



# **Wilson County Schools**

## **High School Curriculum Guide**

**2024 – 2025**

### **Vision of the NC State Board of Education:**

Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

### **Mission of the NC State Board of Education:**

The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

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### **Mission of Wilson County Schools:**

The mission of Wilson County Schools is to provide an educational environment which creates success for all students through the community working together.

### **Vision of Wilson County Schools:**

Wilson County Schools is a place where students participate in an educational environment in which they are engaged and empowered in their learning and graduate as responsible citizens prepared to compete in the global economy. Collectively, students, educators, families and community members commit to becoming lifelong learners and ensuring students are prepared for success and equipped with the skills to pursue their dreams.

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# A MESSAGE FROM OUR SUPERINTENDENT

Spring, 2024

Dear High School Students,

It's that time again where you have the task of selecting which classes you are going to take next year. I hope you will browse through the options in this curriculum guide and choose classes that challenge your mind and equip you with the skills needed to be successful after graduation. I also encourage you to seek classes that you find interesting and engaging because you never know where they will take you. I certainly didn't realize my first psychology class would lay the foundation for my entire career.

Learning is something you must pursue and something you must own. People will notice when you work hard and go above minimum expectations. When you are in your classes, try to learn as much as you can and seize opportunities for growth. Never forget that educating yourself is a lifelong endeavor that can take you down numerous career paths and open doors that you never dreamed of walking through.

We are here to support you on your journey. If you are unsure about which classes to take, ask your parents, teachers, counselors and administrators for help. We all want you to succeed and find a career that brings you both joy and success.

Best wishes for a successful high school career.  
Sincerely,

A handwritten signature in cursive script that reads "Lane B. Mills".

Lane B. Mills, Ph.D.  
Superintendent

# **WILSON COUNTY SCHOOLS BOARD OF EDUCATION**

Dr. Christine L. Fitch (Chairperson)  
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Mrs. Beverly Boyette  
Ms. Velma Barnes

Ms. Debora Powell  
Mr. Blake Boykin  
Mr. Rhyan Breen

## **WILSON COUNTY SCHOOLS ORGANIZATION**

### **SENIOR STAFF**

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Dr. Cheryl Wilson, Associate Superintendent  
Dr. Ben Williams, Assistant Superintendent for Administrative Services  
Robin May, Assistant Superintendent for Instructional Services

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Mrs. Heather Pennica, Executive Director for Technology Services  
Mrs. Amy Nichols, District MTSS Coordinator  
Vacant, Secondary ELA/Social Studies Coordinator  
Mr. Scott Sage, Executive Director of Testing and Accountability  
Mrs. Catherine Walston, Secondary Math/Science Coordinator

# The Curriculum Guide and Registration

The Wilson County Schools Comprehensive Curriculum Guide is designed to assist and support students and parents as they consult with school counselors and teachers in selecting courses that will fulfill the requirements of a specific course of study.

All students must fulfill the course unit requirements of North Carolina Future-Ready Core Course of Study. The State of North Carolina requires 22 credits for graduation. Wilson County Board of Education recommends students attain 32 credits during their high school course of study. Students who are approved for the Occupational Course of Study, must meet the requirements outlined in AR 3460-R. All requirements and recommendations can be found within the [policy linked here](#).

Wilson County Schools utilizes open registration which gives the student and his/her parent or guardian the opportunity to select courses. Students and parents/guardians should review Wilson County Schools' course and graduation requirements prior to registration. Students and parents are also encouraged to discuss the student's goals, interests, personal responsibilities, and other factors that may impact student performances.

School Counselors will provide registration counseling services to students individually or in small groups. The high schools will routinely conduct registration activities for students and parents.

Courses that provide students with the highest academic challenge possible are available to all students. Teachers will work with parents to offer support and direction as students develop goals and make realistic choices. All students will receive assistance as they develop goals that lead from high school to postsecondary opportunities. Students are encouraged to keep and utilize this publication as a resource for monitoring academic progress.

Changes may be made after selecting a Course of Study, but parents and a school counselor need to be involved in the change process. Please visit your school counselor frequently. You may call:

<b>Beddingfield High School</b>	<b>252-399-7880</b>	<b>Mrs. Jenny Hayes, Principal</b>
<b>Darden Middle School</b>	<b>252-206-4973</b>	<b>Mrs. Jennifer Parker, Principal</b>
<b>Speight Middle School</b>	<b>252-238-3983</b>	<b>Ms. Loretta Hardy-Belfield, Principal</b>
<b>Fike High School</b>	<b>252-399-7905</b>	<b>Dr. Ross Renfrow, Principal</b>
<b>Elm City Middle School</b>	<b>252-236-4148</b>	<b>Ms. Dana Page, Principal</b>
<b>Hunt High School</b>	<b>252-399-7930</b>	<b>Mr. Eddie Doll, Principal</b>
<b>Forest Hills Middle School</b>	<b>252-399-7913</b>	<b>Principal TBD</b>
<b>Springfield Middle School</b>	<b>252-237-4250</b>	<b>Mrs. Kelly Thomas, Principal</b>
<b>Daniels Learning Center</b>	<b>252-399-7900</b>	<b>Mrs. Samantha Dixon, Principal</b>
<b>Wilson Academy of Applied Technology (WAAT)</b>	<b>252-399-7880</b>	<b>Mr. David Lyndon, Principal</b>
<b>Wilson Early College (WECA)</b>	<b>252-246-1418</b>	<b>Mrs. Tabitha Lewis, Principal</b>

## **College / University Admission Requirements**

High school counselors are well versed in the minimum requirements needed for admission to the numerous colleges and universities. While there is no standard from institution to institution for such admission, most require students to submit scores from either the Scholastic Aptitude Test (SAT), the ACT, or both. High school students may take the Scholastic Aptitude Test (SAT) or ACT in their junior year and in the fall of their senior year. The agency that administers the test will forward the scores directly to the admission office of the institution to which you have requested at the time of registering for the test(s). Scores can also be sent to other institutions at the student's request. Students in grade 10 may also take the Pre-ACT and students in grade 11 will take the ACT as part of North Carolina's standardized testing program.

### **Course Selection**

Because Wilson County high schools operate under a Student/Parent Informed Choice System or open registration, the decision to enroll in any regular or honors program offered is the responsibility and the choice of the student and his/her parents or guardians.

### **Prerequisites**

Some courses must be passed in a logical sequence; therefore, students must adhere to the designated prerequisites. Give attention to the listed prerequisites and suggested grade levels of all courses, as students are not permitted to enroll in the second year of any course until they have successfully completed (earned a passing grade in) the first year of the course.

### **Recommendations**

Specific departmental recommendations are listed for certain courses. While these recommendations do not limit one's decision to enroll, the listed criteria are based on a professional assessment of skills needed to be successful in these courses. These recommendations should be carefully considered during registration. For more detailed description on Honors, Advanced Placement, IB, and Wilson Community College courses, please refer to the course description section of this guide.

Honors, Advanced Placement, IB courses and Wilson Community College courses allow students to explore topics in more depth than in regular preparatory courses.

Certain courses may be made available to students through the North Carolina Virtual Public Schools (NCVPS) course offerings. Your principal must approve these online courses. See your school counselor for more information.

All Wilson County Schools courses are designed to prepare students to meet Exit Standards and to provide opportunities for 21<sup>st</sup> Century skills development.

## **Class Performance Evaluation**

A student's class performance evaluation is based upon testing, classroom assignments, and participation. Parents are encouraged to study the report card carefully and to schedule conferences with teachers to discuss the student's progress. The grading system used in report cards is as follows:

### **Grading Scale**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>90-100 %</b>	<b>80-89 %</b>	<b>70-79 %</b>	<b>60-69 %</b>	<b>Below 60 %</b>

### **Grade-Point Average**

The State of North Carolina now requires all public high schools to use standardized transcripts and to calculate the grade-point average and class rank by a standard method. All courses are assigned the same quality point value except those designated as Honors, Advanced Placement, and International Baccalaureate courses. Grades will be weighted as follows:

### **Quality Points**

Students entering high school in the 2015-2016 school year and later.

<b>Regular Courses</b>	<b>Honors Courses</b>	<b>AP / IB Courses</b>
A = 4	A = 4.5	A = 5
B = 3	B = 3.5	B = 4
C = 2	C = 2.5	C = 3
D = 1	D = 1.5	D = 2
F = 0	F = 0	F = 0

Class rank will be determined by the individual student's overall G.P.A. ranging from highest to lowest.



## **Honors Diploma Recognition**

Per WCS Policy 3440, Recognizing Excellence, students graduating from Wilson County Schools may earn the following distinctions on their diploma.

**A. Honors Diploma** - A Wilson County Schools Honors Diploma represents the completion of all state and local course requirements plus the completion of 2 units of the same world language while maintaining a cumulative weighted grade point average of 3.4 or greater. The substitutions of career and technical courses for math or science requirements are not allowed for honors diplomas.

**B. Latin Honors Diploma** - A Wilson County Schools Honors Diploma represents exemplary completion of all state and local course requirements plus the completion of 2 units of the same world language. Substitutions of career and technical courses for math or science requirements are not allowed for honors diplomas. The following will be recognized.

1. **Cum Laude** – 3.75 to 3.999999 Weighted GPA
2. **Magna Cum Laude** – 4.0 to 4.249999 weighted GPA
3. **Summa Cum Laude** – 4.25 or greater weighted GPA

**C. Diploma Endorsements** - Students have the opportunity to earn one or more of the following diploma endorsements identifying a particular area of focused study:

### **Career Endorsement**

- The student shall meet North Carolina High School Graduation Requirements
- The student shall complete a CTE concentration in one of the approved\_CTE Cluster areas
- The student shall earn an unweighted grade point average of at least 2.6
- The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments **OR** another appropriate industry credential/certification
- The student shall meet ACT (22) or SAT (480) Reading Benchmark

### **College Endorsement**

- The student shall meet North Carolina High School Graduation Requirements
- The student shall earn an unweighted grade point average of at least 2.6
- The student shall meet ACT (22) or SAT (480) Reading Benchmark

### **College/UNC Endorsement**

- The student shall meet North Carolina High School Graduation Requirements
- The student shall complete three units of science including at least one physical science, one biological science and one laboratory science course that must include either physics or chemistry
- The student shall complete two units of a world language (other than English)
- Students shall earn a weighted grade point average of at least 2.5
- The student shall meet ACT (22) or SAT (480) Reading Benchmark

### **North Carolina Academic Scholars Endorsement**

- The student shall meet North Carolina High School Graduation Requirements
- The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include either physics or chemistry.
- For students entering 9th grade in 2010-11 or 2011-12, the student shall complete three units of Social Studies including US History, World History and Civics and Economics. For students entering 9th grade in 2012-13 or later the student shall complete four units of social studies including World History; American History: Founding Principles, Civics and Economics; and American History I and American History II.
- The student shall complete two units of a world language (other than English).
- The student shall complete four elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area.
- The student shall have taken three higher level courses during junior and/or senior years which carry quality points such as Advanced Placement; International Baccalaureate; Dual or college equivalent courses; Advanced CTE and CTE credentialing courses; Online courses; Honors level courses OR two higher level courses during junior and/or senior years which carry quality points such as Advanced Placement; International Baccalaureate; Dual or college equivalent courses; Advanced CTE and CTE credentialing courses; Online courses; Honors level courses and a Graduation Project.
- The student shall earn an unweighted grade point average of at least 3.50

### **Global Languages Endorsement**

- The student shall earn a combined 2.5 GPA for the four English Language Arts courses required for graduation
- The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction.
  - Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.
  - Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 or above in those courses.
  - Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001.
- Limited English Proficiency students shall complete all the requirements of sections 5a and 5b above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

**D. Junior Marshalls** - The principal or designee may designate on the basis of criteria established by the superintendent.

## **Promotion Requirements**

In addition to local requirements for promotion, standards for promotion and individual course credit as approved by the State Board of Education and State Department of Public Instruction shall apply.

### **Promotion Requirements**

<b>To be a sophomore</b>	<b>6 units</b>
<b>To be a junior</b>	<b>13 units</b>
<b>To be a senior</b>	<b>20 units</b>
<b>To graduate</b>	<b>28 units and CPR Training</b>

The superintendent or designee, on an individual basis, will determine promotions and graduation requirements of students who transfer into the Wilson County School System. The units earned at the time of enrollment will determine the requirements and the number of opportunities to earn credits toward the expected year of graduation.

## **Special Programs with Community College**

Wilson Community College offers a comprehensive program of technical, vocational, and college transfer classes. Through the Career and College Promise program, students can earn high school credits, as well as college credits for courses taken through Wilson Community College. High school credits earned through the Career and College Promise program may receive additional quality point(s) when calculating your GPA. Please see your school counselor for more information. Additional information may be found at

<https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/career-and-college-promise>

## **Non-Discrimination Statement**

Wilson County Schools does not discriminate on the basis of race, color, national origin, sex, disability, marital, or parental status, in admission, to access, to treatment in its programs and activities.

## ENGLISH/LANGUAGE ARTS

## COURSE DESCRIPTION

**10252X0CA1 English Applications I** **Credit: 1 unit** **Grade Level: 9**  
**(B, F) Course Length: Semester Prerequisite: None**

English Applications I is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability-appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

**10212X0C English I** **Credit: 1 unit** **Grade Level: 9**  
**(B, F, H) Course Length: Semester Prerequisite: None**

This academic course is designed to equip students with the level of literacy skills necessary for success in higher education, participation in vocational experiences, and functioning as informed citizens in a democratic society. The course addresses reading, writing, speaking and listening, and language. This course is a survey of literary types and provides a foundational study of literary genres including novels, short stories, poetry, drama, and literary nonfiction. The course focuses on the interpretation of literary and informational text, writing, speaking and listening, language, viewing, and exploring ways that audience, purpose, and context shape oral/written communication and media/technology. Writing instruction focuses on informational and creative writing as well as documented research with emphasis on mechanical correctness, fluency, and structure.

