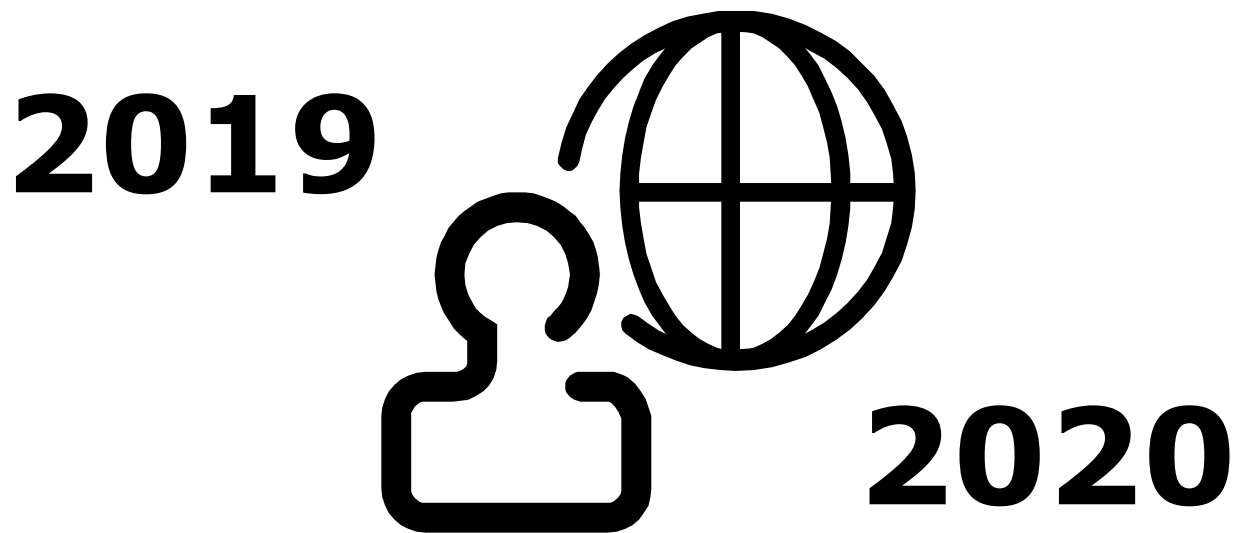
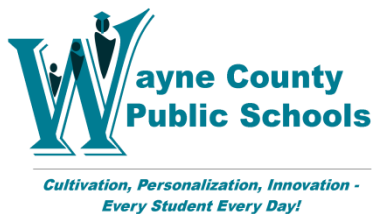


**Wayne County Public Schools
High School Course
REGISTRATION CATALOG**



**Future Ready for
21st Century Success**

- Charles B. Aycock High School
- Eastern Wayne High School
- Goldsboro High School
- Rosewood High School
- Southern Wayne High School
- Spring Creek High School
- Wayne Early/Middle College High School
- Wayne School of Engineering at Goldsboro High School
- Wayne Middle/High Academy



Superintendent's Message

Superintendent

Dr. Michael J. Dunsmore

Board Chair

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Board Vice-Chair

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Members

Patricia A. Burden

Joseph W. Democko, DC

H. Len Henderson

Jennifer S. Strickland

High school is the final transition from adolescence into adulthood, and Wayne County Public Schools is committed to helping students graduate prepared for college, military, and/or the workforce.

In looking ahead to next school year, I would encourage families to thoroughly review this registration catalog to become better informed about the many exciting options, resources and educational opportunities available to students. Each of our high schools offer a rigorous academic program, with a broad range of academic services and options tailored to today's learner.

We would encourage students and/or families to speak with a school counselor if they have any questions about course offerings listed in this registration catalog. Our school counselors are ready to guide families through the registration process and assist students in making informed decisions regarding their educational pursuits.

Planning your academic schedule for the upcoming year is an exciting process. I wish you the very best in your course selections, and hope you have a wonderful and successful 2019-2020 school year!

With regards,

Dr. Michael J. Dunsmore, Superintendent
Wayne County Public Schools

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High School Directory

To visit any of our school websites, go to www.waynecountyschools.org and click on the “Schools” tab.

