# DIRECTORY *of Durham Public Schools*

## Traditional High Schools

**Hillside High School**
*3727 Fayetteville Street, Durham, NC 27707*
*School 919-560-3925, Fax 560-2312*
*Principal: Hans Lassiter*

**Jordan High School**
*6806 Garrett Road, Durham, NC 27707*
*School 919-560-3912, Fax 919-560-2620*
*Principal: Jerome Leathers*

**Northern High School**
*117 Tom Wilkinson Road, Durham, NC 27712,*
*School 919-560-3956, Fax 919-479-3001*
*Principal: Kathryn Bonner*

**Riverside High School**
*3218 Rose of Sharon Road, Durham, NC 7712*
*School 919-560-3965, Fax 919-560-3798*
*Principal: Jacqueline Tobias*

**Southern High School**
*800 Clayton Road, Durham, NC 27703*
*School 919-560-3968, Fax 919-560-2445*
*Principal: Kenneth Barnes*

## Alternative Schools

**Lakeview School** *(6-12)*
*3507 Dearborn Drive, Durham, NC 27704*
*School 919-560-2520, Fax 919-560-2446*
*Principal: Jeffery Dockery*

**Hospital School**
*Duke University Medical Center,*
*Box 3039 Duke South, Durham, NC 27710*
*School 919-684-5684, Fax 919-684-5319*
*Principal: Dr. Rick Lemke*

## Choice High Schools

**City of Medicine Academy**
*301 Crutchfield Street, Durham, NC 27701*
*School 560-2001, Fax 919-477-3927*
*Principal: Elizabeth Shearer*

**Durham Performance Learning Center**
*401 N. Driver St, Durham, NC 27703*
*School 919-530-9190, Fax 560-2214*
*Principal: Danny Gilfort*

**Durham School of the Arts** *(6-12)*
*400 N. Duke Street, Durham, NC 27701*
*School 919-560-3926, Fax 919-560-2217*
*Principal: David Hawks*

**Hillside New Tech High School**
*at Hillside High School*
*3727 Fayetteville Street, Durham, NC 27707*
*School 919-560-9183, Fax 919-560- 3686*
*Principal: Dr. William Logan*

**Holton Career and Resource Center**
*401 N. Driver St, Durham, NC 27703*
*School 919-560-2219, Fax 919-237-5669*
*Principal: Gloria Woods-Weeks*

**J. D. Clement Early College High School**
*at North Carolina Central University*
*1801 Fayetteville St., Durham, NC 27707*
*School 919-560-2696, Fax 919-560-2698*
*Principal: Kendra O'Neal Williams*

**Middle College High School**
*at Durham Technical Community College*
*1616 Cooper St., Durham, NC 27703*
*Phone 919-536-7203 Fax 919-536-7294*
*Principal: Dr. Charles Nolan*

**Southern School of Engineering**
*at Southern High School*
*800 Clayton Road, Durham, NC 27703*
*School 919-560- 9184 Fax 919-560-3848*
*Interim Principal: Darneise Massey*

Dr. Eric J. Becoats
*Superintendent*
*919-560-3716*

Dr. Lewis Ferebee
*Chief of Staff*
*919-560-3874*

James Key
*Area Superintendent for High School*
*919-560-2597*

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Durham Public Schools does not to discriminate on the basis of race, ethnic origin, gender, or disability in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, and Title II of the 1990 Americans with Disabilities Act (ADA).

Durham Public Schools expects all employees, students, and other members of the school community to conduct themselves in an appropriate manner with concern and respect for all members of the school community. Discrimination and harassment on the basis of race, sex, religion, creed, disability, national origin, or language minority status will not be tolerated.

# 2012-2013 High School Course Guide

Durham Public Schools

*One Vision. One Durham.*

# Message *from Superintendent Eric J. Becoats*

*Dear Families:*

Welcome to high school! The time is now to prepare for your future.

The Durham Public Schools "Making the Move to High School" guide will help you to further understand course offerings, programs of study, graduation requirements, scheduling and other important high school information.

DPS is proud to offer students a variety of high school options. All of our high schools provide leadership opportunities and guidance to help students excel both academically and socially. In addition to our comprehensive high schools, the district has several, smaller-themed schools that offer programs of study in a variety of areas including the arts, engineering, medicine, finance and technology.

This guide will give you an overview of our high schools: City of Medicine Academy (CMA), Durham School of the Arts (DSA), Early College High School (ECHS), Hillside High School (HHS), Hillside New Tech (HNT), Jordan High School (JHS), Middle College High School (MCHS), Northern High School (NHS), Performance Learning Center (PLC), Riverside High School (RHS), Southern High School (SHS) and Southern School of Engineering (SSE).

I encourage you to invest time to study the guide, visit schools and choose your courses carefully. Teachers and counselors are also available to answer questions and provide guidance to help you make decisions about your child's academic program. Please read the Graduate Profile that describes the personal qualities, skills and knowledge that students will be taught during their high school careers. Information on the Graduate Profile is online at www.dpsnc.net (click on Parents, Academics, Graduation). Be sure to note the section addressing the Common Core/Essential Standards as you will soon be hearing much more about that topic.

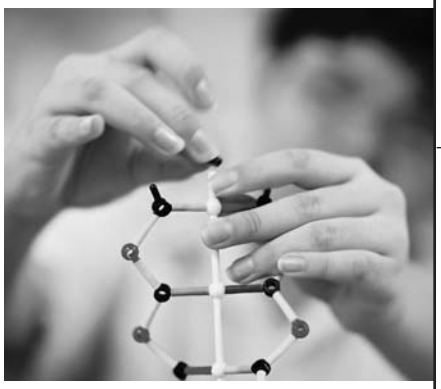
We want your child's future to be filled with unlimited opportunities and we encourage you to take advantage of all Durham Public Schools has to offer with preparing your child for a successful path to college and/or the world of work. I wish all of our high school families a successful school year!

One Vision. One Durham.

Sincerely,

Eric J. Becoats

**Dr. Eric J. Becoats**
*Superintendent*
Durham Public Schools



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# The 7 Key Steps for Selecting Your Courses for 2012-2013

**STEP 1:** *Review the chart below. Make sure you fully understand the requirements needed to earn your high school diploma.*

## North Carolina Course of Study Graduation Requirements

| Content Area | Future-Ready Core *Course of Study* | Cr | Occupational *Course of Study* | Cr |
|---|---|---|---|---|
| | **(Please note that students entering ninth grade for the first time in 2012-13 will be required to complete four Social Studies credits. Two of which must be in American History. Students who entered ninth grade prior to 2012-13 are only required to complete three Social Studies credits; one of which must be U.S. History). | | (For selected students entering 9th grade in 2000-2001 or later) | |
| **English** | English I, II, III, and IV | 4 | Occupational English I, II, III, and IV | 4 |
| **Math** | All students earn credits in Common Core Maths I, II, & III *All students must earn four math credits to meet graduation requirements and one must be higher than Common Core Math III.* | 4 | Occupational Math I, II, and III | 3 |
| **Science** | Earth/Environmental, Biology, and a Physical Science | 3 | Life Skills I and II | 2 |
| **Social Studies** | World History, Civics and Economics, and American History I and II** | 3/4 | Social Studies I and II | 2 |
| **Health/PE** | Health and PE | 1 | Health and PE | 1 |
| **World Language** | Not required<br>Note: *The UNC system as well as many other colleges and universities require a minimum of two credits in the same world language.* | 0 | Not required | 0 |
| **Electives** | ***2 credits in any combination of:***<br>A World Language, CTE Cluster, or Arts Education | 2 | Occupational Preparation I, II, III and IV | 6 |
| | 4 credits which must complete a concentration in one of the following areas:<br>Arts Education, a CTE Cluster, JROTC, a World Language, Health/PE, or an academic elective area in Math, English, Science, or Social Studies. | 4 | Other electives and completion of IEP requirements<br>Work Hours:<br>300 – school based training<br>240 – work based training<br>360 – competitive employment | 10 |
| | 7 additional elective credits (DSA 3 credits) | 7 | | |
| **Other Requirements** | Earn passing scores on End-of-Course tests in English I, Common Core Mathematics I, and Biology | | Computer proficiency as specified in IEP | |
| **Total Credits to Graduate** | (DSA 24 credits) | **28** | | **28** |

## **STEP 2:** *Complete the course credit chart below using your transcript.*

Talk to your school counselor and/or teachers if you need help understanding graduation requirements or reading your transcript. Your transcript is a complete record of all the high school courses you took, your grades, and the credits you earned.

Your Name:

Area of Concentration:

Post Secondary Goal:

**Courses Required for Graduation**

| English<br>*Standard*<br>*Honors/MYP,*<br>*AP/IB, or OCS* | Credit earned | Mathematics<br>*Standard*<br>*Honors/MYP,*<br>*AP/IB, or OCS* | Credit earned | Social Studies<br>*Standard*<br>*Honors/MYP,*<br>*AP/IB, or OCS* | Credit earned | Science<br>*Standard*<br>*Honors/MYP,*<br>*AP/IB, or OCS* | Credit earned |
|---|---|---|---|---|---|---|---|
| English I<br>English II<br>English III<br>English IV | | Common Core Math I<br>Common Core Math II<br>Common Core Math III<br>Advanced Math Credit | | World History<br>Civics & Econ<br>American History I<br>American History II | | Earth/Environ<br>Biology<br>Physical Science<br>or equivalent | |
| List other English courses below | Credit earned | List other Mathematics courses below | Credit earned | List other Social Studies courses below | Credit earned | List other Science courses below | Credit earned |
| | | | | | | | |
| List other Physical Education courses below | Credit earned | List other World Language courses below | Credit earned | List CTE or ROTC courses below | Credit earned | List Visual or Performing Arts courses below | Credit earned |
| Heathful Living | | | | | | | |

**STEP 3:** *Be sure you understand your teachers' recommendations.*

Courses can be offered on standard, enriched, honors, or Advanced Placement levels. You should follow your teachers' recommendations concerning the level that would best support your academic success. However, if you, your parents/guardians, and your school counselor discuss other options and agree that a different plan would be appropriate for you, please request a level change.

As a general guideline, DPS encourages you to take the most challenging courses and levels that you can successfully complete. School counselors and teachers use a variety of data to help you make course and level decisions. These data include:

- *your post secondary goals*
- *your work ethic*
- *your grades*
- *your standardized test scores*
- *your reading level.*

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**STEP 4:** *Meet with your school counselor to discuss how your course selections can best help you progress towards graduation and meet your goals for post secondary education.*

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**STEP 5:** *Complete your school's registration form and return it by the due as date indicated on the form.*

Be sure that you request the courses you really want to take! Schools plan their master schedules based on their students' requests; therefore, it is unlikely you will be able to make changes to your schedule after the school year begins.

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**STEP 6:** *Review your course selections and final schedule when you receive them from your school.*

Make sure your schedule includes the required courses you need for graduation, the correct levels of each course, and the electives you requested.

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**STEP 7:** *If you need to change any of the courses on your schedule, be sure to do so before the first day of school.*

High schools set aside schedule change sessions before the beginning of the school year. If you need a schedule change, be sure to attend one of these sessions.

**Schools must honor these requests from Seniors:**

- Requests for courses you need for graduation
- Requests for courses you need based on earning summer school credit(s)
- Requests for courses you need to complete a CTE cluster or other area of concentration

**Pending space availability, your school may or may not be able to honor requests for:**

- Different electives
- Different levels

**School will not honor requests for:**

- Specific teachers
- Specific periods
- Specific semesters

# Information about Learning Opportunities

## North Carolina Scholars Program

Students who wish to earn recognition as a North Carolina Scholar must successfully complete these requirements:

- *All Future Ready Core course requirements*
- *A mathematics course that has Common Core Math III as a prerequisite*
- *A Chemistry or Physics course (to meet the physical science requirement)*
- *Two credits of the same World Language*
- *Two second level or advanced elective courses*
- *At least one arts course and one Career Technical Education course*

In addition North Carolina scholars must earn an overall four-year un-weighted grade point average of 3.5.

## University of North Carolina Admission Requirements

- *Four credits in English*
- *A mathematics course that has Common Core Math III as a prerequisite*
- *A life science course such as Biology*
- *A physical science: Chemistry or Physics*
- *At least one science that is considered a laboratory course*
- *Two credits of the same World Language*

Students should also talk to their school counselors about creating a resume of extracurricular activities, taking national tests such as the ACT or SAT, writing a compelling personal statement, and seeking appropriate recommendations from school personnel such as teachers or school counselors.

Entrance requirements vary among colleges and universities. Students who wish to attend private colleges or universities should be sure they understand entrance requirements specific to the college/university of their choice.

## Distance Learning Opportunities
*(online courses)*

Distance learning opportunities provide students with these opportunities:

- *Flexible scheduling*
- *Individualized pacing*
- *Opportunity to earn high school and/or college credits*
- *Opportunity to enroll in courses not offered in your high school*
- *Opportunity to use your computer skills*

Enrollment in these courses requires the approval of the school principal, the school counselor, and the student's legal guardian. Please contact your school counselor for more information.

**North Carolina Virtual Public Schools (NCVPS)**
NCVPS awards high school course credits to students who successfully complete core courses, Advanced Placement courses, and/or honors courses. Students may use NCVPS courses to meet high school graduation requirements or enhance transcripts for college applications. Registration must occur through the NCVPS Distance Learning Advisors (DLA) at the school. For additional information and specific courses go to: **www.ncvps.org**

## Career and College Promise through Durham Technical Community College

Durham Public Schools high school students who meet eligibility requirements have the opportunity to enroll in community college courses that provide pathways leading to a credential, certificate, diploma, or a degree. Career and College Promise offers three pathways: Career and Technical Education, College Transfer, and Cooperative Innovative High Schools Program. Students are given the opportunity to earn college credit completely transferrable to all UNC System Institutions and many of North Carolina's Independent Colleges and Universities. Contact your school counselor or Career Development Coordinator for additional information.

## Magnet Programs and Small High School Options

*Durham Public Schools has been at the forefront of developing small, non-traditional high schools. These schools provide students with an opportunity to pursue special interests in an educational environment that focuses on hands-on, project-based learning.*

To attend one of these program, students must apply for entry. For more information and to receive an application, call the Office of Student Assignment at 560-2059.

### City of Medicine Academy

*Grades 9-12, www.cma.dpsnc.net*

The City of Medicine Academy (CMA) is an academically rigorous high school that contributes to educating future health-care professionals in preparation for meeting the ever growing health-care needs of the community. Students graduating from the Academy are prepared to enter the health-care workforce and/or post-secondary healthcare education. The City of Medicine Academy partners with several local universities, along with Durham Technical Community College and the Watts School of Nursing, to offer students opportunities for college credit and internships. Students can earn certification in several areas while still in high school.

### Durham Performance Learning Center

*Grades 10-12, www.dplc.dpsnc.net*

The Performance Learning Center (PLC) represents an innovative partnership among Durham Public Schools, Communities-in-Schools of Durham and Communities-in-Schools North Carolina, Inc. Students may supplement online learning through a variety of internships and job shadowing opportunities. PLC provides an ideal setting for students who need a more flexible schedule in order to complete their high school diploma. Please contact your base school's counselor for more information.

### Durham School of the Arts

*Grades 6-12, www.dsa.dpsnc.net*

The mission of Durham School of the Arts is to help students from diverse backgrounds to fully realize their individual academic and creative capacities through a rigorous educational program emphasizing visual and performing arts. Durham School of the Arts offers beginning through advanced arts courses in band, chorus, piano, strings, guitar, art, sculpture, photography, dance, theater, and creative writing. The school uses the A+ approach, which is based on research demonstrating that people possess multiple intelligences or talents which allow them to learn through a variety of activities. Interdisciplinary projects, cooperative learning, and discovery learning are examples of this philosophy.

### Finance Academy at Hillside High School

*Grades 9-12*

The Finance Academy prepares students for careers in global business enterprise systems through a comprehensive sequence of courses concentrating on the financial industry. Finance Academy students must also complete Future Ready Core academic requirements as well as courses in the Business Cluster. Students will extend learning experiences beyond the classroom through job shadowing, mentoring, internships and a college courses at a local university. Students completing the program will receive a certificate of financial studies in addition to their high school diploma.

### Hillside New Tech High School

*Grade 9 - 12, www.newtech.dpsnc.net*

The cornerstone for Hillside New Tech High School (HNT) is project-based learning by capitalizing on novel technological resources. The school is partnered with the New Schools Project of North Carolina and the North Carolina Department of Instruction. Hillside New Tech will combine rigorous and relevant college preparatory curriculum with several integrated courses, problem-based learning opportunities, and an emphasis on content literacy. The program also will create unique learning opportunities through collaborative schoolwork with internships in local businesses and required community service hours. The school offers courses that focus on computer engineering, electronics, and advanced sciences. Students will graduate with a high school diploma and up to 12 semester hours of college credit.

### Holton Career and Resource Center

*Grades 9-12, www.HoltonCenter.dpsnc.net*

Durham high school students have the opportunity to earn credit in career and technical areas not offered at their base school. Students may enroll in afternoon and evening courses to earn credit towards graduation and industry certifications. The curriculum focuses on specific skill areas which can be paired with small business/entrepreneurship classes giving students the know-how to become small business owners in Durham.

**International Baccalaureate Middle Years & Diploma Programme at Hillside High School**
*Grades 9-12*
*www.dpsnc.net/programs-services/international-baccalaureate*

Widely considered a prestigious instructional program, the International Baccalaureate (IB) Programme provides students the opportunity to participate in a rigorous course of study, practice critical thinking, get involved in the community and develop their special talents with an international perspective. Potential students must be interested in learning, willing to actively participate in class, have excellent study and time management skills (generally demonstrated by A's and B's in prior coursework), and be prepared to spend an average of two to three hours outside of class on schoolwork.

