



**Dare County Schools**

**Secondary Schools  
Program of Studies**

**2017-2018**

## Table of Contents

Introduction to the Secondary Program of Studies	3
Dare County Graduation and Promotion Standards	4
Graduation Requirements Class of 2013 and Beyond	5
Assessments Provide Many Benefits	7
Dare County Schools Secondary Attendance Policy Highlights	8
North Carolina, AVID, Global & STEM Scholars Programs	9
Valedictorian and Salutatorian	10
Incomplete Grades	11
Principal's List and Honor Roll	11
Grade Point Average Calculation	12
Minimum Admission Requirements of The UNC System	13
Registration	13
Schedule Changes	14
Retaking a Course	14
Athletic Eligibility	14
Driving Eligibility	15
Advanced Placement Courses	16
NC Virtual Public School	17
Career & College Promise: Free Tuition for College Courses	18
Articulation of Credit with North Carolina Community Colleges	19
Student Passport to Graduation: The 4-Year Course Plan	20
Selecting A Concentration	21
Tentative High School Plan	22
COA Course Offerings	23
Credit by Demonstrated Mastery	24
Considerations for Course Selection	25
High School Course Descriptions	26

**IT IS THE POLICY OF DARE COUNTY SCHOOLS TO PROHIBIT DISCRIMINATION ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, RELIGION, SEX, OR DISABILITY.**

## **INTRODUCTION**

### **PURPOSE AND VISION**

While the mission of Dare County Schools is to *Educate Every Child*, its ultimate aim is for every student to graduate on-time, ready for college and the workplace. Expectations in today's workplace are every bit as rigorous as those for students attending college. With this in mind, the school system is publishing this district-wide High School Program of Studies to provide high school students and their parents with important information to help make informed academic decisions as they prepare for a challenging future.

Just as more high school students are taking college-level courses before graduation, middle school students have more opportunities not only to take courses for high school credit while still in middle school, but also to begin thinking about options for early graduation and life beyond high school.

### **HOW TO USE THIS GUIDE**

This guide provides valuable information about planning for success in high school and beginning to make college and career plans. It also provides brief descriptions of most courses offered to students. Review the information in it to learn about opportunities available to you and to aid in your decision-making. Good planning translates into success, and you should begin now to set goals for your future. As always, your school counselor is a great resource for more information and guidance.

## DARE COUNTY SCHOOLS GRADUATION AND PROMOTION STANDARDS

A student must:

- Successfully complete his/her maximum potential for earning course credits over a four- year span less four credits. (Maximum potential is defined as an individual's opportunity to earn all high school credits available in a given year.)
- Pass the required courses for the Future- Ready Core Course of Study or meet the requirements of the FRC Occupational Course of Study.
- Complete a Graduation Project. The Graduation Project showcases skills learned throughout high school and includes four components: a research paper, a portfolio, a product and a presentation.

With the use of "MAXIMUM POTENTIAL CREDITS" minus four as the method of determining graduation standards, there is not a single, fixed number of credits required for all students. Differing schedules during students' high school careers may result in differing maximum potential credits.

*Examples:*

*To be promoted to the 10th grade:      maximum potential minus 2, including English 1  
-Maximum potential for rising 10th grade is 7*

*To be promoted to the 11th grade:      maximum potential minus 3, including English 1, English 2, 1  
math, 1 science, 1 social studies  
-Maximum potential for rising 11th grade is 14*

*To be promoted to the 12th grade:      maximum potential minus 4, including English 1, English 2,  
English 3, 1 math, 1 science, 2 social studies, and Health/PE  
-Maximum potential for rising 12th grade is 21*

## High School Graduation Requirements

Every high school student must meet state course and credit requirements in addition to any local requirements in order to graduate from high school. To view the state course and credit requirements, look below for the section that matches when a student entered ninth grade for the first time.

Refer to State Board of Education policy <http://sbepolicy.dpi.state.nc.us> for a list of AP/IB, Dual enrollment and other courses that may satisfy certain requirements per State Board of Education Policy.

School counselors are available to answer any questions you may have about what is needed to reach the goal of high school graduation.

For Ninth Graders Entering in 2012-13 and Later Two Courses of Study Leading to One Diploma		
CONTENT AREA	FUTURE-READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study Requirements
English	<b>4 Credits</b> I, II, III, IV or a designated combination of 4 courses	<b>4 Credits</b> English I*, II*, III*, IV*
Mathematics	<b>4 Credits</b> Math I, II, III 4th Math Course to be aligned with the student's post high school plans <i>A student, in some circumstances, may have an alternative math course sequence as outlined under State Board of Education policy or due to the transition in standards. Please see your school counselor for more details.</i>	<b>3 Credits</b> Introduction to Mathematics Math I* Financial Management
Science	<b>3 Credits</b> A physical science course, Biology, Earth/Environmental Science	<b>2 Credits</b> Applied Science Biology*
Social Studies	<b>4 Credits</b> American History: The Founding Principles, Civics and Economics, World History, American History I: American History II OR AP US History**, IB History of the Americas**, additional social studies course**	<b>2 Credits</b> American History I* American History II*
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not required
Health and Physical Education	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education
Electives or other requirements***	<b>6 Credits required</b> <b>2 elective credits of any combination from either:</b> – Career and Technical Education (CTE) – Arts Education – World Languages <b>4 elective credits strongly recommended (four course concentration) from one of the following:</b> – Career and Technical Education (CTE)**** – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English)	<b>6 Credits</b> Occupational Preparation I, II, III, IV***** Elective credits Additional requirements: – Completion of IEP Objectives – Career Portfolio
Career/Technical		<b>4 Credits</b> Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)		
<b>Total</b>	<b>22 Credits plus any local requirements</b>	<b>22 Credits plus any local requirements</b>

\* OCS Pathway courses aligned with Future Ready Core courses in English I, English II, Algebra I/Integrated Math I, and Biology.

\*\* Examples of electives include Arts Education, JROTC and other courses that are of interest to the student.

\*\*\* For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at: <http://www.ncpublicschools.org/docs/cte/publications/career/clusters.pdf>

\*\*\*\* Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

## **Assessments Provide Many Benefits**

### **End-of-Course (EOC) Tests**

State testing shifts at the high school level from measuring what students have learned in a particular grade level to testing what students have learned in a course. These tests are administered at the end of the course and count 25% of the student's total grade in each course. Middle School students who take an EOC do not receive 25% of the student's final grade. For 2016-17, end-of-course tests will be given in English II, Math I, and Biology. Make-ups for EOC tests will be given after the regularly scheduled testing period. There is only a 10-day window for EOC make-ups. After that time, no EOC tests can be made up. For any teacher-made exams missed, make-ups will have to be scheduled with the individual teacher.

### **Career and Technical Education (CTE) Post Assessments**

All high school Career and Technical Education (CTE) classes will have tests at the end of each course, which count 25% of the student's total grade. These tests are required by North Carolina.

### **PreACT**

All sophomores will take the Pre ACT test during the first semester. The PreACT is a shorter version of the ACT that provides students with a college readiness score in the core content areas and is a tool to help make decisions about high school coursework and postsecondary options.

### **Preliminary Scholastic Aptitude Test (PSAT)**

All 11th grade students will take the PSAT in the early fall. This is good practice for the SAT as students get their tests back to use as a study guide.

### **Scholastic Aptitude Test (SAT)**

Students who plan to attend college should take the SAT, usually twice as a junior and once as a senior. The SAT is given in Dare County 5 times a year. This is not a state mandated test. There is a charge for this test; however, students may qualify for a reduced fee. <https://www.collegeboard.org/>

### **American College Test (ACT)**

All juniors are required by the state to take the ACT in March. This is a free college entrance exam that assesses achievement in reading, writing, math, and science. The ACT provides students with a college readiness score in each content area. <http://www.act.org/>

*Fee waivers are available for qualifying students. The waivers are based on need/income. Please ask your school counselor about fee waivers for the SAT and ACT.*

### **Advanced Placement Exams**

Any student registered in an AP course is expected to take the AP exam (free of charge). If the student scores a certain level on the test, the student will receive high school as well as college credit for the course if the student passes the course. (College credit score levels are determined by the individual colleges.) Any student who does not take the exam will be expected to pay the exam fee in full.

**WorkKeys**

WorkKeys is part of North Carolina's school accountability program and is given to all 12<sup>th</sup> graders who are Career and Technical Education (CTE) concentrators. A **concentrator** is a student who has earned four or more technical credits in a pathway or cluster, at least one of which is at the second level. The assessment system measures "real world" skills (foundational and soft skills) that employers believe are critical to job success. These skills are valuable for any occupation being considered and at any level of education. The three core areas tested are: Applied Mathematics, Locating Information and Reading for Information. Successful completion can lead to earning ACT's National Career Readiness Certificate (ACT NCRC), a portable credential earned by more than 2.3 million people across the United States. Students' performance in these areas is meant to demonstrate their abilities to potential employers through the use of standardized, quantitative metrics. There are four certification levels: Platinum, Gold, Silver and Bronze.

**ASVAB**

Juniors and Seniors can elect to take the Armed Services Vocational Aptitude Battery which is an excellent career exploration tool. It gives a profile of aptitudes and interest. This is not a State required test nor does it commit a student to the armed services.

**Dare County Schools Secondary Attendance Policy Highlights**

State law requires absences be coded excused or unexcused. Students must present a written excuse from a parent/legal guardian within three (3) days after returning from each absence. Students absent/tardy due to a medical/dental appointment or court appearance must present a note from that office.

A student must be present in class for at least two-thirds of the period to be counted present for the period.

Any student who misses more than five (5) days for any reason in any one class per semester has exceeded the Dare County attendance requirements.

Students with excessive absences for any reason are subject to suspension of privileged activities (e.g., extra-curricular activities, athletics, parking, attendance at prom, graduation ceremony, etc.) until such time as work is completed to the teacher's and principal's satisfaction.

Out-of-town or educational travel must be pre-approved at least five (5) days in advance of planned absences (including College Days). Forms are available in the attendance office. Generally, no educational travel will be approved two weeks before or during state testing and exams unless the student is exempt.

### **North Carolina Academic Scholars Program**

Students who complete the State Board of Education requirements for a well-balanced, challenging high school program will be named North Carolina Scholars and receive special recognition. Only courses taken in grades 9-12 will be counted toward NC Scholars. Final GPA calculations will be done at the third quarter of the student's senior year. Students who qualify for this special recognition will:

- be designated by the State Board as NC Scholars
- receive a seal of recognition attached to diplomas
- be able to use this special recognition in applying to post-secondary institutions
- receive special recognition at graduation exercises and other community events

And complete:

- 4 Levels of English (9, 10, 11, 12, AP Literature, AP Language)
- 4 Mathematics (Selected from Algebra I, Geometry, Algebra II, or Math I, II, III and a higher level with Algebra II/Math III as a prerequisite)
- 3 Sciences (Earth/Environmental, Biology, and Chemistry or Physics)
- 4 Social Studies (World History and American History I, II or AP US History + additional social studies course and Civics)
- 1 Healthful Living (taught within Health and Physical Education)
- 6 Elective credits to include 2 levels of a second language required for UNC System; 4 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
- 3 Higher level courses taken during junior and/or senior years which carry 4.5, 5 or 6 quality points, such as: AP, Dual or college equivalent course, Advanced CTE/CTE credentialing courses, online courses, other honors or above designated courses and completion of The North Carolina Graduation Project
- 24 total credits AND minimum unweighted GPA 3.5

### **AVID Scholars, Global Scholars, and STEM Scholars**

Students who meet locally determined standards will be recognized at graduation as AVID Scholars, Global Scholars or STEM Scholars. Students will apply during 2<sup>nd</sup> semester of their senior year and be approved for recognition by a school-based faculty team appointed by the principal. These opportunities will be based on availability.

### **Global Scholars Criteria**

Beginning with the Class of 2013, eligible graduates will be designated by Dare County Schools as Global Scholars and acknowledged at graduation. To be recognized, students will complete a minimum of six of the following courses/global experiences plus the two required activities (approved equivalent CCP courses can be substituted or added):

- AP European History
- AP Human Geography
- AP World History
- AP Literature
- A minimum of three levels of a World Language (or two levels of two World Languages)
- Multicultural Studies (Apex Learning or NCVPS)
- Other pre-approved global studies courses

- Meaningful Global Experience, such as involvement in China Partnership, Model UN, etc.
- Required:  
Graduation Project on a global issue  
Minimum weighted GPA of 3.5

### **STEM Scholars Criteria**

Beginning with the Class of 2013, eligible graduates will be designated by Dare County Schools as STEM (Science, Technology, Engineering and Math) Scholars and acknowledged at graduation. To be recognized, students will complete a minimum of six of the following courses/STEM experiences plus the two required activities (approved equivalent CCP courses can be substituted or added):

- AP Biology
- AP Chemistry
- AP Physics
- AP Environmental Science
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- AP Computer Science
- Other college-level STEM course (to be approved in advance)
- Certification in a Career and Technical Education (CTE) field
- At least one online course
- Other pre-approved rigorous STEM course
- Meaningful STEM experience, such as involvement STEM-related clubs, service learning, shadowing
- Required:  
Graduation Project on a STEM issue is required  
Minimum weighted GPA of 3.5 is required

### **Valedictorian and Salutatorian**

In order for students to qualify to be recognized as Valedictorian or Salutatorian, they must complete their final three semesters of coursework, (excluding approved international study) at the high school from which they are receiving their diplomas. GPA calculations are made at the end of the third nine-week period. A local GPA conversion scale will be used for determining valedictorian, salutatorian and other graduation honors.