Charles B. Aycock High School

P.O. Box 159
5460 U.S. 117 North
Pikeville, NC 27863
919-242-3400

Eastern Wayne High School

1135 New Hope Road
Goldsboro, NC 27534
919-751-7120

Goldsboro High School

901 E. Beech Street
Goldsboro, NC 27530
919-731-5930

Rosewood High School

900 Rosewood Road
Goldsboro, NC 27530
919-705-6050

Southern Wayne High School

124 Walter Fulcher Road
Dudley, NC 28333
919-705-6060

Spring Creek High School

4340 Indian Springs Road
Seven Springs, NC 28578
919-751-7160

Wayne Middle/High Academy

801 N. Lionel Street
Goldsboro, NC 27530
919-580-3609

Wayne Early/Middle College High School

3000 Wayne Memorial Drive
Goldsboro, NC 27534
919-739-7070

Wayne School of Engineering @

Goldsboro High School
700 N. Herman Street
Goldsboro, NC 27530
919-734-0070

Special Notices

Wayne County Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following persons who are located at 2001 East Royall Avenue, Goldsboro, NC, 27533 and who can be reached at phone number (919) 731-5900 have been designated to handle inquiries regarding non-discrimination policies:

- ◆ Dr. Tim Harrell, Title IX Coordinator (Sex Discrimination/Sexual Harassment)
- ◆ Ms. Gail Sasser, Section 504/Handicapped Coordinator/Homebound Coordinator
- ◆ Dr. Yvette Mason, Title VI Coordinator (Race/National Origin Discrimination)

All educational programs in Wayne County Public Schools are offered without regard to race, creed, color, national origin, sex, disadvantage or handicap. All Career and Technical Education programs in Wayne County Public Schools are offered without regard to race, creed, color, national origin, sex, disadvantage or handicap. WCPS provides educational opportunities and follows procedures according to the Interstate Compact on educational opportunities for military children.

Policies and administrative regulations change frequently.

The online version of this registration catalog can be found at www.waynecountyschools.org.

The online registration catalog will be updated as changes occur.

It is the student's responsibility to ensure that their educational program meets requirements.

Not all of the courses referenced in this catalog are available at every high school.

Refer to your high school's course selection sheet to determine class availability.

Military Child Education

Wayne County Public Schools works to ensure successful transitions and on-time graduation for military connected students. Transcript evaluation, course credits and course placement are vital to a high school student's transition. *The Interstate Compact on Educational Opportunity for Military Children (mic3.net)* provides consistent policy to address key educational issues encountered by military families including enrollment, placement, attendance, eligibility and graduation. For more information or questions regarding Military Child Education, visit www.waynecountyschools.org or contact Jamie Livengood, Military Liaison Counselor, jamilivengood@wcps.org.

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Tamara Berman-Ishee, Assistant Superintendent

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General Information

Athletic Eligibility

To be eligible to participate in athletics, the athlete must meet rules of eligibility set by The North Carolina High School Athletic Association, Inc. including, but not limited to the following:

- ◆ Be a properly enrolled student at the time of participation.
- ◆ Be enrolled no later than the 15th day of the present semester.
- ◆ Be in regular attendance.
- ◆ Have been in attendance for at least 85% of the previous semester at an approved school.
- ◆ Not exceeded eight consecutive semesters of attendance or have participated more than four seasons in any sport since first entering 9th grade.
- ◆ Must be under 19 years of age as of August 31, 2019.
- ◆ Live with parents or legal guardian. (Reference the NC High School Athletic Association handbook for further clarification.)
- ◆ Live in the school attendance district.
- ◆ Have received a medical examination by a duly licensed physician, nurse practitioner, or physician's assistant within the previous 365 days.
- ◆ Have passed three (3) out of four (4) courses the previous semester.
- ◆ Having been promoted from 8th grade to 9th grade for the 2019 Spring Semester determines eligibility for athletics the first semester of the 9th grade.

Other eligibility restrictions may apply. Please contact your school's principal or athletic director for clarification as special situations or circumstances arise.