**10215X0C English I - Honors** **Credit: 1 unit** **Grade Level: 9**  
**(B, F, H) Course Length: Semester Prerequisite: None**

This honors course is designed to challenge students and prepare them for postsecondary experiences. The course delves into reading, writing, speaking and listening, and language. This challenging course concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types. This course also provides interpretive reading and discussions to improve the students' abilities to comprehend complex texts. Discussions require students to engage in meaningful communication for expressive, expository, argumentative, and literary purposes. This course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and writing. Writing and research are integrated into the reading instruction and require students to synthesize and evaluate information in various written formats. Review of grammar, mechanics, vocabulary, and usage are included as needed. **Pre-IB English I Honors may be offered at Fike High School.**

**10252X0CA2 English Applications II** **Credit: 1 unit** **Grade Level: 9**  
**(B, F, H) Course Length: Semester Prerequisite: None**

English Applications is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

**10222X0C English II** **Credit: 1 unit** **Grade Level: 10**  
**(B, F, H) Course Length: Semester Prerequisite: English I**

This academic course is designed to equip students with the level of literacy skills necessary for success in higher education, participation in vocational experiences, and functioning as informed citizens in a democratic society. The course addresses reading, writing, speaking and listening, and language. This course continues to build upon skills in reading, writing, speaking and listening, and language. Students will be expected to engage

in reading and to comprehend increasingly complex texts including literature, informational texts including influential historical documents, short stories, drama, poetry, and biographical works. Writing expectations include the writing of argumentative papers that reflect a strong command of grammar, usage, mechanical correctness, fluency, and structure. Students will also engage in research processes and utilize various documentation techniques. The North Carolina English II End-of-Course test will be administered at the conclusion of this test.

**10225X0C**      **English II – Honors**      **Credit: 1 unit**      **Grade Level: 10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English I**

This honors course is designed to challenge students and prepare them for postsecondary experiences. The course delves into reading, writing, speaking and listening, and language. The course provides a challenging study of literature, informational text, poetry, drama, biographical works, and influential historical documents. Students are expected to read and understand increasingly complex texts at the upper end of the tenth grade reading range and are required to take the North Carolina English II End-of-Course test. This course also provides challenging writing and speaking opportunities in preparation for education beyond high school. A review of grammar, mechanics, vocabulary, and usage is provided as needed. Students continue to explore language for expressive, informational, explanatory, critical, argumentative, and literary purposes with emphasis placed on informational text in preparation for the NC English II EOC. **Pre-IB English II Honors may be offered at Fike High School.**

**10232X0C**      **English III**      **Credit: 1 unit**      **Grade Level: 11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English II**

This academic course is designed to equip students with the level of literacy skills necessary for success in higher education, participation in vocational experiences, and functioning as informed citizens in a democratic society. The course addresses reading, writing, speaking and listening, and language. This course provides challenging writing and speaking opportunities with emphasis on composition, writing strategies, and revision techniques. Writing instruction at this level also focuses on mechanical correctness, fluency, and structure. Language study and grammar reviews are integrated with oral and written assignments. There is an emphasis on research writing and analyzing argumentative/persuasive devices in informational text.

**10235X0C**      **English III-Honors**      **Credit: 1 unit**      **Grade Level: 11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English II**

This honors course is designed to challenge students and prepare them for a postsecondary experience. This intense study of texts focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and writing. Reading, writing, and critical thinking skills will be developed through an intensive study of literature and informational texts. Students will spend time delving deep into textual analysis. They will analyze literary and informational texts using various critical lenses to produce written responses that demonstrate a high level of comprehension and understanding. There is a strong emphasis on research writing and analyzing argumentative/persuasive devices in informational text. This course encourages intellectual curiosity as students are expected to generate thought-provoking questions and topics and to research diverse sources. In this course, students continue to refine writing and speaking skills using processes which illustrate logical and analytical thinking. A review of grammar, mechanics, vocabulary, and usage are provided as needed.

**1A007X0**      **AP English III / Lang & Comp**      **Credit: 1 Unit**      **Grade Level: 11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English II**

The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. An AP English III course should help students move beyond such programmatic responses as the 5 paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs, and a conclusion. Students will be encouraged to place their emphasis on content, purpose, and audience and to allow

this focus to guide the organization of their writing. The culminating evaluation instrument will be the AP exam in May.

**10242X0C**      **English IV**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English III**

This academic course is designed to equip students with the level of literacy skills necessary for success in higher education, participation in vocational experiences, and functioning as informed citizens in a democratic society. The course addresses reading, writing, speaking and listening, and language, integrating all the language arts skills acquired throughout the students' education. Students will explore expressive, expository, argumentative, and literary texts and study the connections of themes, ideas, and movements. Emphasis is on argumentation by developing a position of advocacy through reading, writing, speaking and listening, and using media. Writing instruction focuses on mechanical correctness, fluency, and structure. Research skills are refined to prepare students for the world of work or for post-secondary education.

**10245X0C**      **English IV–Honors**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English III**

This honors course is designed to challenge students and prepare them for a postsecondary experience. This challenging course concentrates on developing reading, writing, and critical thinking skills through an intensive study of literature and appropriate written and oral responses. Literature is explored more widely and deeply including the use of more challenging print and non-print texts. Students will study literature, historical documents, informational texts, poetry, drama, biographical works, and historical documents. This course will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology. As students write, a review of grammar, mechanics, vocabulary, and usage is reviewed as needed.

*NOTE: Advanced Composition and AP English IV are paired courses; they must be taken together to complete the course of study. Students who register for Advanced Composition first semester must sign up for AP English IV second semester.*

**10255X0AC**      **Advanced Composition**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English III**

Advanced Composition is a course designed for able and ambitious students who accept the responsibility for their own learning and have advanced level skills in writing. Students will respond to a variety of writing prompts and read a number of literary masterpieces, some designed for the mature reader. The focus will be on interpretation, analysis, and synthesis of themes, philosophies, and techniques of major world writers. In addition, students will develop advanced level research skills. This course is designed for advanced level college bound students and is a prerequisite for AP English IV.

**1A017X0**      **AP English IV / Lit and Comp**      **Credit: 1 unit**      **Grade Level: 12**  
**Course Length: Semester**      **Prerequisite: English III, Advanced Composition**

Advanced Placement English is a college level course designed for able and ambitious students who accept the responsibility for their own learning. The course outline in each school follows the precepts of the College Entrance Examination Board. Students will be asked to read a wide range of literary masterpieces including works for mature readers. Each student will write essays about literary works to read; pursue independent study projects involving research and interpretation; analyze writers' themes, philosophies, and techniques; explicate poetry; and demonstrate a mature perception of fiction by discussing factual, psychological, technical, symbolic, and ideological values in selected works. The culminating evaluation instrument will be the Advanced Placement Examination, which all students must take in May to meet course requirements.



## SOCIAL STUDIES

## COURSE DESCRIPTION

**43032X0C**      **World History**      **Credit: 1 unit**      **Grade Level: 9**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

World History is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. A historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. World History provides the foundation that enables students to acquire this knowledge which will be used in the study of Civics and Economics and United States History.

**43035X0C**      **World History–Honors**      **Credit: 1 unit**      **Grade Level: 9**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

World History is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. A historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. World History provides the foundation that enables students to acquire this knowledge which will be used in the study of Civics and Economics and United States History. This course prepares students to expand their ability to think critically, write discussion and research papers, be able to lead discussions in the classrooms, and prepare for a course of study in the International Baccalaureate Programme. **Pre-IB World History Honors may be offered at Fike High School.**

**43182X0C**      **Founding Principles of USA and NC; Civic Literacy**      **Credit: 1 unit**      **Grade Level: 10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: World History**

**This course is effective with the incoming freshmen class of 2020-2021 and will replace Civics and Economics, Founding Principles in the social studies sequence.**

This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles as identified by N.C. Session Law 2019-82, House Bill 924. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own community and governance. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the United States Constitution.



**43185X0C**      **Founding Principles of USA and NC; Civic Literacy (H)**      **Credit: 1 unit**      **Grade Level: 10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: World History**

This course is effective with the incoming freshmen class of 2020-2021 and will replace Civics and Economics, Founding Principles in the social studies sequence

This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles as identified by N.C. Session Law 2019-82, House Bill 924. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own community and governance. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the United States Constitution.

**42092X0C**      **Civics and Economics, Found Principles**      **Credit: 1 unit**      **Grade Level: 10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: World History**

This class is replaced in the social studies sequence by Founding Principles of the United States of America and North Carolina; Civic Literacy, effective with the incoming freshmen class of 2020-2021.

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History. It is recommended that this tenth grade course directly precede the eleventh grade United States History survey course to maintain continuity and build historical perspective. As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political system, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

**42095X0C**      **Civics and Economics, Found Principles -Honors**      **Credit: 1 unit**      **Grade Level: 10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: World History**

This class is replaced in the social studies sequence by Founding Principles of the United States of America and North Carolina; Civic Literacy, effective with the incoming freshmen class of 2020-2021.

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History. It is recommended that this tenth grade course, Civics and Economics, directly precede the eleventh grade United States History survey course to maintain continuity and build historical perspective. As informed decision-makers, students will apply acquired knowledge to real-life experiences. When studying the legal and political system, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence. **Pre-IB Civics and Economics Honors may be offered at Fike High School.**

**43112X0C American History Credit: 1 unit Grade Level: 11-12**  
**(B, F, H) Course Length: Semester Prerequisite: Civics & Economics**

**This course is effective with the incoming freshmen class of 2020-2021 and will replace American History I in the social studies sequence.**

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, behavioral science (culture), and geography taught in grades kindergarten through eight as they examine American history. As well-rounded, productive citizens, students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

**43115X0C American History - Honors Credit: 1 unit Grade Level: 11-12**  
**(B, F, H) Course Length: Semester Prerequisite: Civics & Economics**

**This course is effective with the incoming freshmen class of 2020-2021 and will replace American History I in the social studies sequence.**

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, behavioral science (culture), and geography taught in grades kindergarten through eight as they examine American history. As well-rounded, productive citizens, students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

***NOTE: US History Seminar and AP United States History are paired courses; they must be taken together to complete the course of study. Students who register for the US History Seminar first semester must sign up for AP United States History second semester.***

**48005X0USS United States History Seminar Credit: 1 unit Grade Level: 11-12**  
**(B, F, H) Course Length: Semester Prerequisite: Civics & Economic**

United States History Seminar is the first half of a college level survey course in United States history. It is intended for able and ambitious students who are willing to study and learn on the college level. It requires active participation in class and extensive out-of-class reading and writing. This course is designed to give students a foundation in the subject of United States history and in major interpretive questions that derive from the study of selected themes.

**4A077X0**      **AP United States History**      **Credit: 1 unit**      **Grade Level: 11-12**  
**Course Length: Semester**      **Prerequisite: Civics & Economic**

Advanced Placement United States History is a college level survey course in United States history. Together with the United States History Seminar or another history elective, it fulfills graduation requirements in United States History as well as prepares students to take the national Advanced Placement United States Examination. Students who enroll in this course are expected to take the Advanced Placement United States History Examination. Successful performance on the exam earns college credit. Student requirements in Advanced Placement United States History will be demanding and will stress analysis of historical materials and synthesis and evaluation of ideas.

**4A017X0**      **AP European History**      **Credit: 1 unit**      **Grade Level: 10-12**  
**Course Length: Semester**      **Prerequisite: None**

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

**4A057X0**      **AP Psychology**      **Credit: 1 unit**      **Grade Level: 10-12**  
**Course Length: Semester**      **Prerequisite: None**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

**48002X0CE**      **Current Events**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to serve the student who wishes to become more familiar with current events. Emphasis is placed on analysis and discussion of current news events, their background and impact, comparison of the various media handling the news events, and study of the major individuals involved in the news.

**4A067X0**      **US Government and Politics – AP**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: Civics & Economic**

The AP U.S. Government and Politics course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policy making. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens. This course covers the following topics: 1) Constitutional Underpinnings of United States Government 2) Political Beliefs and Behaviors 3) Political Parties, Interest Groups, and Mass Media 4) Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts, 5) Public Policy, and 6) Civil Rights and Civil Liberties.

**4A007X0**      **Comparative Government & Politics – AP**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: Civics & Economics**

AP Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. For example, we only know that a country has a high population growth rate or serious corruption when we compare it to other countries. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems. By comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course should cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. By using these six countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings.

**4A097X0**      **World History, Modern – AP**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**4A027X0**      **Human Geography – AP**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: None**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

**43192X0**      **Economics & Personal Finance**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: American History**

The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Because the study of economics and personal finance is an integral part of the learning progression of each course, kindergarten through high school, this course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own financial literacy. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

# MATHEMATICS

# COURSE DESCRIPTION

**20202X0**      **Introductory Mathematics**      **Credit: 1 unit**      **Grade Level: 9**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Introductory Mathematics provides students a survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry concepts. Appropriate technology, from manipulatives to calculators, should be used regularly for instruction and assessment. The NCDPI Introductory Math Indicators show examples of the problems and tasks students should be able to do at the end of Introductory Mathematics.

**20902X0C**      **Foundations of NC Math I**      **Credit: 1 unit**      **Grade Level: 9**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Foundations of NC Math I focuses primarily on the study of algebra topics. It is designed for students who need additional preparation before they take NC Math I. Topics studied include: number sense for real numbers; studying patterns in data using scatter plots and tables; algebraic order of operations; algebraic properties; linear equations and graphs; linear inequalities; relations and functions; line-of-best fit; and probability. Appropriate technology, from manipulatives to graphing calculators and applications software, is used regularly for instruction and assessment. This course does not count as a math credit for graduation unless the student is exempt from the Future-Ready Core mathematics sequence.

**21092X0C**      **NC Math I**      **Credit: 1 unit**      **Grade Level: 9-10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

NC Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

**20912X0C**      **Foundations of NC Math II**      **Credit: 1 unit**      **Grade Level: 9-10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: NC Math I**

Foundations of NC Math II would serve as an introductory course to NC Math II. This course would be the first part of a 2-part series (Foundations of NC Math II & NC Math II) in which the curriculum could be explored at a slower pace.

**22092X0C**      **NC Math II**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: NC Math I**

NC Math II continues a progression of the standards established in NC Math I. In addition to these standards, NC Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

**22095X0C**      **NC Math II – Honors**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: NC Math I**

NC Math II - Honors continues a progression of the standards established in NC Math I. In addition to these standards, NC Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. This honors level course integrates a development of deductive reasoning, with students learning about a system of ideas. **Pre-IB NC Math II Honors may be offered at Fike High School.**

**23092X0C**      **NC Math III**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: NC Math II**

NC Math III progresses from the standards learned in NC Math I and NC Math II. In addition to these standards, NC Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles.

**23095X0C**      **NC Math III – Honors**      **Credit: 1 unit**      **Grade Level: 10-11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: NC Math II**

NC Math III progresses from the standards learned in NC Math I and NC Math II. In addition to these standards, NC Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. NC Math III also includes the geometric concepts of conics and circles. This course covers all topics usually taught in NC Math III but explores more thoroughly the study of the complex number system and the function concepts in algebra. The course is designed to give students a balance between theory and the theoretical applications of mathematics. Appropriate technology will be used for instruction and assessment. **Pre-IB NC Math III Honors may be offered at Fike High School.**

**24092X0C**      **NC Math IV**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: NC Math III**

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Pre-calculus or other advanced math courses.