### **Incomplete Grades**

If a student receives an incomplete at the end of a grading period, he/she is required to meet with the teacher to resolve the incomplete within 10 days of the end of the grading period.

### **Principal's List and Honor Roll**

Principal's list will consist of students who make all A's in a nine-week period. Honor roll will consist of students who make A's and B's in a nine-week period.

### **Grade Point Average Calculation**

Grade Point Average (GPA) is the primary means of ranking and honoring students in all Dare County high schools.

A cumulative GPA includes all semester grades a student earns beginning with semester one of grade nine and continuing through high school.

All North Carolina Public Schools are graded using a 10-point scale.

Weighted courses are courses which the NC Department of Public Instruction has determined to be of greater difficulty than standard courses. This system is in place in all public high schools in North Carolina.

Courses are weighted as follows on the 4.0 scale:

Prior to Fall 2015:

- Honors courses receive one additional quality point
- Dual-enrollment courses receive one additional quality point
- AP courses receive two additional quality points

Fall 2015 and Beyond:

- Honors courses receive an additional one-half quality point
- Dual-enrollment courses receive one additional quality point
- AP courses receive one additional quality point

Students transferring into Dare County Public Schools will receive weighted credit for nationally designated AP courses previously taken at another school. Beginning with the freshman class entering high school in Fall 2015, honors courses will be weighed one-half quality point and AP courses will be weighted one additional quality point.

### **Grading Scale/GPA Chart (Fall 2015 and beyond)**

100 – 90 = 4.0
89 – 80 = 3.0
79 – 70 = 2.0
69 – 60 = 1.0
≤ 59 = 0.0

## Minimum Admission Requirements Of The UNC System

(ALL SIXTEEN INSTITUTIONS)

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

To enroll in any of the 16 public universities, which make up the University of North Carolina, undergraduate students must meet the following minimum requirements; however, some member institutions have higher requirements than those listed below. Contact individual schools for specific requirements.

- A HIGH SCHOOL DIPLOMA OR ITS EQUIVALENT
- FOUR levels of ENGLISH (9, 10, 11, 12), emphasizing grammar, composition, and literature
- FOUR course units in MATHEMATICS, integrated math I, II, and III, and one unit beyond integrated math III. (The fourth unit of math affects applicants to all institutions except the UNC School of the Arts.) It is recommended that prospective students take a mathematics course unit in the 12th grade. Examples of a fourth math are Advanced Functions and Modeling, Pre- Calculus, Calculus, Discrete Math or AP Statistics
- TWO course units in SOCIAL STUDIES, including one unit in US HISTORY
- TWO units of one World Language\*
- THREE course units in SCIENCE, including at least one unit in a life or biological science (for example, biology), at least one unit in physical science (for example, physical science, chemistry, physics), and at least one additional laboratory course

Student's Age and College Credits	Minimum GPA	Minimum SAT (Critical Reading + Math)	Minimum ACT Composite
20 years and younger with fewer than 24 transferable credits	2.5	880	17

## **Registration**

All 9th, 10th and 11th grade students in Dare County high schools will be required to enroll in seven courses for the year. Seniors must register for at least six of seven courses. *In addition, seniors participating in a spring sport will be required to enroll in a minimum of 4 courses first semester.* Other second semester and fifth year seniors will be allowed to enroll in courses on an as-needed basis. Parent and school permission is required for any senior taking an abbreviated schedule. Note: For driving and athletic eligibility, 90 minute blocks count as two classes.

During registration, students should make course selections very carefully. **First choices will be honored if at all possible; however, alternate course selections are just as important as first choices. If there is a schedule conflict after the master schedule is built, alternative course selections chosen on the preregistration form will be used to complete a student's schedule.**

**Availability of classes at each school will depend upon student registration numbers, certified teachers, and program feasibility.**

## **Schedule Changes**

Students are given information and guidance to help them carefully select their courses. Based upon these requests, teachers are employed, teaching stations are assigned, instructional materials and supplies are purchased, and intensive planning is undertaken to construct the best possible master schedule. Because of these factors, students should thoughtfully select core courses, electives, and alternates during registration. Prior to the opening day of school, students will have the opportunity to meet with their counselor to make last minute schedule changes for first and second semester. Only in the following situations should a student request a schedule change:

The student is scheduled for a course for which he/she did not register or which was not selected as an alternate.

- The student passed a course that he/she assumed he/she would fail.
- The student did not meet the necessary prerequisite for the next course.
- The student failed a course, registered for the course again, and was assigned to the same instructor.
- The student is academically misplaced or there is a computer error.

If the parent or student is requesting a schedule change, it requires parent permission and must be authorized by a school counselor and approved by an administrator.

Generally, students who withdraw from a course after the drop/add period within a semester will receive a "WF" (Withdrawal Failing) grade, which will be calculated into the GPA as an "F" grade. At the discretion of the principal when there are extenuating circumstances, students may be allowed to withdraw without penalty. According to the North Carolina State Board of Education policy for end-of-course tests, students may not drop a semester course with an end-of-course test after the first 10 days, or a year-long course with an EOC after the first 20 days.

### **Repeating a Course for Credit**

Students are permitted to repeat a course for credit when they have failed a course. Students repeating a course for credit shall receive a grade and take the associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect to either retake the EOC or use the previous passing EOC score as at least 25% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade beginning with students entering the ninth grade in 2015-16, upon completion of the repeated course, the new course grade shall replace the previous grade for the course. Students in Dare County are allowed to repeat a course they passed in order to improve their grade or knowledge. For students entering the ninth grade prior to 2015-16, both grades will appear on the transcript. An **audited** class is one taken to improve one's knowledge in a core course already taken. Audited classes may be taken upon instructor approval on a space available basis. An audited class will receive no grade or credit. During registration, the student must state his/her desire to audit a class. Once the semester has begun, the status of the course may not be changed.

### **Credit Recovery**

The term "credit recovery" refers to a block of instruction that is less than the entirety of the Standard Course of Study (SCS) for that course. Credit recovery delivers a subset of the SCS in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. When credit recovery is used, the original record of the course being completed and failed will remain on the transcript. The grade shall be designated as Pass or Fail and the mark will not affect the student's GPA. A student wishing to modify his or her GPA shall repeat a course for credit and not seek a credit recovery solution. Intensive online remediation in core subjects (math, English, social studies, science) may be provided during the summer for high school students only on a limited basis. Students who failed a course may retake one class during the summer if the student needs

the course/credit for promotion purposes or to be an on-time graduate.

### **Credit by Demonstrated Mastery (CDM)**

Beginning with the 2014-2015 school year, Credit by Demonstrated Mastery (CDM) is a new option for obtaining high school course credit for standard level courses (honors level and AP level courses are excluded) in North Carolina. CDM is the process by which a local school system can, based upon a body-of-evidence, award a student credit in a particular high school course without requiring the student to complete classroom instruction. Dare County is providing students the opportunity to earn credit in selected courses.

To earn credit for a high school course and bypass the seat time requirements, students can demonstrate mastery for the course through a two-phase process:

#### **Phase 1: A standard examination**

- EOC Exam – Level 5
- Non-EOC/CTE Assessment – 90% or better

#### **Phase 2: An artifact**

- A project that demonstrates the student's deep understanding of the content standards
- Artifacts of any type may be assigned – ranging from three-dimensional to paper-based to electronic to oral interviews

CDM credits are awarded as a “pass” and appear as such on the student’s transcript. No course grade is received and the course is not included in the GPA calculation. Failed attempts will not be reflected on a student’s transcript.

If a student earns credit by demonstrated mastery for a course, generally the student should replace the course with the next course in the sequence, i.e. a student using CDM to earn an English I credit should schedule English II in its place. High school students might also use CDM credit to create space in their schedule that can be filled with a community college course available through Career & College Promise or other advanced course, such as later in high school.

Students can graduate early based on credits earned through demonstrated mastery. Dare County Schools recommends that early graduation decisions be made through discussion between parents, students, counselors, and school administrators.

CDM is for students who wish to accelerate without enrolling in a course; therefore, a student may not elect to earn CDM midway through a course.

Students considering collegiate athletic eligibility should be advised that NCAA Division I and Division II colleges and universities do not recognize test-out credits in terms of meeting college entrance credit requirements, and therefore CDM is strongly discouraged for potential collegiate athletics. Credits earned through CDM can be used to count toward minimum credits for the purpose of high school athletic eligibility.

### **Athletic Eligibility (Scholastic Eligibility)**

Based on the N.C. High School Athletic Association policy, a student must have passed a minimum of five courses the previous semester. **Note: For driving and athletic eligibility, 90 minute blocks count as two classes.**

### **Driving Eligibility**

State law requires the revocation of a student’s driving permit or license if a student is unable to maintain adequate academic progress or drops out of school. This law applies to all North Carolina students under the age of 18.

Students who drop out of school lose their driving eligibility immediately. Adequate academic progress will be evaluated at the end of each semester for enrolled students. Students must pass at least 70% of courses attempted each semester in order to keep their driving permit or license or to receive a driving eligibility certificate. Students who do not meet these requirements will be reported to DMV and will have their permit or license revoked. **Note: For driving and athletic eligibility, 90 minute blocks count as two classes.**

Before students can receive a North Carolina driving permit or license, they must obtain a Driving Eligibility Certificate from the administration.

### **Early Graduation**

State Board of Education Policy requires school counselors to encourage students to complete college prep requirements in less than four years where feasible and appropriate. To the extent appropriate for individual students, counselors shall help set up schedules that promote completion of college entrance requirements within three years. Since 24 credits are generally needed to graduate from Dare County Schools, students interested in completing college entrance requirements in three years must complete additional courses during middle school or outside the regular school day. Consult your school counselor to learn about opportunities for accelerated completion of college entrance requirements, earning college credits while in high school, and early graduation.

Students who complete all requirements for graduation and choose to graduate early will be allowed to do so. Students and parents must complete and sign an “Intent to Graduate Early” form and meet with their guidance counselor to discuss graduation plans. An early graduate will be allowed to attend prom and participate in the June graduation and the diploma will be awarded at that time. Early graduates are not eligible for second semester sports.

### **Advanced Placement Courses**

Advanced Placement (AP) courses are rigorous college level courses offered for high school credit. Students are required to take the nationally administered AP exams given in May. Those who score well on them may earn college credits. The student’s score and the policies of the particular college that an individual student attends will determine the amount of college credit that a student may be awarded. The decision to award credit or not and how much credit to award is a decision left up to the individual college.

College level courses require a high level of maturity, responsibility, and time management ability on the part of the student. AP courses appearing in this guide will be scheduled subject to availability and may be provided via distance learning. Students entering high school prior to Fall 2015 earn two extra quality points for these courses; students entering high school in the Fall of 2015 and beyond earn one extra quality point.

### **NC Virtual Public School**

Many additional AP and other elective courses may be available online through enrollment in the North Carolina Virtual Public School (NCVPS). These offerings range from Mandarin Chinese and other world languages to several Career and Technical Education courses and AP courses not provided by Dare County Schools’ teachers. After becoming familiar with the range of courses listed in this Course Offerings, students should consult with their counselor for more information about signing up for additional course possibilities. (Please see your counselor for a list of courses offered through NCVPS) Please visit the following for a complete course list: <https://ncvps.org/catalogue>

### **NC School of Science and Math**

The School of Science and Math offers residential and online options for qualified students in 11th and 12th grades. Students must apply to the school in the fall of their 10th grade year. In addition, NCSSM

offers a select number of interactive videoconference courses to students who meet the prerequisites for that class. Using two-way videoconferencing, students from across the state work together on projects and participate in whole class discussions while developing the skills required in the modern work world. Interested students should contact their school counselor for more information.

### **Student Passport to Graduation: The 4-Year Course Plan**

Student plans are developed and personalized to help students achieve success in high school and to plan for a successful future after high school. When preparing and reviewing the four-year course selection plan, students and parents should consider the student's goals upon completion of high school.

Questions to consider when selecting courses: Does the student plan to pursue specific training that will prepare him/her for any of the following:

- to enter directly into the job market?
- to enlist in a branch of the armed services?
- to earn college credit while in high school?
- to enroll in a one- or two-year post-secondary education program which provides specific job skills?
- to enroll in a college or university to pursue a four-year degree?

Students and parents should also consider academic strengths, talents, and skills, as well as subject areas the student enjoys. After considering all of this, the parent, student, and school counselor can better select appropriate courses. A plan can be designed that helps students meet graduation requirements and makes high school a more meaningful and rewarding experience. This process requires thoughtful decision-making and difficult choices are almost always necessary. Once the plan is developed, students are able to see how all the pieces fit together.

### **Selecting a Concentration**

All high school students will be meeting the Future-Ready Core graduation requirements. It is strongly recommended that they plan a concentration in a sequence of elective courses that relate to their future goals. These concentrations may include arts education, career and technical education, world languages, or a core subject area.