NCAA Initial-Eligibility Clearinghouse

The purpose of the NCAA Initial-Eligibility Clearinghouse is to determine the athletic eligibility of present high school seniors who wish to enroll as college freshman for the next school year at NCAA Division I and II institutions. The Clearinghouse determines freshman athletics eligibility using three components: core courses (specific academic courses), core course GPA, and SAT or ACT score. You must register and be certified by the NCAA Initial-Eligibility Clearinghouse if you intend to participate in college athletics. **YOU SHOULD REGISTER WITH THE CLEARINGHOUSE AT THE BEGINNING OF YOUR SENIOR YEAR.** NCAA Clearinghouse registration materials are available at www.ncaaclearinghouse.net.

Attendance

There is no substitute for the uninterrupted personal contact between teachers and students in the classroom environment, where learning experiences are carefully planned by the teachers. Even though students may make up class work missed because of absences, they may never be able to replace the educational, cultural, and social contacts they would have experienced through face-to-face instruction and class participation. Students with regular and consistent attendance generally achieve higher levels of learning than those with poor attendance.

The primary responsibility for good school attendance lies with parents and guardians of students. Parents and guardians of students between the ages of 7 and 16 are legally responsible to ensure their children attend school. All students are expected to be in attendance every day throughout the 180-day school term unless temporarily excused by school officials. In accordance with the rules and regulations of the North Carolina State Board of Education, the following conditions shall constitute valid reasons for student absences:

- ◆ Illness or injury
- ◆ Quarantine
- ◆ Death in the immediate family
- ◆ Medical or dental appointments
- ◆ Court or administrative proceedings
- ◆ Religious observances
- ◆ Educational opportunity
- ◆ Absence due to deployment activities

If a student is expected to be confined to his home and/or hospital for an extended period of time due to injury, illness, or other disability, the child's parent/guardian should confer with a school counselor as soon as possible.

Attendance Requirements (Grades 9-12)

A grade 9-12 student is expected to attend school on every scheduled student day unless absent for lawful reasons. (Unlawful and unexcused absences are absences defined by the N. C. Compulsory Attendance law, and regulations adopted by the State Board of Education, as "a child's willful absence from school without the knowledge of the parent, or a child's absence from school without cause and knowledge of the parent." The term "unlawful absence" applies only to children between the ages of 7 and 16 who are subject to the Compulsory Attendance Law.) Any student who accumulates and exceeds 6 unlawful or unexcused absences for any course during a semester is in jeopardy of receiving a failing grade and receiving no credit for the course. Suspension or exclusion of students for misconduct may NOT be used for compulsory attendance violation actions.

Course Credit

In order to receive credit for courses, a student must achieve a passing grade (60 or greater) as the final course average. Final exams in courses with EOCs, NCFEs, and teacher-made exams will count as 20% of the final grade. The end-of-semester Career and Technical Education State Assessments will also count as 20% of the final grade. Any student taking an Advanced Placement course must take the AP Exam in order to receive course credit. The AP Exam is not the final exam for an Advanced Placement Course.

Credit by Demonstrated Mastery

Credit by Demonstrated Mastery (CDM) is the process by which a student may be awarded credit in a particular course without completing classroom instruction for a certain amount of seat time. The CDM process will consist of a student scoring mastery on a specific exam and completing a required artifact that shows mastery of the course content. A student must begin the CDM process the semester before the next course in the sequence is to be delivered. If a student does not meet the requirements of CDM, they must register and take the course that was challenged. Students and families must speak with the school CDM team or its representative to begin the application process.

Driver's Eligibility

Students must have a Driving Eligibility Certificate in order to receive a North Carolina driver's permit or license. The Division of Motor Vehicles will not issue a driver's permit or license without a Driving Eligibility Certificate. A student must pass 3 out of 4 courses the previous semester to be eligible to receive a Driving Eligibility Certificate. A student must continue to pass 3 out of 4 courses each semester in order to retain the permit or license. Academic performance will be evaluated at the end of each semester. The revocation of a student's driving permit or license will result if a student does not maintain adequate academic progress (pass 3 of 4 courses) or drops out of school. Senate Bill 57 calls for the loss of driving privileges for students under the age of 18 who are given a 10 day or longer suspension and/or an assignment to an alternative educational setting.