**24015X0C**      **Discrete Mathematics for Comp Sci - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: NC Math III**

The purpose of Discrete Mathematics for Computer Science is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

**2A037X0**      **AP Statistics**      **Credit: 1 unit**      **Grade Level: 11-12**  
**Course Length: Semester**      **Prerequisite: NC Math III**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns; Sampling and Experimentation: Planning and conducting a study; Anticipating Patterns: Exploring random phenomena using probability and simulation; Statistical Inference: Estimating population parameters and testing hypothesis. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college course.

**2A047XO**      **AP Pre-Calculus**      **Credit: 1 unit**      **Grade Level 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: NC Math III**

AP Precalculus will cover polynomial and rational functions, exponential and logarithmic functions, and trigonometric and polar functions. Functions involving parameters, vectors, and matrices are taught at local

discretion and not included on the exam. Students are required to take the Advanced Placement Examination for AP Precalculus.

<b>28005X0CC</b> <b>(B, F, H)</b>	<b>Calculus – Honors</b> <b>Course Length: Semester</b>	<b>Credit: 1 unit</b> <b>Prerequisite: Pre-Calculus Honors</b>	<b>Grade Level: 11-12</b>
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Calculus Honors is a one semester honors level course which focuses on differentiation and the applications of the derivative. The course explores limit theory and continuity of functions, including algebraic and transcendental functions. Applications, including velocity and acceleration, related rates and maxima-minima problems are investigated analytically, numerically, and graphically.

<b>2A007X0</b>	<b>AP Calculus - AB</b> <b>Course Length: Semester</b>	<b>Credit: 1 unit</b> <b>Prerequisite: Calculus - Honors</b>	<b>Grade Level: 12</b>
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Calculus is the study of motion; specifically, the student learns about slopes and rates of change of algebraic and transcendental functions. Much emphasis is placed on limits and their applications to calculus. Students are required to take the Advanced Placement Examination for Calculus AP.

# SCIENCE

# COURSE DESCRIPTION

**35012X0C**      **Earth/Environmental Science**      **Credit: 1 unit**      **Grade Level: 9-10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

The earth/environmental science course focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system.

**35015X0C**      **Earth and Environmental Science-Honors**      **Credit: 1 unit**      **Grade Level: 9-10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

The earth/environmental science honors course focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. This course takes a more detailed analysis of the earth and its environment than the standard level course as students learn how the laws of matter and energy affect environmental change. **Pre-IB Earth and Environmental Science Honors may be offered at Fike High School.**

**33102X0C**      **Life Science**      **Credit: 1 unit**      **Grade Level: 9**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: None**

Students in high school develop understanding of key concepts that help them make sense of life science. The ideas are building upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are five life science topics in high school: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. While the performance expectations in high school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices underlying the performance expectations.

**33202X0C**      **Biology**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Earth/Environmental Science**

This course gives students a general study of the biological processes of all living organisms. Laboratory experiences are an integral part of this course. Students who have a moral objection to animal dissections that may be part of this course may select to do an alternate assignment.

**33205X0C**      **Biology-Honors**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Earth/Environmental Science**

This course gives students a general study of the biological processes of all living organisms. Laboratory experiences are an integral part of this course. It provides an in-depth study of biological concepts aimed at preparing the academically-inclined student for more advanced biological study. Students who have a moral objection to animal dissections that may be part of this course may select to do an alternate assignment. **Pre-IB Biology Honors may be offered at Fike High School.**

**33215X0C**      **Biology II – Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Biology I**

This course will be an extension and in-depth investigation of topics covered in the general Biology course. Students will further explore topics related to genetics, forensics, bio-manufacturing, and ecology. Other topics may include comparative vertebrate anatomy, behavioral psychology, and fitness as it relates to human physiology. Emphasis will be placed on real world applications within career fields through laboratory



investigations, technology-based activities, and student research and presentations. In this course, students will be introduced to and prepare for STEM related majors and careers.

**34102X0C**      **Physical Science**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Earth/Environmental Science**

This introductory science course covers the general principles of matter, atomic structure, and quantitative analysis. Laboratory experiences are an integral part of this course. It provides a foundation in physical science to all students, including those who plan to take chemistry.

**34202X0C**      **Chemistry**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Math III**

This course is designed to provide a sound background in chemistry. The subject is taught at a standard pace and the theoretical depth of the material focuses on relative concepts in the Chemistry Honors course.

**34205X0C**      **Chemistry–Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Math III**

This introductory science course covers the general principles of matter, atomic structure, and quantitative analysis. Laboratory experiences are an integral part of this course. It is designed for the more academically inclined student who plans to take honors physics in high school. Competence in mathematical skills is necessary to successfully complete this course. **Pre-IB Chemistry Honors may be offered at Fike High School.**

**33302X0C**      **Anatomy and Physiology**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F)**      **Course Length: Semester**      **Prerequisite: Biology**

This course would provide detailed analysis of the circulatory, respiratory, digestive, excretory and immune systems of the human body.

**33355X0C**      **Anatomy Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Biology and Physical Science or Chemistry**

This course would give an in-depth look at cell and tissue structure. An overview of all human body systems would be covered with detailed analysis of the functioning of the nervous, muscular and endocrine systems. Students who have a moral objection to animal dissections that may be part of this course may select to do an alternate assignment.

**33705X0**      **Microbiology Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F)**      **Course Length: Semester**      **Prerequisite: Biology and Chemistry**

This course emphasizes laboratory work extensively with the development of critical thinking to better understand the living world. The science of microbiology is the study of microorganisms and their importance in nature. You will study the detrimental and beneficial effects on man, and the physical and chemical changes they promote in our environment. A major emphasis in this course will be placed on the understanding of the metabolism of microorganisms and their genetics. There will be the removal and analysis of DNA from cow spleen, the genetic transformation of E. Coli, and the electrophoresis analysis of DNA specimens. You must be able to perform the microbiological identification of unknown specimens as part of the final exam.

**3A007X0**      **AP Biology**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Biology and Chemistry**

This course includes those topics regularly covered in college biology courses. The course outline follows that recommended by the College Entrance Examination Board with emphasis on the areas of molecules and cells, genetics and evolution, and organisms and populations. The laboratory work includes, but is not limited to, the twelve laboratory exercises that appear in the *Advanced Placement Biology Laboratory Manual*. Students are

required to take the Advanced Placement Examination for AP Biology. Students who have a moral objection to animal dissections that may be part of this course may select to do an alternate assignment.

**3A027X0**      **AP Environmental Science**      **Credit: 1 unit**      **Grade Level: 11-12**  
**Course Length: Semester**      **Prerequisite: Biology and Chemistry**

AP Environmental Science is an interdisciplinary course that embraces a wide variety of topics from different areas of study. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them

**3A017X0**      **AP Chemistry**      **Credit: 1 unit**      **Grade Level: 11-12**  
**Course Length: Semester**      **Prerequisite: Chemistry and Math III**

With the ever-increasing need for innovators, problem finders, and designers of materials, pharmaceuticals, and even new fuels, comes the need for individuals skilled in the science practices and knowledgeable about chemistry. The redesigned Advanced Placement (AP) Chemistry course provides students with training for such knowledge and skills through guided inquiry labs, a more focused curriculum on content relevant to today's problems, and an exam that assesses students' mental models of the particulate nature of matter instead of memorization of rules to understand chemistry. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course is taken with the idea in mind that students will take the AP Exam to receive college credit or placement at the student's college of choice. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. Such credit and placement tied to the AP Chemistry exam could lead to students' readiness for and engagement in the study of advanced topics in subsequent college courses and eventually the achievement of a STEM degree and successful career.

**34305X0C**      **Physics – Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Math III**

Physics is the study of fundamental laws that govern how matter and energy react in the universe. The topics include motion, force, gravity, momentum, energy, heat, fluids, waves, light, optics, electricity and magnetism. Practical applications of physics will be emphasized. Laboratory experiences are an integral part of this course.

# **INTERNATIONAL BACCALAUREATE**

**Ralph L. Fike High School is an International Baccalaureate Programme world school. Students, living in other attendance zones, interested in participating in the IB program will be allowed to transfer to Fike High School for this purpose.**

The International Baccalaureate (IB) Programme is a four-year curriculum, two years in Wilson County Schools Honors courses and two years in a college level IB diploma curriculum that challenges students and promotes international understanding and international-mindedness. It leads to the International Baccalaureate Diploma.

The International Baccalaureate Programme is comprehensive and is designed to provide students with a balanced education. The subjects that comprise the core of the IB curriculum are arranged according to six groups and include the following: languages, social sciences, experimental sciences, mathematics, arts and electives. Students are required to select one subject from each of the six subject groups. In each IB subject, students complete internal assessments of subject matter, and then sit for an external IB exam in each subject.

The International Baccalaureate Diploma Programme is open to all students seeking a challenging and rigorous educational experience with a unique international cross-curricular focus and exceptionally high standards for achievement. In addition to courses and exams in the six subject areas, students are required to satisfactorily complete the Theory of Knowledge course, write an Extended Essay, and participate in CAS (Creativity, Action, and Service) activities in order to earn the IB Diploma.

The two levels of courses in the International Baccalaureate Programme are HL – Higher Level (240 hours) and SL – Standard Level (150 hours). Three or four of the six subject groups are taken at the higher level, the others at standard level.

The minimum courses a student needs to have successfully completed in order to enter IB are

- English I, II
- Math I, II, III
- Civics
- World History
- Earth & Environmental
- Biology
- Chemistry
- Spanish I, II, III

It is strongly recommended that students complete the courses at Pre-IB / Honors level where they are available. Students are encouraged to have completed Pre-Calculus in addition to Math I, II, and III.

## The IB Learner Profile

### **IB learners strive to be:**

- Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach Complex problems, and make reasoned, ethical decisions.
- Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- Principle** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# INTERNATIONAL BACCALAUREATE PROGRAMME COURSES

## GROUP 1: LANGUAGE A1

### IB ENGLISH (HL)

**1I038X0C1**      **IB English III**

**1I038X0C2**      **IB English IV**

**(F)**              **Course Length: Year Long**

**Credit: 2 units**

**Grade Level: 11 - 12**

**Prerequisite: English II (Honors recommended)**

The focus of this two-year study includes emphasis on all forms and genres of literature (novel, short story, play, essay, poetry, etc.) as material for study. The first year of study is completed in the junior year with a partial concentration on American literature. The second part of IB English is completed in the senior year and continues to develop themes begun in the first year of the course with a partial concentration on British and World literature. Students concentrate on an in-depth analytical study of major works of literature selected from an IB prescribed list of authors, genres, and time periods. Throughout the two years, students are involved in extensive reading and writing.

Students prepare papers for external examiners and for the higher level oral and written examinations at the end of the two years of literary study. The first year of study fulfills the requirements for NC English III. The second year of study fulfills the requirements of NC English IV. Each student enrolled is required to take the Language A1 International Baccalaureate Exam for English at the higher level, which is administered in May of the senior year.

**0I018X0C**      **IB Theory of Knowledge**

**(F)**              **Course Length: Year Long**

**Credit: 1 unit**

**Grade Level: 12**

**Recommended: English III-Honors**

The IB Theory of Knowledge course challenges IB students in the areas of critical thinking and integration of knowledge. The focus of TOK is studying “what we know” in the various fields of knowledge and “how we know it”. Students develop a critical awareness of the fields of knowledge; study the procedures, processes and methodologies of each field; learn to recognize biases inherent in each discipline; and appreciate the importance of inquiry as a basis for knowledge. Students will focus on identifying and creating knowledge issues from real world situations. Students must complete a 1200-1600 word essay on a prescribed title developed by the IBO. Students must also develop an original 20 minute presentation on a knowledge issue derived from a real-life situation.

## GROUP 2: LANGUAGE B

### IB SPANISH (SL)

**1I158X0C1**      **IB Spanish IV**

**1I158X0C2**      **IB Spanish V**

**(F)**              **Course Length: Year Long**

**Credit: 2 units**

**Grade Level: 11 - 12**

**Prerequisite: Spanish III-Honors**

The first part of IB Spanish (SL) will provide opportunities for students to expand their language skills through practical application of aspects of grammar, civilization, literature and current topics. Refinement of language structures as they relate to syntax and phonological patterns will be analyzed in the context of lessons and student-generated essays.

The second part of this course will include the reading of various literary selections from authors included in the International Baccalaureate list and through current relevant cultural and political issues. Cultural information will be used for oral discussions, presentations, debates, compositions, and a variety of other classroom activities conducted entirely in Spanish. Each student enrolled is required to take the International Baccalaureate Exam for Spanish at the standard level, which is administered in May of the senior year.

## GROUP 3: INDIVIDUALS AND SOCIETIES (HL)

**4I008X0C1**      **IB History of the Americas (HL)**      **Credit: 1 unit**      **Grade Level: 11**  
(F)      **Course Length: Year Long**      **Prerequisite: Civics and Econ and World History (H)**

IB History of the Americas is the first year course of the two year IB History program. The first year course of the two year IB History program requires students to complete at least three in-depth studies of selected topics surveying the political, economic, and social history of countries located in North America and South America from the colonial period to present. As a chronologically based integrated study, the course allows for comparative analysis of people, ideas, and events in different sections of the Americas over time. The course of study requires students to read widely from both standard and supplementary texts and requires students to go beyond simple narratives to comparison analysis. Students enrolled in IB History of the Americas are expected to remain on track to complete the requirements of the IB History program with IB Twentieth Century World History Topics.

**4I178X0**      **IB History (SL)**      **Credit: 1 unit**      **Grade Level: 12**  
(F)      **Course Length: Year Long**      **Prerequisite: IB History of the Americas**

IB History SL is the second year course of the two year IB History program. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

**Students enrolled in IB History are required to complete a Historical Investigation and to take the IB Exam for History at the higher level which is administered in May of the senior year.**

## GROUP 4: EXPERIMENTAL SCIENCES

### IB BIOLOGY (HL)

**3I018X0C1**      **IB Biology I**      **Credit: 2 units**      **Grade Level: 11 - 12**  
**3I018X0C2**      **IB Biology II**      **Prerequisite: Biology (H) and Chemistry (H)**  
(F)      **Course Length: Year Long**

These IB Biology courses develop the student's understanding of the concepts and topics of biology through a coherent conceptual framework utilizing the unifying constructs in biology. Students will achieve their understanding through shared knowledge, observation, experimentation, and application. Classroom instruction will be supplemented with laboratory experiences, projects, independent research and discussions of current events to prepare students with a solid foundation in the biological sciences. Each student enrolled is required to take the International Baccalaureate Exam in Biology at the higher level, which is administered in May of the senior year. Students who have a moral objection to animal dissections that may be part of this course may select to do an alternate assignment.