**Josephine D. Clement Early College High School at North Carolina Central University**
*Grades 9-12, www.echs.dpsnc.net*

The Josephine Dobbs Clement Early College High School (ECHS) is an innovative partnership with North Carolina Central University. Students will graduate with a high school diploma, plus up to two years of college credit toward a bachelor's degree. ECHS is designed to substantially increase the number of minority and female students who will pursue advanced studies and careers in Science, Technology, Engineering and Mathematics.

**Middle College High School at Durham Technical Community College**
*Grades 11 & 12, www.mchs.dpsnc.net*

The Middle College High School (MCHS) expands opportunities for academically capable high school juniors and seniors to earn a high school diploma and receive credit toward a post-secondary certificate, diploma, or associate's degree. It is a partnership among the Durham, Chapel Hill-Carrboro, and Orange County School Systems and Durham Technical Community College. Through this partnership, students will experience a rigorous program of study on the campus of a community college. Curriculum offerings include core honors level high school courses and community college courses that will count as career cluster credits or high school diploma elective credits.

**Southern School of Engineering and Sustainability**
*Grades 9 -12, www.southernsoe.dpsnc.net*

The Southern School of Engineering (SSOE) is designed to substantially increase the number of minority and female students who will pursue advanced studies and careers in Science, Technology, Engineering, and Mathematics. The school is an innovative partnership with the New Schools Project of North Carolina with support from the NC General Assembly, the State Board of Education, and the Bill and Melinda Gates Foundation. The SSOE's small size, will provide the opportunity for students to fulfill DPS graduation requirements through individualized instruction. Students will graduate with a high school diploma, plus up to one year of college credit towards a bachelor's degree.

# Durham Public Schools' Academic Policies

## Course Levels (Reference: State Board Policy 1028)

*The information below explains how schools weigh your grades to calculate your grade point average (GPA):*

| | | | | |
|---|---|---|---|---|
| 96%-100%=4.000 | 91%=3.375 | 86%=2.750 | 81%=2.125 | 76%=1.500 |
| 95%=3.875 | 90%=3.250 | 85%=2.625 | 80%=2.000 | 75%=1.375 |
| 94%=3.750 | 89%=3.125 | 84%=2.500 | 79%=1.875 | 74%=1.250 |
| 93%=3.625 | 88%=3.000 | 83%=2.375 | 78%=1.750 | 73%=1.125 |
| 92%=3.500 | 87%=2.875 | 82%=2.250 | 77%=1.625 | 70-72%=1.000 |
| | | | | ≤69%=0.000 |

## Weighting

*For some courses, you may earn "quality points." For example, a plus 1 means that if you earned an" 88" in an Honors Level course, you would earn 4.000 points instead of 3.000 points toward your grade point average.*

| Level of Course | Quality Points for Weighting |
|---|---|
| Standard, Enriched or OCS Courses | No additional quality points<br>See chart above |
| Advanced, Honors, or Pre-IB courses | Plus 1 |
| Advanced Placement and IB courses | Plus 2 |
| Pre-approved college courses | At the discretion of the Principal |

### Academic Integrity

*(Reference: Durham Public Schools Board Policy 3110)*

Durham Public Schools expects all students to practice honesty, trust, fairness, respect, and responsibility. Students must maintain high academic standards by obeying their school's honor code. The honor code will include specific expectations for academic integrity and consequences for plagiarism and cheating. Students must also adhere to Durham Public School's Acceptable Use Policy for computers and electronic media.

### Information about High School Courses

- *Students earn 1 unit of credit for each successfully completed course. There are some courses that require a double period or full year to complete. You will find this information listed with the prerequisites. Students receive additional credits for these courses as noted.*
- *All courses use the NC approved Common Core and Essential Standards of Study.*
- *The 4X4 block schedule gives students the opportunity to take more than one course in a year in any content area.*
- *Important information about content areas is outlined at the beginning of each section.*
- *Honors courses require students to demonstrate a high level of academic rigor, manage complex assignments, and move at a faster pace.*

### Special Note about Advanced Placement Courses

Advanced Placement (AP) courses are designed to meet the College Board's rigorous standards for an Advanced Placement class and be the equivalent of a college level course for which students may, depending on the AP Exam score, receive college credit. Extensive course guidelines are provided by the College Board, and teachers are required to maintain current AP authorization. The cost for an AP exam during the 2011-12 school year was $87. ***Students are expected to take the AP Exam as the culminating activity for AP courses.***

### What If My School Does Not Offer A Particular Course?

Not all courses listed in the High School Program of Studies are offered at all schools. Check your school's registration form to view the courses and special programs offered at your school.

# English

- *Students earn 1 unit of credit for English I, II, III, and IV. Foundations of English I is not a credit bearing course.*
- *Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace. They are weighted +1.*
- *Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP exam. AP courses are weighted +2.*

## Possible English Course Sequences

*Students may move from one sequence to another as their needs change.*

| | Course 1 | Course 2 | Course 3 | Course 4 | Course 5 |
|---|---|---|---|---|---|
| **Sequence A** | Foundations of English | Standard English I | Standard English II | Standard English III | Standard English IV |
| **Sequence B** | Standard English I | Standard English II | Standard English III | Standard English IV | Optional English Elective Courses |
| **Sequence C** | Honors English I | Honors English II | Honors English III | Honors English IV | Optional English Elective Courses |
| **Sequence D** | Honors English I | Honors English II | Advanced Placement English III | Advanced Placement English IV | Optional English Elective Courses |

### Foundations of English I

Foundations of English students will be immersed in reading and writing that will accelerate the development of their literacy skills. Through the use of high interest fiction and non-fiction texts, students will develop their reading fluency, comprehension and vocabulary so reading becomes easier and enjoyable. Students will also work on organization, study skills, and test taking strategies.

### English I & Honors English I

English I students will study literature, informational texts, poetry, drama, biographical works, and art from all genres to gain knowledge of culture, current events and themselves. They will gain the reading and writing skills necessary to write, analyze and evaluate detailed arguments. By the end of English 1, students are expected to read and understand increasingly complex texts at the high end of the 9th grade reading range.

### English II & Honors English II

English II students will study literature, informational texts, poetry, drama, biographical works, and art from around the world to come to a better understanding of world cultures, contemporary issues, and their world. They will fine tune the reading and writing skills necessary to write, analyze and evaluate detailed arguments. By the end of English II, students are expected to read and understand increasingly complex texts at the high end of the 10th grade reading range.

### English III & Honors English III

English III students will study literature, historical documents, informational texts, poetry, drama, biographical works, and art from American History to better gain an basic understanding of the influence of history on literature and culture. They will develop the complex literacy skills necessary to compile information from sources into a meaningful and well written original text. By the end of English III, students are expected to read and understand increasingly complex texts at the high end of the 11th grade reading range.

### Advanced Placement English III

*Prerequisite: English II*

This intensive, college-level course emphasizes the rhetorical structures of effective writing. Students study American Literature and its relationship to the historical and cultural trends of American society.

### English IV & Honors English IV

English IV students will study literature, historical documents, informational texts, poetry, drama, biographical works, and art from Britain to better gain an basic understanding of the influence of British history on world literature and culture. They will polish the complex literacy skills necessary to gather and evaluate information into various kinds of original writing. By the end of English IV, students are expected to read and understand increasingly complex texts at the high end of the 12th grade reading range.

**Advanced Placement English IV**
*Prerequisite: English III*
This intensive, college-level course emphasizes critical reading and the analysis of literature. Students will write analytical expository essays about the literature they read.

## ENGLISH ELECTIVE COURSES

**Public Speaking I**
*Prerequisite: English I*
This course will prepare students to become effective speakers in a variety of situations from personal to professional. By preparing several different types of speeches and presenting them to live audiences, students will gain confidence in their public speaking abilities.

**Public Speaking II**
*Prerequisite: English I, Public Speaking I*
This course continues to work begun in level I with a further emphasis on meeting specific goals, setting and keeping time limits, selecting meaningful topics, and setting personal goals for improvement. Students will develop greater fluency, learn to respond to their audience, and learn the art of giving constructive feedback to classmates.

**Creative Writing**
*Prerequisite: English I*
Students will take a look below the surface of the page and dig into the ways that creative writing can convey multiple meanings. Students will learn how the choice of words and the use of imagination can evoke hidden themes that will capture the reader's interest. Journal writing, poetry, and short story assignments will give students a variety of writing experiences.

**Writing the Critical Literary Analysis III**
*Prerequisite: English II (This is an honors level course)*

**Writing the Critical Literary Analysis IV**
*Prerequisite: English III (This is an honors level course)*
These intensive writing seminars are designed for students who wish to extend and deepen their capacity to write college-level essays. Students will practice critical analysis by writing essays based on selected texts and by responding to document-based questions. Level IV continues developing these skills using more advanced text selections.

**Mythology**
*Prerequisite: English I*
Students study mythology, its symbols, purposes, and meaning. Topics will include stories about the gods and goddesses, the exploits of heroes and heroines, and myths about creation, fertility, initiation, love, and marriage. The course will also investigate how mythology influences art, architecture, literature, music, and even advertising.

**Trends in Contemporary Literature**
*Prerequisite: None*
This course will survey the major genres and themes of contemporary literature through high interest novels. Students will engage in multiple discussion forums such as literature circles and Socratic seminars as they discuss the contents of each novel.

**African-American Literature**
*Prerequisite: English I and II*
This course focuses on the literary contributions of African-Americans authors such as Phyllis Wheatley, Sojourner Truth, Dudley Randall, Paul Laurence Dunbar, James Weldon Johnson, Langston Hughes, Countee Cullen, Zora Neale Hurston, Maya Angelou, Alice Walker, August Wilson, and Toni Morrison.

**Mass Communications**
*Prerequisite: English I*
In this course, students explore the impact of mass media on our lives. They will learn how to become thoughtful, discriminating consumers of media such as film, advertising, newspapers, television, and more.

**Shakespeare**
*Prerequisite: English II*
In this course, students will study and write about Shakespeare's comedies, histories, tragedies, and poetry. They will explore how other artists have depicted Shakespeare's work through art, music, dance, and film.

**Yearbook Journalism I**
*Prerequisite: None*
As a member of the Yearbook staff, students learn to write and edit copy and captions, design layouts, take pictures, and develop themes. They will learn to use PageMaker or an alternative program for layout.

**Newspaper Journalism I**
*Prerequisite: English I*
This course provides an introduction to the history and jargon of newspaper journalism. Students will learn to write various types of articles such as news, sports, and editorials. They will study the function and style of newspapers, laws that regulate the press, and the language skills needed for quality newspaper writing.

**Yearbook Journalism II**
**Yearbook Journalism III**
**Yearbook Journalism IV**
*Prerequisite: Yearbook Journalism I, II, or III*
*(These are full year courses)*
As members of the Yearbook production staff, students learn leadership and develop high level skills in copy writing and editing, layout design, journalistic photography, marketing, and advanced desktop publishing. Students design specific yearbook pages and are graded on the product.

**Newspaper Journalism II**
**Newspaper Journalism III**
**Newspaper Journalism IV**

*Prerequisites: Newspaper Journalism I, II, or III*

Students comprise the staff of the school newspaper and are expected to master the skills required to write and edit stories, compose a page, design layouts, sell ads, and distribute the paper.

**Honors Yearbook Journalism III**
**Honors Yearbook Journalism IV**

*Prerequisites: Yearbook Journalism II or III (After-school time is required.)*

Students take full responsibility for the leadership aspect of publishing the school's yearbook including copy writing, layout design, editing, journalistic photography, advanced desktop publishing, business planning, advertising, marketing, and distribution of the book.

**Honors Newspaper Journalism III**
**Honors Newspaper Journalism IV**

*Prerequisite: Newspaper Journalism II or III*
*(After-school time is required.)*

Students master newspaper production including article conception, story/art/photo assignment, reporting, writing/editing/ proofreading, layout, desktop publishing, communication with the printer, business planning, advertising, and distribution of the newspaper.

## Mathematics

With the 2012-2013 implementation of the Common Core State Standards for Mathematics, high school learners can anticipate a rigorous curriculum which will adequately prepare them for further study and application of mathematics as they pursue college and various career options. Students can also expect a deliberate focus on the mathematical practices to facilitate their learning of this rigorous content:

- *To make sense of problems and persevere in solving them*
- *To reason abstractly and quantitatively*
- *To construct viable arguments and critique the reasoning of others*
- *To model with mathematics*
- *To use appropriate tools strategically*
- *To attend to precision*
- *To look for and make use of structure*
- *To look for and express regularity in repeated reasoning.*

These Mathematical Practices are applied throughout each course, and with the content standards of that course, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### Possible Mathematics Sequences

*Students may move from one sequence to another as their academic needs change.*
*Courses marked with an * meet the UNC fourth course requirement for admission.*

| | Course 1 | Course 2 | Course 3 | Course 4 | Course 5 |
|---|---|---|---|---|---|
| **Sequence A** | Introductory Mathematics | Common Core Mathematics I (CCM I) | Common Core Mathematics II (CCM II) | Common Core Mathematics III (CCM III) | Pre-Calculus* Adv Functions & Modeling* Discrete Math* |
| **Sequence B** | Introductory Mathematics | Mathematics Foundations and Common Core Mathematics I | Mathematics Foundations II and Common Core Mathematics II | Mathematics Foundations III and Common Core Mathematics III | Pre-Calculus* Adv Functions & Modeling* Discrete Math* |
| **Sequence C** | Common Core Mathematics I (CCM I) | Common Core Mathematics II (CCM II) or (CCM II-Honors) | Common Core Mathematics III (CCM III) or (CCM III-Honors) | Pre-Calculus* Honors or Pre-Calculus* or AFM* | AP Calculus* or AP Statistics* |
| **Sequence D** | Common Core Core Mathematics II (CCM II) or (CCM II-Honors) | Common Core Mathematics III (CCM III) or (CCM III-Honors) | Pre-Calculus* Honors or Pre-Calculus* or AFM* | AP Calculus AB* or AP Statistics* | AP Calculus BC* |
| **Sequence E** | Common Core Mathematics II (CCM II) or (CCM II-Honors) | Pre-Calculus* Honors or Pre-Calculus* or AFM* | AP Calculus AB* or AP Statistics* | AP Calculus BC* | Suggestions: *Dual enrollment or approved online options* |

### Introductory Mathematics

*Prerequisite: None. (This course is not available to students who have passed Algebra I.)*

Introductory Mathematics is designed for students who need additional preparation before entering Algebra I. It provides students a survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment.

### Consumer Mathematics

*Prerequisite: Algebra I Note: (This course is not recognized for a North Carolina Scholar's Diploma.)*

This course emphasizes applying mathematical knowledge and algebraic thinking to make wise consumer decisions. Topics include transportation, consumer credit, banking, housing, budgeting, taxation, and insurance.

### Technical Mathematics II

*Prerequisite: Technical Math I or Geometry (Level 2 or Low Level III in Geometry)*

Technical Mathematics II is designed for students who need additional preparation before entering Algebra II, or they can stop their high school math cluster here (if the student entered high school before the 2009-2010 school year). The course provides students a survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment.

### Common Core Mathematics I

*(CCM I – formerly Algebra I)*

This rigorous course is designed to formalize and extend the mathematics learned in the middle grades. The topics studied seek to deepen and extend the understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. CCM I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Culminating units of study tie together the algebraic and geometric ideas studied and also provide students opportunities to have experiences with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between two quantities. They further use graphical representations and knowledge of the context to make judgments about the appropriateness of the linear models. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

*Note: Students in this course must take the End-of-Course test for CCM I.*

### Common Core Mathematics II

*(CCM II – formerly Geometry) or ACCM II-Honors*

This rigorous course focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential functions from CCM I as a continuing study from CCM I. The need for extending the set of rational numbers arises, and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through the Pythagorean relationships. Circles, with their quadratic algebraic representations, complete the course. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

### Discrete Mathematics or Honors Discrete Mathematics

*Prerequisite: Algebra II/Honors Algebra II*

Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

### Advanced Placement Statistics

*Prerequisite: Pre-Calculus*

AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will observe patterns and departure from pat-terns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to calculators and applications software, will be used regularly for instruction and assessment.

### Common Core Mathematics III

*(CCM III – formerly Algebra II) or ACCM III-Honors*

This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

*Note: The Honors indicates the honors versions of courses.*

### Advanced Functions and Modeling

*Prerequisite: Algebra II/Honors Algebra II*
*(AFM is not an honors level course.)*
Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications originate. Appropriate technology, from manipulatives to calculators and graphics software, will be used regularly for instruction and assessment.

### Advanced Placement Calculus BC

*Prerequisite: Honors Pre-Calculus*
*(It is recommended that students who enroll have completed or are enrolled in Physics I and have earned a B average in Pre-Calculus.)*
This course is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry. Calculus BC covers the topics of Calculus AB. In addition, sequences and series and elementary differential equations are covered in Calculus BC.

### Mathematics SAT Prep I

*Prerequisite: Algebra I, /Honors IAG II*
*(For elective mathematics credit only.)*
This elective math course serves as a bridge course for students who have taken Algebra I and desire more preparation before entering a higher level mathematics course. The course will emphasize algebraic thinking and algebra concepts found on college entrance exams

### Mathematics SAT Prep II

*Prerequisite: Geometry/Honors Geometry*
*(For elective mathematics credit only).*
This elective math course serves as a bridge course for students who have taken geometry and desire more preparation before entering a higher level mathematics course. The course will emphasize geometric thinking and geometry concepts found on college entrance exams.