To further guide in development of the course plan, students and parents should review:

- minimum standards for promotion and graduation from Dare County Schools
- requirements for becoming a North Carolina Scholar, an AVID Scholar, or STEM Scholar
- minimum standards for admission to the sixteen UNC system institutions and guidelines for the admission standards of other colleges

**4-Year Plan** - Each year students, parents, and counselors will update and revise, if necessary, the student plan during the spring course registration process.

## Course Planning Document

Name: \_\_\_\_\_

<b>English</b>	English 1	English 2	English 3	English 4
4 Credits	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<b>Math</b>	Math 1	Math 2	Math 3	4th Math
4 Credits	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<b>Science</b>	Earth Environmental	Biology	Physical Science Chemistry, Physics	
3 Credits	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	
<b>Social Studies</b>	World History	Civics	American History 1 AP US History	American History 2 4th Social Studies
4 Credits	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<b>Health/PE</b>	9th Grade			
1 Credit	<input type="checkbox"/> _____			
<b>Electives</b>				
8 credits	2 elective credits of:	4 electives		
	*Career and Tech Ed	*Career and Tech Ed		
	*Arts, Music, Theatre	*Arts, Music, Theatre		
	*Second Language	*Other (academic)		
	<input type="checkbox"/> _____	<input type="checkbox"/> _____		
	<input type="checkbox"/> _____	<input type="checkbox"/> _____		
	<input type="checkbox"/> _____	<input type="checkbox"/> _____		
	<input type="checkbox"/> _____	<input type="checkbox"/> _____		
<b>Second Language</b>	2 credits are required for UNC System School			
2 credits	<input type="checkbox"/> _____	<input type="checkbox"/> _____		
<b>Total</b>	24 credits required for graduation		*An alternate math may be approved in rare cases	

\*CCP courses taken though a NC Community College can substitute for some required HS courses

## College and Career Now

### High School Courses in Middle School

Students in grades 6-8 who pass English I and/or mathematics, science, social studies, or world language courses that are described in and aligned to the North Carolina Standard Course of Study for Study for grades 9-12 may use the course(s) to meet high school graduation requirements. Such course(s) shall count toward meeting graduation requirements and the number of credits required to graduate, and shall appear on the high school transcript. These courses shall not be included in the calculation of the student's high school Grade Point Average (GPA). Student GPA shall be computed only with courses taken during high school.

Middle school students who elect to take high school courses in middle school may have the opportunity to earn dual-enrollment credits, Associate of Arts College Transfer Pathway, Associate of Science College Transfer Pathway, Associate of Arts Degree or Associate of Science Degree by the end of their fourth year in high school.

### Career and College Promise: Tuition-Free Courses for High School and College Credit

*Career and College Promise* provides *qualified* students who have met the prerequisites with the opportunity to earn college credits while still in high school. Tuition is free, but students may be responsible for providing their own textbooks. Students will receive one additional quality point on their transcripts for college transfer courses since these are weighted courses. Technical courses are not weighted.

Face-to-face, online or blended learning courses may be available from the local community college or other community and selected private colleges. A listing of possible classes is posted in the counseling office and updated as new courses are available.

To be eligible:

- Students must be juniors or seniors, have at least a 3.0 GPA on a 4.0 scale, and demonstrate college readiness on an approved assessment or placement test such as PreACT, PSAT, ACT, SAT or take the placement test at College of the Albemarle.
- Students interested in Career Technical courses may qualify with their principal's recommendation even if their GPA is less than 3.0.
- While these courses generally may not be used to meet specific course requirements for high school graduation, they can provide high school elective credit requirements.
- Students must register through the school counselor and complete a college application.
- If a student starts the class and then drops it, the student will receive an F on his/her transcript.
- Courses are subject to availability at the college, and there may be additional course prerequisites.

Students should note differences in expectations when taking college courses and plan accordingly as follows:

- College level classes require college level work and a college level attitude. Students may have to choose between extra-curricular activities, for example, and attending their college class. There are more stringent attendance guidelines for college courses. The more content the student misses, the more likely that he/she will not succeed in the course. Excessive absences can result in a failing grade.

- There will be no exemptions from final exams. In order to earn the college credit, the student must complete all work, attend the classes, take the final exam, and earn a 'C' or better in the class.
- Maturity is extremely important because other college students will be attending class as well. It is hoped that each student will enjoy the collegiate experience. The college campus is not an extension of the high school. When a student is attending a college course, he/she is, in effect, a college student.
- Each student will receive two grades for college courses taken. One is a letter grade on a college transcript at the end of the college semester. This may differ from the high school grade as some instructors use a different grading system. The letter grade will be based on the college syllabus. The other grade appears on the high school transcript. Grades earned in community college classes that have been approved for the Comprehensive Articulation Agreement with UNC System will receive one additional quality point on a 4.0 scale on the high school transcript. Students taking required high school core classes through Dual Enrollment and have an EOC, must take the EOC.
- Every student who takes an internet course or a course which utilizes the internet as part of the curriculum will be expected to have an e-mail account, daily access to a computer, and demonstrable skills in uploading and downloading files, appending attachments to e-mail and conducting online research.
- If the class is scheduled on the Dare County COA Campus, the student will be required to follow the attendance policy set by the instructor of the scheduled class. The instructor is encouraged to report any excessive absences or concerns to the Counseling Center Department at the student's high school. If the COA class is at the high school campus, the student will be required to follow the Dare County attendance policy. **(If an athlete registers for a COA class, it is recommended that he/she go to the first day of class to discuss attendance concerns related to the individual student's practice/game schedule. If the instructor is unwilling to grant the flexibility needed regarding this type of approved absence at the high school, then the student will be allowed to drop the college class and add a new class.**

**Students must maintain a 2.0 GPA to remain eligible for CCP courses. If a student fails a course or withdraws from a course after the drop/add period this may affect their future enrollment with COA. The student's financial aid can also be impacted if the student fails or withdraws from a class after the drop/add period.**

\*Please see your counselor for a list of courses that can replace high school and college requirements. Most colleges will accept transfer grades, but it is important to check with each individual college's articulation agreement.

### **Articulation of Credit with North Carolina Community Colleges**

The North Carolina High School to Community College Articulation Agreement provides a seamless process that joins secondary and postsecondary Career and Technical Education (CTE) programs of study. The articulation agreement ensures that if a student is proficient in their high school course, the student can receive college credit for that course at any North Carolina community college where it is taught. This streamlines the student's educational pathway by eliminating the need to take multiple courses with the same learning outcomes. Students from Dare County who complete CTE courses that match the knowledge and skills taught in similar community college courses with a final grade of B or

higher and a score of 93 or higher on the standardized CTE post-assessment are eligible to receive articulated college credit. To receive articulated credit, students must enroll at the community college within two years of their high school graduation. Please see your school counselor for a list of articulated courses.

### College of the Albemarle - Career and College Promise Course Offerings

Career & College Promise (“CCP”) is North Carolina’s dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses. Students are able to choose from the College Transfer or Career & Technical Education pathways:

- College Transfer – College transfer pathways provide tuition-free course credits toward the Associate in Arts or Associate in Science that will transfer seamlessly to any public or participating private college or university.
- Career and Technical Education – Earn tuition-free course credits at a NC Community College toward a job credential, certificate or diploma in a technical career, you may receive elective or program credit for these courses

Career & College Promise pathways offer students rigorous and relevant course work designed to engage their interests and help them achieve educational and career goals. Career & College Promise students, regardless of which pathway they choose, use both high school and college courses to fill their schedules.

Eligibility Requirements:

- be a high school junior or senior
- have a weighted GPA of 3.0 or higher on high school courses
- demonstrate college readiness on an assessment or placement test in English, reading, and mathematics (See chart below)
- meet all course prerequisites

#### College Readiness Benchmarks on Approved Diagnostic Assessment Tests

Test	PreAC T	PSAT	Asset	COMPASS	Accuplacer	SAT	ACT
English	15	26	41 Writing	70 Writing	86 Sentence Skills	NA	18
Reading	18	26	41 Reading	81 Reading	80 Reading	410	22
Mathematics	19	24.5	41 Numerical Skills & 41 Int. Algebra	47 Pre-Algebra & 66 Algebra	55 Arithmetic & 75 Elem. Algebra	520	22

<b>UNIVERSAL GENERAL EDUCATION COURSES</b>			
	<b>Associate in Arts</b>	<b>Associate in Science</b>	<b>Courses with Prerequisites</b>
<b>ENGLISH COMPOSITION</b>			
ENG 111 Writing & Inquiry	X	X	
ENG 112 Writing/Research in the Disciplines	X	X	X
<b>COMMUNICATIONS</b>			
COM 231 Public Speaking	X	X	X
<b>HUMANITIES/FINE ARTS</b>			
ART 111 Art Appreciation	X	X	
ART 114 Art History Survey I	X	X	
ART 115 Art History Survey II	X	X	
ENG 231 American Literature I	X	X	X
ENG 232 American Literature II	X	X	X
ENG 241 British Literature I	X	X	
ENG 242 British Literature II	X	X	
MUS 110 Music Appreciation	X	X	
PHI 215 Philosophical Issues	X	X	X
PHI 240 Introduction to Ethics	X	X	X
<b>SOCIAL/BEHAVIORAL SCIENCES</b>			
ECO 251 Principles of Microeconomics	X	X	
ECO 252 Principles of Macroeconomics	X	X	
HIS 111 World Civilizations I	X	X	
HIS 112 World Civilizations II	X	X	
HIS 131 American History I	X	X	
HIS 132 American History II	X	X	
POL 120 American Government	X	X	
PSY 150 General Psychology	X	X	
SOC 210 Introduction to Sociology	X	X	
<b>MATH</b>			
MAT 143 Quantitative Literacy	X		
MAT 152 Statistical Methods I	X		
MAT 171 Pre-calculus Algebra	X	X	
MAT 172 Pre-calculus Trigonometry		X	X
MAT 263 Brief Calculus		X	X
MAT 271 Calculus I		X	X
MAT 272 Calculus I		X	X
<b>NATURAL SCIENCES</b>			
AST 111 Descriptive Astronomy w/Lab	X		

BIO 111 General Biology I	X	X	
BIO 112 General Biology II		X	X
CHM 151 General Chemistry I	X	X	
CHM 152 General Chemistry II			X
PHY 110 Conceptual Physics	X	X	
PHY 151 College Physics I		X	X
PHY 152 College Physics II			X
PHY 251 General Physics I		X	X
PHY 252 General Physics II			X
<b>ACADEMIC TRANSITION</b>			
ACA 122 College Transfer Success	X	X	

2017-2018 CCP Career & Technical Course Offerings						
Program Area	Course Number	Available Format			WebEx	Weighted
		On-Line	Face To Face	Hybrid		
<b>Business Administration</b>	MKT 120 Principles of Marketing	X				
	BUS 137 Principles of Management	X				x
	BUS110 Introduction to Business	X		X		x
	BUS 115 Business Law I	X		X		x
	CIS 110 Introduction to Computers	X	X	X		x
<b>Business Administration</b>	ACC 120 Principles of Financial Accounting		X	X	X	x
<b>Transfer Prep</b>	ACC 121 Principles of Managerial Accounting		X	X	X	x
	BUS110 Introduction to Business	X	X	X		x
	BUS 115 Business Law I	X		X		x
	CIS 110 Introduction to Computers	X	X			x
<b>Computer Technology Integration</b>	CIS 110 Introduction to Computers	X	X			x
<b>PC Technician</b>	CIS 111 Basic PC Literacy	X				
	CTI 120 Network and Security Foundation	X				

<b>Computer Technology Integration</b>	CIS 110 Introduction to Computers	X	X			x
<b>PC Support</b>	CIS 111 Basic PC Literacy	X				
	CTI 120 Network and Security Foundation	X				
	NOS 130 Windows Single User	X				
<b>Computer Programming</b>	CIS 111 Basic PC Literacy	X				
	CIS 110 Introduction to Computers	X	X			x
	CIS 115 Introduction to Programming & Logic	X			X	x
	CSC 139 Visual Basic	X			X	
	CSC 239 Advanced Visual Basic	X			X	
<b>Human Services Technology</b>	HSE 110 Introduction to Human Services				X EC campus	
<b>Medical Assisting</b>	MED 110 Orientation to Medical Assisting	X				
	MED 121 Medical Terminology I	X				
	MED 122 Medical Terminology II	X				
<b>Medical Office Receptionist</b>	CIS 110 Introduction to Computers	X	X			
	CIS 111 Basic PC Literacy	X				
	MED 121 Medical Terminology I	X			X EC campus	
	MED 122 Medical Terminology II	X			X EC campus	
	OST 148 Medical Coding, Billing & Insurance	X				
	OST 149 Medical Legal Issues	X				
	OST 281 Emerging Issues in the Medical Office	X				
<b>Welding Technology</b>	WLD 110		X			
	WLD 121		X			
	WLD 112		X			
	WLD 115		X			

## **Considerations for Course Selection**

### **Recommendations**

Teacher recommendations are considered for placement in appropriate classes based on a number of factors, including: test scores, past performance in subject area, student motivation and work ethic. Recommendations will be reviewed with students/parents during the registration process in order to assist them in making informed decisions.