### IB CHEMISTRY (HL)

**3I038X0C1**      **IB Chemistry I**      **Credit: 2 units**      **Grade Level: 11 - 12**  
**3I038X0C2**      **IB Chemistry II**      **Prerequisite: Biology (H) and Chemistry (H)**  
(F)      **Course Length: Year Long**

These IB Chemistry courses are designed to provide the serious science minded student with opportunities for scientific study, development of experimental and investigative scientific skills, and understanding of the scientific methods. The course builds upon the foundation of chemistry with increased emphasis on organic chemistry, quantitative and qualitative analysis, thermochemistry, electrochemistry, and bonding energies. Topics to be covered include scientific writing dealing with chemistry and its global effect, studies of reactions

including organic, inorganic and acid/base and kinetics and bonding. Students will explore at least two of the following options: Modern analytical chemistry, medicines and drugs, environmental chemistry, food chemistry, and further organic chemistry. Students will also take part in further laboratory investigations to strengthen their knowledge of chemistry and experimental practice. Each student enrolled is required to take the International Baccalaureate Exam in Chemistry at the higher level, which is administered in May of the senior year.

## **GROUP 5: MATHEMATICS**

<b>2I068X0C1</b>	<b>IB Mathematics: Analysis &amp; Approaches (SL)</b>		
<b>2I068X0C2</b>	<b>IB Mathematics: A &amp; A II (SL)</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 11-12</b>
<b>(F)</b>	<b>Course Length: Year Long</b>	<b>Prerequisite: Pre-Calculus I Honors</b>	

IB Mathematics: Analysis & Approaches (SL) is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.

## **GROUP 6: ARTS AND ELECTIVES**

<b>4I098X0C1</b>	<b>IB Psychology (SL)</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 11</b>
<b>(F)</b>	<b>Course Length: Year Long</b>	<b>Prerequisite: None</b>	

IB Psychology (SL) approaches the study of human behavior and mental processes through biological, cognitive, and socio-cultural perspectives. Students will study the historical development of psychology and the different theoretical approaches to understanding behavior. Students will be introduced to methods of scientific psychological inquiry, some involving ethical experimentation while others involve simple observation. Additionally, students will study two or more of the following options: Abnormal psychology, developmental psychology, health psychology, psychology of human relationships, and/or sports psychology. Students will engage in further guided research by conducting an experimental study and producing a report describing the results of the study. Students enrolled in IB Psychology (SL) will be required to take the IB exam for psychology, which is administered in May of the junior year.

# AP Capstone Program

**James B. Hunt High School is an AP Capstone Program school. Students, living in other attendance zones, interested in participating in the AP Capstone program will be allowed to transfer to Hunt High School for this purpose.**

AP Capstone is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the discipline-specific study in other AP courses. Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.

In addition to the two AP courses listed below, which are offered only at Hunt High School, **all** Wilson County Schools high schools are afforded the opportunity to offer a full complement of AP courses. Those courses and course descriptions can be found in the department specific sections of this document.

<b>0A017X0 (H)</b>	<b>AP Seminar Course Length: Year Long</b>	<b>Credit: 1 unit Prerequisite: None</b>	<b>Grade Level: 10-11</b>
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AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

<b>0A007X0 (H)</b>	<b>AP Research Course Length: Year Long</b>	<b>Credit: 1 unit Prerequisite: AP Seminar</b>	<b>Grade Level: 12</b>
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AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.



## SECOND LANGUAGES

## COURSE DESCRIPTION

**11412X0C**      **Spanish I**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Recommendation: Proficiency in English at grade level**

A study of Level I of a second language focuses on the following sequence: Listening, speaking, reading, and writing. The student learns correct pronunciation by listening to the teacher and recorded materials. He/she speaks the language by imitating the teacher and recorded materials. The student reads the language within a limited but practical vocabulary and writes whatever he/she learns to speak. By the end of the first semester of language study, the student is expected to understand, speak, read and write, in the target language, words and phrases related to his/her immediate needs. The student is also introduced to the cultures and civilizations of the countries whose language is being studied.

**11422X0C**      **Spanish II**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Spanish I**

Development and maintenance of aural-oral reading and writing skills are emphasized so that by the end of the second year of language study, the student is expected to be able to understand, speak, read and write, in the target language, words, phrases and simple sentences relating to basic survival needs and limited social needs. Study continues of the cultures and civilizations of the countries whose language is being studied. Practice in the four basic skills is continued, and more advanced and sophisticated use of the language is introduced so that by the end of the second year of language study, the student is expected to understand and speak the language sufficiently to carry on face-to-face conversations, comprehend printed material for informative or social purposes, and write short paragraphs on familiar topics. More in-depth study of the cultures and civilizations of the countries whose language is being studied is stressed.

**11435X0C**      **Spanish III–Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Spanish II**

Practice in the four basic skills is continued, and more advanced and sophisticated use of the language is introduced and comprehend printed material for informative or social purposes, and write short paragraphs on familiar topics. More in-depth study of the cultures and civilizations of the countries whose language is being studied is stressed. This course will prepare students to meet the foreign language requirements of the International Baccalaureate Programme.

**11445X0C**      **Spanish IV–Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Spanish III Honors**

Practice in the four basic skills is continued and refined so that by the end of the fourth year of language study, the student is expected to understand and participate in conversations about most survival needs and some topics beyond those needs which utilize familiar vocabulary and common verb forms. The student is also expected to be able to read and write material meant for personal communication, information or recreational purposes. Study of the cultural aspects of the countries whose language is being studied continues and some representative literary works are studied.

**11455X0C**      **Spanish V–Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Spanish IV–Honors**

This course is a continuing study of the four basic skills of communication with a concentration on speaking and writing. By the end of the semester, students should be able to converse with a native speaker. The student should be able to express desires and opinions in both oral and written form.

**1A087X0**      **Spanish Language & Culture - AP**      **Credit: 1 unit**      **Grade Level: 11-12**  
**Course Length: Semester**      **Prerequisite: Spanish V or Teacher Recommendation**

The AP Spanish Language and Culture course is comparable to a high intermediate or advanced low level college or university Spanish language course. Emphasizing the use of Spanish for active communication in real life tasks, it focuses on developing your abilities in the three modes of communication (Interpretive, Interpersonal, and Presentational) and strengthening your cultural competencies through theme-based instruction based on a variety of authentic resources, such as: newspapers, magazines, podcasts, blogs, advertisements, television programs, films, music, video clips, and literature, Grammar and vocabulary are developed through contextualized study. The course objectives are to help you: 1) Understand Spanish spoken by native speakers at a natural pace, with a variety of regional pronunciations 2) Develop the ability to interpret audio, audio-visual and written authentic sources in Spanish without dependence on a dictionary 3) Engage in active two way conversations in Spanish using appropriate register and communication strategies 4) Present your opinions and viewpoints, develop arguments and express yourself by describing, narrating, and inquiring in Spanish, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts 5) Understand the significance of an array of cultural products, practices and perspectives from around the Spanish- speaking world and make comparisons of them to those in your own community.

# CAREER-TECHNICAL EDUCATION COURSE DESCRIPTION

## CAREER DEVELOPMENT

**CC450X0C Career Management Credit: 1 unit Grade Level: 9-12**  
**(B, F, H) Course Length: Semester Prerequisite: None**

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

## BUSINESS EDUCATION

**BB302X0C Business Law Credit: 1 unit Grade Level: 11-12**  
**(B, F, H) Course Length: Semester Prerequisite: Principles of Business and Finance**

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

**BA102X0C Accounting I Credit: 1 unit Grade Level: 10-12**  
**(F, H) Course Length: Semester 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. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**BA205X0C Accounting II - Honors Credit: 1 unit Grade Level: 11-12**  
**(F, H) Course Length: Semester Prerequisite: Accounting I**

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

**BM105X0C**      **Microsoft Word and PowerPoint - Honors**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Art and English language arts are reinforced.

**BM205X0C**      **Microsoft Excel - Honors**      **Credit: 1 unit**      **Grade Level 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Students in Microsoft Imagine Academies benefit from world-class Microsoft curriculum and cutting edge software tools to tackle real-world challenges in the classroom environment. This class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematics is reinforced.

**BP012X0C**      **Introduction to Computer Science**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to introduce students to coding and computer science by way of making and designing using the revolutionary new micro: bit microcontroller board and Microsoft's easy and powerful MakeCode block-based coding environment. This course is project-based with a maker philosophy at its core. The idea is that by making physical objects, students create a context for learning coding and computer science concepts. Strong communication skills are necessary and English language arts, mathematics, and computer science standards are reinforced.

**BP145X0C**      **Python Programming I - Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematics is reinforced.

**BP165X0C**      **Python Programming II - Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: Python Programming I**

This course will prepare students for jobs and careers connected with widely understood software development, which includes not only creating the code itself as a junior developer, but also computer systems design and software testing. Students will be guided to a level of Python programming knowledge which will allow them to design, write, debug, and run programs encoded in the Python language, and to understand the basic concepts of software development technology. In addition, students will learn IoT (Internet of Things) skills which can help transform any business in any industry, from manufacturing to saving endangered species. Students will apply basic programming (using Python) to support IoT devices. This course will prepare students for taking the PCAP: Certified Associate in Python Programming certification exam. Associate certification scaffolds to certification as a Certified Expert in Python Programming.

**BP415X0C**      **Computer Science I - Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Computer Science I is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather

than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

**BP425X0C**      **Computer Science II - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      Prerequisite:      **Computer Science I**

Computer Science II continues developing the concepts introduced in the prerequisite course, Computer Science I, introducing students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. Strong communication skills are necessary and English language arts, mathematics, and computer science standards are reinforced.

**0A027X0**      **Computer Science Principles - AP**      **Credit: 1 unit**      **Grade Level: 11 - 12**  
**(B, F, H)**      **Course Length: Semester**      Prerequisite:      **Computer Science I**

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Teachers have the flexibility to choose a programming language(s) that is most appropriate for their students to use in the classroom.

**BF102X0C**      **Business Essentials**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      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. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**II412X0C**      **Adobe Visual Design I**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      Prerequisite:      **None**

In this course, students develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin exploring the career areas that interest them in visual design. This course is aligned to the Adobe Certified Associate Photoshop and Adobe Certified Associate Illustrator certification. English language arts are reinforced.

**II422X0C**      **Adobe Visual Design II**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Adobe Visual Design I**

This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs. This course is aligned to the Adobe Certified Associate InDesign certification, and also integrates Adobe Photoshop and Adobe Illustrator skills. English language arts are reinforced.

## **MARKETING EDUCATION**

**MM512X0C**      **Marketing**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: None**

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

**MM515X0**      **Marketing - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: None**

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

**ME112X0C**      **Entrepreneurship I**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. 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 will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

**ME125X0C**      **Entrepreneurship II - Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Entrepreneurship I**

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

**MH312X0C**      **Sport and Event Marketing I**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Marketing I**

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education,

entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**MH325X0C**      **Sport and Event Marketing II - Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Sport and Event Marketing I**

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

**MH422X0C**      **Hospitality and Tourism**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Marketing or Event Marketing or Bus Essentials**

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

**MI212X0C**      **Fashion Merchandising**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for entry-level fashion retail work or post-secondary education. English, mathematics, social studies, and technology are reinforced.

## **FAMILY AND CONSUMER SCIENCES**

**FN412X0C**      **Food and Nutrition I**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: None**

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

**FN422X0C**      **Food and Nutrition II - Enterprise**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Foods I or Culinary Arts and Hospitality I**

In this course students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community

Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**FE602X0C**      **Child Development**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: None**

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**FE112X0C**      **Early Childhood Education I**      **Credit: 2 units**      **Grade Level: 11-12**  
**(H)**      **Course Length: Year**      **Prerequisite: Child Development**

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

**FE125X0C**      **Early Childhood Education II - Honors**      **Credit: 2 units**      **Grade Level: 11-12**  
**(H)**      **Course Length: Year**      **Prerequisite: Early Childhood Education I**

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, career development and professionalism. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

**FC135X0C**      **Counseling and Mental Health I**      **Credit: 1**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the lifespan. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships. English/language arts, social studies, and technology are reinforced.

## **HEALTH OCCUPATIONS**

*Note: Work-based learning experiences are an integral part of a comprehensive health occupations program. Participating health agencies may require testing for tuberculosis, hepatitis, and/or other diseases, and a criminal record check for felonies related to drugs.*

**HB112X0C**      **Biomedical Technology**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Health Science I**

This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course.



**HU102X0C**      **Foundations of Health Science**      **Credit: 1 unit**      **Grade level: 9-11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

**HU402X0C**      **Health Science I**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Foundations of Health Science**

This course is developed to focus on human anatomy, physiology and human body diseases and disorders, and recognizing and responding to first aid emergencies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

**HU425X0C**      **Health Science II - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Health Science I**

This course is developed to help students expand their understanding of the healthcare industry; including: employability skills, safety and infection control procedures, and clinical skills used by allied health professionals. In addition, students will demonstrate their understanding of the cardiovascular and respiratory systems by applying BLS CPR skills. Projects, teamwork, and demonstrations serve as instructional strategies to reinforce the curriculum content. English language arts and science are reinforced in this course.

**HH325X0C**      **Pharmacy Technician - Honors**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: Health Science II or Biomedical Tech**

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, internship, or mentorship. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is accredited by the Accreditation Council for Pharmacy Education (APCE). Upon successful completion of this course and after graduation, the student is eligible to take the [Pharmacy Technician Certification Board](#) (PTCB) exam. Chemistry and a 4<sup>th</sup> Level Math are recommended as preparation for this course.

## **AGRICULTURAL EDUCATION**

**AA212X0C**      **Animal Science I**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: None**

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

**AA225X0C**      **Animal Science II - Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: Animal Science I**

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

**AA235X0C**      **Animal Science II; Small Animal - Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Animal Science II**

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

**AS312X0C**      **Agricultural Mechanics I**      **Credit: 1 unit**      **Grade Level: 9-10**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: None**

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**AS325X0C**      **Agricultural Mechanics II - Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: Agricultural Mechanics I**

In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**AS335X0C**      **Agri Mechanics II-Small Engines-Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Agricultural Mechanics I**

This course is provided for the upper-level agricultural mechanics student who wishes to apply the basic knowledge of small engines acquired through online Briggs and Stratton training modules delivered by the agricultural education teacher in a shop setting. The course is intended to provide students with experiential

learning opportunities as they perform "hands-on" skills specified in the curriculum under the direct supervision of the agriculture teacher. This "learning to do" philosophy will enable students to understand curriculum content so that they may pass the Briggs and Stratton Competency Exam and receive certification from Briggs and Stratton. English, language arts, mathematics, and science are reinforced.