Lose Control, Lose Your License

Effective July 1, 2000, GS-20-0 provides for the revocation of a driver's license or learner's permit for one year or for the denial of a driving eligibility certificate of a student who has been expelled, suspended for more than 10 days, or assigned to an alternative education setting for more than 10 days for committing one of the following offenses after the student's fourteenth birthday or during or after eighth grade:

- ◆ Possession or sale of alcohol or a controlled substance on school property or at a school-sponsored or school-related activity.
- ◆ Bringing, possession, or use of a weapon or firearm on school property.
- ◆ Assault on a teacher or other school personnel on school property or at a school-sponsored or school related activity.

Schedule Changes

Much time and planning is involved in student course selection and the creation of a master schedule that provides students with the best schedules possible to fit the course offerings at each school. Therefore, schedule changes will be limited following the completion of course registration. Courses may be added or dropped during the first three (3) days of each semester provided there is a valid reason and the course change is approved by parents, school counselor, and principal.

Academics

Exceptional Children Programs

Occupational Course of Study

The Occupational Course of Study (OCS) is one of two courses of study a student with disabilities may complete to graduate with a High School diploma in North Carolina. The Occupational Course of Study will be an appropriate alternative for selected students with disabilities for whom the Future Ready Core (FRC) is inappropriate. Students will learn functional academic skills that will prepare them to live independently, maintain employment, and be active participants in the community. The decision to place a student on an OCS graduation plan is discussed by the IEP Team with the parents input regarding their vision for their child's graduation.

Life Skills Program

The high schools in Wayne County offer an environment to students in the Life Skills Program which allows them to participate in a functional curriculum with the following characteristics: community-referenced, integrated, longitudinal, and community-based. Schools use a number of curricula to meet the needs of our students, including life centered career education, transition education, functional curriculum, and the basic computer curriculum.

Academically Gifted Program

Students identified at the secondary level are served in grades 9 and 10 through honors level courses and in grades 10, 11, and 12 through Advanced Placement courses. Emphasis is given to the four core curriculum areas: communication skills, social studies, math, and science. Identified students, along with other students, are offered these courses taught by certified teachers. Curriculum is expanded and augmented by student-oriented seminars, guest speakers, and field trips. The focus of the secondary program is on academic excellence, intellectual growth, and student achievement.

Advanced Placement

If you plan to continue your education at a four-year college or university and would like to earn college credits while still in high school, Advanced Placement courses are available in Science, Math, Social Studies, and English. Each course covers material the equivalent of a complete college course. The student who enrolls in an Advanced Placement course must take the AP Exam for that course as specified in the course description to receive AP credit.

To receive college credit: A student who earns a score of 3 or better on an AP Exam is generally considered qualified to receive credit for the equivalent course at one of the participating colleges or universities. Some colleges or universities may require a score of 4 or 5 in order to receive credit. Students should obtain the college's AP policy. Up to six semester hours of college credit may be granted depending upon the requirements of the selected college or university. Technically, a student may take the Advanced Placement Exam without enrolling in the Advanced Placement course; however, this course of action is not recommended.

Grades and Honors

A	B	C	D	F
90 – 100	80 – 89	70 – 79	60 – 69	59 and below

Grades and the corresponding number of quality points are shown below for the 3 different levels of courses offered.

Students Entering 9th Grade in the 2015-2016 School Year or After

Grade	Standard	Honors	College / Advanced Placement
90-100	4.0	4.5	5.0
80-89	3.0	3.5	4.0
70-79	2.0	2.5	3.0
60-69	1.0	1.5	2.0

Students Entering 9th Grade Prior to the 2015-2016 School Year

Grade	Standard	Honors	Advanced Placement
90-100	4.0	5.0	6.0
80-89	3.0	4.0	5.0
70-79	2.0	3.0	4.0
60-69	1.0	2.0	3.0

Unweighted GPA - A GPA that does not include extra quality points for courses that are taught at a more rigorous academic level than a standard course.

Weighted GPA - A GPA that includes extra quality points for courses taught at a more rigorous academic level such as honors (+1 quality point) and advanced placement (+2 quality points) courses. This is also known as the QPA or Quality Point Average.