### **Honors Level Courses**

Course content, pace and academic rigor place high expectations on the student and surpass standards specified by the NC Standard Course of Study. Such courses demand a greater independence and responsibility. Therefore honors-level courses are weighted one additional quality point on the 4.0 scale, for students entering high school prior to Fall 2015, and one-half quality point for students entering high school in Fall 2015 and beyond.

### **AP Courses**

Course content, pace and academic rigor are college level as adopted by the College Board and are geared to prepare students to pass the AP test. The course provides credit towards a high school diploma. AP courses are two additional quality points on the 4.0 scale for students entering high school prior to Fall 2015 and one quality point for students entering high school in Fall 2015 and beyond.

Students and parents should attend the information sessions provided by the school in order to understand course expectations. Contracts for each course must be obtained from the appropriate teachers, signed and returned to the counseling center by the designated deadline in order to be enrolled in the course.

## English Department Courses

### Required Courses:

English I, English II, English III or AP English Language, English IV or AP English Literature

### Electives

Introduction to Publications, Public Speaking, Journalism I, Creative Writing I, Journalism II, Creative Writing II, Yearbook Publications I, Creative Writing III, Yearbook Publications II, Newspaper Editing

### Introduction

The goal of the English program is the mastery of communication skills necessary for living and working effectively. All students must successfully complete the proper sequence of four required English courses. Each year a student reads and studies a number of designated books at each grade level. **Students may elect to take honors level courses with weighted credit as offered by the English Department.**

### English I

This class is an introduction to the different genres of literature. Students explore the significance of these genres by examining texts, analyzing central ideas and examining the author's style and purpose. There is a strong emphasis on reading and writing argumentative and informational texts. Technology is incorporated throughout the course, including in instruction and in student assignments.

### English II

This class focuses on world literature with a concentration on works outside of Europe. Students will analyze an author's purpose and meaning by exploring word choice, the connotation and denotation of words, point of view and style. Students will also be exposed to multiple representations of subjects through different mediums and source material. Reading and understanding informational texts will be emphasized. Writing assignments will include informative/explanatory and literary essays as well as reflective, poetic and analytical pieces. Technology will enhance instructional presentation and student writings, projects and collaboration. There is a required EOC test for this course.

### English III

This class focuses on American literature with an emphasis on documents and literature of historical significance. Students will use textual evidence to support analysis of implicit meanings, central ideas and author's choices. Students will analyze an author's purpose and meaning by exploring the connotation and denotation of words, point of view and style. They will explore various interpretations of representative works and demonstrate an understanding of the treatment of works from the same period. Students will integrate and evaluate multiple sources of information presented in different media or formats and evaluate the reasoning and rhetoric in seminal American texts. Written assignments may include argumentative, informative/explanatory and literary essays as well as reflective, poetic and analytical pieces. Teachers will integrate technology through instructional presentation and through the following individual and/or collaborative assignments: writing, projects and research.

## **English IV**

This class focuses on world literature, with an emphasis on British literature. Students will explore various interpretations of representative works and demonstrate an understanding of the treatment of works from the same period. Students will analyze an author's purpose and meaning by exploring the connotation and denotation of words, point of view and style. Literary analysis will be supported with textual evidence. Students will integrate and evaluate multiple sources of information presented in different media or formats and evaluate the reasoning and rhetoric in texts. Written assignments may include argumentative, informative/explanatory, and literary essays such as reflective, poetic and analytical pieces. To ensure students will find success in the workplace, in higher education and in a technology-driven world, Dare County School's Exit Standards require successful completion of the NC Graduation Project. The purpose of the project is to demonstrate the ability to apply, analyze, synthesize and evaluate information and present this understanding to a panel of judges.

## **Creative Writing I**

This is an elective course that focuses on the study, criticism, and writing of fiction, nonfiction, poetry, and drama. Students participate in writing exercises designed to facilitate their creative process. Students are required to enter selections of their original poetry and prose works in a number of writing contests. Students will create a portfolio to showcase their writings, which will be used as the course exam.

## **Creative Writing II**

Creative Writing II is an extension of the skills and genres learned in Creative Writing I. Students will accomplish more detailed and comprehensive works of writing, including self-contracted assignments approved by the instructor. Students will focus on publishing works in outside venues and entering writing contests. Students will create a portfolio, which will be used as the course exam, to showcase their writings.

## **Creative Writing III**

This course is designed for students who are interested in continuing to work on their writing skills. Students work more independently than in previous courses.

## **Public Speaking**

This course will enhance skills in research, critical thinking, listening, and speaking as students learn and practice techniques of speech communications. Students will research, outline, and write speeches for classroom and community presentations.

## **Introduction to Publications**

This is an entry-level class for students interested in writing for the school newspaper or yearbook. Students will be able to explain commonly used terms and concepts as they study cloud computing, advertising, media history and law, journalistic writing, newspaper and yearbook design, and desktop publishing. Through routine analysis of news and extensive writing, students will become more critical readers and viewers of contemporary media. Students will use technology daily including the Internet, to produce, publish, and update individual or shared writing products. Students are required to sell advertising for the newspaper and yearbook as a component of the advertising unit.

## **Newspaper 1 (Journalism I)**

### **Prerequisite: Introduction to Publications**

Journalism I provides students with an opportunity to master the skills of newspaper production. As students develop and strengthen writing through planning, revising, editing, and rewriting, they will

refine their journalistic skills taught in Introduction to Publications. Students will use technology daily including the Internet, to produce, publish and update individual or shared writing products and will master page production in desktop publishing. Students are required to sell advertising for the newspaper and yearbook as a component of the advertising unit. Students must also be willing to work after school to ensure that the newspaper meets its deadlines.

### **Newspaper 2 (Journalism II)**

#### **Prerequisite: Journalism I**

Journalism II students plan, write, edit, design, and publish the school's print and online news publications. These students are part of a team that manages production and finances for the publication and are required to sell advertising for the newspaper and yearbook. Journalism II students will continue to develop and strengthen writing through planning, revising, editing, and rewriting as they polish editorial skills and assume management responsibilities. Students will use technology daily including the Internet, to produce, publish, and update individual or shared writing products and will master page production in desktop publishing. Students must also be willing to work after school to ensure that the publications meet its deadlines.

### **Newspaper 3 (Journalism III)**

#### **Prerequisite: Journalism II**

Students in Journalism III are the leaders of the school newspaper staff and are generally a part of the editorial board that governs the day-to-day operation of the newspaper. These students plan, write, edit, design and publish the school newspaper. As part of a team that manages production and finances for the publication, these students are required to sell advertising for the newspaper and yearbook. Through planning, revising, editing and rewriting, Journalism II students will continue to develop and strengthen writing as they polish the editorial skills needed to produce an award-winning publication. Students will use technology daily, including the Internet, to produce, publish and update individual or shared writing products and master page production in desktop publishing. Students must also be willing to work after school to ensure that the newspaper meets its deadlines.

### **Newspaper Editing (Honors)**

#### **Weighted Credit**

Students in Newspaper Editing Honors are the primary editors of the school newspaper and are in charge of the day-to-day operation of the publication. As a part of a team that manages production and finances for the publication, these students are required to sell advertising for the newspaper and the yearbook. These students continue to study and implement layout and design as they plan, write, edit, and publish the school newspaper but also must learn how to be effective leaders as they serve in a supervisory position. Students will use technology daily, including the Internet, to produce, publish, and update individual or shared writing products and will master page production in desktop publishing. Students must also be willing to work after school to ensure that the newspaper meets its deadlines. Honors credit is awarded to those whose work exceeds that of others in the non-honors portion of the class and is earned through portfolio preparation, participation in state, regional, and/or national workshops, staff training, and competencies in desktop publishing. This course may be repeated for up to two credits.

### **Yearbook I (Publications 1)**

#### **Prerequisite: Introduction to Publications**

Yearbook I provides students with an opportunity to learn the art and business of publishing a scholastic yearbook as they build individual responsibility and gain valuable experience working as a member of a team. As students develop and strengthen writing through planning, revising, editing,

and rewriting, they will refine the journalistic skills taught in Introduction to Publications. Students will use technology daily including the Internet, to produce, publish, and update individual or Shared writing products and will master page production in desktop publishing. Students will also learn basic photojournalism skills. Students are required to sell advertising for the newspaper and yearbook as a component of the advertising unit. Students must also be willing to work after school to ensure that the yearbook meets its deadlines.

### **Yearbook II (Publications 2)**

#### **Prerequisite: Yearbook I**

Yearbook II students plan, write, edit, design and publish the school yearbook. These students are a part of a team that manages production and finances for the publication and are required to sell advertising for the newspaper and yearbook. Yearbook II students will continue to develop and strengthen writing through planning, revising, editing, and rewriting as they master page production in desktop publishing and photojournalism skills. Students will use technology daily, including the Internet, to produce, publish, and update individual or shared writing products. Students must also be willing to work after school to ensure that the yearbook meets its deadlines.

### **Yearbook III (Yearbook Editing)**

#### **Prerequisite: Yearbook II**

Students in Yearbook III are the leaders of the school yearbook staff and are generally a part of the editorial board that governs the day-to-day operation of the yearbook. These students plan, write, edit, design and publish the school yearbook. As a part of a team that manages production and finances for the publication, these students are required to sell advertising for the newspaper and yearbook. Through planning, revising, editing, and rewriting, Yearbook III students will continue to develop and strengthen writing as they polish the desktop publishing and photojournalism skills needed to produce an award-winning publication. Students will use technology daily, including the Internet, to produce, publish, and update individual or shared writing products. Students must also be willing to work after school to ensure that the yearbook meets its deadlines. This course may be repeated for multiple credits.

### **Yearbook Editing (Honors)**

#### **Weighted Credit**

Students in Yearbook Editing Honors are the primary editors of the school yearbook and are in charge of the day-to-day operation of the publication. As a part of a team that manages production and finances for the publication, these students are required to sell advertising for the newspaper and yearbook. These students continue to study and implement layout and design as they plan, write, edit, and publish the school yearbook but also must learn how to be effective leaders as they serve in a supervisory position. Students will use technology daily, including the Internet, to produce, publish, and update individual or shared writing products and will master page production in desktop publishing. Students must also be willing to work after school to ensure that the yearbook meets its deadlines. Honors credit is awarded to those whose work exceeds that of others in the non-honors portion of the class and is earned through portfolio preparation, participation in state, regional, and/or national workshops, staff training, and competencies in desktop publishing and photojournalism. This course may be repeated for up to two credits.

**AP English courses require that students be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. Summer reading is required for AP classes. Assignments will be provided prior to the end of school.**

### **AP English Literature and Composition**

#### Weighted Credit

AP English Literature and Composition prepares students in the study and practice of writing and the study of literature. Students will use the college-level modes of discourse and recognize the underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of writing, students will become more aware of the resources of language and various stylistic techniques. Successful students are well-read, motivated, have an extensive vocabulary, and have knowledge of Biblical and mythological allusions. Students should anticipate a rigorous schedule of readings and writings both in and out of class. *Selected readings will be assigned by the teacher prior to the class; and there will be a graded assignment on the readings. Students will begin working on the graduation project as directed by the teacher.*

### **AP English Language and Composition**

#### Weighted Credit

AP English Language and Composition requires that students read and analyze prose from a variety of historical periods, academic disciplines, and rhetorical contexts. Emphasis will be placed on understanding how rhetorical choices, different syntactical choices and levels of diction develop meaning. Students should anticipate a rigorous schedule of readings and writings both in and out of class. *Prior to this class, students will receive information regarding the reading and writing assignments and complete a test and a writing assignment the first week of class.* Please note: Some books deal with adult themes; world literature often mirrors the cultures about which it is written. If a student or parent finds a book objectionable, please contact the teacher.

## Social Studies Department Courses

### Required Courses:

World History, Civics and Economics, American History I and II or AP US History and one additional elective course, for a total of four social studies courses.

### Elective Courses:

Contemporary Issues, Honors Introduction to Psychology, AP Human Geography, AP Government

### Introduction

The goal of the Social Studies program is to provide a comprehensive cultural and historical study of the world and an examination of the roles and responsibilities of citizens within an increasingly interdependent global society. **Students may elect to take honors level courses with weighted credit as offered by the Social Studies Department.**

### World History

World History traces the development of civilizations around the globe from the beginning of civilizations to contemporary times. Students will build upon knowledge acquired from their Social Studies K-8 experience. The course will use geographic, political, economic and cultural traits to understand how people shaped their world. Students will become informed citizens by analyzing historical documents and integrating technology. Reading, writing, and higher level thinking skills will be emphasized.

### Civics and Economics

Civics and Economics is a study of the political and economic systems in the United States that will allow students to become responsible and effective citizens in an interdependent world. The essential standards of this course are divided into three major concepts: Civics and Government, Personal Finance Literacy, and Economics. Students will study the foundations of the U.S. Government while integrating current events, as well as developing tools to make informed economic decisions. Reading, writing, and higher level thinking skills will be emphasized.

### American History I

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

### American History II

#### Recommended Prerequisite: American History II

This course will guide students from the late nineteenth century through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times, including the role of the US as a world power

as well as the challenges in domestic policies that updated the role of the federal government. This course will guide students through foreign and domestic concerns such as world wars, cold wars, economic cycles and movements for equality for women and racial minorities.