**AP412X0C Horticulture I Credit: 1 unit Grade Level: 9-10**  
**(B, H) Course Length: Semester Prerequisite: None**

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

**AP425X0C Horticulture II – Honors Credit: 1 unit Grade Level: 10-12**  
**(B, H) Course Length: Semester Prerequisite: Horticulture I**

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

**AP445X0C Horticulture II : Landscaping - Honors Credit: 1 unit Grade Level: 10-12**  
**(B, H) Course Length: Semester Prerequisite: Horticulture II**

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

**AA415XOC Veterinary Assisting Credit: 1 unit Grade Level: 11-12**  
**(B, H) Course Length: Semester Prerequisite: Animal Science II Food Animal or Animal Science II Companion**

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

## TRADE AND INDUSTRIAL EDUCATION

**IT112X0C**      **Automotive Services Fundamentals**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: None**

This course introduces automotive safety, basic automotive terminology, system and component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing and use of service information. Also careers in various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**IT162X0C**      **Automotive Service I**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Introduction to Automotive Service**

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drivetrain, engine, HVAC, and steering and suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Work-based learning strategies for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**IT175X0C**      **Automotive Service II - Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Automotive Service I**

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

**IT185X0C**      **Automotive Service III - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Automotive Service II**

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

<b>IC002X0C</b>	<b>Core and Sustainable Construction</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 9-12</b>
<b>(B, F)</b>	<b>Course Length: Semester</b>	<b>Prerequisite: None</b>	

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs and an additional Green module. The course content includes basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawings - blueprints, material handling, basic communication skills, and basic employability skills. "Your Role in the Green Environment" is an additional Green module and is "Supplemental. If the decision is made to teach this model, its content will provide students with instruction in the green environment, green construction practices, and green building rating systems, and will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

<b>IC212X0C</b>	<b>Carpentry I</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 9-11</b>
<b>(B, F)</b>	<b>Course Length: Semester</b>	<b>Prerequisite: Core and Sustainable Construction</b>	

This course is designed for students to develop basic carpentry terminology and technical aspects of carpentry with emphasis on the development of introductory skills to include orientation to the trade, building materials, fasteners, and adhesives, hand and power tools, reading construction drawings, specifications, and layouts, floor system construction procedures, wall systems, and basic stair layout. English language arts and mathematics are reinforced.

<b>IC225X0C</b>	<b>Carpentry II - Honors</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 10-12</b>
<b>(B, F)</b>	<b>Course Length: Semester</b>	<b>Prerequisite: Carpentry I</b>	

This course is designed for students to further develop skills mastered in Carpentry I and provide an emphasis on ceiling joist and roof framing procedures, residential roofing applications, thermal and moisture protection, building envelope systems, and residential exterior finishing. English language arts and mathematics are reinforced.

<b>IC235X0C</b>	<b>Carpentry III - Honors</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 10-12</b>
<b>(B, F)</b>	<b>Course Length: Semester</b>	<b>Prerequisite: Carpentry II</b>	

This is designed for students to further develop skills mastered in Carpentry II and develop advanced technical aspects of carpentry with the emphasis on commercial drawings, cold-formed steel framing construction methods, drywall installations, drywall finishing procedures, doors, and door hardware installation, and windows, door, floor and ceiling trim procedures. The Weatherization Module is also included in the course as a "Supplemental" Module. English language arts and mathematics are reinforced.

<b>IC612X0C</b>	<b>Drafting I</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 10-12</b>
<b>(F, H)</b>	<b>Course Length: Semester</b>	<b>Prerequisite: None</b>	

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

<b>IC625X0C</b>	<b>Drafting II-Architectural-Honors</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 11-12</b>
<b>(F, H)</b>	<b>Course Length: Semester</b>	<b>Prerequisite: Drafting I</b>	

This course focuses on the principles, concepts of architectural design, and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans, foundation plans, wall sections, and elevation drawings. An understanding

of 3D CAD concepts and terms, and the use of 3D CAD software such as REVIT, are essential to this course, and the required method of producing finished drawings. English language arts, mathematics, and science are reinforced.

**IC635X0C**      **Drafting III Architectural - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Drafting II–Architectural**

This course introduces students to advanced architectural design concepts, and Building Information Modeling (BIM). Emphasis is placed on the continued use of 3D CAD tools and software such as REVIT, in the design and execution of site and foundation plans, electrical/lighting plans, stair/railing design, bath and kitchen details, multi-level floor systems, site development, renderings, and walkthroughs, as well as small commercial building and design. English language arts, mathematics, and science are reinforced.

**IV225X0C**      **Drafting II-Engineering-Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Drafting I**

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include covering advanced levels of Engineering Drafting and Design, Career Opportunities, Problem Solving, Manufacturing Processes, Parametric- Solid Modeling, Dimensioning and Tolerancing, Working Drawings, and 3D modeling. English language arts and mathematics are reinforced.

**IV235X0C**      **Drafting III Engineering - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Drafting II- Engineering**

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include covering advanced levels of Engineering Drafting and Design, Employment Requirements, Engineering Design Concepts and Principles, Advanced Manufacturing Processes, Advanced Parametric-Solid Modeling, Geometric Dimensioning and Tolerancing, Work Drawings, and Assemblies, 3D Modeling, Sheet Metal Parts, and Professional Portfolio. English language arts and mathematics are reinforced.

**ID115X0C**      **Drone Technology I**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B,F,H)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to provide students basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. The Small UAS rule adds a new part 107 to Title 14 Code of Federal Regulations (14 CFR) to allow for routine civil operation of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and flight mapping software. Minimum 16 age requirement for enrollment by the end of the course due to FAA Part 107 U.S. Commercial Drone Pilot Certification age requirement. English language arts are reinforced.

**IP412X0C**      **Law and Justice I**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: None**

Students desiring to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course is aligned to an industry-recognized certification in Basic Law Enforcement Knowledge for those desiring a career in Law enforcement. The course discusses the history and development of law enforcement in the United States, components of the criminal

justice system, including the roles and responsibilities of the police, courts, and corrections, and classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Career planning and employability skills will be emphasized. English language arts are reinforced.

**IP425X0C**      **Law and Justice II - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: Law Enforcement I**

This course emphasizes "need-to-know" information for protection officers throughout the security industry and is aligned to the International Federation of Protection Officers (IFPO) certification as a Certified Protection Officer (CPO). Course content includes Foundations in Law Enforcement and Protective Services, Communications in Law Enforcement and Protective Services, Protection Officers Functions, Crime Prevention and Physical Security, Safety and Fire Protection, Information Protection, Deviance Crime and Violence, Risk and Threat Management, Procedures in Investigations, Legal Aspects of Security, Procedures for Officer Safety and Uses of Force, and Procedures for Relations with Others. English language arts are reinforced.

**IC115X0C**      **Masonry I**      **Credit: 1 Unit**      **Grade Level: 10-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: IC00 Construction Core**

This course covers basic masonry terminology and develops technical aspects of the masonry industry with emphasis on the development of introductory skills to include the introduction to masonry, masonry tools and equipment, measurement, drawings and specifications, mortar procedures, and masonry units and installation techniques. Mathematics and English language arts are reinforced. \* Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

**IP112X0C**      **Public Safety I**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: None**

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement and legal services. The course includes skills in each area, using resources from the community to help deliver instruction to the students. Additionally students will develop a personal plan for a career in public safety. Work-based learning strategies appropriate for this course include job shadowing. SkillsUSA competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**IP125X0C**      **Public Safety II - Honors**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: Public Safety I**

This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification and NECI 40-hour 9-1-1 Basic Communications course certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. English language arts are reinforced.

**IP312X0C**      **Firefighter Technology I**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: None**

This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include Orientation, Fire Service Communications, Firefighter Health & Safety, PPE, Building Construction, Portable Extinguishers, Fire Behavior, Tools and Forcible Entry, and Loss Control. This course prepares students for the North Carolina firefighter certification modules. English language arts are reinforced.

**IP322X0C**      **Firefighter Technology II**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Firefighter Technology I**

This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include Ladders, Ventilation, Ropes & Knots, Search & Rescue, Water Supplies & Hose & Streams & Appliances, and Emergency Medical Care. This course prepares students for the North Carolina firefighter certification modules. English language arts are reinforced.

## TECHNOLOGY EDUCATION

**TS242X0C**      **Digital Design and Animation I**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: None**

Digital Design and Animation I is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build needed skills for subsequent courses.

**TS252X0C**      **Digital Design and Animation II**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Digital Design and Animation I**

Digital Design and Animation II emphasizes the use of industry-standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21st Century communications problems. Students engage in digital art activities using professional-grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace scenarios.

**TS312X0C**      **Game Art and Design**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Digital Design and Animation I**

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. The course progresses through the history of ancient games, card games, board games and electronic games. Students will use design techniques used in class to create their own card games and board games as well as basic 2D computer games. Students are responsible for all aspects of design from ideas to a finished product that could be purchased in a store or online.

**TS325X0C**      **Advanced Game Art and Design - Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Game Art and Design**

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

## ALL CAREER AND TECHNICAL EDUCATION PROGRAM AREAS

**CS952X0CAG**      **CTE Advanced Studies – Agriculture**  
**CS952X0CBF**      **CTE Advanced Studies – Business, Finance, and IT**  
**CS952X0CFC**      **CTE Advanced Studies – Family and Consumer Science**  
**CS952X0CHS**      **CTE Advanced Studies – Health Science**  
**CS952X0CME**      **CTE Advanced Studies – Marketing**  
**CS952X0CTI**      **CTE Advanced Studies – Trade and Industrial**  
**Credit: 1 unit**      **Grade level: 12**



**(B, F, H) Course Length: Semester Prerequisite: Three technical credits in one Career Cluster**

A culminating course, Advanced Studies focuses on an essential question in a career pathway containing three technical credits. Two courses are to be a first and second level course and one enhancement course. The course is applicable to all Career-Technical Education program areas. The course project includes a paper, a working portfolio, presentations, and a project. As a base for developing the course project, students use knowledge, skills, and attitudes attained from previous courses taken. The project must be of sufficient depth to require extensive review of literature. With mentor assistance and interviews, the project should lend itself to identification of a problem, examination of possible solutions or directions, and analysis of the impact of solutions. In addition, students will write well, speak, solve problems and use life skills such as time management and organization. Students work under the guidance of a Career-Technical Education teacher in collaboration with community partners, business representatives, and other school-based personnel. Skill development and career-technical student organization leadership activities provide opportunities to apply instructional competencies and workplace readiness skills to authentic experiences.

**CS972X0C CTE Internship Credit: 1 unit Grade Level: 11-12**  
**(B, F, H) Course Length: Semester Prerequisite: None**

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.

**MM516X0C CTE Cooperative Education – Marketing**  
**MM316X0C CTE Cooperative Education – Sports and Event Marketing I**  
**MM326X0C CTE Cooperative Education – Sports and Event Marketing II**  
**MH426X0C CTE Cooperative Education – Hospitality and Tourism**

**(F, H) Course Length: Semester Credit: 1 unit Grade Level: 12**  
**Co-requisite: Marketing class**

Cooperative education is a method of instruction where technical classroom instruction is combined with paid employment that is directly related to the classroom instruction. The two experiences must be planned and supervised by the school and the employer so that each contributes to the student's career objective/major and employability. Written cooperative agreements showing the instruction to be provided are developed by the school and employer providing the training. School credit is received for both the on-the-job training and the classroom components. **Students accepted in CTE CoOp must have approval from the Marketing Teacher.**

## ARTS EDUCATION

## COURSE DESCRIPTION

**51152X0C**      **Dance - Beginning**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: None**

Using a modern dance-based approach, Dance I explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument while exploring improvisational and expressive movement and basic modern dance technique. Dance elements and basic principles of composition are studied and practiced. Students use creative and critical thinking skills to create and communicate meaning through dance movement. Students experience the role of both choreographer and dancer and have opportunities to present their work. Through the study of dance in various cultures and historical periods, students broaden their understanding of dance as an art form. Students will explore a variety of opportunities in dance as well as connections with other art forms and subject areas. Students enrolled in this course will perform.

**51162X0C**      **Dance - Intermediate**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Dance I**

Dance II uses a modern dance-based approach and follows Dance I. Dance II emphasizes students' acquisition of intermediate movement skills and refined motor control through the study of various modern dance techniques. Students learn to take responsibility for their personal health and to care for their dance instrument. Students continue to explore improvisation, dance elements, and composition as both dancer and choreographer. Students present the skills they have learned to selected audiences and learn basic technical/theatrical skills for dance production. Students extend their understanding of dance as an art form through a consideration of aesthetic and philosophical perspectives. Further awareness is enhanced through the study of dance history from ancient to medieval periods and the exploration of dance through a variety of cultural contexts. Students enrolled in this class will perform.

**51175X0C3**      **Dance - Proficient**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Dance II**

Dance III uses a modern dance-based approach and follows Dance II. Dance III emphasizes the study of dance as a creative and expressive art form. Students demonstrate a commitment to personal fitness and to attaining an intermediate level of technical skill and performing with greater fluency, precision, and articulation. Students combine the use of improvisation, dance elements, choreographic principles, and technical/theatrical elements to explore the creation of meaningful dance compositions. Students are encouraged to communicate personal feelings, thoughts, ideas, and concepts through the skillful use of dance movement and to present their choreography to selected audiences. Through the use of aesthetic criteria, students analyze and evaluate in a constructive manner the impact of their own choreography and the work of others. Students explore integration through the creation of interdisciplinary projects and continue their study of dance through cultural and historical viewpoints with an emphasis on the development of dance from the Renaissance through Romantic periods. Students enrolled in this class will perform.

**51175X0C4**      **Dance - Advanced**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Dance III**

Dance IV uses a modern dance-based approach, and follows Dance III. Dance IV provides students with the opportunity to develop an advanced level of dance technique and refine their skills as both choreographer and performer. Students apply their creative and technical knowledge and skills through a variety of production and performance opportunities.

Using expanded aesthetic criteria students analyze, synthesize, and evaluate their own choreography as well as works of others. Students strive to clearly express ideas as they examine the creative process of integrating movement with choreographic intent. The development of dance during the Twentieth Century and into the contemporary era is a major focus of Modern Dance IV. Studies include the purposes of dance, dance genres and styles, artistic conflicts and resolutions, innovations, social issues, technological applications, and significant

contributors. Students learn to assess personal health and fitness, develop and achieve personal dance goals, and integrate knowledge and skills with a variety of other content areas. Students enrolled in this class will perform.

**54152X0C**      **Visual Arts - Beginning**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This is an introductory level course primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Students will have experiences in producing 2-D and 3-D artworks. The course emphasizes the study of elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art studio. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing, and vocabulary in a teacher-structured environment. Problem solving and decision making are emphasized throughout the curriculum.