### Pre-Calculus

*Prerequisite: Algebra II/Honors Algebra II*
*(Pre-Calculus is an honors level course.)*
Pre-Calculus provides students an honors level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling will be included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

### Calculus or Honors Calculus

*Prerequisite: Pre-Calculus*
This course includes introductory college level work in calculus. It is expected, but not required, that Honors Calculus students will continue to AP Calculus AB the following semester.

### Advanced Placement Calculus AB

*Prerequisite: Pre-Calculus*
*(It is recommended that students who enroll in this course have completed or are enrolled in Physics I and earned at least a C average in Pre-Calculus).*
This course emphasizes introductory calculus with elementary functions. Topics include properties of functions, limits, derivatives and their applications, techniques of integration, the definite integral, and applications of the integral.

## Computer Science

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses use the NC Standard Course of Study.*
- *Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace.*
- *Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP exam. AP courses are weighted +2.*

### Computer Programming I

*Prerequisite: Algebra I or Integrated Math II, two semester course*
The first semester of this course emphasizes basic programming tools and structures: variables, constants, looping structures (recursion, sub-programs, parameter binding) and various program designs (modular and top-down design). Second semester covers advanced data structures: records, one-dimensional and multi-dimensional arrays. It also covers binary files, text files and the use of units for the creation of multi-file programs.

### Advanced Placement Computer Science

*Prerequisite: Demonstration of computer competencies*
This is an intense course in computer programming that requires reading and writing actual code in JAVA. This course is intended to serve both as an introductory course for computer science majors and as a course for students who will major in other disciplines that require significant involvement with technology. Topics include programming methodology, basic language (JAVA) features and interacting objects, data structures and algorithms, as well as the ethical and social implications of computer use.

# Science

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses use the NC Standard Course of Study.*
- *Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace. They are weighted +1.*
- *Advanced Placement courses are equivalent to college freshman courses and include an exam prescribed by the College Board. They are weighted +2.*

## Possible Science Sequences

*Students may move from one sequence to another as their needs change. Students who want to pursue careers in the sciences should take additional courses in their area of interest.*

| | Course 1 | Course 2 | Course 3 | Course 4 | Course 5 |
|---|---|---|---|---|---|
| **Sequence A** | Earth Environmental | Standard Biology | Standard Physical Science | Standard Chemistry or Physics (optional) | Optional Science Elective Courses |
| **Sequence B** | Honors Earth Environmental | Honors Biology | Standard or Honors Chemistry or Physics | Standard or Honors Chemistry or Physics | Optional Science Elective Courses |
| **Sequence C** | Honors Biology | Honors Chemistry | Honors Physics | Advanced Placement Environmental Science | Optional Science Elective Courses |

## REQUIRED SCIENCE COURSES

**Earth/Environmental Science**
**Honors Earth/Environmental Science**
*Prerequisite: None*
This course investigates the four main branches of earth science: geology, meteorology, astronomy, and oceanography. Students learn about the interrelationships among living organisms and their physical environment through laboratory activities and field-work. The students study how people impact their environment and how their environment influences them.

**Standard Biology I**
**Honors Biology I**
*Prerequisite: None for Standard. Honors level students must have completed or be enrolled in Geometry*
Students survey the history and development of biology including an introduction to biochemistry, cellular biology, physiology, genetics, organisms, and life processes. In addition to reading, students will engage in laboratory activities to develop process and problem solving skills.

**Physical Science**
*Prerequisite: Students should have successfully completed or be concurrently enrolled in Algebra I (Chemistry and Physics also meet the state physical science requirement.)*
This course is a quantitative study of matter and energy and their interactions. Topics include mechanics, optics, heat, electricity, magnetism, sound, and radiation, as well as a study of the chemical structure and composition of matter. Students will be responsible for laboratory activities and will need to be able to use mathematical formulas and equations.

## BIOLOGY ELECTIVES

**Biology II**
**Honors Biology II**
*Prerequisites: Biology I and Chemistry I*
This course builds on the knowledge and skills students gained in Biology and Chemistry. Extensive laboratory activities and keen problem solving skills will be essential to learning in this course.

**Advanced Placement Biology II**
*Prerequisites: Biology I and Chemistry I*
This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Three general areas covered in depth in this course are molecules and cells, heredity and evolution, and organisms and populations. Textbooks, resources and labs performed by AP students will be the equivalent of those of college students

**Botany**
*Prerequisite: Biology, Earth/Environmental, and a physical science (For elective credit only)*
This elective course focuses on plant anatomy and physiology through extensive hands-on activities. Students will spend considerable time in the greenhouse while learning soil preparation, seed germination, transplanting, and proper care for a variety of plants.

**Anatomy and Physiology**
**Honors Anatomy and Physiology**
*Prerequisite: Biology I, Chemistry I recommended*
*(For elective credit only)*
This course focuses on the structures and functions of the human body. To help students understand the relationship of anatomical structures, they will participate in animal dissections. Students will use a college-level textbook to supplement class lectures. This is an excellent course for students interested in health field careers.

**Forensic Science**
*Prerequisites: Biology and Chemistry (For elective credit only)*
Forensic science is the application of scientific methods to criminal investigations and justice system. Students will learn how crime scenes are investigated including the use of trace evidence, finger-prints, DNA, and methods for determining the time of death. They will also get an overview of forensic anthropology, documentation analysis, forensic psychology, and other crime and lab detection methods.

**Honors Molecular Biology**
*Prerequisites: Biology and Chemistry (For elective credit only)*
This course is an inquiry based laboratory course focusing on DNA structure and function. Students will study colony transformation, purification and identification of plasmids, transformation of recombinant DNA, restriction analysis, and bacterial cultures.

**Honors Scientific Research and Methodology**
*Prerequisite: Biology I (For elective credit only)*
Students will study current methods for scientific research and learn how scientists design effective experiments. Laboratory investigations and keen problem solving skills will be integral as students engage in independent study and research.

**Marine Science**
*Prerequisite: Biology I (For elective credit only)*
Students learn about the world's oceans and its inhabitants. The students will review some basic biological and ecological concepts before learning about the general aspects of marine biology including the physical and chemical properties of the oceans that make different marine zones and communities possible. Students will also survey marine organism diversity, explore the relationships between humans and the sea, and learn about careers in marine science.

## PHYSICAL SCIENCE ELECTIVES

**Physics I**
**Honors Physics I**
*Prerequisite: Students should have completed or be enrolled in Algebra II*
Through laboratory activities and quantitative analysis, students learn about kinematics, dynamics, electricity, wave theory, and light. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems.

**Physics II**
**Honors Physics II**
*Prerequisite: Physics I (Students may choose to take the AP exam)*
This course extends the work begun in Physics I including mechanics, dynamics, electricity, wave theory, and light. Students will engage in laboratory work using their process and problem solving skills in order to solve a variety of real world problems.

**Advanced Placement Physics II**
*Prerequisites: Physics I and concurrent enrollment in Calculus are recommended*
This course includes in-depth study of rectilinear, circular, and simple harmonic motion; modern physics and light theory; and electricity and magnetism. Laboratory work, mathematical analysis, process skills, and problem solving are important components of AP Physics.

**Chemistry I**
**Honors Chemistry I**
*Prerequisites: Students must have completed or be enrolled in Algebra II or Integrated Algebra/Geometry III*
Students study a variety of chemistry topics including chemical equations and reactions; stoichiometry; the periodic table, atomic theory, molecular chemistry, kinetic theory, gas laws, solutions, and acid-base behavior. Students will use their mathematics and problem solving skills to complete laboratory activities.

**Chemistry II**
**Honors Chemistry II**
*Prerequisite: Chemistry I (Students may choose to take the AP exam.)*
Modeled after freshman college chemistry, this course includes in-depth treatment of molecular structure, reaction kinetics, thermodynamics, and equilibrium.

**Advanced Placement Chemistry II**
*Prerequisite: Chemistry I*
This course will include an in-depth study of the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics. Student will participate in comprehensive laboratory experiences and will need to spend extensive time outside the classroom for individual study.

## EARTH / ENVIRONMENTAL SCIENCE ELECTIVES

**Advanced Placement Environmental Science**
*Prerequisites: Biology I and Chemistry I*
Students learn how organisms and their environment interact through field, laboratory, library, Internet, and classroom work. Through the scientific principles and concepts and methodologies, students will identify and analyze both natural and human-made environmental problems, evaluate the risks associated with those problems, and examine alternative solutions for resolving or preventing them.

**Astronomy**
**Honors Astronomy**
*Prerequisites: Geometry or Integrated Algebra/Geometry II*
*(For elective credit only)*
This course provides laboratory experiences and a number of evening observation sessions. Students study Newtonian and Keplerian laws as they learn about the physics and chemistry of the universe as it evolved from the big bang and the creation of our solar system.

**Meteorology**
*Prerequisite: Biology I (For elective credit only)*
This course takes an in-depth look at the physical characteristics of the earth's atmosphere, including weather, structure, and air quality. Students learn through daily weather observations using local media and digital weather instruments located on campus. Specific topics of study include tropical weather, El Nino, and climate change.

## Social Studies

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses use the NC Standard Course of Study.*
- *Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace. They are weighted +1.*
- *Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP exam. AP courses are weighted +2.*

### Possible Social Studies Sequences

*Students may move from one sequence to another as their needs change.*
(Students may take additional social studies courses beyond the required three.)
**Ninth graders entering in 2012-13 and later are required to earn 4 credits of social studies.**
*They should consult the Future-Ready Core Course and Credit Requirements Checklist at the front of this booklet.*

| | Course 1 | Course 2 | Course 3 | Course 4 |
|---|---|---|---|---|
| **Sequence A** | World History | Civics and Economics | United States History | Optional Social Studies Elective Courses |
| **Sequence B** | Honors World History | Honors Civics and Economics | Honors United States History | Optional Social Studies AP courses or Social Studies Elective Courses |
| **Sequence C** | Honors World History | Honors Civics and Economics | AP United States History | Optional Social Studies AP courses or Social Studies Elective Courses |

## REQUIRED SOCIAL STUDIES COURSES

**World History**
**Honors World History**
*Prerequisite: None*
This course will address six (6) periods in the study of World History, with a key focus of study from the mid 15th century to the present. The progression is grouped around a basic core of chronologically-organized periods and events in history; students will study major turning points that shaped the modern world. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations of the past and societies around the world. They 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.

### Civics and Economics
### Honors Civics and Economics

*Prerequisite: World History*

This course teaches the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. It provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship, and concepts in macro and micro economics and personal finance. The course is organized under three strands – Civics and Government, Personal Financial Literacy and Economics. Students will gain a practical understanding of legal, political, and economic systems that affect their lives as consumers and citizens.

### United States History
### Honors United States History

*Prerequisites: World History and Civics and Economics*

This course is the continuation of Civics and Economics. It centers on economic and political developments, social and cultural trends, domestic and foreign policies, and important personalities and events that have shaped the United States. This course begins with the administration of George Washington and continues to the present. Student learning goes beyond memorization of isolated facts to higher order thinking using primary sources to support historical assessments.

## SOCIAL STUDIES ELECTIVES

### African-American Studies

*Prerequisite: Civics and Economics*

This course is designed to emphasize the significant contributions made by African Americans to the economic, political, social, and cultural development of the United States. Through this course, students discover how African-Americans have always been an integral part of the American experience. African-American history is taught within the broader context of United States history.

### International Relations

*Prerequisite: U.S. History*

Students examine political systems, 20th and 21st century nationalism, human rights, the global economy, population issues, terrorism, and other international topics of interest. Emphasis is on discussion of current events as they are unfolding with examination of historical roots.

### Minority Studies

*Prerequisite: Completion of World History*

This course explores the history and culture of minorities in the United States through an interdisciplinary study in the humanities, arts, and sciences. By creating an open learning environment, students will be able to appreciate the history and culture of minorities in America and dismiss negative myths and stereotypes about people of minority ancestry. Students will gain an understanding of the economic, psychological, and social situations of minorities in America past and present.

### Introduction to Western Philosophy

*Prerequisite: Classification as a junior or senior*

This course is an introduction to the ideas and thinkers that have shaped the development of Western intellectual history. Students trace the ideas of key philosophers and analyze both primary and secondary sources in a curriculum that emphasizes research, reflection, discussion, and debate.

### Advanced Placement United States History

*Prerequisites: World History and Civics and Economics*

This course meets state standards for US History as well as the College Board's standards for AP US History. It emphasizes using analytical skills and factual knowledge to think critically about the issues and events central to US history. Students will read a variety of historical documents and interpretations of U.S. history, write essay responses to document based questions, and prepare to take the AP Exam.

### Advanced Placement European History

*Prerequisite: United States History*

This course is equivalent to college level European History from 1450 to the present. It is a reading and writing intensive course that examines the cultural, economic, political, and social developments that played a fundamental role in shaping the world. The course lays the foundation for understanding the development of contemporary institutions, the role of conflict and continuity in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

### Advanced Placement U.S. Government and Politics

*Prerequisite: Civics and Economics*

This course provides an analytical perspective on government and politics in the United States. It involves both general concepts used to interpret U.S. politics and the analysis of specific case studies. Familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality is required. Topics include public policy, civil rights and civil liberties, as well as political beliefs and behaviors.

### Advanced Placement World History

*Prerequisite: None*

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes, in interaction with different types of human societies. Students will read a variety of historical documents and interpretations of World History, write essay responses to document based questions, and prepare to take the AP Exam.

### Advanced Placement Human Geography

*Prerequisite: None*

This course emphasizes the importance of geography as a field of inquiry. It shows how the discipline has evolved into the study of diverse peoples and areas organized around a set of concepts. Geographic concepts emphasized throughout the course are location, space, scale, pattern, regionalization, and place. Students learn how to use and make maps. They also learn to apply

mathematical formulae, models, and qualitative data to geographical concepts. A significant outcome of the course is awareness of the relevance of academic geography to everyday life and decision making.

### AP Macroeconomics

*Prerequisite: None*

AP Macroeconomics is designed to replicate the introductory macroeconomics course taught in a university setting. This class will engage students through the investigation of public policy issues like education, taxation, government spending, and foreign trade. Students will learn to analyze these principles and concepts in order to make better decisions in areas ranging from career choices to how to properly study for and prepare for a college level exam.

### Contemporary Law and Justice

*Prerequisite: Civics and Economics*

This course is a practical study in the legal, judicial, law enforcement, and correctional systems of the United States. Students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law enforcement methods, court procedures, and corrective justice. Students will acquire information through direct observation of local courts and law enforcement practices, interviews with local and state officials, and visits to correctional facilities

### Psychology

*Prerequisite: Classification as a junior or senior*

This course engages students in the understanding, articulation, and dissemination of psychology as a science. Students study human development, learning, motivation, and personality with an emphasis on the empirical examination of behavior and mental processes. They examine the relationship between biology and behavior; how conditioning, learning and cognition affect behavior; and how interaction with others influences thoughts, feelings, perceptions, and behaviors. They analyze human development throughout the lifespan and study human differences and strategies for coping when those differences create dysfunction.

### Advanced Placement Psychology

*Prerequisite: Classification as a junior or senior*

This course is a reading systematic and scientific study of the behavior and mental processes of human beings and other animals. Students explore the psychological facts, principles, and phenomena of the major sub fields, and the methods psychologists use in their science and practice.

### U.S. History Since 1945

*Prerequisite: U.S. History (This course does not fulfill the graduation requirement for U.S. History.)*

This course is designed as a college-style seminar course for juniors and seniors. The content of the course will be arranged both chronologically and thematically. Special attention will be given to the civil rights movement, the women's liberation movement, and the Chicano movement.

### 21st Century Global Geography

*Prerequisite: None*

This geography course will emphasize the increasing interconnectedness of Earth's people due to globalization, as well as the notion of 'spatial variation''—how and why things differ from place to place both physically and culturally on the earth's surface. This course is a study of people, places, and environment from a physical and cultural perspective. Students will explore the various regions of the world and gain a greater understanding of how people interact with their physical environment as well as how the environment shapes culture and influences the development of civilizations. Using texts, globes, maps, charts, and variety of other resources, students will gain a greater understanding of the diverse communities around the globe.

### Sociology

*Prerequisite: Classification as a junior or senior*

This course concentrates on the systematic study of human society and human interaction. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made. They will analyze human behavior in terms of conformity and deviance, human relationships in terms of inequality and stratification, and the changing nature of society and the collective responses to change.

### Poverty in America

*Prerequisite: Completion of U.S. History*

This course focuses on the history, causes, and effects of poverty in the United States, and the role that poverty plays in American society today. In addition to building a strong foundation of factual knowledge, emphasis will be placed on the development of analytical thinking, reading, and writing skills.

### World Religions

*Prerequisite: World History*

*(The course is designed to follow DPS Board Policy 3030.)*

This is a survey course that introduces the basic perspectives and practices of major world religious traditions. Topics include Hinduism, Buddhism, Judaism, Christianity, Confucianism, Taoism, and Islam. The course will also explore the impact of these religions on society.

### Independent Study in Social Studies

*Prerequisite: Students must have prior approval from their sponsoring teacher before registering for this course*

# Health and Physical Education

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses use the NC Standard Course of Study.*
- *All students must take and pass 1 unit of Health/Physical Education for graduation. If a medical or religious reason will prohibit your participation, talk to your principal about an exemption.*
- *Female students are encouraged to participate in the elective courses listed below.*

## REQUIRED HEALTH & PE COURSES

### Health/Physical Education

*Prerequisite: None*

The health component of this course teaches students the habits and practices that will help them maintain a healthy life style now and in the future. Topics include: stress management, substance abuse, nutrition, weight management, self protection, and relationships. Students also learn how to avoid serious health risks, manage their own behavior, and build self-esteem. Sex education stresses the benefits of abstinence until marriage, the importance of avoiding out-of-wedlock pregnancy, and the need to prevent sexually-transmitted diseases. The physical education component includes personal fitness, recreational dance, game and sport skills, and gymnastics. Students must dress out and participate actively if they are to acquire a better understanding of and appreciation for the importance of lifetime fitness. Physical Education teachers will administer fitness testing.