### **Contemporary Issues**

Contemporary Issues is a current-event based curriculum that focuses on local, state, national and global issues. This course challenges students to understand the complexities of political/governmental issues including wars and conflicts. Economic, environmental, cultural, social and technological issues that our community, nation and world face today will also be addressed. The ultimate goal is to increase global awareness and to foster civic competence while preparing our students to enter a rapidly changing and competitive society. Students will be required to read/use a variety of news sources and be able to discuss and debate their beliefs and stances on a multitude of issues.

### **Honors Introduction to Psychology**

Weighted Credit

This course presents an introduction to the field of psychology is offered in the fall and once again in the spring. Some of the topics included are developmental psychology, neural structure of the human body, learning and memory, perception, stress and conflict, abnormal behavior, family interactions, how to understand and manage emotions, the nature of consciousness, and exploring the meaning of dreams. This course asks for significant class participation, and students are encouraged to relate the material in the course with their own life experiences. Guest lectures will present topics of their particular expertise. **This course will be offered online only. Students can also consider the option of taking Psychology for tuition-free college credit through the Career and College Promise. See your school counselor for details.**

### **AP US History**

Weighted Credit

Advanced Placement U.S. History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the challenges and materials in United States history from exploration through the 20th century. The class will help to prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to analyze historical materials--their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. Advanced Placement U.S. History students will develop skills necessary to arrive at conclusions on the basis of an informed judgment and to present their reasons and evidence in a clear and persuasive essay format. Students will prepare for the advanced placement exam given in the spring. The AP exam consists of multiple choice questions and five required essays, and one document-based question based on various primary sources.

### **AP Human Geography**

Weighted Credit

The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice, including maps, data sets, geographic models, GIS, aerial photographs, and satellite images. Course topics include: geography, population, cultural patterns and processes, political organizations of space, agricultural and rural land use, industrialization and economic development, and cities and urban

land use. The class will help prepare students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will prepare for the AP exam in the spring.

### **AP Government**

Weighted Credit

This course introduces students to key political ideas, institutions, policies, interactions, roles and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students will prepare for the AP Exam given in the spring, which consists of multiple choice questions and four required essays.

### **AP Psychology**

Weighted Credit

This course introduces students to the study of human behavior and mental processes. Students learn about people and studies that have shaped the field, explore and apply psychological theories, and key concepts associated with topics such as biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior and social psychology. Psychological research methods are employed as well as ethical considerations, use of scientific method, analysis of bias, etc. **This course may be offered online only through NCVPS.**

### **AP World History**

Weighted Credit

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking as they learn about the past. Five themes are covered: focusing on environment, cultures, state-building, economic systems, and social structures. In addition, the history of Africa, the Americas, Asia, Europe and Oceania are covered, including a focus on historical developments and processes covering multiple regions. **This course may be offered online only through NCVPS.**

### **AP European History**

Weighted Credit

This course focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking as they learn from the past. Five themes are covered: Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, State and Other Institutions of Power, and Individual and Society and provide areas of historical inquiry for investigation during the course. Students are required to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. **This course may be offered online only through NCVPS.**

## Mathematics Department Courses

### Required Courses:

Math I, Math II, Math III and a fourth math beyond Math III based on student's future plans. The fourth math may be Advanced Functions and Modeling, Discrete Math, Pre-calculus or AP Statistics.

\*Based on review committee recommendations, Math III and the higher fourth math may be replaced with two other math courses, for a total of 4 math credits.

### Elective Courses:

Foundations of Algebra, Alternate Math I, Alternate Math II, Advanced Functions and Modeling, Discrete Math, Pre-calculus, AP Calculus AB, AP Calculus BC, AP Statistics, Special Topics in Mathematics

### Introduction

It is the goal of the Mathematics Department to provide every student with an appropriate quality education in mathematics.

Mathematics courses are highly sequential in nature. Each course builds upon the concepts mastered in prerequisite courses. Success in subsequent math courses usually depends upon satisfactory performance in prior math courses.

It is crucial that all freshmen be placed in the mathematics course which will provide them with the greatest challenge while at the same time ensuring them an opportunity for success. Each placement is made with consideration of such factors as past performance, motivation, adjustment to high school and teacher recommendation.

Calculators are utilized in all mathematics courses. Calculator applications are required on the Math I EOC test. The following recommendations regarding calculators are offered:

**Scientific Calculator:** Foundations of Algebra

**Graphics Calculator:** Math I, Math II, Math III, Advanced Functions & Modeling, Pre-calculus, Calculus, Discrete Math, AP Statistics. Students may elect to take honors level courses with weighted credit as offered by the English Department.

**Students may elect to take honors level courses with weighted credit as offered by the Math Department.**

### Foundations of Algebra

This course will review fundamental arithmetic skills (including fractions, decimals, percentages and the order of operations). Students will be introduced to algebra concepts such as solving for unknown values, working with polynomials and simplifying algebraic expressions. Completion of this semester course will prepare students for Math I.

### Math I

Students will use traditional and technologically-supported methods to solve and graph linear, quadratic, exponential equations and inequalities. Students will use real-world situations to write and solve systems of equations. Students will also strengthen their knowledge of the real number system, including radicals, exponents, polynomials, and rational expressions. Students will use translated skills

from this course to solve real-world problems, and to interpret, analyze, and predict outcomes given a specific set of data. There is a required EOC test for this course.

### **Math II**

In Math II, students will deepen their studies by reviewing concepts of Algebra, by extending their understanding of functions, and by solving systems of equations and inequalities including non-linear functions. Students will solve quadratic functions by factoring, graphing, and the quadratic formula.

They will also write an equation for a circle and work with radicals and exponents. The Geometry piece will include triangles, ratios and proportions, trigonometry, 3-D and modeling, and probability. This course fulfills the North Carolina high school graduation requirement for Math II. The final exam is the North Carolina Common Exam for Math II.

### **Math III**

Math III progresses from the standards learned in Math I and Math II. In addition to these standards, 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. Students also study statistical concepts involving the normal model and sampling methods.

### **Advanced Functions and Modeling**

Students will model and apply functions in real-world applications, based upon knowledge acquired in previous courses. Students will be able to solve and graph polynomial, absolute value, rational, exponential, trigonometric, and logarithmic functions and their inverses. Students will solve problems involving probability and sequence/series. This course fulfills the fourth math requirement for graduation.

### **Discrete Mathematics**

Discrete Mathematics introduces students to the mathematics of networks, social choices and decision making and financial planning. The course extends students' application of finding patterns in sequences and series and connections to their personal financial goals. Data analysis will be explored using tools for collecting, analyzing and drawing conclusions, building upon knowledge from previous courses. Data analysis will be supplemented using the fundamental ideas of probability and statistics. This course fulfills the fourth math requirement for graduation.

### **Pre-Calculus**

Weighted Credit

#### **Prerequisite: Honors Math III or Advanced Functions and Modeling**

This course furthers the investigations of algebraic and trigonometric functions that were developed in previous courses. Following the study of trigonometry, the course will explore various functions including logarithmic and exponential and their applications. The study of vectors will be explored, which will transition to the investigation of parametric equations and parametric modeling. Knowledge of the polar coordinate system will be established, including polar coordinates and polar graphing. Students will analyze sequences and series and their applications. A foundation of limits and derivatives will be established. The conclusion of this course involves an exploration of the topics that provide the foundations for calculus.

**AP Statistics**

Weighted Credit

**Recommended Prerequisite: Honors Math III or Math III**

AP Statistics will explore the tools of collecting, analyzing data, and drawing conclusions from data using the fundamental ideas of probability and statistics. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models.

**AP Calculus AB**

Weighted Credit

**Prerequisite: Pre-Calculus or four years of math courses that include algebra, geometry, trigonometry, analytic geometry and elementary functions.**

AP Calculus AB is the exploration and analysis of limits, derivatives, integrals, and their cross-curricular applications. This analysis encompasses trigonometric, exponential and logarithmic functions and topics of analytic geometry. This course prepares students to take the Advanced Placement Exam for college credit equivalent to College Calculus I.

**AP Calculus AB****AP Calculus BC**

Weighted Credit

**Prerequisite: Pre-Calculus or four years of math courses that include algebra, geometry, trigonometry, analytic geometry and elementary functions.**

AP Calculus AB/AP Calculus BC covers the AP Calculus AB curriculum, as well as further applications of differentiations and integral calculus, parametric and polar equations, vectors and sequences and series. Students will take both the AP AB and AP BC exams in the spring. This course is a ninety minute block class for two semesters. Students earn two course credits upon successful completion of the courses.

## Science Department Courses

### Required Courses

Earth/Environmental Science, Biology, a physical science (can be physical science, chemistry or physics), for a total of 3 credits

### Elective Courses

Honors Biology II , AP Biology, Chemistry, Honors Chemistry II , AP Chemistry  
Oceanography, Physics, AP Physics, Human Anatomy and Physiology, AP Environmental Science

### Introduction

The goal of the Science Department is to provide all students with knowledge of science that is both current and challenging. It is important for all graduates to have an understanding of the impact of science and technology on their lives and prepare for its application in future endeavors. In this regard, students will have the opportunity to take mandatory as well as elective courses in the following domains: earth, physical and biological sciences.

Students participate in laboratory work designed to develop scientific skills. It is the department's philosophy that this form of instructional design helps to ensure success in learning by doing. All courses, from introductory through advanced, require laboratory participation, written laboratory reports and research projects.

Safety standards and procedures are stressed and enforced in all courses. The laboratories are designed to be safe and productive environments affording students the maximum exposure to modern technology and equipment.

**Students may elect to take honors level courses with weighted credit as offered by the Science Department.**

### Earth/Environmental Science

This course focuses on the Earth's systems. Emphasis is placed on origin and evolution of the Earth system, origin and evolution of the universe, Earth's composition, structure, and processes, its atmosphere, freshwater and oceans, and its environment in space. Topics include an exploration of the major cycles (rock, water, and carbon) that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, earth resources (rocks and minerals), environmental awareness, biome classification, sustainability, and energy resources. Students are encouraged to look at earth science from both personal and worldly perspectives and to analyze social implications of the topics covered. The scientific method is applied for required laboratory work and explorations which will introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation.

## **Biology**

This course is designed for students to understand the structure and functions of living organisms. Students will understand the relationship between the structure and functions of cells and their organelles and analyze the cell as a living system. Students will be able to discuss ecosystems and analyze the interdependence for living organisms within their environment and understand the impact of human activities on the environment. Students will have an understanding of genetics, including being able to explain how traits are determined by the structure and function of DNA, understand how the environment, and/or the interaction of alleles, influences the expression of genetic traits, understand the application of DNA technology, explain the theory of evolution by natural selection as a mechanism for how species change over time and analyze how classification systems are developed based upon speciation. Students will be able to understand how biological molecules are essential to the survival of living organisms and analyze the relationship between biochemical processes and energy use in the cell. There is a required EOC test for this course.

## **Physical Science**

This course introduces the student to the principles of chemistry and physics by application of the scientific method in the laboratory environment. Emphasis on laboratory investigations, data collection and analysis, and problem solving is a significant part of the course. The course covers basic chemical concepts, formula writing and basic experimentation with the chemical laws followed by an introduction to physics and its methods of analysis of motion and energy relationships

## **Chemistry Honors**

This is an introductory course that investigates the theories relating to the organization, structure and function of matter. Students will analyze the structure of atoms and ions. Students will understand the bonding that occurs in simple compounds in terms of bond type, strength, and properties. Students will analyze the physical and chemical properties of atoms based on their position in the Periodic Table. Students will demonstrate an understanding of the relationship among pressure, temperature, volume, and phase. Students will be able to analyze chemical reactions in terms of quantities, product formation, and energy. Students will understand the factors affecting the rate of reaction and chemical equilibrium. Students will understand solutions and the solution process. Students will use laboratory techniques to collect and analyze data, reinforcing concepts required for the course.

## **Forensic Science**

This is an upper level multidisciplinary course that includes biology, chemistry, zoology, anatomy, genetics, physics, medicine, math, statistics, earth science, sociology, psychology, communications and law. It is activity driven and inquiry-based. The course sharpens observation skills, deductive reasoning and analytical thinking. This course will present the scientific principles and laboratory/field methods forensic scientists use to solve problems. Students will take on various roles of crime scene investigator and medical examiner in order to collect and evaluate evidence in a problem solving environment. Application of state and federal law regarding evidence handling and use in trial will offer dynamic opportunities for research. Topics include DNA technology, toxicology, anthropology, botany, entomology, evidence law, criminalistics and career opportunities for research. Outside guest speakers and/or field trips may be scheduled.

## **Oceanography**

**Recommended Prerequisite: Earth Environmental Science, Biology, a physical science**

This is an interdisciplinary science course that covers six distinct units of the ocean and its

surrounding ecosystems. These include: history of ocean exploration and careers, geology and formation of the ocean basins, chemistry of the ocean water, physics of the ocean currents and waves, biological content of the oceans, and our local ecosystem as an essential contributor of a much larger system. Class will include field data collection and observations.