**54162X0C**      **Visual Arts - Intermediate**      **Credit: 1 unit**      **Grade Level 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Visual Arts - Beginning**

This course is designed to build upon the student's technical skills and foundation of knowledge developed in Visual Arts I. The study of elements of art and principles of design, color theory, vocabulary, and art history continues in a less teacher-directed environment. Various art processes, procedures, and theories are presented in a problem-solving manner that allows for independent choices and solutions to problems. The approach to art experiences is less experimental and based more on informed choices. Student research of art and artists is a major source of gaining knowledge and understanding of past and present forms of art. A greater flexibility and fluent use of the elements of art and principles of design, color theory, and vocabulary is stressed.

**54175X0C**      **Visual Arts - Proficient**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Visual Arts - Intermediate**

This course builds on skills from Visual Arts II – Intermediate with a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism, and art history. Teachers help students form goals, become familiar with careers, and develop work habits of professionals. Knowledge of the arts in relation to culture, history, other disciplines, and careers will be promoted through verbal, visual, and written means. Art history, criticism, and aesthetics will be studied in conjunction with selected artworks and will lead to development of a personal philosophy of art. Students will assemble a portfolio on technical quality, personal style, direction, and intended purpose.

**54185X0C**      **Visual Arts - Advanced**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Visual Arts - Proficient**

In this course, students will develop, clarify, and apply their philosophy of art and art-making media, techniques, processes, and aesthetics. Exceptional, innovative, and serious involvement and commitment are expectations of students enrolled in this course. A portfolio evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined. The student will also contract to independent study in a given medium or art history area.

**52302X0C1-Sem 1**  
**52302X0C2-Sem 2**      **Vocal Music - Beginning**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This course introduces students to a variety of choral literature. Participating students will refine their vocal techniques and choral interpretation. Music reading skills will be stressed. Students will have the opportunity to perform and witness the performances of other choral groups. Out-of-class preparation, performances, and after school rehearsals are required. Students are expected to enroll in both semesters.

**52312X0C1-Sem 1**  
**52312X0C2-Sem 2**      **Vocal Music - Intermediate**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

In this course, emphasis is placed on diction, enunciation, nuance, style, interpretation, and a constant working toward musical sensitivity with extensive work in advanced choral literature. Out of class preparation, performances, and after school rehearsals are required. Students are expected to enroll in both semesters.

**52325X0C1-Sem 1**  
**52325X0C2-Sem 2**      **Vocal Music - Proficient**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This course is intended to meet the North Carolina Department of Public Instruction requirements for Honors Vocal Music. Students will develop an in depth understanding of music theory, cultures, vocabulary and symbols. Some requirements will be met outside the classroom setting and group performances.

**52335X0C1-Sem 1**  
**52335X0C2-Sem 2**      **Vocal Music - Advanced**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This course is the sequence course to Honors Choral Music. Students will continue to develop a thorough understanding of music history, cultures, vocabulary, and symbols applicable to music. Requirements may include solo and/or festival performance and will be expected to develop peer teaching skills.

**52552X0C1-Sem 1**  
**52552X0C2-Sem 2**      **Band - Beginning**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This class is designed to develop within each student the basic skills necessary to play a wind or percussion instrument. Students are expected to enroll in both semesters.

**52562X0C1-Sem 1**  
**52562X0C2-Sem 2**      **Band - Intermediate**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This class is designed to develop within each student an appreciation of music in general and to strengthen the basic knowledge of music fundamentals. It is also designed to improve the technical facility of each individual through the use of appropriate studies and band literature. Out of class preparation, performances, and after school rehearsals are required. Membership in the marching band is also required. Students are expected to enroll in both semesters.

**52575X0C1-Sem 1**  
**52575X0C2-Sem 2**      **Band - Proficient**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This class is designed to develop within each student an appreciation for the standard band literature and appropriate orchestra literature. It is also designed to improve the technical facility and interpretive skills of each individual through the use of appropriate studies. Out of class preparation, performances, and after school rehearsals are required. Membership in the marching band is also required. Students are expected to enroll in both semesters.

**52585X0C1-Sem 1**  
**52585X0C2-Sem 2**      **Band - Advanced**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This course is intended to meet the North Carolina Department of Public Instruction's requirements for Honors Band. Students will study varied historical forms of composition and develop a knowledge of music that goes beyond that of basic score analysis and listening skills. Out of class preparation, performances, and after school

rehearsals are required. Membership in the marching band is also required. Students are expected to enroll in both semesters.

**52162X0CP Percussion Class Credit: 1 unit Grade Level: 9-12**  
**(H) Course Length: Semester Prerequisite: Audition**

This class is designed to teach the techniques of playing percussion instruments. Emphasis will be on snare drum, mallet instruments, and tympani. Out of class preparation, performances, and after school rehearsals are required.

**52157X0C Music Theory - AP Credit: 1 unit Grade Level: 11-12**  
**(B, F) Course Length: Semester Prerequisite: None**

This course benefits students desiring a more thorough understanding of music as well as prepares those who plan to study music on the college level. This course allows the students to study the rules, theories, and practices of music; including scales, keys, intervals, meters, rhythm, harmony, and basic part writing. Basic keyboard knowledge is taught. Listening and sight-singing skills are developed through ear-training exercises. A broad survey of the general music eras and exemplary works and composers provides practical use of the knowledge gained.

**52162X0CJ Jazz Band Credit: 1 unit Grade Level: 9-12**  
**(F, H) Course Length: Semester Prerequisite: None**

Jazz Band introduces students to genres, styles, and cultures to develop students' understanding of music through exploring its historical development and experimenting with its defining features. This course is for the serious musician wanting to learn about musical idioms. It focuses on researching musical literature and stylistic concepts. The study of the interpretation of jazz, swing, big band, rock and roll, and rhythm and blues will be the main emphasis of the course. Instrumentation is limited to the standard big-band form. Skills and knowledge are refined to higher degrees and music is studied at higher levels of difficulty.

## PHYSICAL EDUCATION AND HEALTHY LIVING COURSE DESCRIPTION

**60492X0C**      **Health and P. E.**      **Credit: 1 unit**      **Grade Level: 9**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to emphasize total fitness through individual and team activities. It includes a survey of health knowledge and its relationship to health habits and attitudes. The state course of study is followed. Attention is given to personal health planning, nutrition, weight management, wellness, health risks and behaviors, stress management, relationships, and substance abuse.

**60392X0TS1**      **Team Sports I**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Health and P.E.**

This course offers advanced competitive sports with an emphasis on skills, strategies, and techniques. Endurance, physical fitness, and sportsmanship are stressed. Included are flag football, volleyball, basketball, ultimate Frisbee, Frisbee golf, matball, soccer, softball, track and field, speedball, team handball, wiffleball, and battleball.

**60392X0TS2**      **Team Sports II**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Team Sports I**

This course offers advanced competitive sports with an emphasis on skills, strategies, and techniques. In addition to promoting endurance, physical fitness, and sportsmanship, this course will also focus on team tactics, gameplay, and sport history. Included are flag football, volleyball, basketball, ultimate Frisbee, Frisbee golf, matball, soccer, softball, track and field, speedball, team handball, wiffleball, and battleball.

**60392X0SF**      **Strength and Fitness**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course includes activities that place an emphasis on total physical fitness which can be continued throughout life. Included are aerobic conditioning, agility, anatomy, circuit training, plyometrics, speed work, weight management, and strength/endurance weight training.

**60392X0ME**      **Movement Education**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course stresses a fitness concept through movement awareness. Fitness skills (balance, agility, flexibility, strength), dance, tumbling, and basic gymnastics are included.

**60392X0LT**      **Lifetime Fitness**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Health and P.E.**

This course stresses the need for and promotes the idea of fitness throughout the student's lifetime. Cardiovascular fitness, personal fitness plans, weight management, and recreational activities are included.

**60392X0A**      **Aerobics**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This class provides a more active program of exercise to improve cardiovascular fitness. Jazzercise, dance, and aerobic training are provided. Training and target heart rates are emphasized. Personal goals are stated and all work is directed toward achieving desired goals.

**60392X0FA**      **Safety/First Aid/Prevention of Injuries**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This class will provide a safety attitude in the various aspects of the student's life including environment, firearms, and weather related injuries. First Aid and CPR will be taught as well as care of injuries which result from participation in physical activities.

**60392X0PC**      **Physical Conditioning**  
**(B, F, H)**      **Course Length: Semester**

**Credit: 1 unit**      **Grade Level: 9-12**  
**Prerequisite: Strength and Fitness or Lifetime Fitness**

This course is for students who wish to enhance their physical fitness level with an increase of the intensity of their workouts. An aerobic exercise will be taught as well as how to incorporate both anaerobic and aerobic energy into their overall conditioning.

## MISCELLANEOUS STUDIES

## COURSE DESCRIPTION

### AVID

Advancement Via Individual Determination (AVID) is an elective course that prepares students for college readiness and success. It is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups (9<sup>th</sup> and 10<sup>th</sup>), tutorial inquiry groups (11<sup>th</sup> and 12<sup>th</sup>), motivational activities, and academic survival skills.

**96142X0C1**      **AVID I**      **Credit: 1 unit**      **Grade Level: 9**  
**(B, F, H)**      **Course Length: Year (A-B schedule)**      **Prerequisite: Application & Interview**

During the 9<sup>th</sup> grade elective, students will learn about the AVID philosophy and strategies. Students will work on academic and personal goals, and communication skills. Students will increase their awareness of involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will participate in collegial discussions during Philosophical Chairs and Socratic Seminars activities, prepare and participate in college entrance and placement exams, and refine study skills, test-taking, note-taking, and research techniques. They will take an active role in field trips and guest speaker preparations and presentations. Their research will include building their knowledge of college and careers of interest.

**96142X0C2**      **AVID II**      **Credit: 1 unit**      **Grade Level: 10**  
**(B, F, H)**      **Course Length: Year (A-B schedule)**      **Prerequisite: AVID I / Teacher Recommendation**

During the 10<sup>th</sup> grade elective, students will refine AVID strategies to meet their independent needs and learning styles. As students increase the rigorous course load and school / community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary and ability to analyze complex text while continuing to prepare for college entrance exams. Students will continue to narrow their college and career interests based on personal interest and goals.

**96105X0CA3**      **AVID III - Honors**      **Credit: 1 unit**      **Grade Level: 11**  
**(B, F, H)**      **Course Length: Year (A-B schedule)**      **Prerequisite: AVID II / Teacher Recommendation**

The 11<sup>th</sup> grade AVID elective course is the first part of the junior / senior seminar course that focuses on writing and critical thinking skills expected of first and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their post-secondary plans.

**96115X0CA4**      **AVID IV - Honors**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, H)**      **Course Length: Year (A-B schedule)**      **Prerequisite: AVID III / Teacher Recommendation**

The 12<sup>th</sup> grade AVID elective course is the second part of the junior / senior seminar course that focuses on writing and critical thinking skills expected of first and second-year college students. Students will complete a final research essay project from research conducted in their junior year of AVID. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the senior year to support students as they apply to four-year universities and confirm their post-secondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.



**96102X0T1(A)**      **Academic Tutor I**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Algebra II and Teacher Recommendation**

The trained Academic Tutor will participate in the learning, growth, and personal development of students, will work in a supportive manner with students, will take responsibility for the tone and atmosphere of the classroom, and will serve as an example of personal excellence and high expectations for other students to follow. Academic Tutors will provide leadership in collaborative groups on a regular basis throughout the academic year and will perform the duties as assigned by the teacher. **Use (A) for A/B day scheduling.**

**96102X0T2(A)**      **Academic Tutor II**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Academic Tutor I**

The trained Academic Tutor will participate in the learning, growth, and personal development of students, will work in a supportive manner with students, will take responsibility for the tone and atmosphere of the classroom, and will serve as an example of personal excellence and high expectations for other students to follow. Academic Tutors will provide leadership in collaborative groups on a regular basis throughout the academic year and will perform the duties as assigned by the teacher. **Use (A) for A/B day scheduling.**

**96105X0T3(A)**      **Academic Tutor III - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Academic Tutor II**

The trained Academic Tutor will participate in the learning, growth, and personal development of students, will work in a supportive manner with students, will take responsibility for the tone and atmosphere of the classroom, and will serve as an example of personal excellence and high expectations for other students to follow. Academic Tutors will provide leadership in collaborative groups on a regular basis throughout the academic year and will perform the duties as assigned by the teacher. **Use (A) for A/B day scheduling.**

**96115X0T4(A)**      **Academic Tutor IV - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Academic Tutor III**

The trained Academic Tutor will participate in the learning, growth, and personal development of students, will work in a supportive manner with students, will take responsibility for the tone and atmosphere of the classroom, and will serve as an example of personal excellence and high expectations for other students to follow. Academic Tutors will provide leadership in collaborative groups on a regular basis throughout the academic year and will perform the duties as assigned by the teacher. **Use (A) for A/B day scheduling.**

**96102X0AP**      **ACT Prep Study Skills**      **Credit: 1 unit**      **Grade Level: 10-11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

The ACT Preparation class is designed to familiarize sophomores and juniors with the test required for admission by many universities. Well-prepared students are more likely to score higher on the ACT, which may increase their chances of receiving scholarships and enable them to have more options when selecting a college. Students will learn test-taking strategies, review English, math, and science content, take practice tests and discover ways to reduce test anxiety.

## **ESL**

**10382X0C1**      **English as a Second Language I**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to enable students to reach a proficiency level in their ability to communicate directly and effectively in English. The course will be divided into five major areas: listening, speaking, reading, writing, and American culture. All of these elements are interdependent and interrelated.

<b>10382X0C2</b> <b>(B, F, H)</b>	<b>English as a Second Language II</b> <b>Course Length: Semester</b>	<b>Credit: 1 unit</b> <b>Prerequisite: None</b>	<b>Grade Level: 9-12</b>
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Development and maintenance of aural-oral, reading and writing skills are emphasized. The student is expected to be able to understand, speak, read and write in the target language using words, phrases and simple sentences relating to basic survival needs and limited social needs.

<b>10382X0C3</b> <b>(B, F, H)</b>	<b>English as a Second Language III</b> <b>Course Length: Semester</b>	<b>Credit: 1 unit</b> <b>Prerequisite: None</b>	<b>Grade Level: 9-12</b>
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Practice in the four basic skills is continued, and more advanced and sophisticated use of the language is introduced so that the student is expected to understand and speak the language sufficiently to carry on face-to-face conversations, comprehend printed material for informative or social purposes, and to write short paragraphs on familiar topics. More in-depth study of American culture is stressed.

<b>10382X0C4</b> <b>(B, F, H)</b>	<b>English as a Second Language IV</b> <b>Course Length: Semester</b>	<b>Credit: 1 unit</b> <b>Prerequisite: None</b>	<b>Grade Level: 9-12</b>
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Practice in the four basic skills is continued and refined. Emphasis is placed on communication skills with an added emphasis on spelling, vocabulary development and basic English grammar. This course is designed to help students with the writing process which involves progression from sentence to paragraph to short, varied, creative writing assignments. Reading and writing assignments are more frequent and more challenging. More in-depth study of American culture is stressed.