Academic Recognition

- ◆ Principal's List: A student must have all A's in all courses.
- ◆ A Honor Roll: A student must have an overall grade average of 90.0 with no grade below 80.
- ◆ B Honor Roll: A student must have an overall grade average of 80.0 with no grade below 70.
- ◆ 80 Average: A grade average of 79.4445 or above.
- ◆ 90 Average: A grade average of 89.4445 or above.

Course Levels

Students in grades 9-12 earn quality points based on course level designation. The following course levels are now in Wayne County Public Schools: S (Standard Course of Study); H (Honors Level); AP (Advanced Placement).

Class Rank

The weighted GPA will be used to determine class rank. In cases where students have an identical weighted GPA, multiple students shall be designated, in alphabetical order by last name, for the same class rank number.

Designation of Latin Honors

Beginning with the Class of 2019, qualified students may earn Latin Honors (e.g., Cum Laude, Magna Cum Laude, Summa Cum Laude). Students may earn the following Latin Honors by attaining the associated Weighted GPA for each honor:

- Cum Laude Graduate = Weighted GPA of 3.75 to 3.99 (on the 4.0 scale);
- Magna Cum Laude Graduate = Weighted GPA of 4.0 to 4.24 (on the 4.0 scale); or
- Summa Cum Laude Graduate = Weighted GPA of 4.25 or higher (on the 4.0 scale).

Latin Honors will be determined at the end of the 4th grading period for all students. Corresponding stickers will be affixed to students' diplomas, and recognition will be made when students' names are called at graduation.

Honor Graduates

A student must maintain an unweighted GPA of 3.25 or higher through the end of their senior year to be an honor graduate. Initial determination of Honor Graduate status, for the purpose of awards, will be made at the end of the 2nd grading period. Final calculations will be made at the end of the 4th grading period, in order to verify that Honor Graduate qualifications have been met for graduation. Other students earning honor graduate status by the end of their senior year may be notified prior to graduation but will not be recognized at Awards Night nor will their names appear on the commencement program due to advanced preparation for these events.

Marshals

The top 7 percent of the students in the junior class will serve as Marshals each year. Using the weighted GPA scale, computation for Marshals will be made at the end of the first semester of the junior year. The highest ranked weighted GPA in the junior class will be designated Chief Marshal with the second highest weighted GPA being designated the Assistant Chief Marshal. Ties are broken by using the unweighted Grade Point Average. In cases where students have identical Unweighted Grade Point Averages, more than 7% of the students in the junior class may serve as marshals.

National Honor Society

Students in the 10th, 11th, and 12th grades must have a weighted GPA of 3.5 or higher at the time of computation to be considered for induction. Other factors considered for induction are service to the school and community, character, and leadership. Students must have attended their high school for one full semester prior to being considered for induction. New members are considered for membership following the third grading period of each academic year. A student must maintain a weighted GPA of 3.5 or higher, participate in chapter and individual service projects, and maintain a clean discipline record in order to maintain membership in NHS.

National Technical Honor Society

Induction in the National Technical Honor Society is available to students who excel in Career and Technical Education courses. Other factors considered for induction are service to the school and community, character, attendance, and disciplinary records. New members are inducted each academic school year.

North Carolina Academic Scholars Endorsement

Students who complete the requirements for a well-balanced, challenging high school program will be named North Carolina Scholars and receive special recognition. Initial determination of North Carolina Academic Scholars Endorsement status will be made at the end of the 2nd grading period, and final calculations will be made at the end of the 4th grading period. Students must have a cumulative unweighted GPA of at least 3.5, in addition to the following course requirements:

English	English I, II, III, and IV	4 credits
Mathematics	NC Math 1, NC Math 2, NC Math 3, and a higher level math course with NC Math 3 as a prerequisite	4 credits
Science	Earth/Environmental Science, Biology, and either Chemistry or Physics	3 credits
Social Studies	World History, American History: The Founding Principles, Civics, and Economics, American History I, and American History II	4 credits
Second Language	Two units of a world language, other than English (for the UNC System)	2 credits
Healthful Living	Health and Physical Education	1 credit
Electives	Four elective credits constituting a concentration is recommended from one subject area, such as: Career and Technical Education (CTE), JROTC, Arts Education, World Languages, or in another content area	4 credits
Higher Level Courses	At least three higher-level courses taken during junior and/or senior years which carry quality points such as: Honors level courses, Advanced Placement, Dual Enrollment or college equivalent course, Advanced CTE and CTE credentialing courses, or Project Lead the Way courses	3 credits

Career and College Information

Planning for a Career

One of the most stressful questions asked by graduating seniors is “What am I going to be now that I am grown up?” There are so many opportunities and unknowns. It is both frightening and exciting. The world of work is undergoing the most dramatic changes in history. Many of the jobs that will be available after you complete school have not even been invented yet.