### **Physics Honors**

#### **Recommended Prerequisite: Math I and Math II**

A modeling approach is used to develop an understanding of relationships in four areas of physics. The four modules studied are Newtonian mechanics, thermodynamics, wave and energy transfer, and electricity and magnetism. The course places emphasis on problem solving and laboratory work. Students will be required to collect, analyze, and apply data to real-world applications.

### **Human Anatomy & Physiology**

Weighted Credit

#### **Recommended Prerequisites:**

#### **Biology, Chemistry**

This course is recommended for students interested in pursuing health related occupations. This course is the study of the organization and function of human body systems and their interaction with each other in maintaining homeostasis. This knowledge permits predicting how a cell, organ, or organ system will respond to various stimuli and how this response affects the whole body. Multiple dissections, microscope use and laboratory experiments are required components of this course.

### **Honors Biology II Lab**

Weighted Credit

This lab course is taken in conjunction with AP Biology. Designed for the scientifically-oriented student, this lab course includes the study of advanced levels of cell biology, biochemistry, genetics and evolution, and recent research in the field of biology.

### **Honors Chemistry II Lab**

Weighted Credit

This lab course is taken in conjunction with AP Chemistry. Lab topics include advanced levels of chemical concepts such as equilibrium, stoichiometry, periodicity, chemical reactions, atomic structure, thermodynamics, kinetics, electrochemistry, nuclear and organic chemistry.

### **AP Biology**

Weighted Credit

This is a college level course equivalent to College Biology for biology majors. The course topics include detailed studies of biochemistry, cytology, classic and molecular genetics, respiration, photosynthesis, DNA replication transcription, translation, protein synthesis, taxonomy, phylogeny, biodiversity, botany and ecology. Extensive lab work, outside reading, research and homework is required.

### **AP Chemistry**

Weighted Credit

This is a college level course that covers advanced topics as reactions and solutions, stoichiometry,

reaction types, bond theory, equilibrium applications, and gravimetric analysis. Heavy emphasis is placed on laboratory work. Kinetics, thermodynamics, acid-base equilibrium, quantum mechanics, and electrochemistry are a few topics covered in this course.

### **AP Environmental Science**

Weighted Credit

**Recommended Prerequisite: Biology, Physical Science or Chemistry;**

AP Environmental Science is a rigorous college-level course focusing on the following topics: Earth's systems (Earth Science, atmosphere and biosphere, water and soil), the living world (ecosystems, energy and cycles), population dynamics, land and water use, energy resources and consumption, pollution and global change. Descriptive and experimental laboratory experiences will be assigned to provide maximum opportunity for students to learn a variety of skills and concepts. Considerable amounts of outside reading, research and homework are required for successful completion of this course.

### **AP Physics I**

Weighted Credit

**Prerequisite: Math III**

AP Physics is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits. Through inquiry-based learning, students will develop scientific critical thinking skills and reasoning skills.

### **AP Physics 2**

Weighted Credit

**Prerequisite: AP Physics 1**

AP Physics 2 is an algebra-based introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning students will develop scientific critical thinking skills and reasoning skills.

## **Health and Physical Education Courses**

### **Required Course**

Health and PE

### **Elective Courses**

Life Skills and Sports, Strength Training, Athletic Training I and II

### **Introduction**

The goal of Health & Physical Education courses is to provide opportunities for students to improve themselves physically as well as mentally. The emphasis is on helping young people develop proper habits for physical fitness throughout their lives by teaching them appropriate exercise routines and by introducing them to participatory sports activities and games. Students may only take one PE course per semester.

### **Health and Physical Education**

This course provides the platform to develop and establish meaningful, lifelong healthy living practices. The curriculum provides the foundational knowledge and skills for acquiring fit minds and bodies that lead to a lifetime of wellness and learning. Students will learn how to improve all aspects of their health, including sound decision-making in physical, mental and social health.

### **Life Skills and Sports**

#### **Prerequisite: Health and Physical Education**

This elective course is designed to provide opportunities for a more advanced physical education setting. The course focuses on increasing the knowledge and skill level in various team sports, lifetime skills, and cooperative activities. All students will dress out, stretch out, and work out daily.

### **Strength Training**

#### **Prerequisite: Health and Physical Education**

Students will be introduced to strength training as a lifetime activity for a healthy lifestyle. Strength training and conditioning will improve students' academic/athletic performance, self-efficacy, and enhanced self-esteem. Various workouts will be administered and intensity will increase as does the student's strength and adaptability to the exercises. All students will dress out, stretch out, and work out daily.

### **Athletic Training I**

This is an introductory course to the allied health profession of athletic training. Students will be exposed to the multidisciplinary field of sports medicine with a special emphasis on athletic training. Upon completion of the course, each student will obtain American Red Cross Certification in First Aid/CPR/AED. Students will apply their knowledge of basic human anatomy, biomechanical concepts related to sports, exercise physiology, and kinesiology to the prevention, recognition, evaluation, and immediate care/management of athletic injuries. Students will also analyze the basic components of therapeutic exercise (physical therapy) as it relates to rehabilitation and reconditioning of athletic injuries.

### **Athletic Training II**

In this course, students will be assigned to an athletic team. They will be required to attend all practices/games and travel with their assigned team. Students will be trained to assist coaches with the recognition, evaluation, treatment, and rehabilitation of athletic injuries. Class time will require students to serve as an assistant to the athletic trainer and review the principles of athletic training.

## **World Language Courses**

### **Introduction**

The goal of the World Language curriculum is to cultivate students' abilities to read, write, understand and speak a foreign language. North Carolina Scholars requirements mandate at least three semesters of a foreign language. Competency in a world language makes students more competitive in both the domestic and international job markets, and is an invaluable resource for today's graduates.

It is recommended that students fulfill their world language requirements sequentially. This allows students the best opportunity for success by minimizing the time spent between world language courses. In addition, colleges advise that students study a language in their senior year in order to perform well on placement tests. Therefore, a student taking three years of a world language would ideally take those courses during their sophomore, junior and senior years. Students who begin a world language during middle school should plan to study world languages throughout their high school career.

Students may study other languages such as French, Japanese, Latin, German, Russian, or Mandarin Chinese via distance learning. Students who take these courses should be independent learners who are motivated and able to work alone.

### **Spanish I**

Students in Spanish I will: 1) use single words and simple, memorized phrases in presentations to identify the names of people, places, and things; 2) use the language to recite memorized poetry and songs from the target culture; 3) use appropriate pronunciation to present memorized phrases; 4) use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience; 5) use single words and simple, memorized phrases to name common objects and actions related to other disciplines; 6) use readily available technology tools and digital literacy skills to present in the target language; 7) identify arts, sports, games and media from the target culture; and 8) understand roles in school or community traditions related to the target culture

### **Spanish II**

Students in Spanish II will: 1) use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings; 2) use the language to recite and act out simple poetry and songs from the target culture; 3) use appropriate pronunciation and voice inflection in spoken presentations; 4) use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation; 5) use memorized words and phrases to describe common objects and actions related to other disciplines; 6) use readily available technology tools and digital literacy skills to present academic information in the target language; 7) use memorized words and phrases to describe arts, sports, games, and media from the target culture; and 8) use memorized words and phrases to participate in school or community events related to the target culture.

### **Spanish III**

Weighted credit

Students in Spanish III will: 1) create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics; 2) use the language to recite and act out poetry, songs and simple stories from the target culture; 3) produce simple dialogues and short skits using familiar structures and vocabulary; 4) use the target language to give short spoken or written presentations about familiar academic topics; 5) produce a sequence of simple phrases and short sentences relating common themes in other disciplines; 6) use readily available technology tools and digital literacy skills to present academic information in the target language; 7) use simple phrases and short sentences to describe arts, sports, games, and media from the target culture; and 8) use simple phrases and short sentences to present information in school or community events related to the target culture.

### **Spanish 4 Honors**

Spanish 4 Level 1 provides students the opportunity to further develop, improve and refine their listening, speaking, reading and writing skills. Emphasis continues to be placed on listening skills with additional emphasis on reading and writing in the target language. Supplementary materials are implemented to enhance language use. Students experience multiple opportunities to demonstrate their proficiency in Spanish in different contexts. Aspects of contemporary Hispanic culture are emphasized through cultural readings, media, games, and class discussions. Assessment of student performance is identified through written tests and quizzes. In addition, students may also be assessed by means of oral tests, spoken dialogues, presentations, short compositions and other displays. Homework assignments are an integral part of this course. They reinforce concepts/skills introduced and explored in class, which enable students to participate in class discussions and activities in a meaningful way. Completion of homework assignments is essential to being successful in this course.

### **AP Spanish**

Weighted credit

Students in AP Spanish will: 1) use a series of connected sentences in presentations to describe experiences, events, and opinions; 2) use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture; 3) summarize familiar topics with many details in order to describe and/or explain; 4) summarize academic content with many details to give spoken or written presentations about familiar topics; 5) describe events and opinions using a series of connected sentences to present familiar content from other disciplines; 6) use readily available technology tools and digital literacy skills to present academic information in the target language; 7) use a series of connected sentences to describe arts, sports, games, and media from the target culture; and 8) use the language in school or community activities related to the target culture. **This course may be offered online only through NCVPs.**

## **Cultural Arts Department**

### **Introduction**

The cultural arts program consists of visual arts, music and theatre with some interdisciplinary teaching. In these curriculum areas, students are exposed to history, vocabulary, aesthetics, criticism and production in various cultural media. The goals of these courses include: 1) introduce specific arts, 2) present necessary skills and equipment, 3) encourage art appreciation, and 4) provide both leisure time alternatives and career options.

### **Art I**

Students in this beginning class will create art using a variety of tools, media, and processes, safely and appropriately. Media types include acrylic, tempera, watercolor, ink, charcoal, and other drawing and painting mediums. Students will apply creative and critical thinking skills to personal artistic expression and will be able to use the language of visual arts to communicate effectively. Students will be able to analyze and respond to their work and the work of others. Students will have a comprehensive understanding of the global, historical, societal, and cultural contexts of the visual arts as well as an understanding of the interdisciplinary, technological, and life applications that apply to the visual arts.

### **Art II**

Intermediate students will continue to create art using a variety of tools, media, and processes, safely and appropriately. Media types include acrylic, tempera, watercolor, ink, charcoal, and other drawing and painting mediums. Students will apply creative and critical thinking skills to more personal artistic expression and will be able to use the language of visual arts more effectively to communicate their ideas. Students will be able to analyze and respond to their work and the work of others at a deeper level. Students will have a comprehensive understanding of the global, historical, societal, and cultural contexts of the visual arts as well as an understanding of the interdisciplinary, technological, and life applications that apply to the visual arts.

### **Art III**

#### **Weighted Credit**

Students will demonstrate proficiency as they continue to create art using a variety of tools, media, and processes, safely and appropriately. Media types include acrylic, tempera, watercolor, ink, charcoal, printmaking, chalk and oil pastels and other drawing and painting mediums. Students may explore more than one idea using a specific medium. Students will regularly apply creative and critical thinking skills to more personal artistic expression and will use the language of visual arts effectively to communicate their personal ideas. Students will consistently analyze and respond to their work and the work of others at a deeper level. Students will understand how global, historical, societal, and cultural contexts influences personal artistic choices. Interdisciplinary and technological resources will be used when applicable

### **Art IV**

#### **Weighted Credit**

Advanced students will continue to create art using a variety of tools, media, and processes, safely and appropriately. Media types include acrylic, tempera, watercolor, ink, charcoal, printmaking, chalk and

oil pastels and other drawing and painting mediums. Students will focus on the exploration of personal and meaningful ideas through specific mediums of choice. Students will build a portfolio that represents their solutions to a variety of concepts and artistic mediums. Students will regularly apply creative and critical thinking skills to more personal artistic expression and will use the language of visual arts effectively to communicate their own ideas. Students will consistently analyze and respond to their work and the work of others at an advanced level. Students will explore how global, historical, societal, and cultural contexts will influence their personal artistic choices. Interdisciplinary and technological resources will be used when applicable.

### **AP Art:**

#### **Choice of 2-DESIGN or DRAWING PORTFOLIO**

##### **Weighted Credit**

The Advanced Placement courses are an extension of the Art IV requirements, however, student work should be able to meet collegiate requirements. Advanced Placement students are expected to complete a portfolio containing three sections. These three components are: Quality (5 works that demonstrate superior media application), Concentration (12 works that show in- depth student exploration of an idea or topic of their choice), and Breadth (12 works that are generally teacher assigned with emphasis on Drawing or 2-D Design). Students are expected to develop mastery in concept, composition, and the execution of ideas.

### **Arts & Crafts**

Students will create crafts using a variety of tools, media and processes, safely and appropriately. Students will explore pottery, stained glass, basketry, textiles, wood carving, and jewelry making. Students will be able to analyze and respond to their work and the work of others. Through the use of crafts; global, historical, and cultural context will be discussed and when possible interdisciplinary and technological approaches will be taken.

### **Photography I**

#### **Recommended: 35mm single lens reflex camera with zoom lens**

This is an introductory class which includes a survey of the following topics: the history of photography and its cultural significance, the basics of photographic composition which builds on the elements and principles of art, visual communication skills, basic digital photography, both camera operation and the digital darkroom utilizing Adobe Photoshop. There will also be an introduction to computer graphics, students will learn and use appropriate vocabulary to discuss photography and digital artwork. Students will need a camera for this class.