## **MILITARY and AEROSPACE SCIENCE**

Aerospace Science study includes the history of aviation, cultural studies, science of flight, space exploration and astronomy, survival, and management. Leadership Education involves character-building and good citizenship to include uniform wear, military customs and courtesies, flag etiquette, first aid, health and wellness, fitness, individual self-control, basic drill and ceremonies, effective communications, leadership behaviors, career options, personal budget and finance, resume writing, job interview skills, problem solving, human relations, and life skills.

<b>95012X0CA</b> <b>(F)</b>	<b>Aero-Science 1: Aviation History</b> <b>Course Length: Semester</b>	<b>Credit: 1 unit</b> <b>Prerequisite: None</b>	<b>Grade Level: 9-10</b>
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Emphasizes United States History along with flight development from prehistory through World War II to the present. Leadership education includes leadership basics, citizenship, and marching drill. Wellness education includes physical fitness and healthy lifestyle development.

<b>95022X0CA</b> <b>(F)</b>	<b>Aero-Science 2: Science of Flight</b> <b>Course Length: Semester</b>	<b>Credit: 1 unit</b> <b>Prerequisite: Aero-Science 1</b>	<b>Grade Level: 10-12</b>
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Acquaints students with the aerospace environment, navigation principles, and human requirements for flight. Leadership Education emphasizes effective communication skills. Wellness education includes physical fitness and healthy lifestyle development.

<b>95035X0CA</b> <b>(F)</b>	<b>Aero-Science 3: Exploring Space (Honors)</b> <b>Course Length: Semester</b>	<b>Credit: 1 unit</b> <b>Prerequisite: Aero-Science 2</b>	<b>Grade Level: 11-12</b>
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Examines our solar system, explores current space technologies and contemplates the future of space exploration. Leadership Education examines life skills and career opportunities. Wellness education includes physical fitness and healthy lifestyle development.

<b>95045X0CA</b> <b>(F)</b>	<b>Aero-Science 4: Management of Cadet Corps I (H)</b> <b>Course Length: Semester</b>	<b>Credit: 1 unit</b> <b>Prerequisite: Aero-Science 3</b>	<b>Grade Level: 11-12</b>
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Comprises the Cadet Staff. Manages all aspects of JROTC student responsibilities. Each student is assigned specific duties and is expected to carry out each to successful completion. This course is supplemented with instruction in Basic Survival and Principles of Management. Wellness education includes physical fitness and healthy lifestyle development.

**95055X0CA**      **Aero-Science 5: Management of Cadet Corps II (H)**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F)**              **Course Length: Semester**                              **Prerequisite: Aero-Science 4**

Comprises Cadet Staff. Manages all aspects of JROTC student responsibilities. Each student is assigned specific duties and is expected to carry out each to successful completion. This course is supplemented with instruction in Cultural Studies and Principles of Management. Wellness education includes physical fitness and healthy lifestyle development.

**95065X0CA**      **Aero-Science 6: Management of Cadet Corps III (H)**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F)**              **Course Length: Semester**                              **Prerequisite: Aero-Science 1, 2, & 3**

Leadership confidence is sought as students assist in classroom instruction, lead marching drill, and demonstrate discipline techniques. Students must have instructor approval to enroll in this course. This course supplemented with instruction in Financial Planning. Wellness education includes physical fitness and healthy lifestyle development.

**95012X0CA**      **Aero-Science 1: Aviation History Part I**                      **Credit: 1 unit**                      **Grade Level: 9-10**  
**(H)**              **Course Length: Semester**

Emphasizes development and advances in flight from ancient times through World War I. Leadership education includes leadership basics, citizenship, and marching drill. Wellness education includes physical fitness and healthy lifestyle development.

**95022X0CA**      **Aero-Science 2: Aviation History Part II**                      **Credit: 1 unit**                      **Grade Level: 9-10**  
**(H)**              **Course Length: Semester**                              **Prerequisite: Aero-Science 1**

Emphasizes aviation history from WWII through the current, modern day U.S. Air Force. Leadership education includes communication skills related to public speaking and writing. Wellness education includes physical fitness and healthy lifestyle development.

**95035X0CA**      **Aero-Science 3: Science of Flight (Honors)**                      **Credit: 1 unit**                      **Grade Level: 11-12**  
**(H)**              **Course Length: Semester**                              **Prerequisite: Aero-Science 2**

Acquaints students with the aerospace environment, navigation principles, and human requirements for flight. The leadership component of the course focuses on life skills and career opportunities. Wellness education includes physical fitness and healthy lifestyle development.

**95045X0CA**      **Aero-Science 4: Global Studies (Honors)**                      **Credit: 1 unit**                      **Grade Level: 11-12**  
**(H)**              **Course Length: Semester**                              **Prerequisite: Aero-Science 3**

Emphasizes cultures of the world through the study of world affairs, regional studies, and cultural awareness. Leadership education focus will be on the principles of management. Wellness education includes physical fitness and healthy lifestyle development.

**95055X0CA**      **Aero-Science 5: Management of the Cadet Corps I (H)**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(H)**              **Course Length: Semester**                              **Prerequisite: Aero-Science 4**

Comprises the Cadet Staff. Manages all aspects of JROTC student responsibilities. Each student is assigned specific duties and is expected to carry out each to successful completion. This course is supplemented with instruction in management principles and Unlocking Your Potential. Wellness education includes physical fitness and healthy lifestyle development.

**95065X0CA Aero-Science 6: Management of the Cadet Corps II (H) Credit: 1 unit Grade Level: 11-12**  
**(H) Course Length: Semester Prerequisite: Aero-Science 5**

Comprises the Cadet Staff. Manages all aspects of JROTC student responsibilities. Each student is assigned specific duties and is expected to carry out each to successful completion. This course is supplemented with instruction in Basic Survival and College Planning and Financial Aid. Wellness education includes physical fitness and healthy lifestyle development.

**95075X0CA Aero-Science 7: Management of the Cadet Corps III (H) Credit: 1 unit Grade Level: 11-12**  
**(H) Course Length: Semester Prerequisite: Aero-Science 6**

Comprises the Cadet Staff. Manages all aspects of JROTC student responsibilities. Each student is assigned specific duties and is expected to carry out each to successful completion. This course is supplemented with instruction in Financial Planning. Wellness education includes physical fitness and healthy lifestyle development.

<b>Military Science I-VI</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 9-12</b>
<b>(B) Course Length: Semester</b>		
<b>95012X0CM Military Science I</b>	<b>95022X0CM Military Science II</b>	<b>95035X0CM Military Science III</b>
<b>95045X0CM4 Military Science IV</b>	<b>95055X0CM5 Military Science V</b>	<b>95065X0CM6 Military Science VI</b>

The Army JROTC curriculum emphasizes citizenship, leadership, and communication. United States history is examined from the military perspective with close examination of the structure of the United States defense forces. Map reading and marksmanship are taught. Approximately one-third of the course is devoted to drill, with and without rifles. Cadets are issued uniforms and wear them once weekly. A cadet leadership structure exists, and student leaders play a major role informing the class, providing instruction (particularly at drill) and in evaluating the performance of their fellow cadets. Extracurricular activities include a drill team, a color guard and a marksmanship team (target rifles on a 10 meter range). Students may take up to six semesters of Military Science.

<b>96102X01S1 Leadership Ed. and Training 1A (LET)</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 9</b>
<b>96102X01S2 Leadership Ed. and Training 1B (LET)</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 9 - 12</b>
<b>(B) Course Length: 1 Semester</b>	<b>Prerequisite: None</b>	

Leadership Education and Training 1 classes give an introduction to and a basic appreciation of Leadership training. Students will determine if they wish to continue in the Leadership track. In the military rank structure, they may advance to the leadership level of Squad Leader.

<b>96102X02S1 Leadership Ed. and Training 2A (LET)</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 10-12</b>
<b>96102X02S2 Leadership Ed. and Training 2B (LET)</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 10-12</b>
<b>(B) Course Length: 1 Semester</b>	<b>Prerequisite: Completion of Leadership Ed and Training 1A and/or 1B.</b>	

Leadership Education and Training 2 cadets learn health and fitness, geography and map reading, and citizenship. Citizenship focuses on the origins and an understanding of the Constitution. Cadets advance to leadership positions as Squad Leader and Platoon Sergeants.

<b>96105X03S1 Leadership Ed. and Training 3A (LET)</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 11-12</b>
<b>96105X03S2 Leadership Ed. and Training 3B (LET)</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 11-12</b>
<b>(B) Course Length: 1 Semester</b>	<b>Prerequisite: Completion of Leadership Ed and Training 2A and/or 2B.</b>	

Leadership Education and Training 3 continues studies in leadership and citizenship. It adds basic management, how to give effective presentations, and how to handle finances. Cadets advance to leadership positions as senior non-commissioned officers, to include first Sergeants and Sergeants Major. Exceptional performers may be advanced to officer status.

<b>96105X04S1</b>	<b>Leadership Ed. and Training 4A (LET)</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 11-12</b>
<b>96105X04S2</b>	<b>Leadership Ed. and Training 4B (LET)</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 11-12</b>
<b>(B)</b>	<b>Course Length: 1 Semester</b>	<b>Prerequisite: Completion of Leadership Ed and Training 3A and/or 3B.</b>	

Leadership Education and Training 4 cadets are expected to hold officer positions on the Battalion staff. They assist in giving instruction and work independently with minimal guidance to plan and coordinate battalion activities.

## **BIBLE STUDIES**

<b>10272X0C</b>	<b>The Bible as Literature</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 10-12</b>
<b>(B, H)</b>	<b>Course Length: Semester</b>	<b>Prerequisite: None</b>	

The Bible as Literature is a survey course which will examine the various literary genres within the Old and New Testaments. In addition to examining the literary value and meaning of the Bible text, students will also examine the writing styles evident in the Old and New Testaments. Students will study the authors, characters, vocabulary, plot, and literary techniques present in biblical literature. Individual research assignments, as well as both oral and written discussions of various concepts, are integral parts of the course. Historical languages of the Bible will be addressed as they affect various translations. The course will reveal the impact of the Bible on other works of literature.

<b>48002X0BH</b>	<b>The Bible as History</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 9-12</b>
<b>(B, H)</b>	<b>Course Length: Semester</b>	<b>Prerequisite: None</b>	

The Bible as History is a survey course with emphasis on understanding the development of ancient Judaism through the formation of the Christian Church. The class will include studies on the historical meaning and value of the content of the Bible. The survey will incorporate a review of both the Old and New Testaments to aid in an examination of the Biblical impact on American history, law, community life, and culture.

<b>48002X0WR</b>	<b>World Religions</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 10-12</b>
<b>(B, H)</b>	<b>Course Length: Semester</b>	<b>Prerequisite: None</b>	

World Religions is a Humanities course which will explore the symbols, narratives, doctrines, ethics, and rituals of the current major religious traditions of the world. The class will focus on a phenomenological examination of both Eastern and Western traditions, particularly Hinduism, Buddhism, Judaism, Christianity, and Islam, but will include exposure as well to Confucian/Taoist, Shinto, Sikh, and indigenous traditions. Individual research assignments and presentations, as well as essays and class discussions of various concepts, are integral to the course. The course will help students to recognize the impact of religious tradition on the study of the Humanities.

## **LIBRARY MEDIA SCIENCES**

<b>96102X0LS1</b>	<b>Library/Media Science I</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 10-12</b>
<b>(B, F, H)</b>	<b>Course Length: Semester</b>	<b>Prerequisite: Application required</b>	

This course is designed to introduce the student to basic library/media services and information skills.

<b>96102X0LS2</b>	<b>Library/Media Science II</b>	<b>Credit: 1 unit</b>	<b>Grade Level: 10-12</b>
<b>(B, F, H)</b>	<b>Course Length: Semester</b>	<b>Prerequisite: Library/Media Science I &amp; Recommendation</b>	

This course is a specialized class that allows the student to develop advanced competencies in library/media services. Increased knowledge of library automation, electronic reference, and information skills are emphasized through accessing, processing, using, and communicating ideas and information.











allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

**9242BX0      Preparation III B      Credit: 1 unit      Grade Level: 9-12**

This course is designed to allow students to continue to develop and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-base training, job shadowing, job sampling, internships, situational assessments, cooperative education and apprenticeships to help students complete 240 hours of community-based training. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

**9243BX0C      Preparation IV      Credit: 1 unit      Grade Level: 12**

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to problem solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also will develop a job placement portfolio that provides an educational and vocational record of their high school experience.

## **CCP/WCS Course Offerings by Pathway: 2024-25**

*~Classes may be canceled based on enrollment numbers~*

### **CCP PRE-ENROLLMENT ACTIVITIES: (distributed to parents/students)**

- Visit the [CCP webpage](#) for general information and FAQs.
- Watch the [CCP Informational Overview Video](#)- recommended for all students before signing up

### **SPECIAL NOTES**

- *For Blended classes that meet on the College campus (F2F with less than 50% of online): students must have reliable transportation and attend consistently without extra-curricular activities interfering.*

### **CCP PROGRAM GOALS:**

- *Students are starting college credit early to accelerate completion of College credentials, certificates, diplomas, and degrees by identifying the CCP pathway consistent with career/college goals. Students should only select courses in that pathway with the goal of completion.*
- *Students may add or replace a pathway after consultation and approval. Replacing a pathway requires justification and written verification explaining the change.*

### **STUDENTS REQUESTING ACCESSIBILITY SERVICES:**

- *Students requesting class accommodations must present original documentation of the disability to the College's Accessibility coordinator and counselor, preferably before semester begins. 504 plans are helpful, but not sufficient for approval. Steps, forms, and contact information are found on the [College's Accessibility website](#). Accommodations for WCS students will be provided as ADA and 504 apply to post-secondary institutions, the same as for traditional WCC students.*

**CCP OPTIONS & COURSE OFFERINGS 2024-25 (Fall and Spring)**  
**Dedicated WCS/WCC combined calendar sections**

<b>COLLEGE TRANSFER PATHWAY – Associate in Arts (CTP)</b>	
<i>Goals: Pursuing general education transfer credit toward a 4-year college degree after high school (UGETC- Universal General Education Transfer Component Courses)</i>	
<i>Eligibility: Unweighted, cum GPA 2.8, OR, Qualifying testing benchmarks in English, reading and math</i>	
<i>*Pathway requirements listed on CCP webpage</i>	
<b>FALL 2024</b>	
<b>COURSE / TITLE (College credit hours)</b>	<b>DELIVERY METHOD/ special notes</b>
ART 111- Art Appreciation (3)	Online
COM 231- Public Speaking (3)	Online
ECO 251- Microeconomics (3)	Online
ENG 111- Writing and Inquiry (3)	Online
HIS 131- American History I (3)	Online
MAT 171- Pre-Calculus Algebra (4)	Online
MUS 110- Music Appreciation (3)	Online
PSY 150- General Psychology (3)	Online
SOC 210- Intro to Sociology (3)	Online
<b>SPRING 2025</b>	
<b>COURSE / TITLE (College credit hours)</b>	<b>DELIVERY METHOD / special notes</b>
ACA 122*- College Tran Success (1)	Online 7-week course <b>*no high school credit</b>
ART 111- Art Appreciation (3)	Online
BIO 111- General Biology I (4)	Online <b>*Requires minimal purchase of Kitchen/Household supplies for online lab</b>
COM 231- Public Speaking (3)	Online
ENG 111- Writing and Inquiry (3)	Online
ENG 112*- Writing/Res in the Dis (3)	Online <b>*must have ENG 111 or AP Score</b>
HIS 132- American History II (3)	Online
MAT 152*- Statistical Methods I (4)	Blended (F2F + online)- T/W/Th 7:30-8:20 am <b>*must have transportation to WCC campus</b>
MAT 171- Pre-Calculus Algebra (4)	Online
MUS 110- Music Appreciation (3)	Online
PHI 240*- Intro to Ethics (3)	Online <b>*must have ENG 111 or AP Score</b>
POL 120- American Government (3)	Online
PSY 150- General Psychology (3)	Online
SOC 210- Intro to Sociology (3)	Online

## CAREER TECHNICAL PATHWAY OPTIONS (CTE- CURRICULUM OPTIONS)

**Goals:** pursuing a Community College certificate, 1-year diploma, or 2-year Associate of Applied Science degree after high school; typically seek work after completion

**Eligibility:** Unweighted, cum 2.8 GPA, OR, Qualifying testing benchmarks in English, reading, and math. Principal or designee may waive the GPA with justification, if the pathway does not have a CT class.