## ELECTIVE HEALTH & PE COURSES

### Combination Sports

*Prerequisite: Physical Education 1*

*(This course may not be repeated for credit.)*

This course focuses on physical conditioning; self-testing exercises; officiating, and assuming responsibility for organizing and directing activities. Individual, dual, and team sports depend on the availability of facilities, equipment, and staff at each school.

### General Physical Conditioning/Fitness 1

*Prerequisite: Physical Education 1*

*(Course may not be repeated for credit.)*

This course is designed to develop and test strength, endurance, speed, agility, and flexibility. Students will gain self-confidence as they participate in calisthenics, running, weight training, plyometrics, and stretching.

### Weight Training

*Prerequisite: General Physical Conditioning/Fitness 1*

*(Course may not be repeated for credit.)*

This course is designed to develop and maintain higher levels of physical strength and conditioning. Students participate in weight training, strength assessment, aerobic testing, and exercise routines.

### Advanced Weight Training

*Prerequisite: Weight Training*

*(This course may not be repeated for credit.)*

This course is designed to develop maximum muscular strength. Students participate in a variety of weight lifting routines to build bulk and light sprint work to stay fit. Students will monitor their weight and muscular gains quarterly.

### Advanced Physical Conditioning

*Prerequisite: Advanced Weight Training*

*(Course may be repeated for one unit of credit.)*

This course is designed to develop maximum muscular strength. Students participate in a variety of weight lifting routines to build bulk and light sprint work to stay fit. Students will monitor their weight and muscular gains quarterly. Athletes are encouraged to sign up for the advanced classes.

### Responding to Emergencies

*Prerequisite: Health 1 and Physical Education 1*

Students learn how to respond to emergencies by studying first aid and CPR, and by becoming more knowledgeable about the impact of alcohol and drugs. By successfully completing this course, students can earn American Red Cross certification.

### Sports Medicine I

*Prerequisite: Biology 1*

The purpose of this course is to provide students with a basic understanding of athletic training and sports medicine. Students learn emergency first aid treatment, rehabilitation, anatomy, and physiology. Students will also learn taping and wrapping procedures for acute athletic injuries. Practical experience hours after school may be required.

### Sports Medicine II

*Prerequisite: Sports Medicine 1*

The purpose of this course is to provide students with a practical understanding of sports medicine and athletic training. Topics include first aid and CPR, injury recognition and evaluation, injury management and treatment, and organization and administration. Students have opportunities to continue improving their athletic taping and wrapping proficiencies and will continue their study of emergency first aid, anatomy, and physiology. Students will help care for athletes and be required to contribute after school hours.

### Sports Medicine Practicum (Sports Medicine III)

*Prerequisite: Sports Medicine II and Teacher Approval*

The purpose of this course is to provide students with an understanding of athletic training from both a theoretical and practical viewpoint. Topics include upper/lower extremity injuries, head/facial injuries, spinal injuries, and abdominal injuries. Students will continue to learn how prevent and manage injuries including recognizing specific injuries and learning how to treat and rehabilitate them. Students will also learn how to organize and administer athletic programs including understanding how to educate and counsel athletes. Students help design and implement health care programs for sports injuries. Practical experience hours after school may be required.

### Sports Medicine Internship (Sports Medicine IV)

*Prerequisite: Sports Medicine Practicum and Teacher Approval*

This course is a self-paced study of advanced athletic training skills. Students investigate current trends in sports medicine and experience practical application of advanced skills. Students are expected to serve as trainers for various sports teams after school.

### Fitness for Life

*Prerequisite: Health and Physical Education*

Students work with a physical education instructor to plan, and implement a self-created fitness program using a wide variety of activities. The following is a list of some of the activities/exercises: jump rope, aerobics, dance, circuit training, distance/sprint running, isotonic exercises, and agility drills. Students will also learn how to monitor their heart rate and ensure proper nutrition for specific sports or training programs. Students evaluate their fitness program, monitor their progress, and modify their fitness plan and/or goals as needed.

### Outdoor Education I

*Prerequisite: Health/Physical Education, junior or senior status*

In this experiential course, students participate in a variety of activities including: outdoor cooking, rappelling, orienteering, kayaking/canoeing, adventure trip planning, and initiative games. Through these experiences, students gain self-confidence and learn how to trust, cooperate, and communicate more effectively. Field experience will be optional with space limitations considered.

### Outdoor Education II

*Prerequisite: Outdoor Education, senior status*

Outdoor Education I activities will be enhanced in level II. Additional activities may include an extensive snowshoe project, advanced kayaking, fly fishing, and backcountry trip planning. Students will leave campus for various activities including a conservation project focused on the Mountains-to-Sea Trail. Optional overnight and day trips involving backpacking, kayaking, fly fishing or caving will be offered with space limitations considered.

## World Languages

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses use the NC Essential Standards.*
- *Level I and II are standard courses.*
- *Level III and IV are honors courses which require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace. They are weighted +1.*
- *Advanced Placement courses are designed to provide rigorous intermediate college level world language instruction. They are weighted +2.*

**Level I**: *Modern World Languages Courses*

This course introduces students to the target language and its culture. Class activities develop listening, speaking, reading, and writing using the students' experiences to practice these skills. Grammar is integrated throughout the course. Students learn about the target culture through its literature, laws, foods, games, attitudes, values, and patterns of social interaction. Students develop an appreciation for how languages and cultures work by comparing the target language and culture(s) to their own.

**Level II**: *Modern World Languages Courses*

Students further develop their listening, speaking, reading and writing skills. They participate in simple conversational situations and write short paragraphs which narrate, describe, compare and summarize topics from the target culture. By the end of the course, students will be able to interact with others on issues of everyday life. Students also continue to learn about the differences between languages and cultures, and how different cultures influence each other.

**Level III**: *Modern World Languages Courses*

Students' skills with listening, speaking, reading, and writing progress to allow them to participate in conversations, read short literary texts and other material about familiar topics, and write short cohesive passages using the present, past, and future tenses. In discussions, presentations, and written texts, students will be able to identify the main ideas and significant details. As they continue to build their knowledge of the target culture, students develop a deeper understanding of the interrelationships of other cultures to their own and will be able to exhibit behaviors appropriate to the target culture.

**Level IV**: *Modern World Languages Courses*

Students learn to communicate in writing and in extended conversations on a variety of topics. As they become more proficient in independent reading, they will be able to narrate, discuss, and support increasingly complex ideas and concepts. Short stories, poetry, excerpts from various periods of literature, and current events are included. Students study the finer points of grammar to aid oral and written communication along with a more in-depth study of the target culture(s) and their influence throughout the world. Students develop the ability to interact in culturally appropriate ways in most social situations they will encounter in the target culture(s).

**AP**: *Modern World Languages Courses*

Advanced Placement courses emphasize the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines rather than focusing on any specific subject matter. Emphasis is placed on comprehension of the spoken and written target language in various contexts; coherent and resourceful communication; and the organization and writing of compositions. Extensive course guidelines are provided by the College Board, and teachers are required to maintain current AP authorization.

**Modern World Languages Instruction**

*Effective instruction in modern world languages requires that teachers and their students use the target language as exclusively as possible.*

*Students at all levels should be aware that their teachers will speak the target language about 90% of the time.*

*Teachers have many strategies to help students adjust to having 90% of their instruction given in the target language.*

| Modern World Languages Offerings | | | *Prerequisites* |
|---|---|---|---|
| French I | Spanish I | German I | *None* |
| French II | Spanish II | German II | *Modern World Language I* |
| Honors French III | Honors Spanish III | Honors German III | *Modern World Language II* |
| Honors French IV | Honors Spanish IV | Honors German IV | *Modern World Language III* |
| Honors French V | Honors Spanish V | Honors German V | *Modern World Language IV* |
| AP French Language | AP Spanish Language | AP German | *Modern World Language IV* |
| | AP Spanish Literature | | *Modern World Language IV* |

## ADDITIONAL LANGUAGE COURSES

**Latin I**

*Prerequisite: None*

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. Students will learn basic functions of the language, become familiar with some elements of its culture and increase their understanding of English vocabulary and grammar. Students will learn to read and understand adapted Latin texts.

**Latin II**

*Prerequisite: Latin I*

This course continues the study of the Latin language and Greco-Roman culture. Through continued reading of adapted Latin texts, students learn more complex grammar and syntax, gain a greater understanding of the culture, and continue to gain insight into English vocabulary and grammar.

**Honors Latin III**

*Prerequisite: Latin II*

This course focuses on advanced Latin grammar and introduces students to Latin literature through authentic Latin texts. Students also examine the interrelationships between Greco-Roman cultures and their own culture and continue to gain insight into English grammar and vocabulary.

**Honors Latin IV**

*Prerequisite: Honors Latin III*

A major focus of Latin IV is on reading authentic Latin texts which includes a more in-depth study of grammar. Students will study figures of speech; analyze what they read, write essays, and study the influence of Greco-Roman culture throughout the world.

**AP Latin: Vergil:**
*Prerequisite: Latin IV*
Students will study excerpts from Vergil's epic the Aeneid as selected by the College Board. To better understand the Aeneid, students will study Early Roman history, the reign of Augustus, and the major events that led to the downfall of the Republic. Students will also need to develop excellent skills with translating and interpreting Latin poetry. The AP exam will draw upon all of these topics.

**American Sign Language I**
*Prerequisite: None*
This course introduces students to the study of American Sign Language and its Deaf culture. The emphasis is placed on the development of the three skills of expressive, receptive, and written language within a given context that focuses on the students' lives and experiences. Grammar is integrated throughout the course, and there is a general introduction to Deaf cultural norms.

**American Sign Language II**
*Prerequisite: ASL I*
Students continue to develop their expressive, receptive, and written language skills by participating in simple conversational situations and combining and recombining learned elements of the language. They are able to satisfy basic survival needs, and interact on issues of everyday life in the present and the past. They compose related sentences which narrate, describe, compare, and summarize familiar topics.

**Honors American Sign Language III**
*Prerequisite: ASL II*
Students expand their expressive, receptive, and written language skills as they create with the language. They study short literary texts and authentic materials, initiate and maintain face-to-face communication, and identify main ideas and significant details in discussions, presentations, and written texts in present, past, and future time. They demonstrate behaviors appropriate to the target culture by applying their knowledge and skills inside and outside of the classroom setting.

**Honors American Sign Language IV**
*Prerequisite: ASL III*
Students communicate in extended conversations on a variety of topics. They will study short stories, poetry, and excerpts from various periods of literature, current events, and authentic materials. Mastery of the finer points of grammar enhances and expands expressive and receptive communication. There is more in-depth study of the target culture and its influence throughout the world.

**Spanish for Native Speakers I**
*Prerequisite: Native oral proficiency in Spanish*
This course is designed specifically for native/heritage speakers of Spanish who already have substantial oral language proficiency. Students develop, maintain, and enhance proficiency in Spanish as they listen, speak, read, and write in a variety of contexts and for a variety of audiences. Students explore the cultures of the Hispanic world and gain a better understanding of the nature of their own language. This course is taught entirely in Spanish.

**Honors Spanish for Native Speakers II**
*Prerequisite: Native oral proficiency in Spanish*
This course is designed specifically for native/heritage speakers of Spanish who have good reading and writing skills in Spanish as well as substantial oral proficiency. Students study the Spanish language in the context of Hispanic literature and cultures. Reading, writing, and speaking skills are taught at an advanced academic level through the acquisition of more extensive vocabulary, application of advanced grammar concepts, and mastery of all verb tenses. This course is taught entirely in Spanish.

## Arts Education

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses use the NC Standard Course of Study.*
- *Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace. They are weighted +1.*
- *Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP exam. AP courses are weighted +2*

## VISUAL ARTS

**General Interest Art I**
*Prerequisite: None*
*(This course does not serve as a prerequisite for level II art courses. Students interested in pursuing upper level art courses should register for one of the level I courses described below.)*
In this introductory course, students will learn how the elements of art such as color, texture, line, and shape combine to make a work of art effective. Students will also learn about the basic principles of design including balance, proportion, and contrast. By the end of this course, students will have a greater appreciation of visual arts.

**Art I**
*Prerequisite: None*
Students will experience 2D media such as drawing, painting, and printmaking as well as a variety of 3D media. Using the elements of art and principles of design, they will complete assigned studies and create their own work. Students will also study art appreciation and art history, learn to critique their own and other students' work, and write short essays about a variety of visual art topics.

### Intensive Art I

*Prerequisite: None*

This fast paced course gives students substantial practice using the elements of art and the principles of design in increasingly complex projects. Using two dimensional media including drawing, painting, printmaking, and design application, students will complete assignments structured to develop their technique. Through the study of art history and art appreciation, students will develop a broad understanding of visual art and be able to write convincingly about artistic topics. They will learn to critique their own and other students' work and be expected to complete homework, which will include both art and writing assignments.

### Art II

*Prerequisite: Art I*

Art II students will learn to use more sophisticated techniques as they complete projects using 2D and 3D media. Assigned projects will develop the students' artistic problem solving abilities and call upon them to use their use their design skills with greater inventiveness. Written work focuses on art criticism, topics in art history, and aesthetic awareness.

### Fine Crafts—Applied Arts

*Prerequisite: Art I*

The focus of this class is the design process. Beginning with an idea or concept, students will first create and refine sketches/models, and then figure out how to make an effective final product using 2D or 3D media. For 3D projects, students will need to consider how they to make sure that their final product structurally sound. To solve structural and other design issues central to applied arts projects, students will learn new technical skills. As they study applied arts, students will investigate and write about traditional and contemporary sculptors and craftspeople.

### 3-D Media Sculpture Design

*Prerequisite: Art I*

This course focuses on creating sculpture using 3D media such as clay, cardboard, found objects, metal, and more. Students will explore hand-building skills and will learn construction techniques that can be used with a variety of materials.

### Art III
### Honors Art III

*Prerequisite: Art II*

In this course, students will begin building a portfolio of their work using a variety of media. In building a portfolio students create work that demonstrates their increasing command of the elements of art and design principles and conveys a clear sense of their developing personal style. Students will continue their study of art appreciation, criticism, and aesthetics. Students will also study individual artists with the goal of analyzing how they reflect the historical conditions and arts trends of their time.

### Art IV
### Honors Art IV

*Prerequisite: Art III or Honors Art III*

Challenging projects will develop the students' ability to apply media, technique, and processes as they create original artwork and continue building their portfolios. Much of the work in this class is independent and students will be able to pursue areas of interest using 2D and 3D media. Students will study 20th century art and further develop their analytical skills. By studying the writings of critics, historians, and artists, they will learn how to analyze the way subject matter, symbols, and images work together to create meaning in a work of art.

### Art V

*Prerequisite: Art IV or Honors Art IV*

This course continues the work begun in Art IV with an emphasis on assembling a high quality portfolio suitable for submission as part of an art school application. Students will work independently using a variety of media and techniques to create work that expresses their developing artistic style. Students will also continue their study of contemporary art and should expect to spend time outside of class working on their portfolios and completing written assignments.

### Art VI

*Prerequisite: Art V*

This course is a continuation of Art V. Students applying to an art school will benefit from taking a full year of art in order to ensure that they have time to fully develop their portfolios. See description above.

### Portfolio: Advanced Visual Problems

*Prerequisites: Senior Status and Art II*

This course is recommended for students working towards acceptance to an art department in a college or an art school. It is an advanced class focused on refining the student's artistic problem solving skills using a variety of media and techniques. Students will create 20 high quality works by the end of the class.

### Advanced Placement Studio Art

*Prerequisite: Art II (Students are responsible for all expenses they incur in creating their portfolio.)*

AP Studio Art requires students to create a portfolio. Students will submit slides of their work (25-40 slides) to the College Board in May of their senior year. Pending the College Board review and approval of the college or university, students may receive college credit.

### Advanced Placement Art History

*Prerequisite: World History*

In the AP art history course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. Students will learn to analyze works of art within their historical context and to articulate what they see or experience in a meaningful way. AP Art History is not a studio class. It involves extensive reading, writing, and research.

## PHOTOGRAPHY

Special Notes for Photography Students:
*Although not required, it is strongly recommended that students have access to a film or digital camera. Equipment specifications vary by school. Check with the instructor. Class size may be limited based on the number of enlargers. (Three students will share one enlarger).*

### Digital Photography

*Prerequisite: None (This course does not serve as a prerequisite for Photography II or other darkroom based courses.)*
This course introduces students to digital photography as a 21st century art form. Students will explore traditional and innovative techniques and concepts.

### Photography I

*Prerequisite: Classification as a sophomore (junior at NHS)*
This course introduces students to photography as an important art form, from its beginning in the 1800's to today. Students will learn how to use 35mm cameras, develop film, and make prints using traditional black and white darkroom techniques.

### Photography II

*Prerequisite: Photography I*
Students further develop their picture taking and darkroom skills through independent projects. Class discussion will focus on understanding photography as an art form and on learning how to use design principles to critique their own and their classmates' photographs.

### Photography III

*Prerequisite: Photography I and II*
This course continues the work begun in Photography II. In addition, students will focus on making darkroom decisions that will make their work more expressive and on developing personal style.