### **Photography II**

#### **Requirement: 35mm single lens reflex camera and use of a digital camera with lenses and flash**

This course is designed to cover photography on a more advanced level both in concepts taught and personal expression. It will build on skills learned in Photography I. Emphasis will be placed on photography as art form, documentary photography and visual communication skills. Students are expected to more fully explore ideas and themes that they find in their work and develop their own photographic style. Students will also further explore photography in terms of the societal and cultural context. Students will critique their work and the work of others based on both personal and formal criteria. A final portfolio is the culminating product for this class.

### **Photography III**

#### **Requirement: 35mm single lens reflex camera and use of a digital camera with lenses and flash**

Photography III is a continuation to the art of photography as well as digital design. Students will apply camera techniques and design theories learned in previous photo classes to develop their individual body of work. Students will create work that is more technically refined and more intellectually challenging than the work they made in Photo II. Photography III students are expected to work more independently and to develop a personal artistic direction or theme. With an emphasis on studio production, this course is designed to develop higher level thinking, art-related technology skill, art criticism, art history, and aesthetics.

### **Digital Photography**

#### **Requirement: 35mm single lens reflex camera and use of a digital camera with lenses and flash**

Digital Photography focuses on understanding the basic operations and functions of a digital single lens reflex camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. They will explore the history of photography, learning about its scientific and technological developments, important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and other's work. Students learn image techniques and digital manipulation using Adobe Photoshop and Lightroom, teaching them how to archive, organize and optimize their photographs for print or web purposes. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. They will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual voice. Students will explore the significance of photography within the larger context of the art world, and learn about the critical and varied application it has to the modern working world.

### **General Mixed Chorus**

This entry-level music course is designed for students in grades 9-12 who enjoy singing. Students are expected to participate in rehearsals and performances. Training emphasizes the basics of vocal production and techniques, and learning how to read, interpret and perform music. Activities include: performing for school, concert and community events. Music will include all styles from popular to classical, sacred and secular. Students will connect music to other arts, disciplines, and cultures. This course may be repeated each year for credit.

### **Advanced Concert Choir**

#### **Weighted Credit**

Students must audition for Advanced Concert Choir. This course is designed for students in grades 9-12 who are continuing to build on the skills received in General Mixed Chorus. Training emphasizes advanced vocal techniques, advanced theory and advanced sight-reading. Music is performed without accompaniment. Special emphasis will be placed on competitions and festivals throughout the year, which will involve travel, outside rehearsals and performances. Music includes all styles from popular to classical, sacred to secular. Students will also develop team-building, leadership, and choreographic skills. Only serious-minded students should consider this class. This course may be repeated each year

for credit.

### **Symphonic/Marching Band**

Concert /Marching Band is a progressive class based on the continual spiral focus of skill development and knowledge with each succeeding level adding new knowledge and higher skill development encompassing performance levels three and four. Skills developed in this band include: rhythm, performance, conducting and music reading. Knowledge is also expanded regarding symbols, terminology and other indications on various pieces of music. Experiences in both solo and large ensemble playing are ongoing features of this band. The essential intent of this class is to integrate perceptions of the instrument becoming an extension of the student as a means of personal, musical, social and emotional expression. Activities include: performing at all home football games and the occasional away game, marching competitions, parades, winter and spring concerts, school performances, some home basketball games and, if appropriate, All – District Auditions. This course may be repeated each year for additional credits.

### **Honors Band**

Weighted Credit

Students can elect to earn honors credit by fulfilling the requirements for additional coursework as outlined by the teacher. Students receive one additional quality point for honors credit.

### **Jazz Band**

This class strengthens the perception of the instrument as an extension of the student in terms of personal, musical, social and emotional expression through new and varied genres of music. Students will be introduced to the fundamentals of jazz, blues, samba, bossa nova, rock, funk, etc. Students will learn blues scales, modes and the basic structure of music, Improvisation will be introduced and emphasized. Students will perform at school-sponsored concerts and may also perform in the community and at competitions. This course may be repeated once for credit.

### **Honors Jazz/Stage Band**

Weighted Credit

Students must audition for Honors Jazz/Stage Band. This course strengthens the perception of the instrument as an extension of the student in terms of personal, musical, social and emotional expression. Experiences will include both solo and large ensemble performances. Students will develop knowledge and performance technique in improvisation, jazz, blues, samba, bossa nova, rock, funk, etc. Performances will include school functions, local charitable events, and competitions. All participants will audition for the North Carolina Eastern Division All-District Jazz Festival and, if accepted, expected to participate. Eligible students will audition for the North Carolina All-State Jazz Band. This course may be repeated.

### **String Orchestra**

This course is offered year-long and meets four times per week from 7:00-8:00 am. Instruction involves method books, technical exercises and string literature, with emphasis on advanced techniques and performance. All styles and periods of music will be explored and performed. Each student is responsible for providing instrument. Concert attire required. Performances include school and community concerts throughout the year. This course may be repeated each year for credit.

### **Music Theory**

This course will help students understand how music is constructed, provide opportunities to develop their creativity, and offer insights on how to improve performance. Students will become familiar with the basic elements of music, the art of voice leading, and techniques of musical analysis. This is a basic course for those interested in a career in music and other interested students. It is designed to help students acquire the knowledge and discipline necessary for success as a musician.

### **Theatre Arts I**

Students will study Pantomime, Voice, Reading and Writing Scripts following traditional plot order, Improvisation, and Characterization. They will view formal and informal dramatic production from class level to a professional production. Students will identify plot structure and themes within a production scene by scene and discuss mood and theme felt by the audience after reading or viewing a production. Students will also observe and discuss necessary technical work that goes into productions including costumes, set, props, sound, lighting, and structure/organization of all the elements, focusing on what impact these technical elements have on the production. Students will use theatre as a tool to reenact historical world events or participate in and analyze historical events through role play. In discussing theatre history, students will learn about the different cultures, where events occurred geographically, and how the economy and governments functioned at that time. Students will demonstrate appropriate theatre etiquette every time they function as an audience member, performer or technical member.

### **Theatre Arts II**

Students will demonstrate how pantomime is instinctual and innate through action and reaction. They will demonstrate general knowledge of vocal elements in all student performances. Students will rewrite well known stories/scripts in order to warp old ideas or explore current events. Students will use elements such as improvisation and characterization in all student written scripts or scene work. Students will identify plot structure and themes within a production as a whole. They will begin to analyze the strengths and weaknesses of theatre artists concentrating first on individual student work and progressing to famous dramatists. Students will also begin to incorporate costume, set design, lighting, sound and makeup elements into their ten minute plays, and one-act productions. They must conceptualize the look they want on paper, research and bring plans to fruition. They will integrate theatre arts into concepts from other classes such as social studies, English and art so students can see theatres cross-curricular importance and how functional it is in everyday society. They will discuss and demonstrate the importance of blocking and style in theatre with regards to performance, direction, and playwright intention/interpretation.

### **Theatre Arts III**

Students will demonstrate believable pantomimic expression through consistency, resistance, and over the top movement. They will use voice elements to help develop character. Students will take authorship in original monologues, skits, and scenes. They will further develop above skits and scenes through improvisation, observation, characterization and concentration to see how a work can always be improved upon. They will research, analyze, memorize, perform, and critique famous monologues. Students will begin reading and analyzing full length plays from theatre history and discuss plot structure, pacing, given circumstances, and character development. They will discuss how products of the same show can be so different based on how each individual performer's, director's and designer's

interpretations differ. Students will discuss/observe/analyze how different technical elements affect the overall aesthetics of a show and what an audience base can take from that. They will troubleshoot technical problems as they arise in a play production or skit being performed by a class. Students will also study Theatre History to understand the role of theatre arts in the United States and how it has developed over time. They will analyze how audience etiquette originated and evolved over time. They will analyze how all theatre occupations and subjects are interrelated.

### **Theatre Arts IV/Technical Theatre**

#### **Prerequisite: Theatre Arts I for technical theatre**

Students will differentiate between multiple characters played and the difference of how they would move, act, react, speak and express themselves. They will develop and work on character dialects through listening and practicing. They will continue to use constructive criticism in every performance so students are always aware of how to improve and grow as theatrical performers, writers, directors, and critics. They will use improvisation on a more advanced level with given prompts and situations. They will continue to interpret formal and informal scripts through theatrical presentations. Students will discuss and analyze the difference of plot structure, characters, circumstances and pacing from genre to genre and across theatrical cultures. Students will be given a set of criteria to use in analyzing written scripts and complete an analysis based on that information. Students will apply technical theatre aspects, using practical application through stage design for main stage productions of a fall play and spring musical. Students will work in their area of interest within technical theatre after school and throughout the performance of the main stage production. Students will discuss how theatre arts affect the masses personally, culturally, and historically. They will study and take inspiration from world theatre and re-enact in order to more fully understand those cultures. They will discuss how to encourage and implement appropriate audience etiquette. They will continually integrate conventions and structures of theatre on a daily basis in class and in their personal lives.

### **AP Music Theory**

#### **Weighted Credit**

This course corresponds to two semesters of an introductory college music theory course covering topics such as musicianship, theory, musical materials, and procedures. Musicianship skills such as dictation and other listening, sight-singing, and keyboard harmony are important aspects of the course. Students will develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills and performance are part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Emphasis is placed on notational skills, speed, and fluency with basic materials. **This course may be offered online only through NCVPS.**

## **Career and Technical Education Courses**

**CTE class availability at each school will depend upon student registration numbers, certified teachers, and program feasibility.**

### **Introduction:**

The mission of Career and Technical Education (CTE) is to empower students to be successful citizens, workers, and leaders in a global economy. CTE fulfills this mission at the Dare County high schools by preparing students for postsecondary education in career and technical fields and lifelong learning, preparing students for initial and continued employment, assisting students in making educational and career decisions, applying and reinforcing related learning from other disciplines, assisting students in developing decision-making, communication, problem-solving, leadership, and citizenship skills, preparing students to make informed consumer decisions and apply practical life skills, and making appropriate provisions for student with special needs to succeed in CTE programs.

CTE fulfills an increasingly significant role in school reform efforts. Students who concentrate in a CTE area, earning at least four related technical credits and meeting other criteria, are better prepared for the further education and advanced training required to be successful in 21<sup>st</sup> century careers.

CTE students have opportunities to participate in student organizations that are an integral part of the instructional program. CTE teachers are encouraged to increase participation in their student organization. It is through the activities of these Career and Technical Student Organizations (CTSOs) that Dare County Schools' students cultivate citizenship, technical, leadership, and teamwork skills necessary for success in the workplace as well as in post-secondary education. Dare County Schools' CTE students actively and consistently compete and excel in these student organizations at the regional, state, and national levels. Any student enrolled in a career and technical education course is eligible for membership in the student organization (CTSO) associated with that program, if available.

### **Honors Level Courses**

Course content, pace and academic rigor place high expectations on the student and surpass standards specified by the NC Standard Course of Study. Such courses demand a greater independence and responsibility. Therefore, honors-level courses are weighted one additional quality point on the 4.0 scale, for students entering high school prior to Fall 2015, and one-half quality point for students entering high school in Fall 2015 and beyond.

### **Career Exploration Internship (Honors)**

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. Students will be required to perform a minimum of 135 hours (for a semester class) and 150 hours (for a yearlong class) of work experience at the approved site, reflect on their experience in a journal, meet weekly with the internship coordinator, complete a Career Development Portfolio, and

complete a project for presentation at the end of the experience. **During the regular school year, juniors and seniors may receive release time to participate in internships.** Students must complete an application and be interviewed by the internship coordinator prior to beginning an internship.

### **Service Learning**

Service Learning provides students the opportunity to learn and develop through active participation in thoughtfully organized service experiences. It will acquaint students with the purpose and rewards of providing volunteer service to the community, while reflecting upon their experiences. Students at all grade levels may elect to participate in service learning for credit during the summer; however, an approved plan of service must be in place before the end of the school year. Juniors and seniors may receive release time from school and will be required to perform a minimum of 135 hours of service (for a semester class) and 150 hours (for a yearlong class). Documentation of hours, written reflections by means of a journal, weekly conferences and projects, will be required of all participants.

