completion of this course, students should be able to define and describe the major system components and their inter relationships and evaluate career options.

COM 231 – Public Speaking
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

ECO 252 - Principles of Macroeconomics
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

EDU 119 - Intro to Early Childhood Education
This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children.

EDU 173 - Becoming a Professional in ECE
This course is an introduction to the early childhood profession. Emphasis is placed on the NAEYC Ethical Code, professional growth through involvement in professional organizations, and development of a professional portfolio. Upon complete, student should be able to identify professional resources and community partners in order to involve oneself in the early childhood field.

ECO 251 – Principles of Microeconomics
This course introduces economic analysis of individual, business and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

ENG 111 – Writing and Inquiry
This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. In order to pass this course, a student must earn at least a "C" average on required oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

ENG 112 – Writing/Research in the Disciplines
This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. In order to pass this course, a student must earn at least a "C" average on required oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

HIS 131- American History I
This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

HIS 132 - American History II
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.

MAC 111 – Machining Technology I
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

MAC 112 – Machining Technology II
This course provides additional instruction and practice in the use of precision measuring tools lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

MAT 143 – Quantitative Literacy
This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts that will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).

MAT – 171 – Precalculus Algebra
This is the first of two courses designed to emphasize topics that are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. This course has been approved for transfer under the the Comprehensive Articulation Agreement as a general education course in Mathematics.

MAT 172 Precalculus Trigonometry
This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, and vectors. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction.

NAS 101 – Nursing Assistant I
This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patient's rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide Registry. This is a certificate level course.

PSY 150 – General Psychology
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences.

SOC 210 – Introduction to Sociology
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. A special emphasis will be given to global trends and selected world societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education requirement in social/behavioral sciences.

WLD 115 - SMAW (Stick) Plate
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD 121 - GMAW (MIG) FCAW/Plate
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

WLD 131 - GTAW (TIG) Plate
This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

WLD 141 - Symbols & Specifications
This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

AHR-110 - Intro to Refrigeration
Prerequisites: None
Corequisites: None
This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

AHR-111 - HVACR Electricity
Prerequisites: None
Corequisites: None
This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

AHR-113 - Comfort Cooling
Prerequisites: None
Corequisites: None
This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.