### Photography Portfolio: Advanced Visual Problems

*Prerequisites: Senior Status and Photography III*
Students develop a high quality portfolio that they will be able to use as part of their application to an art school or art department. The focus of the course will be on developing keen problem solving skills and using a variety of picture taking and darkroom techniques.

# Performing Arts Courses

Special Notes for Performing Arts Students

- *Performing Arts students must attend rehearsals, which may be scheduled before or after school. Students must participate in all performances and wear costumes as required.*
- *Some performing arts courses may be repeated for credit. Check the course prerequisites for this information.*
- *Some music courses are offered only in the spring or fall. Check the course prerequisites and your school's registration form for this information.*
- *Performing arts students will benefit from studying their art form both semesters in order to maintain their technical skills and progress to more proficient levels.*

## THEATER ARTS

### Theater Arts I

*Prerequisite: None*
Students will experience creative dramatics, mime, reader's theater, interpretive movement, and oral interpretation as they explore the actor's craft. In addition, they will learn how directing, theater history, and theater management contribute to a stage production. Behind the scenes, students explore how costumes, make-up, props, and scenery along with special effects, lighting, and sound bring magic to the stage.

### Theater Arts II

*Prerequisites: Theater Arts I or audition with the teacher.*
This course further develops the skills studied in Theater Arts I. Through classroom scene work and the study of acting techniques in different historical periods, students will refine their acting skills. Participating in ensemble acting and student directed plays will provide additional opportunities to portray a variety of roles. Students will learn how to critique their own and others' performances and will continue learning about technical theater and theater management.

### Theater Arts III
### Honors Theater Arts III

*Prerequisites: Theater Arts II, classification as a junior or a senior, or placement audition with the instructor.*
The focus of this class is on learning how to direct. Once students select their scene, they will analyze the script, audition actors from among their classmates, plan rehearsals, make decisions about blocking, and develop a plan for set and lighting design. Each student directed scene will be showcased for a live audience. Honors Theater III involves additional in-depth application of theater arts knowledge, skills, and processes.

**Theater Arts IV**
**Honors Theater Arts IV**
*Prerequisites: Theatre Arts III, Honors Theater Arts III or audition with the teacher.*
Students function as a performance and production ensemble. Students are responsible for creating productions from the original idea to the final performance. Students continue to refine their skills with writing original works, adapting works from different historical periods, and researching different acting styles. They will study a variety of playwrights, learn more about technical theatre, and become familiar with the functions of people who work behind-the-scenes. Honors Theater Arts IV continues the advanced work from Honors Theater Arts III and requires students to demonstrate leadership and expertise in theater arts.

**Theater Arts V**
*Prerequisites: Theatre Arts IV, Honors Theater Arts IV, or audition with the teacher.*
**Theater Arts VI**
*Prerequisites: Theatre Arts V or audition with the teacher.*
**Theater Arts VII**
*Prerequisites: Theatre Arts VI or audition with the teacher.*
These advanced acting ensembles focus on student-created productions which include writing scripts, acting in each other's productions, developing the assigned characters learning more advanced movement techniques and overseeing of all aspects of their productions. Students will continue their study of the different styles of theater, film and television and learn more about the business of professional acting. Students will have opportunities to prepare a performance for competition and/or for a showcase.

## TECHNICAL THEATER

**Technical Theater I**
*Prerequisite: None*
In this hands-on course, students study current trends in technical theater and learn how to design lighting, sound, sets, props, and costumes. Some time outside of class is required for school related productions.

**Technical Theater II**
*Prerequisite: Technical Theater I*
Students refine Level I skills and perform in leadership positions on production crews, which will require time outside of class.

**Technical Theater III**
*Prerequisites: Technical Theater I and II or 90 hours after school crew work or teacher recommendation*
Students refine their skills with lighting and sound, sets, props, and costumes. They will select one of these crew fields to be their specialization. Participation on a tech crew requires time outside of class.

**Technical Theater IV**
*Prerequisites: Technical Theater III, teacher recommendation for Crew Chief position*
Students will specialize in a crew/designer position and will be responsible for all the duties of their position for the entire production season. The teacher will evaluate student work based on the student's performance of his/her duties and the quality of his/her self-reflection and design work.

**Technical Theater V**
*Prerequisites: Technical Theater IV and teacher recommendation*
Level V continues the expectations of the level IV course. As students gain further experience, the expectation is that they will demonstrate increased leadership and problem solving skills.

**Technical Theater VI**
*Prerequisites: Technical Theater V and teacher recommendation*
Level VI students will increase their knowledge of technical theater and demonstrate inventiveness in solving problems and creating designs responsive to the artistic vision of the director.

## DANCE

**Dance I**
*Prerequisite: None*
Students study the body in motion by exploring the elements of dance: space, time, and energy. Students develop an awareness of the body as an instrument for self-expression, learn about the benefits of dance for healthful living, and study the role of dance in other cultures and in different historical periods.

**Dance II**
*Prerequisite: Dance Me or audition with the teacher.*
Students focus on developing their dance technique, exploring dance as a performing art, and learning about anatomy as it applies to technique and injury prevention. Group and solo choreographic assignments help students apply their knowledge of dance: its technique, history, and connection to other art forms.

**Dance III**
**Honors Dance III**
*Prerequisite: Dance II or audition with the teacher*
The emphasis in this class is on technical development and on learning how to combine movements and perform them rhythmically and fluidly using a variety of dynamic qualities. Through more complex choreographic studies and improvisation, students learn to construct expressive phrases and combine them to create short dances. Honors Dance III focuses on more advanced technique building, choreography, and the study of dance history.

**Dance IV**
**Honors Dance IV**
*Prerequisites: Dance III, Honors Dance III, or audition with the teacher*
These courses continue to focus on technique, improvisation, and choreography. In addition, students study dance history in greater depth and learn to describe, analyze, and critique dance works from different cultures and times. . Honors Dance III focuses on more advanced technique building, choreography and performance.

**Dance V**
*Prerequisite: Dance IV, Honors Dance IV, or audition with the teacher*
**Dance VI**
*Prerequisite: Dance V or audition with the teacher*
In level V and VI, technical development expands to include expressiveness, clarity, style, and musicality. Dance research assignments focus on examining how dance reflects the culture and time period in which they originate. Students will also study 20th Century dance by exploring traditional approaches to choreography as well as interdisciplinary dance works using media technology.

**Dance VII**
*Prerequisite: Dance VI or audition with the teacher*
**Dance VIII**
*Prerequisite: Dance VII or audition with the teacher*
Level VII and VIII are the culmination of high school dance training. Students are on their way to becoming dance artists: performers and choreographers. In these courses, they will have the opportunity to create solo and group choreographic works that include costuming, production, and lighting. Teachers will assist students with audition videos, as needed for application to dance schools or departments.

## GENERAL MUSIC

**Adventures in Listening**
*Prerequisite: None*
Students get an overview of music from the Renaissance though today's top hits. They will increase their knowledge and understanding of composers, musical styles, and music theory as they listen and analyze a variety of musical styles. This course will be valuable to students who have musical training and to students who do not.

**Music Theory/History**
*Prerequisite: Prior musical experience*
Music Theory explores advanced topics including ear training; rhythmic, harmonic and melodic dictation; four-part writing; sight singing; advanced rhythmic training; active listening; score study; and music history. Students with prior musical training will benefit from this opportunity to become more knowledgeable musicians.

**Advanced Placement Music Theory**
*Prerequisites: Two years experience in a music ensemble and ability to read music. Teacher interview and audition will ensure correct placement. Students are required to take the AP Exam.*
This course prepares students for university-level music theory and ear-training classes. Students will learn to recognize, understand, and describe the materials and processes of the music they hear or see in a score. Study topics will focus on developing aural, sight-singing, written, compositional, and analytical skills.

## VOCAL MUSIC

**Beginning Women's Choir**
**Beginning Men's Choir**
**Beginning Mixed Choir**
*Prerequisite: None, but students may sing for the instructor to ensure correct placement. These courses may be repeated for credit and are designed for ninth and tenth graders.*
In these courses students will sing songs from today's popular music as well as songs from other times and other cultures. Students will develop skills with music reading and ear training as they learn to listen critically to music and evaluate its significance.

**Intermediate Women's Choir**
**Intermediate Men's Choir**
**Intermediate Mixed Choir**
*Prerequisites: Beginning Vocal Ensemble or audition with the teacher. These courses may be repeated for credit and are designed for ninth and tenth graders.*
These courses continue to build on the comprehensive music education program introduced in the Beginning Vocal Ensembles. Students broaden their knowledge of different musical genres and will have opportunities to perform alone and in ensembles.

**Advanced Women's Choir**
**Advanced Men's Choir**
**Advanced Mixed Choir**
*Prerequisites: Intermediate Vocal Ensemble or audition with the teacher. These courses may be repeated for credit and are designed for juniors and seniors.*
These courses are for students who want to improve their vocal technique and increase their knowledge of music. Students will perform music of varying degrees of difficulty and work to improve accuracy in sight singing. Singers may perform alone and in ensembles.

**Honors Advanced Vocal Ensemble III**
*Prerequisites: Advanced Vocal Ensemble or audition with the teacher.*
**Honors Advanced Vocal Ensemble IV**
*Prerequisites: Honors Advanced Vocal Ensemble III or audition with teacher.*
In these courses, students refine their musical skills through the rigorous study of music theory, history, appreciation, and analysis. Students will improve their vocal technique, accuracy with sight singing, and ability to perform solo and ensemble music. In addition to class work, students will attend musical events, complete special projects, and write reports.

**Musical Theater**

*Prerequisites: None or audition with the teacher. This course may be repeated for credit.*

In this introduction to musical theater, students will explore vocal and acting techniques and learn about the roles of the director, musician, choreographer, make-up artist, and technical director. In addition, students will learn about the history of musical theater through the work of some of the leading lyricists and composers. Students may have opportunities to perform in a musical theater production or participate in the behind-the-scenes work.

**Independent Study in Music**

*Prerequisites: An Intermediate Vocal Ensemble or Instrumental Music course and permission from the teacher.*

This course is designed for students who wish to major or minor in music at a college level. Students will strengthen their knowledge of music theory and music history. EDUCATION—D

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## BAND

**Ninth Grade Band**

*Prerequisite: Three years of band or audition with the band director.*

Musical training in Ninth Grade Band focuses on reading, notating, listening, and analyzing. Students will also study different styles of music to expand their understanding of the role music plays in culture and history. Development of technical competence, discipline, and responsibility are important aspects of this course.

**Marching Band I**
**Marching Band II**
**Marching Band III**
**Marching Band IV**

*Prerequisites: Ability to play a band instrument and audition with the band director. This course may be repeated for credit.*

The Marching Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. The level of discipline, responsibility, and difficulty all increase as students progress from Marching Band I to Marching Band IV. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

**Symphonic Band I**
**Symphonic Band II**
**Symphonic Band III**
**Symphonic Band IV**

*Prerequisites: Ability to play a band instrument and audition with the high school band director. These courses may be repeated for credit.*

The Symphonic Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. The level of discipline, responsibility, and difficulty all increase as students progress from Symphonic Band I to Symphonic Band IV. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

**Honors Band III**

*Prerequisites: Marching Band I and II or Symphonic Band I or II and audition with the band director.*

Students refine their performance and conducting skills as they become increasingly proficient with reading and preparing music in a variety of styles and techniques. To further these skills, Honors Band members must perform as members of one or more chamber ensembles and as soloists. Honors students also build skills with listening, appreciation, and historical understanding culminating in written reports and musical compositions.

**Honors Band IV**

*Prerequisite: Honors Band III*

The curriculum of Honors Band IV continues to refine skills developed in level III with an emphasis music theory, conducting, history, and appreciation. Students are responsible for completing written reports, composing original scores, and learning to improvise on a variety of musical themes. Students will also have opportunities to work with existing music technologies.

**Percussion Ensemble I**
**Percussion Ensemble II**
**Percussion Ensemble III**
**Percussion Ensemble IV**

*Prerequisite: Audition with the band director. These courses may be repeated for credit.*

Students in this class serve as the band's percussion section. As students progress from Percussion Ensemble I to Percussion Ensemble IV, they will strengthen their technical skills and have the opportunity to play more demanding music. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

**Concert Band I**
**Concert Band II**
**Concert Band III**
**Concert Band IV**

*Prerequisite: Three years of band or audition with band director. This course may be repeated for credit.*

The concert Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. The level of discipline, responsibility, and difficulty all increase as students progress from Concert Band I to Concert Band IV.

**Jazz Ensemble I**
**Jazz Ensemble II**
**Jazz Ensemble III**
**Jazz Ensemble IV**

*Prerequisite: Audition with band director. These courses may be repeated for credit.*

Singers and Instrumentalists will work together on a wide range of musical styles and perform in small vocal groups, string ensembles, jazz combos, and as soloists. As students progress from level I to level IV, they will play an increasingly advanced level of music selections which will require them to refine their skills with reading, notating, composing, conducting, critiquing, and improvising.

**Wind Ensemble I**
**Wind Ensemble II**
**Wind Ensemble III**
**Wind Ensemble IV**

*Prerequisite: Ability to play a band instrument and audition with the band director*

The Wind Ensemble courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. The level of discipline, responsibility, and difficulty all increase as students progress from Wind Ensemble I to Wind Ensemble Band IV. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

## STRING ORCHESTRA AND SYMPHONY ORCHESTRA

**String Orchestra I**

*Prerequisite: This course may be repeated for credit. It is for students with no previous experience playing the violin, viola, cello or bass.*

**String Orchestra II**

*Prerequisite: Audition for the teacher. This course may be repeated for credit and is at the intermediate level.*

**String Orchestra III**

*Prerequisite: Audition for the teacher. This course may not be repeated for credit and is at the advanced level.*

**Honors String Orchestra III**

*Prerequisite: Audition for the teacher. Must be a junior or senior. This course may not be repeated for credit and is for juniors or seniors at the advanced level.*

**String Orchestra IV**

*Prerequisite: Audition for the teacher. This course may be repeated for credit and is at the advanced level.*

**Honors String Orchestra IV**

*Prerequisite: Audition for the teacher. Must be a senior. This course may not be repeated for credit and is for seniors at the advanced level.*

The String Orchestra courses focus on developing skills with reading, and notating as well as listening, analyzing, and evaluating musical styles from different cultures and time periods. The level of discipline, responsibility, and difficulty all increase as students progress from level I to level IV. String orchestra students will prepare and present concerts locally and may participate in district and state-wide festivals and competitions. Students in the Honors String Orchestra courses will meet more demanding standards for performance and demonstrate greater mastery of music theory, notating, appreciation, and history. Honors string orchestra students will perform as members of one or more chamber ensembles and as soloists.

**Symphony Orchestra I**

*Prerequisite: Three years of playing experience or audition with the teacher*

**Symphony Orchestra II**

*Prerequisite: String Orchestra I or audition with the teacher.*

**Honors Symphony Orchestra III**

*Prerequisite: String Orchestra II, Honors String Orchestra II, or audition with teacher. This course may not be repeated for credit*

**Honors Symphony Orchestra IV**

*Prerequisite: String Orchestra III, Honors String Orchestra III, or audition with the teacher. This course may not be repeated for credit*

Symphony Orchestra courses combine strings, woodwind, brass, and percussion students to study and perform orchestral music. These courses focus on developing skills with reading and notating as well as listening, analyzing, and evaluating musical styles from different cultures and time periods. The level of discipline, responsibility, and difficulty all increase as students progress from level I to level IV. Symphonic Orchestra students will prepare and present concerts locally and may participate in district and state-wide festivals and competitions. Honors Symphony Orchestra students may perform as members of one or more chamber ensembles and as soloists.

# Career and Technical Education (CTE)

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses use the NC Standard Course of Study.*
- *Honors courses are weighted + 1.*
- *Completer courses are listed in the course title.*
- *Future Ready Core students may choose to complete 4 credits in a career cluster to meet the elective requirement for a concentration.*
- *Some CTE courses coordinate with Community College degree requirements.*
- *Some CTE courses must be taken for two consecutive semesters. Students will earn 2 credits for these courses. Check under prerequisites for this information.*

**Check the CTE Pyramid below to understand how the North Carolina CTE Program is organized.**

## SUCCESS!!

Completion of a Career Cluster and an Elective Concentration.

## Completer Courses (Level II)

Completer Courses focus on advanced level topics. Students must take and pass at least one Completer Course in their Career Cluster.

## Foundational Courses

Foundational Courses work together to prepare students in the Career Cluster of their choice. Foundational courses begin with introductory levels of instruction and progress to advanced topics. Students must earn at least three Foundational credits to complete a Career Cluster.

## Enhancement Courses

Enhancement Courses provide students with basic skills that are useful in almost any occupation. Students may take one enhancement course as part of the four course requirement for an elective concentration.

9th grade students who want to keep all their career options open should begin their CTE program with the following course:

*Career Management*

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced.

## Career Clusters

Career Clusters are broad occupational areas made up of career options that share key skills and knowledge.

Students must earn four credits in a Career Cluster to meet the elective concentration requirement in the Future Ready Core course of study.

# Work-Based Learning and Higher Education Opportunities in CTE

## Cooperative Education ("Co-Op")

*Prerequisite: Classified as a junior or senior and enrolled in a Career and Technical Education course Some Career and Technical Education Program Areas offer a Co-Op' opportunity for students.* Students electing to take cooperative courses receive classroom instruction each day and work in related on-the-job training, for which they are paid by their employers. Students must work a minimum of 150 hours to receive an academic credit for the cooperative work experience. The teacher/coordinator and employer develop a training plan for each student which is the basis for evaluating the student's progress on the job and in the classroom.