### **Credentials**

Students who successfully complete certain CTE courses and receive a designated score on the post-assessment are eligible to receive a credential for the course. The courses and credentials are listed below:

Personal Finance	EverFi & WISE Financial
Microsoft Excel and Access	Microsoft Office Specialist in Excel and/or Access
Microsoft Word, and PowerPoint	Microsoft Office Specialist Word AND PowerPoint
Foods II – Enterprise	ServSafe Food Protection Managers Certification
Early Childhood Education I	CPR
Early Childhood Education II	CPR & Lead Teacher Equivalency Certification
Introduction to Culinary Arts & Hospitality	ServSafe Food Protection Managers Certification
Culinary Arts and Hospitality I	ServSafe Food Protection Managers Certification
Culinary Arts and Hospitality II	ServSafe Food Protection Managers Certification
Health Science II	National Consortium for Health Science Education (NCHSE) Assessment & CPR & First Aid & OSHA 10 Hour Industry Certification
Nursing Fundamentals	North Carolina Nurse Aide I
Marketing Management	Customer Service and Sales Certification OR Advanced Customer Service and Sales Certification &

	Fundamentals Marketing Concepts
Hospitality and Tourism	Advanced Customer Service and Sales Certification & Fundamentals Marketing Concepts & Certified Guest Service Professional (CGSP)
Welding I	OSHA 10 Hour Industry Certification
Carpentry I, II, III	NCCER Credential & OSHA 10 Hour Construction Industry Certification
Core and Sustainable Construction	NCCER Credential & OSHA 10 Hour Construction Industry Certification
Adobe Visual Design	Adobe Photoshop, InDesign, Illustrator
Adobe Digital Design	Adobe Dreamweaver
Adobe Video Design	Adobe Premiere
Drafting I	Autodesk Auto CAD Certified User
Drafting II	Autodesk Revit Architectural Certified User
Public Safety I	NIMS 100 - NIMS 200
Public Safety II	FEMA Certification

### **Career Development Education**

#### **Career Management**

Career Management 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, workplace proficiency and teamwork. English language arts are reinforced.

### **Agriculture Education**

#### **Environmental & Natural Resources I**

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

## **Environmental & Natural Resources II**

### **Prerequisite: Environmental & Natural Resources I**

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management.

## **Business, Finance, and Information Technology Education**

### **Accounting I**

Accounting I 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. **This is an online course.**

### **Microsoft Introduction to Computer Science**

Weighted Credit

Computer Science Principles is a rigorous, honors-level 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 BYOB/SNAP, and visual programming language. Students will focus on the “big Computer Science ideas”. The big ideas in Computer Science Principles 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. Math I, Math II and Math III concepts are applied in this course. A research project and a serious game program are required.

### **AP Computer Science Principles**

Computer Science Principles helps students prepare as computer science majors, but also for a broad range of other fields and interests. Students will learn creative problem solving, how to apply computational processes to analyze data sets, understand the Internet as a system, programming concepts and the global impact of computing. The Beauty and Joy of Computing is the adopted curriculum.

AP Computer Science Principles not only has an exam in May, but it also requires a digital portfolio. There are two through-course performance tasks that must be submitted prior to the AP exam in May. The Explore task is a research project and the Create task is a computer program created by the student. Please note: Students should possess strong math skills, including logic and analytical skills. Math concepts in this course include Graph Theory, Logarithms, Geometric sequences, Factorials, Modulo, Binary and Hexadecimal number systems. In other words, concepts ranging from Math 1 to Geometry to Discrete Math to PreCalculus.

### **Microsoft Excel and Access**

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

### **Microsoft Word and PowerPoint**

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them, In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands and features to create, enhance, customize, and deliver presentations. In the last part, students publish a publication. English language arts is reinforced. A requirement of this course is a signed *Acceptable Use Agreement*, a school email account, and a Microsoft Live Log-in. This course is a “blended” learning environment using online and traditional instruction. This course prepares students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint credentialing certification.

### **Multimedia and Webpage Design**

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. A requirement of this course is a signed *Acceptable Use Agreement* and a school email account. Honors credit is available.

### **Personal Finance**

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

### **Microsoft Introduction to Computer Science**

Microsoft Introduction to Computers is a beginner’s computer science course for self-motivated students who have no previous experience in programming. Students are introduced to concepts by working through TouchDevelop interactive tutorials outside of the classroom while concepts are reinforced through activities and projects that are guided by the instructor inside of the classroom. Students work collaboratively to design, program, publish, and market a game of their own design.

## **Computer Programming I**

### **Recommended Prerequisite: Math I**

Computer Programming I is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including obtaining and validating user input, logical decision making and processing graphics, and useful output. Mathematics is reinforced. **This is an online course.**

## **Family and Consumer Sciences Education**

### **Introduction To Culinary Arts and Culinary Arts and Hospitality I**

In this course basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced (Go to <http://www.servsafe.com> for information on credentialing). Commercial equipment, smallwares, culinary math and basic knife skills in a commercial foodservice facility are taught. This course focuses on basic skills in cold and hot food production, baking and pastry and service skills. Art, mathematics and science are reinforced. Chef coat is available for \$15.00. This is a double period class and students earn 2 credits.

### **Culinary Arts and Hospitality II**

This course provides advanced experiences in hot and cold food production, management (front and back of the house) and service skills. Topics include menu planning, business management and guest relations. Art, English language arts, mathematics and science are reinforced. Chef coat is available for \$15.00. This is a double period class and students earn 2 credits.

### **Foods I**

Foods I 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.

### **Foods II – Enterprise**

Foods II – Enterprise focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English language arts, mathematics, and science are reinforced. Go to <http://www.servsafe.com> for information on the student credentialing program and testing information. Students must have proof of accident insurance or purchase school insurance.

### **Parenting and Child Development**

Parenting and Child Development 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 parent have on children while providing care and guidance. Art, English language arts, and science are reinforced. It is recommended as excellent preparation for the study of Early Childhood Education I and II.

### **Early Childhood Education I**

#### **Prerequisite: Parenting and Child Development**

Early Childhood Education I 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. Because students intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course. This is a double period course and students earn 2 credits.

<http://www.ncga.state.nc.us/EnactedLegislation/Statutes?HTML/BySection/Chapter 110/GS 110-91.html>

Students will be required to take a TB skin test. A criminal background check may be required at student expense.

### **Early Childhood Education II**

Early Childhood Education II provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. Because students intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

This is a double period course and students earn 2 credits.

## **Health Science Education**

### **Health Team Relations**

Health Team Relations 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. Students will also have the opportunity to practice hands on skills such as use of a stethoscope, measuring weights and heights, first aid for bleeding wounds and transferring a patient from a bed to a stretcher. Following completion of this course, students will be prepared to enroll in Health Science I. English language arts and social studies are reinforced in this course.

### **Health Science I**

Health Science I focuses on human anatomy, physiology and human body diseases and disorders. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

### **Health Science II**

Health Science II is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. Approximately 40% of the course is spent in a clinical internship where students deliver health care in local medical facilities. TB skin test is required. A criminal background check may be required at the student's expense. English language arts and science are reinforced in this course.

### **Nursing Fundamentals**

#### **Prerequisite: Health Science II**

Nursing Fundamentals is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency and/or hospital. TB skin test and criminal background check may be required to participate in these activities. This is a double block period and students earn two credits.

## **Marketing and Entrepreneurship Education**

### **Marketing**

Marketing students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. *(Articulated college credit is available upon meeting certain criteria in this course, see pg. 23.)*

### **Strategic Marketing**

This fast paced honors course challenges students by combining into one course the concepts taught in the Marketing and Marketing Management courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. The Strategic Marketing course focuses on the impact of marketing on society, procedures used in buying behavior, procedures to manage marketing information, procedures to develop and manage products, pricing procedures, promotion, marketing channels, supply chain management, retail operations, and global marketing. Strategic Marketing can help prepare students for credentials:

Assessment of Skills and Knowledge (A\*S\*K) Fundamental Marketing Concepts,

<http://www.askinstitute.org>

National Professional Certification in Customer Service or Sales, [www.nrffoundation.com](http://www.nrffoundation.com)

Students should expect to complete extensive written assignments including a comprehensive performance product with an oral presentation requirement. (*Articulated college credit is available upon meeting certain criteria in this course.*)

### **Fashion Merchandising**

Fashion Merchandising students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. Mathematics and science are reinforced.

### **Marketing Management**

#### **Prerequisite: Marketing or Fashion Merchandising**

In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions, applications and impact on business decisions.

### **Hospitality and Tourism**

#### **Recommended Prerequisite: Marketing**

Hospitality and Tourism students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion. Mathematics and social studies are reinforced.

### **Sports and Entertainment Marketing I**

#### **Recommended Prerequisite: Marketing**

Sports and Entertainment Marketing I 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.

### **Entrepreneurship I**

Entrepreneurship I students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced.

## **Technology Engineering and Design**

### **Advanced Game Art and Design**

#### **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 3 D project.

### **Game Art and Design**

#### **Recommended Prerequisite: Scientific and Technical Visualization I**

This course introduced 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-ons experiences and a variety of software.

### **Scientific and Technical Visualization I**

This course introduces student to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven charts and animations.

### **Scientific and Technical Visualization II**

#### **Prerequisite: Scientific and Technical Visualization I**

This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles.

## **Trade and Industrial Education**

### **Core and Sustainable Construction**

Core and Sustainable Construction covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and “Your Role in the Green Environment”.

The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English language arts and mathematics are reinforced. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core Certification. Students must have proof of health insurance or purchase school insurance.

### **Carpentry I**

**Prerequisite: Core and Sustainable Construction, Recommended Prerequisite: Math II**

Carpentry I covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Students must have proof of health insurance or purchase school insurance.

### **Carpentry II**

Carpentry II covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English language arts and mathematics are reinforced. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Students must have proof of health insurance or purchase school insurance.

### **Drafting I**

Drafting I introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3D modeling.

### **Drafting II – Architectural**

Drafting II focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings.

### **Adobe Visual Design**

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned with Adobe Photoshop, Adobe Indesign, and Adobe Illustrator certifications.

### **Adobe Digital Design**

**Prerequisite: Adobe Visual Design**

This course is a project-based course that develops ICT, career, and communication skills in Web design and animation using Adobe tools. This course is aligned to Adobe Dreamweaver and Adobe Flash certifications.

## **Adobe Video Design**

### **Prerequisite: Adobe Digital Design**

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification.

## **Public Safety I**

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

## **Public Safety II**

### **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. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. This course will prepare students for the FEMA CERT certification.

## **CTE Advanced Studies**

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course\*, in one Career Cluster\*\*. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21<sup>st</sup> century skills.

### **\*What is a completer course?**

A completer course is the second or third course in a series that builds upon skills acquired in the previous course(s). A completer course has a prerequisite also referred to as a foundation course. A foundation course provided fundamental knowledge and skills needed for student success in secondary and postsecondary education and careers in the Career Cluster.

### **\*\*What is a Career Cluster?**

Career Clusters are groupings of occupations used as an organizing tool for curriculum design and instruction.

### **What is an enhancement course?**

An enhancement course augments related knowledge and skills developed in foundation courses and provides for success in postsecondary education and careers in the Career Cluster.

## Interdepartmental Courses and Programs

### Introduction

A number of courses and programs meet student needs in more than one area of study at one time. Some of these courses provide for academic success, others provide an opportunity for students to develop their community service abilities.

The "assistant courses" offered are semester long courses. Students will be allowed to take a maximum of two such courses during their high school career and a maximum of one per semester.

### Athletic Eligibility

**The North Carolina High School Athletic Association will grant eligibility for athletes if a student passes a minimum of 5 out of 7 classes per semester and is enrolled in courses which carry a minimum of 3 credits during the current semester. For athletic eligibility, 90 minute blocks count as two classes. Credit may not be awarded for being an office assistant, teacher assistant, or laboratory assistant.**

### AVID (Advancement Via Individual Determination)

Selection determined by application and interview (attendance, discipline records, grades and attitude are included in criteria). This course provides intensive support for academically average students who plan to attend college and who strive for success in honors and AP courses. This course may be repeated for additional credit.

### Broadcast Journalism

Students work individually and in a group to produce the daily edition of the high school report as well as special projects for Gov-Ed TV. In this course, students learn valuable skills that include script writing, multimedia reporting, digital editing, and video production. Emphasis in this class is on teamwork and the time management skills required to meet daily, weekly, and quarterly deadlines for a journalistic product. Students do receive a credit for this class.

### Peer Tutoring

Selection determined on proficiency in the tutoring area and by application and interview (attendance, discipline records, and attitude are included in criteria). Tutors are assigned to work under supervising teachers. Tutors interested in assisting AVID students, transfer students and students with unique learning styles are especially needed. This course may be repeated for additional credit. **Grading will be Pass/Fail.**

### Peer Health Education

This course will appeal to students interested in teaching, health occupations, or the development of healthy communities. Selection of students in grades 10-12 for this course is determined by application and interview (attendance, discipline records and attitude are included in criteria). Instruction includes mentoring relationships, communication and presentation skills, chronic disease prevention principles and stages of change theory. Under the supervision of a certified health

educator, peer health educators will develop and pilot behavior modification assignments and other health education activities to assist middle school students in changing behaviors related to smoking, nutrition or physical activity. High school students will also provide web-based peer mentoring related to targeted health behaviors of middle school students.

#### **Student Services Assistant**

The Student Services Assistant will assist the assigned department in clerical duties such as stapling, filing, and running errands. Assistant will serve as a tour guide for new students. **Students do not receive a credit for this class.**

#### **Technology Assistant**

The Help Desk class offers students the opportunity to develop and use IT support skills. Students staff the Help Desk and provide service and training to students and staff. Students assess problems, complete repairs and manage outsourcing of repairs. Help Desk Assistants model technology use in the school. They will learn technical knowledge and must display the maturity required to be trusted. This is a pass fail course and placement in this class requires prior approval from the Technology Facilitator and Media Coordinator. **Students do not receive a credit for this class.**