### Criminal Justice Pathway

Designed for students working toward a two-year degree in criminal justice with employment opportunities as police officers, deputy sheriff, county detention office, state trooper, intensive probation/parole surveillance officer, correctional officer, loss prevention specialist (some careers may require additional training or education).

#### FALL 2024

COURSE TITLE (College credit hours)	Delivery Method
CJC 111- Intro to Criminal Justice (3)	Online
CJC 112- Criminology (3)	Online
CJC 131- Criminal Law (3)	Online

#### SPRING 2025

CJC 111-Intro to Criminal Justice (3)	Online
CJC 113- Juvenile Justice (3)	Online
CJC 141- Corrections (3)	Online

### Information Technology- Networking & Cybersecurity Pathway

Designed for students working toward a two-year degree in Information Technology as support technicians, system administrators, developers, or programmers and much more.

#### FALL 2024

COURSE TITLE (College credit hours)	DELIVERY METHOD	REQUIREMENTS	Industry Credential
NET 125* Intro to Networks (3)	Online	*Requires updated Windows OS *NET 125 recommended before taking additional classes	NET 125, NET 126 and NET 225 Prepares students for: <b>Cisco Certified Network Associate (CCNA)</b>

#### SPRING 2025

COURSE TITLE (College credit hours)	DELIVERY METHOD	REQUIREMENTS	Industry Credential
NET 126 Routing Basics (3)	Online	*Requires updated Windows OS *Recommended NET 125 Prereq	NET 125, NET 126 and NET 225 Prepares students for: <b>Cisco Certified Network Associate (CCNA)</b>
SEC 110 Security Concepts (3)	Online	*Requires updated Windows OS *Recommended NET 125 Prereq	

## Heating, Ventilation & Air Conditioning Pathway (Basic HVAC certificate)

Designed for students working toward a one-year diploma or two-year degree in HVAC technology with employment opportunities in preventive maintenance, service, repair and installation of residential and light commercial heating and air systems.

### FALL 2024

COURSE TITLE (College credit hours)	DELIVERY METHOD/ REQUIREMENTS
AHR 110* Intro to Refrigeration	<p><b>SECTION 1- Blended (F2F + online) M-F, 7:15-8:35 AM-</b> pending WCS calendar  <b>*students must have transportation to WCC Campus</b></p> <p><b>SECTION 2- Blended (F2F + online) M-F, 12:40-2:00 PM –</b> pending WCS Calendar  <b>*WCS will provide transportation to WCC Campus</b></p> <p><b>CAP: 18 per each section</b>  <b>6-Bedd, 6-Hunt, 6-Fike,</b></p>
SPRING 2025	
COURSE TITLE (College credit hours)	DELIVERY METHOD/ REQUIREMENTS
AHR 113* Comfort Cooling	<p><b>SECTION 1-Blended (F2F + online) M-F, 7:15-8:35 AM-</b> pending WCS calendar  <b>*students must have transportation to WCC campus</b></p> <p><b>SECTION 2- Blended (F2F + online) M-F, 12:40-2:00 PM –</b> pending WCS Calendar  <b>*WCS will provide transportation to WCC Campus</b></p> <p><b>CAP: 18 per each section</b>  <b>6-Bedd, 6-Hunt, 6-Fike</b></p>

## Welding Pathway (Basic Welding Certificate)

Designed for students working toward a one-year diploma in basic welding technologies with employment opportunities as entry-level welding technicians in construction, manufacturing, fabrication, sales, quality control, supervision and self-employment.

### FALL 2024

COURSE TITLE (College credit hours)	DELIVERY METHOD/ Requirements
WLD 121 MIG FCAW/ Plate (3)	<p><b>SECTION 1-Blended (F2F + online) M-F, 7:15-8:35 AM-</b> pending WCS Calendar  <b>*students must have transportation to WCC Campus</b></p> <p><b>SECTION 2-Blended (F2F + online) M-F, 12:40-2:00 PM-</b> pending WCS Calendar  <b>*WCS will provide transportation to WCC Campus</b></p> <p><b>CAP AM SEC: 16</b>  <b>CAP PM SEC: 16</b>  <b>5-HUNT, 5-BEDD, 6-FIKE per section</b></p>
SPRING 2025	
COURSE TITLE (College credit hours)	DELIVERY METHOD/ Requirements
WLD 110 Cutting Processes (2) <b>AND</b> ISC 112 Industrial Safety (2)	<p><b>SECTION 1-Blended (F2F + online) M-F, 7:15 AM -8:35 AM-</b> pending WCS Calendar  <b>*students must have transportation to WCC Campus</b></p> <p><b>SECTION 2-Blended (F2F + online) M-F, 12:40-2:00 PM –</b> pending WCS Calendar  <b>*WCS will provide transportation to WCC Campus</b></p> <p><b>CAP AM SECT: 16</b>  <b>CAP PM SECT: 16</b>  <b>5-HUNT, 5-BEDD, 6-FIKE- per section</b></p>

**CAREER TECHNICAL PATHWAY (CTE- WORKFORCE CONTINUING EDUCATION)**

*Goals: pursuing a Community College course toward workforce credential*

*Eligibility: Unweighted, cum 2.8 GPA, OR, Qualifying testing benchmarks in English, reading, and math.*

*Principal/designee may waive the GPA with reason, if the pathway does not have a CT class. High schools may have additional requirements before admission*

**Nurse Aide Level I Pathway (WCE)**

*Designed to prepare students to perform basic nursing skills for patients or residents in healthcare related settings such as hospitals, nursing homes, and much more. Upon successful completion of the course, students are eligible to sit for the Nurse Aide I State Exam. Upon passing the exam, students earn a Nurse Aide I State certification for employment.*

**SPRING 2025**

COURSE TITLE (College credit hours)	DELIVERY METHOD/ Requirements	Industry Credential/Prep
NUR 32401* Nurse Aide Level I	Face to Face- WCC campus and clinical site <b>M-Th 11am-2:30 pm (30 min) lunch-</b> pending WCS Calendar  <b>*Must have approval from CDC at HS</b> <b>*Must meet all requirements listed in flyer including transportation</b>  CAP: 10 <b>3-Beddingfield, 3-Hunt, 3-Fike, +1 lottery</b>	Prepares students for the NC Nurse Aide I- Certified Nursing Assistant Certification Exam

**\*SCROLL TO SEE COURSE DESCRIPTIONS\***

## **COURSE DESCRIPTIONS:**

### **ACA 122 College Transfer Success**

Prerequisites: None

Corequisites: None

Class: 0 | Lab: 2 | Clinical: 0 | Credit: 1

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a premajor and/or elective course requirement.

### **AHR 110 Introduction to Refrigeration**

Prerequisites: None

Corequisites: None

Class: 2 | Lab: 6 | Work: 0 | Credit: 5

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

### **AHR 113 Comfort Cooling**

Prerequisites: None

Corequisites: None

Class: 2 | Lab: 4 | Work: 0 | Credit: 4

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.

### **ART 111 Art Appreciation**

Prerequisites: None

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms, including but not limited to, sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general



education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

### **BIO 111 General Biology I**

Prerequisites: None

Corequisites: None

Class: 3 | Lab: 3 | Clinical: 0 | Credit: 4

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

### **CJC 111 Intro to Criminal Justice**

Prerequisites: None

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

### **CJC 112 Criminology**

Prerequisites: None

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

### **CJC 113 Juvenile Justice**

Prerequisites: None

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

### **CJC 131 Criminal Law**

Prerequisites: None

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course covers the history/evolution/ principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

### **CJC 141 Corrections**

Prerequisites: None

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

### **COM 231 Public Speaking**

Prerequisites: None

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

### **ECO 251 Principles of Microeconomics**

Prerequisites: None

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

### **ENG 111 Writing and Inquiry**

Prerequisites: Satisfactory Placement Score, DRE 098, or ENG 002

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English composition. This is a Universal General Education Transfer Component (UGETC) course.

### **ENG 112 Writing/Research in the Disciplines**

Prerequisites: ENG 111

Corequisites: None Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English composition. This is a Universal General Education Transfer Component (UGETC) course.

### **HIS 131 American History I**

Prerequisites: None

Corequisites: None Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course is a survey of American history from prehistory through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

### **HIS 132 American History II**

Prerequisites: None

Corequisites: None Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

### **ISC 112 Industrial Safety**

Prerequisites: None

Corequisites: None

Class: 2 | Lab: 0 | Work: 0 | Credit: 2

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

### **MAT 152 Statistical Methods I**

Prerequisites: Satisfactory Placement Score or Take One Set: · Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098 · Set 2: DMA 010, DMA 020, DMA 030, DMA 045, and DRE 098 · Set 3: DMA 025, DMA 040, DMA 050, and DRE 098 · Set 4: DMA 025, DMA 045, and DRE 098 · Set 5: MAT-003 and ENG-002 · Set 6: MAT-003 and ENG-111 · Set 7: MAT-003 and DRE-098 · Set 8: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050 and ENG-002 · Set 9: DMA-010, DMA-020, DMA-030, DMA-045, and ENG-002 · Set 10: DMA-025, DMA-040, DMA-050, and ENG-002 · Set 11: DMA-025, DMA-045, and ENG-002

Corequisites: None

Class: 2 | Lab: 2 | Clinical: 0 | Credit: 4

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.

### **MAT 171 Precalculus Algebra**

Prerequisites: Satisfactory Placement Score or Take One Set: · Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080 · Set 2: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DMA 065 · Set 3: DMA 010, DMA 020, DMA 030, DMA 045, DMA 060, DMA 070, and DMA 080 · Set 4: DMA 010, DMA 020, DMA 030, DMA 045, and DMA 065 · Set 5: DMA 025, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080 · Set 6: DMA 025, DMA 040, DMA 050, and DMA 065 · Set 7: DMA 025, DMA 045, DMA 060, DMA 070, and DMA 080 · Set 8: DMA 025, DMA 045, and DMA 065 · Set 9: MAT 121 · Set 10: \*MAT 003

Corequisites: None

Class: 3 | Lab: 2 | Clinical: 0 | Credit: 4

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. \*MAT 003 requires a grade of P2 or higher to meet the prerequisite criteria for this course.

### **MUS 110 Music Appreciation**

Prerequisites: None

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

### **NET 125 Introduction to Networks**

Prerequisites: None

Corequisites: None

Class: 1 | Lab: 4 | Work: 0 | Credit: 3

This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

### **NET 126 Routing Basics**

Prerequisites: None

Corequisites: None

Class: 1 | Lab: 4 | Work: 0 | Credit: 3

This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access

### **PHI 240 Introduction to Ethics**

Prerequisites: ENG 111

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

### **POL 120 American Government**

Prerequisites: None

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon

completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

### **PSY 150 General Psychology**

Prerequisites: None

Corequisites: None Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

### **SEC 110 Security Concepts**

Prerequisites: None

Corequisites: None Class: 2 | Lab: 2 | Work: 0 | Credit: 3

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy

### **SOC 210 Introduction to Sociology**

Prerequisites: None

Corequisites: None

Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

### **WLD 110 Cutting Processes**

Prerequisites: None

Corequisites: None

Class: 1 | Lab: 3 | Work: 0 | Credit: 2

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve

and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

**WLD 121 GMAW (MIG) FCAW/Plate**

Prerequisites: None

Corequisites: None

Class: 2 | Lab: 6 | Work: 0 | Credit: 4

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

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**CONTINUING EDUCATION COURSES**

**Nurse Aide Level I:**

The Nurse Aide I Pathway is a 192-hour course designed to prepare graduates to provide personal care and perform basic nursing skills for the elderly and other adults. Emphasis on aging process including mental, social and physical needs of the elderly, patient's rights, nutrition management, elimination procedures, safe environment, restorative services, personal and special care procedures and activities, human body structure and function and related common disease/disorders, communication and documentation, death and dying, and roles of the nursing assistant and health team members. The course includes class, laboratory, and clinical learning experiences. A skill/competency assessment is required. Upon satisfactory completion of the course and skill/competency evaluation, the graduate is eligible to apply for listing as a Nurse Aide I by the NC Division of Facility Services.

**Wilson County Schools does not discriminate on the basis of race, color, national origin, sex, disability, marital, or parental status, in admission, to access, to treatment in its programs and activities.**

**MY PERSONAL WORKSHEET**

**Course Selections for 2024-2025**

**Name:** \_\_\_\_\_ **Course of Study:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_ **Student ID Number:** \_\_\_\_\_ **Homerroom:** \_\_\_\_\_

**My choice of 8 courses:**

<b>Choice #</b>	<b>Course Number</b>	<b>Course Name</b>
1		
2		
3		
4		
5		
6		
7		
8		

**My Choice of 4 Alternate Courses (Electives) Ranked**

<b>Choice #</b>	<b>Course Number</b>	<b>Course Name</b>
1		
2		
3		
4		