## Student Certifications and Credentialing

Students interested in earning an Industry Certification should meet with their school's career counselor. Students who complete an Industry Certification will have the qualifications to apply for a variety of jobs after graduation. Below is a list of the Industry Certifications that CTE programs prepare students for:

- ASE automotive technician - NATEF certified
- Barbering and Cosmetology state licenses
- Certified Nursing Assistant (CNA)
- Cisco Certified Network Associate (CCNA®)
- CompTIA A+® computer engineering technician
- CompTIA Network + network technician
- Microsoft Office Specialist (Word/Publisher/PowerPoint and Access/Excel)
- ServSafe Food Safety®
- Pharmacy Technician Certification Board exam
- ProStart National Certificate of Achievement
- WorkKeys Career Readiness Certification
- NCCER Core Certification
- CPR/First Aid

## Apprenticeships

**DOL Apprenticeships 8596**

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Labor, Apprenticeship and Training Bureau can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. This course is appropriate for occupations that do not require a college degree but require a high level of skill and knowledge.

## Internships

**CTE Internship 8597**

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.

## Community College Courses

**CTE Community College 8598**

Students may include one or more Community College courses, either online or face-to-face, in their program of studies that leads to a concentration in a Career Cluster. The course must meet requirements of the Operating Procedures for the Enrollment of High School Students in Community College Courses

## University Courses

**CTE University 8599**

Students may include one or more courses from a four-year college or university, either online or face-to- face, in their program of studies that leads to a concentration in a Career Cluster

# Agricultural, Food & Natural Resources Cluster

**Special Notes about this Cluster**

*Work-based learning strategies are appropriate for Agricultural and Natural Resources Technologies courses. FFA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.*

*Enhancement Courses for this Cluster*

| | | | |
|---|---|---|---|
| 6145 | Career Management | 8595 | CTE Advanced Studies |
| 6417 | Microsoft Word, PowerPoint, & Publisher | 8596 | DOL Apprenticeship |
| 6419 | Microsoft Excel & Access | 8597 | CTE Internship |
| 6621 | Marketing | 8598 | CTE Community College |
| 8721 | Principles of Business & Finance | 8599 | CTE University |

## FOUNDATIONAL COURSES

### Agriscience Applications 6810

*Prerequisite: none*

Students study the environment, natural resources, food production, and agribusiness using the principles of biology and the physical sciences as they apply to agriscience technology. Topics include pest management, plant science, landscaping, animal science, agricultural engineering, leadership and agriscience careers. *(Jordan, Northern)*

### Biotechnology and Agriscience Research I 6871

*Prerequisites: Biology recommended, 6810*

This course provides instruction in the technologically advanced world of agriculture and life sciences. Students learn about the latest techniques in plant and animal biotechnology. Topics include applied genetics, microbiology, DNA, laboratory safety, and protocol. *(Jordan)*

### Biotechnology and Agriscience Research II 6872 (Completer Course)

*Prerequisite: 6871*

Students study genetic engineering, plant tissue culture, hydroponics, integrated pest management, environmental science, food science, agrimedicine, and ethics. Much of the learning is hands-on using advanced laboratory techniques as an integral component of individual and class research projects. *(Jordan)*

### Animal Science I 6821

*Prerequisite: Biology*

Students learn the basic scientific principles and processes involved in animal physiology, breeding, genetics, diseases, and nutrition. They also learn the role showmanship and marketing play in animal science careers. *(Jordan)*

### Animal Science II - Small Animal 6823 (Completer Course)

*Prerequisite: 6821*

This course focuses on small animals that are served by veterinarians. Students learn animal husbandry including topics such as breeding, grooming, housing, nutrition, healthcare, anatomy, and physiology. *(Jordan)*

### Environmental & Natural Resources I 6851

*Prerequisite: None*

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. *(Jordan, Northern)*

# Architecture and Construction Cluster

**Special Notes about this Cluster**

*Work-based learning strategies are appropriate for the Architecture and Construction Cluster. FCCLA or SkillsUSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.*

*Enhancement Courses for this Cluster*

| | |
|---|---|
| 6145 | Career Management |
| 6414 | Multimedia & Webpage Design |
| 6417 | Microsoft Word, PowerPoint, & Publisher |
| 6419 | Microsoft Excel & Access |
| 6621 | Marketing |
| 6631 | Fashion Merchandising |
| 7035 | Apparel I |
| 8716 | Entrepreneurship I (BFIT & MEE) |
| 8595 | CTE Advanced Studies |
| 8596 | DOL Apprenticeship |
| 8597 | CTE Internship |
| 8598 | CTE Community College |
| 8599 | CTE University |

## FOUNDATIONAL COURSES

**Interior Design I 7151**
*Prerequisite: 8721*
Students focus on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. *(Jordan)*

**Interior Design II 7152 (Completer Course)**
*Prerequisite: 7151*
This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. *(Jordan)*

**Drafting I 7921**
*Prerequisite: None*
Students learn to use graphic tools such as sketching, geometric construction, Computer Assisted Design (CAD), orthographic projection and 3-D modeling. These visual communication skills are valuable tools for representing ideas in the fields of architecture, manufacturing, and engineering. *(Southern)*

**Drafting II 7962 (Completer Course)**
*Prerequisite: 7921*
Students learn to use Computer Assisted Design (CAD) to create a floor plan including wall sections and elevations. Using CAD along with other graphic tools, they will design more complex visual models for architectural, structural, construction systems. *(Southern)*

**Drafting III-Architectural 7963**
*Prerequisite: 7962*
This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of computer assisted design (CAD) tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. *(Southern)*

**Carpentry I 7721**
*Prerequisite: none*
This course provides a basic introduction to construction work and the technical aspects of carpentry. Topics include learning how to use a variety of tools, equipment, fasteners, and lumber. As part of their construction education, students also learn to read construction plans and elevations, use construction math, and take accurate measurements. *(Southern)*

**Carpentry II 7722 (Completer Course)**
*Prerequisite: 7721*
Students learn more advanced carpentry techniques and continue to develop their problem solving skills using construction math. Topics include plans, framing, footings, foundations, roofing, flashing, wall sheathing, insulation, vapor barriers, gypsum board, wall and ceiling framing, and underlayment. (*Southern)*

**Carpentry III 7723**
*Prerequsite: 7722*
This course develops advanced technical aspects of carpentry with emphasis on development of skills. The course content includes roofing applications, thermal and moisture protection, exterior finishing, cold formed steel framing and drywall installations. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. *(Southern)*

**Principles of Business and Finance 8721**
*Prerequisite: None*
This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. *(CMA, Hillside, Jordan, New Tech, PLC, Northern, Riverside, Southern)*

**Personal Finance 8726**
*Prerequisite: None*
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. *(CMA, Hillside, Northern, Jordan, Riverside, Southern)*

**Electrical Trades I 7741**
*Prerequisite: None*
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. *(Southern)*

**Electrical Trades II 7742**
*Prerequisite: 7741*
This course builds on skills mastered in Electrical Trades I and provides an introduction to the National Electric Code, devices boxes, hand bending, raceways and fittings, conductors and cables, construction drawings, residential services, test equipment, alternating circuits, grounding and bonding. *(Southern)*

## Art, Audio/Video Technology & Communications Cluster

**Special Notes about this Cluster**
*Work-based learning strategies are appropriate for the Art, Audio/Video Technology & Communications Cluster. FCCLA or Skills USA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.*

*Enhancement Courses for this Cluster*

| | | | |
|---|---|---|---|
| 6145 | Career Management | 6419 | Microsoft Excel & Access |
| 7055 | Interior Design I | 8595 | CTE Advanced Studies |
| 8721 | Principles of Business & Finance | 8596 | DOL Apprenticeship |
| 8726 | Personal Finance | 8597 | CTE Internship |
| 8599 | CTE University | 8598 | CTE Community College |

## FOUNDATIONAL COURSES

**Multimedia and Web Page Design 6414**
*Prerequisite: None*
This revised course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. *(DSA, Hillside, Jordan, New Tech, Northern, Riverside, Southern)*

**Microsoft Word, PowerPoint, & Publisher 6417**
*Prerequisite: None*
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. *(CMA, DSA, Hillside, Jordan, Northern, Riverside, Southern)*

**Marketing 6621**
*Prerequisite: None*
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. *(Hillside, Jordan, Northern, PLC, Riverside, Southern)*

**Fashion Merchandising 6631**
*Prerequisite: None*
Students study the history of fashion and learn how today's fashion industry operates. Topics include merchandizing, promotion, and fashion show production. Students also learn about careers possibilities in fashion. *(Hillside, Northern)*

**Teen Living 7015**
*Prerequisite: None*
Students in this class learn how to get along and get ahead in an adult world. Topics include: staying healthy through proper nutrition and preventive medical care, becoming job-ready, managing personal finances, and building a family and raising children. Through simulated experiences, students practice the skills they will need to fulfill their responsibilities at home and in the community. *(Riverside, Northern, Southern)*

**Apparel I 7035**
*Prerequisite: None*
This course introduces students to clothing production from the history of personal and home fashion to the latest design concepts. Students learn how to read a pattern, select fabric based on the specific qualities of a variety of textiles, and construct clothing and home products. *(Holton)*

**Apparel II - Enterprise 7036 (Completer Course)**
*Prerequisite: 7035*
Students learn advanced clothing construction, textile characteristics, and fashion design. Students also focus on applying their knowledge and skills to developing a personal portfolio and learning about careers in the apparel/fashion industry. *(Holton)*

**Digital Media 7935**
*Prerequisite: None*
Students use a variety of digital media technologies to develop audio and video products. As they develop proficiency with theses media, they will explore product design concepts and learn non-linear editing. *(DSA)*

**Advanced Digital Media 7936 (Completer Course)**
*Prerequisite: Digital Media I 7935*
This course focuses on more advanced topics in audio and video media and on the skills needed for a career in interactive technology (IT) communication industries. Students become proficient with non-linear editing and learn to use web-based interactive media. *(DSA)*

**Scientific and Technical Visualization I 8006**
*Prerequisite: None*
This state-of-the-art course introduces students to the use of complex graphic tools for visualizing technical, mathematical, and scientific ideas. Visualization activities include creating models for molecular structures, topographical maps, stratospheric and climate changes, and statistical analysis. *(DSA, Holton)*

**Game Art Design 8221 (Completer Course)**
*Prerequisite: 8006*
This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. *(DSA, Holton)*

**Advanced Game Art and Design 8222 (Completer Course)**
*Prerequisite: 8221*
This course is a continuation in the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting and networking protocols, and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3D game project. *(Holton)*

**Scientific Visualization II 7902 (Completer Course)**
*Prerequisite: 8006*
Students use statistical, graphic, and conceptual visualization computer applications as they work with increasingly complex data and mathematical/scientific models. They learn to analyze and communicate a variety of phenomena and explore careers that rely on this technology. *(Holton)*

**Entrepreneurship I 8716**
*Prerequisite: 6621 or 8721 or 8726*
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. *(CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)*

# Business, Management & Administration Cluster

**Special Notes about this Cluster**

*Work-based learning strategies are appropriate for the Business, Management &Administration Cluster. FBLA or DECA leadership activities are integral components of each course and provide many opportunities for practical application of instructional competencies.*

**Keyboarding Skills**

*Keyboarding Skill as a prerequisite for some of the courses below is defined as: demonstrated ability to key a minimum of 35 words per minute with errors corrected, format an announcement, memorandum, personal business letter, bound and unbound report from a rough draft copy, and exhibit proper keyboarding technique.*

*Enhancement Courses for this Cluster*

| | | | |
|---|---|---|---|
| 6145 | Career Management | 8595 | CTE Advanced Studies |
| 6414 | Multimedia and Webpage Design | 8596 | CTE Apprenticeship |
| 6419 | Microsoft Excel & Access | 8597 | CTE Internship |
| 6621 | Marketing | 8598 | CTE Community College |
| 6911 | Agribusiness Management Trends & Issues I | 8599 | CTE University |
| 8726 | Personal Finance | | |

## FOUNDATIONAL COURSES

**Microsoft Word, PowerPoint , & Publisher 6417**
*Prerequisite: None*
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. *(CMA, Hillside, Jordan, Northern, PLC, Riverside, Southern)*

**Accounting I 6311**
*Prerequisite: None*
This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. *(Hillside)*

**Principles of Business and Finance 8721**
*Prerequisite: None*
This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. *(CMA, Hillside, Jordan, New Tech, PLC, Northern, Riverside, Southern)*

**Business Law 6215 (Completer Course)**
*Prerequisite: 8721*
Students learn how laws impact their lives when they purchase insurance, rent or own real estate, sign a contract, or buy something on credit. They also learn how businesses develop hiring and firing guidelines, write contracts, and maintain ebusiness practices. *(Hillside, Jordan, Northern, Southern, Riverside)*

**Business Management 8710 (Completer Course)**
*Prerequisite: 8721*
This course expands student understanding of management, including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the course. *(Hillside)*

**Entrepreneurship I 8716 (Completer Course)**
*Prerequisite: 6621 or 8721 or 8726*
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. *(CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)*

**Entrepreneurship II 8717**
*Prerequisite: 8716*
In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. *(Hillside, Southern, Northern)*

# Finance Cluster

**Special Notes about this Cluster**

*Work-based learning strategies are appropriate for the Finance Cluster. FBLA leadership activities are integral components of each course and provide many opportunities for practical application of instructional competencies.*

**Keyboarding Skills**

*Keyboarding Skill as a prerequisite for some of the courses below is defined as: demonstrated ability to key a minimum of 35 words per minute with errors corrected, format an announcement, memorandum, personal business letter, bound and unbound report from a rough draft copy, and exhibit proper keyboarding technique.*

*Enhancement Courses for this Cluster*

| | | | | | |
|---|---|---|---|---|---|
| 6145 | Career Management | 8595 | CTE Advanced Studies | 6621 | Strategic Marketing |
| 6417 | Microsoft word, PowerPoint, & Publisher | 8596 | DOL Apprenticeship | 8598 | CTE Community College |
| 6621 | Marketing | 8597 | CTE Internship | 8599 | CTE University |

## FOUNDATIONAL COURSES

**Accounting I 6311**

*Prerequisite: None*

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. *(Hillside)*

**Accounting II 6312 (Completer Course)**

*Prerequisite: 6311*

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. *(Hillside)*

**Principles of Business and Finance 8721**

*Prerequisite: None*

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. *(CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)*

**Personal Finance 8726**

*Prerequisite: None*

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. *(CMA, Hillside, Northern, Jordan, Riverside, Southern)*

**Microsoft Excel & Access 6419**

*Prerequisites: None*

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. *(Hillside, Jordan, Northern, Riverside, Southern)*

**Business Law 6215**

*Prerequisite: None*

Students learn how laws impact their lives when they purchase insurance, rent or own real estate, sign a contract, or buy something on credit. Students also learn how businesses develop hiring and firing guidelines, write contracts, and maintain ethical business practices. *(Hillside, Jordan, Riverside, Southern)*

**Entrepreneurship I 8716**

*Prerequisite: 6621 or 8721 or 8726*

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. *(CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)*

# Health Science Cluster

**Special Notes about this Cluster**

*TThis cluster is only offered at the City of Medicine, which is a choice school. Work-based learning strategies are appropriate for Health Sciences Cluster courses. HOSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies*

*Enhancement Courses for this Cluster*

| | | | |
|---|---|---|---|
| 6145 | Career Management | 8726 | Personal Finance |
| 6417 | Microsoft Word, PowerPoint, & Publisher | 8595 | CTE Advanced Studies |
| 6419 | Microsoft Excel & Access | 8596 | DOL Apprenticeship |
| 6621 | Marketing | 8597 | CTE Internship |
| 8716 | Entrepreneurship I (BFIT &MEE) | 8598 | CTE Community College |
| 8721 | Principles of Business & Finance | 8599 | CTE University |

## FOUNDATIONAL COURSES

### Health Sciences I 7240

*Prerequisite: None*

Students learn how the health care delivery system provides services to patients. Students become fluent with the language and terminology of medicine and get an overview of medical mathematics, microbiology, anatomy and physiology, diseases and disorders and their treatments, and patient care regimens. *(CMA)*

### Health Sciences II 7242 (Completer Course)

*Prerequisite: 7240*

Through classroom study and a 65 hour clinical internship, student become proficient with the skills needed to become valued health care team members. Students learn emergency care and safety skills as well as the record keeping skills required by a medical facility. *(CMA)*

### Biomedical Technology 7200

*Prerequisite: None*

Students survey current medical and health care practices using computerized databases, the internet, the media, and by visiting health care professionals. They become fluent with the language and terminology of medicine and get an overview of biomedical technology, specialties and ethics. *(CMA)*

### Health Team Relations 7210

*Prerequisite: None*

It takes a team of health care professionals to provide quality patient care. Students learn how to be productive, valued health care team members by becoming aware that patients have different needs and cultural preferences. A study of medical terminology, the history of health care, and the services offered by different health care agencies will help students to understand the roles and responsibilities of health care team members. *(CMA)*

### Nursing Fundamentals 7243

*Prerequisites: 7242*

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. *(CMA)*

### Pharmacy Technician 7232

*Prerequisites: 7242*

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. *(CMA)*

# Hospitality And Tourism Cluster

**Special Notes about this Cluster**

*Work-based learning strategies are appropriate for Hospitality and Tourism Cluster courses. FCCLA or DECA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.*

*Enhancement Courses for this Cluster*

| | | | |
|---|---|---|---|
| 6145 | Career Management | 6414 | Multimedia and Webpage Design |
| 6417 | Microsoft Word, PowerPoint, & Publisher | 8595 | CTE Advanced Studies |
| 6419 | Microsoft Excel & Access | 8596 | DOL Apprenticeship |
| 6811 | Agricultural Production & Management | 8597 | CTE Internship |
| 8721 | Principles of Business & Finance | 8598 | CTE Community College |
| 8726 | Personal Finance | 8599 | CTE University |

## FOUNDATIONAL COURSES

**Foods I - Fundamentals 7045**
*Prerequisite: None*
This course examines the nutritional needs of human beings with a special focus on how diet impacts health. Students learn kitchen and meal management along with food preparation. *(Hillside, Jordan, Northern, Riverside, Southern)*

**Introduction to Culinary Arts and Hospitality 7120**
*Prerequisites: None*
In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, smallwares, culinary math, and basic knife skills in a commercial foodservice facility are taught. *(Northern)*

**Culinary Arts and Hospitality I 7121**
*Prerequisite: 7120.*
This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills. *(Northern)*

**Culinary Arts and Hospitality II 7122 (Completer Course)**
*Prerequisite: 7121*
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. *(Northern)*

**Marketing I 6621**
*Prerequisite: None*
Students learn the basic concepts that contribute to effective marketing including product distribution, pricing for maximum profits, advertising and promotion, selling, and product service management. *(Hillside, Jordan, Northern, PLC, Riverside, Southern)*

**Hospitality and Tourism 6645 (Completer Course)**
*Prerequisite: 6621 OR 6670*
Students already familiar with marketing basics learn how to apply them the travel and tourism industry. Students learn how to manage customer relations, seek out travel destinations, and pro- mote tours and travel. *(Northern)*

**Sports and Entertainment Marketing I 6670**
*Prerequisite: None*
Students learn how to market sports, entertainment, and special events. They study branding, licensing, and naming rights along with on-site merchandizing, concessions, promotion, and safety and security requirements. *(Hillside, Jordan, Northern)*

**Sports and Entertainment Marketing II 6671 (Completer Course)**
*Prerequisite: 6670*
Students expand their knowledge of sports and entertainment marketing through simulations and projects that demonstrate their knowledge of event and facilities management, legal issues and contracts, and promotion. *(Hillside, Jordan, Northern)*

**Prostart I 7171**
*Prerequisite: 7045*
This national credentialing and fundamental food service course allows students to master kitchen basics, such as foodservice equipment, nutrition, breakfast foods, salads and garnishes, and fruits and vegetables. A heavy emphasis is placed on safety and sanitation, including preparing and serving safe food and preventing accidents and injuries. Students learn about successful customer relations and working with people, business math, and controlling foodservice cost. A required, one-credit paid or unpaid 200-hour internship will count toward the National ProStart ® Certificate of Achievement at the conclusion of ProStart® II. *(Hillside, Jordan, Northern, Riverside, Southern)*

**Prostart II 7172 (Completer Course)**
*Prerequisite: 7171*
In this national credentialing, one credit, and second level fundamental food service course, students study advanced skills hospitality industry, including tourism and the retail industry, the history of foodservice, and the lodging industry. Advanced food service skills include potatoes and grains, meat, poultry, seafood, stocks, soups and sauces, desserts, and baked goods. Service skills are refined through the art of service and communicating with customers. Students learn purchasing and industry control, standard accounting practices and how to build restaurant sales through marketing and the menu. Students will complete the remainder of a required 400-hour paid or unpaid one-credit internship, which will count toward the National ProStart® Certificate of Achievement. *(Hillside, Jordan, Northern, Riverside, Southern)*

**Entrepreneurship I 8716**
*Prerequisite: 6621 OR 8726 OR 8721*
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. *(CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)*

**Entreneurship II 8717**
*Prerequisite: 8716*
In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. *(Hillside, Northern, Southern)*

## Human Services Cluster

**Special Notes about this Cluster**
*Work-based learning strategies are appropriate for Human Services Cluster courses. FCCLA or SkillsUSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.*

*Enhancement Courses for this Cluster*

| | | | |
|---|---|---|---|
| 6145 | Career Management | 8595 | CTE Advanced Studies |
| 6417 | Microsoft Word, PowerPoint, & Publisher | 8596 | DOL Apprenticeship |
| 6419 | Microsoft Excel & Access | 8597 | CTE Internship |
| 7045 | Foods I | 8598 | CTE Community College |
| 8716 | Entrepreneurship I | 8599 | CTE University |

## FOUNDATIONAL COURSES

**Teen Living 7015**
*Prerequisite: None*
Students examine life management skills in the areas of personal and family living, wellness, nutrition and foods, financial management, living environments, appropriate child development practices, fashion and clothing, and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community.
*(Northern, Riverside, Southern)*

**Parenting and Child Development 7065**
*Prerequisite: None*
Students study how children develop from infancy through their teen years and discuss the emotional, social, and physical needs of children as they grow and mature. Students learn about the critical role parents and caretakers play and the kinds of practices that can best nurture a child at each stage.
*(Hillside, Jordan, Northern, Riverside, Southern)*

**Cosmetology I 7811**
*Prerequisite: None – Students are required by the NC State Board of Cosmetic Arts to wear a clean white or school color uniform, white shoes, and a name badge. Students must purchase a supply kit and mannequin. Students earn 4 credits for this course.*
This 4 credit course gives students extensive experience with salon techniques. Students learn and practice giving facials, manicures, and pedicures and style hair through a variety of hair cutting techniques, chemical relaxing, wet hair styling, roller techniques, pin curls, and hair coloring. Students also learn cosmetology ethics, grooming, hygiene, and salon safety including sterilization and sanitation. *(Holton)*

**Cosmetology II 7812 (Completer Course)**
*Prerequisite: Cosmetology I – Students are required by the NC State Board of Cosmetic Arts to wear a clean white or school color uniform, white shoes, and a name badge. Students earning 1200/1500 hours of training may sit for the Cosmetology Licensing Board Exam. Students earn 4 credits for this course.*
The course continues the work from Cosmetology I while adding additional salon techniques such as wig styling, facial massage, hair analysis, artificial nails, hair removal, and permanent waving. Classroom instruction will give students the foundation and practice to pass the Cosmetology Licensing Board Exam. *(Holton)*

**Barbering I 7409**
*Prerequisite: None–Students earn 4 credits for this course.*
Students learn the basics of working in a barber shop. Topics include: implements and tools, haircutting and styling, shaving, facial massage and an overview of safety, sanitation and infection control techniques. Students also explore career information required for the barbering industry. *(Holton)*

**Barbering II 7409 (Completer Course)**
*Prerequisite: Barbering I – Students earning 1528 hours of combined instruction and clinical can sit for the NC Apprentice Barber Examination. Students earn 4 credits for this course.*
Students build on the barbering skills they learned in Level I and add skills such as hair coloring, chemical servicing, hair piece styling, women's hair cutting, and manicuring. Students also learn how to identify and treat disorders of the skin, scalp, and hair and explore barbershop management and licensing laws. This course will prepare students to take the State Barber Board Exam. *(Holton)*

**Principles of Business and Finance 8721**
*Prerequisite: None*
This course introduces students to topics related to business,

finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. *(CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)*

**Personal Finance 8726**
*Prerequisite: None*
Students learn the financial skills they will need to live independently as adults. Topics include financial planning, shopping skills, managing a bank account and credit/debit cards, and managing assets. *(CMA, Hillside, Jordan, Northern, Riverside, Southern)*

## Information Technology Cluster

**Special Notes about this Cluster**
*Work-based learning strategies are appropriate for the Business Management and Administration Cluster. FBLA or DECA leadership activities are integral components of each course and provide many opportunities for practical application of instructional competencies.*

*Enhancement Courses for this Cluster*

| | | | |
|---|---|---|---|
| 6145 | Career Management | 8595 | CTE Advanced Studies |
| 6417 | Microsoft Word, PowerPoint, & Publisher | 8596 | DOL Apprenticeship |
| 8716 | Entrepreneurship I | 8597 | CTE Internship |
| 8726 | Personal Finance | 8598 | CTE Community College |
| 8599 | CTE University | | |

## FOUNDATIONAL COURSES

**Microsoft Excel & Access 6419**
*Prerequisite: None*
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. *(CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)*

**Multimedia & Webpage Design 6414**
*Prerequisite: None*
This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. *(DSA, Hillside, Jordan, New Tech, Northern, Riverside, Southern)*

**Computer Programming I 6421**
*Prerequisite: None*
This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Basic environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including event-driven input, logical decision making and processing, and useful output. *(Riverside)*

**SAS Programming I 6428 (Completer Course)**
*Prerequisite: 6421*
This course is the entry point for students to learn SAS programming. Students will learn how to plan and write SAS programs to solve common data analysis problems. Instruction provides practice running and debugging programs. The emphasis is placed on reading input data, creating list and summary reports, defining new variables, executing code conditionally, reading raw data files and SAS data sets, and writing the results to SAS data sets. *(Riverside)*

**Network Engineering Technology I 7980**
*Prerequisites: Recommend 8811*
This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in home and small business environments. Content includes personal computer hardware and operating systems, connection to networks and to the Internet through an ISP, network addressing, network services, wireless technologies, basic security, and troubleshooting networks. This course uses Cisco CCNA Discovery -Networking for Home and Small Businesses curriculum and must be conducted using the Cisco Networking Academy connection. *(Holton)*

**Network Engineering Technology II 7981 (Completer Course)**
*Prerequisite: 7980*
This course provides a basic overview of routing and remote access, addressing, security, email services, web space, and authenticated access. Content includes the Internet and its uses, Help Desk operations, planning network upgrades, planning the addressing structure, configuring network devices, Routing, ISP services, ISP responsibilities, troubleshooting, and Cisco Certified Entry Networking Technician (CCENT) exam preparation. This course uses Cisco CCNA Discovery -Working at a Small-to-Medium Business or ISP curriculum and must be conducted using the Cisco Networking Academy connection. *(Holton)*

**Computer Engineering Technology 7991**
*Prerequisite: Recommend 8811*
This course includes basic computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. *(Hillside, Southern, SSOE)*

**Computer Engineering Technology II 7992 (Completer Course)**
*Prerequisite: 7991*
This course includes advanced computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. *(Hillside, Southern, SSOE)*

**e-Commerce I 6415 (Completer Course)**
*Prerequisite: 6414*
This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students learn through project-based applications as they plan, design, create, publish, maintain, and promote an e-commerce website. *(Riverside)*

**e-Commerce II 6416**
*Prerequisite: 6415*
This course is designed to help students master advanced skills in electronic commerce security, payment infrastructure, secure electronic commerce transactions, and electronic commerce order entry, tracking and fulfillment. Emphasis is placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites as students develop a capstone project. *(Riverside)*

**Principles of Business & Finance 8721**
*Prerequisite: None*
This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management.
*(CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)*

**Foundations of Information Technology 8811**
*Prerequisite: None*
This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media. *(Hillside, Southern)*

## Marketing Cluster

**Special Notes about this Cluster**
*Work-based learning strategies are appropriate for Marketing Cluster courses. DECA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.*

*Enhancement Courses for this Cluster*

| | |
|---|---|
| 6145 | Career Management |
| 6414 | Multimedia & Webpage Design |
| 6417 | Microsoft Word, PowerPoint, & Publisher |
| 6419 | Microsoft Excel & Access |
| 6512 | Business Law |
| 6911 | Agribusiness Management, Trends & Issues I |
| 7035 | Apparel I |
| 8726 | Personal Finance |
| 8595 | CTE Advanced Studies |
| 8596 | DOL Apprenticeship |
| 8597 | CTE Internship |
| 8598 | CTE Community College |
| 8599 | CTE University |

## FOUNDATIONAL COURSES

**Marketing 6621**
*Prerequisite: None*
Students learn the basic concepts that contribute to effective marketing including product distribution, pricing for maximum profits, advertising and promotion, selling, and product service management.
*(Hillside, Jordan, Northern, PLC, Riverside, Southern)*

**Fashion Merchandising 6631**
*Prerequisite: None*
Students study the history of fashion and learn how today's fash- ion industry operates. Topics include merchandizing, promotion, and fashion show production. Students also learn about careers possibilities in fashion. *(Hillside, Northern)*

**Marketing Management 6622 (Completer Course)**
*Prerequisite: 6621 OR 6631*
This course is designed to build on the concepts students learned in Marketing or Fashion Merchandising. Students learn how to recruit, hire, train and evaluate employees and study information management, purchasing, pricing, ethics, sales management, and financing. *(Southern)*

**Entrepreneurship I 8716 (Completer Course)**
*Prerequisite: 6621 OR 8726 OR 8721*
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.
*(CMA, Hillside, Jordan, PLC, New Tech, Northern, Riverside, Southern)*

**Entreneurship II 8717**
*Prerequisite: 8716*
In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. *(Hillside, Northern, Southern)*

**Principles of Business & Finance 8721**
*Prerequisite: None*
This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management.
*(CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)*

# Science Technology, Engineering, And Mathematics Cluster

**Special Notes about this Cluster**

*Work-based learning strategies are appropriate for the Science Technology, Engineering, and Mathematics Cluster. TSA or SkillsUSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.*

*Enhancement Courses for this Cluster*

| | |
|---|---|
| 6145 | Career Management |
| 6414 | Multimedia & Webpage Design |
| 6417 | Microsoft Word, PowerPoint, & Publisher |
| 6419 | Microsoft Excel & Access |
| 6871 | Biotechnology & Agriscience Research I |
| 8716 | Entrepreneurship I |
| 8721 | Principles of Business & Finance |
| 8726 | Personal Finance |
| 8595 | CTE Advanced Studies |
| 8596 | DOL Apprenticeship |
| 8597 | CTE Internship |
| 8598 | CTE Community College |
| 8599 | CTE University |

## FOUNDATIONAL COURSES

**Drafting I 7921**

*Prerequisite: None*

Students learn to use graphic tools such as sketching, geometric construction, Computer Assisted Design (CAD), orthographic projection and 3-D modeling. These visual communication skills are valuable tools for representing ideas in the fields of architecture, manufacturing, and engineering. *(Riverside)*

**Drafting II - Engineering 7972 (Completer Course)**

*Prerequisite: 7921*

This course introduces students to engineering graphics including symbol libraries and sectioning techniques. Students learn how to use coordinate systems and study the principles of machine processes including cams and gears. Students will construct 3-D wire frame models using Computer Assisted Design (CAD). *(Riverside)*

**Drafting III – Engineering**

*Prerequisite: 7972*

This course introduces the student to advanced engineering concepts using computer assisted design (CAD) tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. *(Riverside)*

**Scientific and Technical Visualization I 8006**

*Prerequisite: None*

This state-of-the-art course introduces students to the use of complex graphic tools for visualizing technical, mathematical, and scientific ideas. Visualization activities include creating models for molecular structures, topographical maps, stratospheric and climate changes, and statistical analysis. *(DSA, Holton)*

**Scientific Visualization II 8007 (Completer Course)**

*Prerequisite: 8006*

Students use statistical, graphic, and conceptual visualization computer applications as they work with increasingly complex data and mathematical/scientific models. They learn to analyze and communicate a variety of phenomena and explore careers that rely on this technology. *(Holton)*

**Technology Engineering and Design 8210**

*Prerequisite: None*

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. *(New Tech, Riverside)*

## PROJECT LEAD THE WAY COURSES

**Honors Introduction to Engineering Design (IED) 8020**

*Prerequisites: Successful completion of Algebra and/or Geometry is highly recommended.*

Students learn the process of product design using computer modeling software and solve design problems by developing, creating, and analyzing product models. This is one of three foundation courses required for the pre-engineering cluster and is a pre-requisite for all subsequent engineering courses. *(Riverside, Southern, SSOE)*

**Honors Principles of Engineering (POE) 8021**

*Prerequisite: 8020, Successful completion*

of Algebra and/or Geometry is highly recommended.

Students explore engineering careers, technology systems and manufacturing processes. Through project-based studies, they learn how to strategies for solving problems using math, science, and technology. This is one of three foundation courses required for the pre-engineering cluster. *(Riverside, Southern, SSOE)*

**Honors Digital Electronics (DE) 8022 (Completer Course)**
*Prerequisite: 8021*
Students learn the fundamentals of electricity and electronics and use computer simulation software to design, test, and build various circuits and devices. This is one of three foundation courses required for the pre-engineering cluster. *(Riverside, Southern, SSOE)*

**Honors Civil Engineering and Architecture (CEA) 8021 (Completer Course)**
*Prerequisite: 8021*
Students collaborate on the development of community-based building projects and work on the entire process from conceptual design to project presentations. *(Riverside, Southern, SSOE)*

**Honors Aerospace Engineering (AE) 8033 (Completer Course)**
*Prerequisite: 8021*
Students design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Using 3-D design software, students work in teams utilizing hands-on activities, projects, and problems and are exposed to various situations encountered by aerospace engineers. *(Riverside)*

## Transportation, Distribution, And Logistics Cluster

**Special Notes about this Cluster**
*Work-based learning strategies are appropriate for the Transportation, Distribution, and Logistics Cluster. SkillsUSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.*

*Enhancement Courses for this Cluster*

| | | | |
|---|---|---|---|
| 6145 | Career Management | 8595 | CTE Advanced Studies |
| 6417 | Microsoft Word, PowerPoint, & Publisher | 8596 | DOL Apprenticeship |
| 6419 | Microsoft Excel & Access | 8597 | CTE Internship |
| 6831 | Agricultural Mechanics | 8598 | CTE Community College |
| 6911 | Agribusiness Management, Trends & Issues I | 8599 | CTE University |
| 8721 | Principles of Business & Finance | 8726 | Personal Finance |

### FOUNDATIONAL COURSES

**Automotive Service 7511**
*Prerequisite: None*
This course introduces basic automotive skills and job opportunities in the auto repair industry. Topics include engine theory, automotive service preventive maintenance, brake repair, electrical systems troubleshooting, safety, test equipment, and measuring. *(Northern, Southern)*

**Automotive Brakes 7512**
*Prerequisite: 7511*
This course teaches installation, inspection, and troubleshooting of automotive brake systems. Automotive Service Technology programs in North Carolina are National Automotive Technician Education (NATEF) certified. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, and job shadowing. *(Northern, Southern)*

**Automotive Electrical 7514**
*Prerequisite: 7511*
This course emphasizes automotive electrical/electronics and is basic for electrical/electronic automotive preparation. Basic inspection, troubleshooting, and repair of automotive electrical/electronic systems will be included in this course. *(Northern, Southern)*

**Automotive Advanced 7515 (Course Completer)**
*Prerequisite: 7514*
This course emphasizes advanced electrical/electronics. Advanced inspection, troubleshooting, and repair of automotive electrical/electronic systems will be included in this course. This course helps prepare students for the Automotive Service Excellence (ASE) certification in electrical/electronics. *(Northern, Southern)*

# ROTC Electives

- *Students earn 1 unit of credit for each successfully completed course.*
- *ROTC programs are designed as 4-year programs. Students are encouraged but not required to complete the 4 years.*
- *Students receive regulation military uniforms free of charge. Uniforms must be worn once each week and for military functions.*
- *ROTC classes meet one period each day.*
- *NO MILITARY SERVICE OBLIGATION RESULTS FROM ROTCPARTICIPATION.*

## ARMY ROTC *at Hillside*

*The curriculum includes academic instruction, military drills, leadership development and supervised athletic activities. Students make trips to military facilities to observe military operations and to other schools for color guard, drill team and other competitive events. Students who complete two or more years of JROTC may receive advanced placement after completion of Army Basic Training.*

### Army Junior ROTC I

*Prerequisite: None*

This beginning course in Leadership Development introduces students to ROTC and the Army. Students learn drills and ceremonies, first aid, and map reading while building their ability to communicate and become leaders. Students will also discuss current events.

### Army Junior ROTC II

*Prerequisite: Army Junior ROTC I*

Leadership Development continues to be an important aspect of ROTC II. Students learn intermediate drills and ceremonies and study first aid, map-reading, and communication skills in greater depth. Students study biographical sketches and historical campaigns and discuss opportunities for scholarships and other career benefits.

### Army Junior ROTC III

*Prerequisite: Army Junior ROTC II*

Army JROTC III stresses military leadership and managerial techniques, including a review of the duties of a leader/manager. Students increase their skills with applied map reading, land navigation, and techniques of communication and study of the role of the Army in United States history. Students will also discuss opportunities available to today's soldier in the area of vocational knowledge and skills.

### Army Junior ROTC IV

*Prerequisite: Army Junior ROTC III*

ROTC IV is the culmination of the JROTC program. Students learn advanced leadership techniques as they study the psychological and moral aspect of leadership and examine group relations and behavior. In a special seminar focusing on leadership and management, students gain insight into decision making as it applies to implementing new ideas, maintaining discipline, and managing people. Cadets have multiple opportunities to assume leadership roles including preparing and presenting a lesson to the class, leading everyday functions of the corps, and reviewing how staff responsibilities are organized and carried out.

## AIR FORCE ROTC *at Northen and Riverside*

*ROTC students devote three periods a week for academic instruction and two periods a week for military drills, leadership development, or supervised athletic activities. Students will have opportunities to visit military facilities to observe military operations and life first-hand. They will also be able to take orientation flights aboard military aircraft. ROTC units will perform Color Guard and Drill Team demonstrations at school and community events.*

*After graduation, students with three years of Air Force JROTC who qualify to serve in the military will be offered these opportunities:*

1. They may enlist in one of the Armed Forces in an advanced grade.
2. They may have the first year of college ROTC waived upon request.
3. They may compete for a four-year ROTC scholarship which pays all tuition, fees and books. The scholarship includes a $150.00 tax-free stipend each month for the scholarship recipient.

### Aerospace Science I

*Prerequisite: None - Consultation with and approval from the JROTC Senior Aerospace Science Instructor*

Cadets learn the history of aviation, rocketry, spacecraft, and the aerospace community. They learn and practice drill and ceremony, and develop their writing and public speaking skills. Self esteem building and physical fitness are important aspects of this course, and cadets will learn techniques for stress and weight management. In addition cadets learn about substance abuse, CPR, and first aid.

### Aerospace Science II

*Prerequisite: Aerospace Science I and Algebra I*

Cadets extend their knowledge to include the theory of aircraft flight, propulsion systems, navigation, civil aviation, as well as current developments in the aerospace industry and research. This course builds a student's knowledge and abilities to successfully participate in squadron drill and larger formations.

### Aerospace Science III

*Prerequisite: Aerospace Science II and Algebra I*

Cadets will study manned and unmanned space flights, space technology, propulsion, guidance and control of space vehicles, aerospace medicine, and international space programs. They will also learn about the military defense of the United States and explore aerospace job opportunities.

### Aerospace Science IV

*Prerequisite: Aerospace Science III*

In this course, cadets focus on developing advanced leadership skills. They will have multiple opportunities to organize activities, schedule staff meetings, give briefings to the corps, and prepare lessons for classroom presentation.

# ESL Courses

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses are aligned to the Essential Standards/Common Core Standards for each content area.*
- *ESL courses help students whose native language is not English. ESL courses provide language support with the goal of preparing students to succeed in regular education courses. Students should consult with their guidance counselor to determine course placement.*

**ESL Level 1A (10382S1A) (Jordan – 10382Y1A)**
*Prerequisite: None*
This course is for English Language Learners, new to the English Language, within the first year in US schools. The course will focus on the listening, reading, speaking and writing skills in English to prepare their transition to content area classes. It is also an introduction to U.S. schools and American culture.

**ESL Level IB (10382S1B) (Jordan 10382Y1B)**
*Prerequisite: None (preferred ESL Level 1 A)*

**ESL Level II (10382S1B)**
This course is a continuation of ESL Level IA for English language Learners who are within the first two years in US schools and beginning to understand language and use it in a limited capacity. The course will include a focus on listening, speaking reading and writing skills to help students progress in social and academic contexts in English.

**ESL Level II (10382S2)**
*Prerequisite: ESL Level1A or 1B*
This course is for high beginners and/or low intermediate for English Language Learners who are in the process of further developing language skills pertaining to familiar topics, whose language needs are in comprehending and using academic vocabulary in English. The course will focus on listening, speaking, reading and writing skills to help students progress in social and academic contexts in English.

**ESL Level III (10382S3)**
*Prerequisite: Level II or Recommendation by ESL Teacher*
This course is a continuation of ESL Level II and it is for intermediate or high intermediate English Language Learners. These students participate well in most everyday situations whose language needs are with academic and idiomatic language. This course would include a focus on developing listening speaking reading and writing skills to help students progress mainly in academic context in the core content areas.

**ESL Level IV (10382S4)**
*Prerequisite: Level III or Recommendation from the ESL teacher/content teacher*
This course is for advanced English Language learners whose academic language skills are expanding. These students need support with complicated literary text and academic writing. The course will emphasize reading and writing skills to help students succeed in academic contexts in the core content areas.

**Advanced Reading and Writing 10292NES**
*Prerequisite: Level IV or recommendation from content and/or ESL teacher*
This course focuses on refining reading and writing skills to help English Language Learners with the goal of exiting students from ESL Services.

**Advanced Reading and Writing in the Content Area (10292NCS)**
*Prerequisite: Level IV or recommendation by content and/or ESL teacher*
This course focuses on refining reading and writing skills to help English Language Learners with the goal of bridging the gaps in Science and Social Studies content areas and preparing them for college.

## ESL Sheltered English Courses

*These English courses have the same requirements as their versions for native English speakers and are offered at every high school. These courses may be taught by an ESL teacher or a certified English teacher trained in ESL strategies*

**ESL English I (10212S)**
*Prerequisite: Complete ESL Level 1(10382S)*

**ESL English II (10222S)**
*Prerequisite: ESL English I*

**ESL English III 10232S)**
*Prerequisite: ESL English II*

**ESL English IV(10242S)**
*Prerequisite: ESL English III*

**Additional ESL Sheltered Courses**
*Mathematics, Health/PE, Science, Social Studies, and Career Technical Course*

These courses are not offered at every school. Check with your guidance counselor or ESL teacher for information about specific courses.

## ESL Sheltered Math Courses

*These mathematics courses have the same requirements as their non-sheltered versions. See the math section for complete course descriptions.*

**ESL Intro to HS Math 20202E**
*Prerequisite: None, this course is not for students who have passed Algebra I.*

**ESL Algebra I 20232E**
*Prerequisite: None, all students take the Algebra I End-of-Course Test*

**ESL Geometry 20302E**
*Prerequisite: Algebra I*

**ESL Algebra II 20242E**
*Prerequisites: Algebra I and Geometry, all students take the Algebra II End-of-Course Test.*

## ESL Sheltered Health/PE Course

*ESL Health/PE has the same requirements as its non-sheltered version. See the Health/PE section for a complete course description.*

**ESL Health/PE 90112E**
*Prerequisite: None*

## ESL Sheltered Science Courses

*These Science courses have the same requirements as their non-sheltered versions. See the math section for complete course descriptions.*

**Earth/Environmental Science 30382E**
*Prerequisite: None*

**Standard Biology I 30202E**
*Prerequisite: None for Standard. Honors level students must have completed or be enrolled in Geometry*

**Physical Science 30102E**
*Prerequisite: Students should have successfully completed or be concurrently enrolled in Algebra I (Chemistry and Physics also meet the state physical science requirement.)*

## ESL Sheltered Social Studies Courses

*These Social Studies courses have the same requirements as their non-sheltered versions. See the math section for complete course descriptions.*

**World History 40242E**
*Prerequisite: None*

**Civics and Economics 40522E**
*Prerequisite: World History*

**United States History 40212E**
*Prerequisites: World History and Civics and Economics*

# Occupational Course of Study

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses use the NC Standard Course of Study.*

**Occupational English I 92100**
Students in English I explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes.

**Occupational English II 92110**
Students in English II read, discuss, and write about both classical and contemporary world literature (excluding British and American authors) through which students will identify cultural significance. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, informational/explanatory, critical, argumentative and literary purposes, although emphasis will be placed on explanatory contexts.

**Occupational English III 92120**
Students in English III analyze United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is critical analysis of texts through reading, writing, speaking, listening, and using media.

**Occupational English IV 92130**
Students in English IV will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British Literature. The emphasis in English IV is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media.

**Occupational Intro to Mathematics 92200**
Introductory Mathematics provides students a survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry. Appropriate technology, from manipulatives to calculators, should be used regularly for instruction and assessment.

**Occupational Algebra I 92210**
Algebra I continues the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

**Occupational Financial Management 92220**
Financial Management assists with preparing 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.

**Occupational Applied Science 92310**
Students learn about energy, the environment, conservation, and chemical exposure. The students also study human body systems and learn how they work together to regulate health. Students explore these topics through hands-on activities and by applying the concepts they learn to real world situations.

**Occupational Biology 92320**
Students learn about the structure and function of living organisms: plants and animals. Topics include ecosystems, evolution, genetics, and the basics of cellular biology. After completing the course, students will take the North Carolina Biology End-of-Course test.

**Occupational Social Studies I 92450**
This course provides students with the basic economic, government, and political knowledge they will need to become responsible citizens and consumers. Beginning with the history of the United States including the Constitution and its amendments, the three branches of government, and the major laws that impact citizens, students will move on to learn about local government, its role and jurisdiction, and issues of personal citizenship.

**Occupational Social Studies II 92460**
This course teaches students the skills they will need to achieve the independence and self-determination essential for successful adult outcomes. Students will have opportunities to apply these skills to situations they will face after they graduate from high school.

**Occupational Preparation I 92400**
This course introduces students to the attitudes, behaviors, and habits needed to obtain employment, become a valued employee, and be considered for career advancements. Students will participate in school-based learning activities to develop a positive work ethic including on-campus vocational training in school factories, work-based enterprises, and the operation of small businesses. To pursue their career interests, students will be able to gain hands-on vocational training through Workforce Development Education courses. Students will begin the process of formal career planning.

**Occupational Preparation II 92410**
This course provides students with a repertoire of basic skills that will serves as a foundation for future career application. Basic skills include the ability to manage resources, use technology, solve problems, learn new job skills, and regulate one's energy to stay productive throughout the work day. Students also learn how to communicate their own needs and ideas, get along with people from different backgrounds, and work productively on teams. Students will expand their school-based learning activities to indude on-campus jobs and refine their job-seeking skills.

**Occupational Preparation III 92420**
Students refine the skills they learned in Occupational Preparation I and II through community-based training, job shadowing, internships, job sampling, situational assessment, cooperative education, and apprenticeships. Students will have multiple opportunities to demonstrate effective work habits, develop leadership skills, and practice self-determination.

**Occupational Preparation IV 92430**
This course gives students the opportunity to synthesize the skills they acquired in previous Occupational Preparation courses and apply them to their personal career choice. Students solve work-related problems, practice self-advocacy, and learn about the theoretical and practical aspects of their career choice. To earn an Occupational Course of Study diploma, students must complete 360 hours of competitive employment in a community setting. As the final step to securing employment, students will develop a job placement portfolio that includes an educational and vocational record of their high school experience.

## Exceptional Children's Courses

- *Students earn 1 unit of credit for each successfully completed course.*
- *All courses use the NC Standard Course of Study..*

**Decision-Making (first semester) 95202DM1**
**Decision-Making (second semester) 95202DM2**
The goal of this course is to help students respond flexibly and appropriately to a variety of life situations. By understanding the consequences of their decisions, taking ownership of their choices, and learning to solve problems, students gain control of their lives. Special education students in any grade or course of study may enroll in this course to improve their social skills.

**Learning Strategies (first semester) 95202LS1**
**Learning Strategies (second semester) 95202LS2**
*Prerequisite: 9th grade classification*
9th grade students learn strategies to help them achieve success with their academic courses. Students learn to organize their notebooks, use their academic agenda books, and take effective notes. They also learn strategies for increasing their vocabulary, writing sentences, and constructing paragraphs. Students may spend part of each class period implementing the learned strategies in their current coursework.

## Additional Elective Courses

- *Students earn 1 unit of credit for each successfully completed course.*

**Skills for Success 95202SS**
This course focuses on helping students succeed in many areas of teenage life. Topics include leadership development, self-esteem building, personal problem solving, and relationships. Class participation is a must.

**Media Center Assistant 95152**
*This course may be repeated for a total of two credits.*
Students are expected to master the competencies outlined in the curriculum standards approved by the State Board of Education for the Student Library Media Assistants Pro-gram. Among other skills, students will demonstrate a working knowledge of the media center's organization and collections, will learn to select and use materials and equipment for specific purposes, will design and/or produce instructional materials, and will demonstrate an understanding of computers, digital media and other innovative technologies and their application to solving relevant problems. Students provide support for users of the media center and its technologies.

**Computer Media Assistant 95152CMA**
*This course may be repeated for a total of two credits.*
This is an exciting elective for students who like computers and like helping others learn about them. Students are expected to master competencies outlined in the curriculum standards. In addition to integrating digital media and other applications and related skills, students demonstrate the use of the computer as a research tool, a productivity tool, and a communication tool. Students provide support for users of computer technologies.

# Hillside High School International Baccalaureate

*Middle Years and Diploma Programme — 4 Year Plan*

| MYP Subject Groups | Language A | Language B | Humanities | Science | Math | Arts &/or Elective | Technology | PE |
|---|---|---|---|---|---|---|---|---|
| **Grade 9** | English 1 MYP | Spanish 1 or 2 MYP<br>French 1 or 2 MYP | World History MYP | Earth Environmental Science MYP | Geometry MYP<br>Algebra 2 MYP | Theatre Chorus Dance 1<br>Art 1<br>Band 1 | Fundamentals of Technology *or* Computer Engineering Technology *or* Networking | Health & PE |
| **Grade 10** | English 2 MYP | Spanish 2 &/or 3 MYP<br>French 2 &/or 3 MYP | Civics & Economics MYP | Biology 1 MYP* (1st science) | Algebra 2 MYP<br>Honors Pre-Calculus | Theatre Chorus Dance 2<br>Art 2<br>Band 2 | Fundamentals of Technology *or* Computer Engineering Technology *or* Networking | Chemistry 1 MYP* (2nd science) |
| **Grade 11** | IB English A1 HL 11 | IB Spanish B SL 11<br>IB French B SL 11 | IB History of the Americas | IB Biology HL 11 and/or IB Chemistry SL 11 | IB Math Studies or Math SL 11<br>IB Math SL 11 | IB Psychology HL11 or 2nd Science<br>IB Visual Arts 11<br>IB Music 11 | Elective (1st semester) | Theory of Knowledge |
| **Grade 12** | IB English A1 HL 12 | IB Spanish B SL 12<br>IB French B SL 12 | IB 20th Century Topics | World History MYP | IB Math Studies or Math SL 12<br>IB Math SL 12 or Math SL 12 | IB Psychology HL12 or 2nd Science<br>IB Visual Arts 12<br>IB Music 12 | Theory of Knowledge | Elective (2 science) |
| **Diploma Subject Groups** | **Group 1 HL** | **Group 2 SL** | **Group 3 HL** | **Group 4 SL/HL** | **Group 5 SL** | **Group 6 SL/HL** | **Elective** | **Elective** |

**IB Diploma students** *must take 3 higher level (HL) subjects and 3 standard level (SL) subjects.*

**10th grade students** *must take 2 science courses, Biology and Chemistry.*

**11th and 12th grade students** *must take all diploma IB courses.*