Due to changing technology and increased global competition, workers must be prepared for technological adaptation and must be committed to life-long learning. You will probably be involved with some type of ongoing training, either formal or informal, throughout your working career. Entry-level jobs requiring only a high school diploma are quickly evaporating. There will be even fewer in the job market that you enter. The minimum educational level required for most jobs by the time you graduate will be two years beyond high school. These may include two years of general college in preparation for a baccalaureate degree, a two-year associate degree, apprenticeship training, specialty training, or certificate and diploma from a community college.

You must follow any of these programs with periodic updating of your skills or additional formal education in order to survive in the competitive job market. An increasing number of the jobs that will be available will require a technical degree rather than a baccalaureate degree. These jobs will require a solid academic foundation in math, science, and communications. Employers also stress the importance of reasoning and interpersonal communication skills.

Planning for College

If you plan to continue your education at a technical college, community college, or a four-year college, you will need to take specific courses which are required for admission. It is important that you find out the requirements of the schools in which you are interested, because admissions requirements vary.

The minimum undergraduate admissions requirements at all 16 postsecondary constituent institutions of the University of North Carolina consist of the following:

- ◆ 4 units of English (English I, II, III, IV)
- ◆ 2 units of a language other than English
- ◆ 2 units of Social Studies (including 1 unit of American History)
- ◆ 4 units of Math (Math I, Math II, Math III, and a course with Math III as the prerequisite)
- ◆ 3 units of Science (includes a life or biological, a physical, and a lab science)
- ◆ Minimum entrance requirements are a minimum GPA of 2.5 and a combined Critical Reading and Math score of 880 on the SAT or a minimum composite score of 17 on the ACT.

For more specific information, refer to www.northcarolina.edu/aa/admissions/requirements.htm.

To be competitive for college admission, students should continue to take advanced courses beyond minimum graduation requirements.

University of North Carolina System

The University of North Carolina has a rich heritage of academic excellence. Chartered in 1789, UNC was the first public university in the United States and the only one to graduate students in the eighteenth century. Today, UNC is a multi-campus university composed of 16 postsecondary constituent institutions. These institutions which comprise the UNC system are Appalachian State, East Carolina, Elizabeth City State, Fayetteville State, North Carolina A & T, North Carolina Central, UNC School of the Arts, North Carolina State, UNC-Asheville, UNC-Chapel Hill, UNC-Charlotte, UNC-Greensboro, UNC-Pembroke, UNC-Wilmington, Western Carolina, and Winston-Salem State.

Grade Level Check List

Grade 9:

- ◆ Get to know your school counselor.
- ◆ Check college admissions requirements. Plan a college preparatory course schedule for all four years of high school.
- ◆ Plan ahead for courses that require prerequisites.
- ◆ Recognize that class rank, weighted and unweighted GPA, and grade point average (GPA) are calculated beginning in Grade 9. These are based on final grades in all courses attempted.
- ◆ Select challenging courses. Your weighted GPA/class rank is affected by course levels.
- ◆ Participate in extracurricular and community activities. Colleges are looking for students who have achieved in more than academics.
- ◆ Become involved in school and community activities.
- ◆ Create/update a student account at www.cfnc.org.

Grade 10:

- ◆ Consider taking the PSAT (preliminary SAT). This test is given only in October.
- ◆ Take the PreACT (preliminary ACT) at your school. This test measures college readiness and career potential; it is administered to all 10th graders in NC.
- ◆ Select challenging courses which will maintain your class rank/GPA. Take the hardest courses in areas where you excel; investigate Honors and Advanced Placement (AP) courses.
- ◆ Investigate college course requirements. Plan an interesting summer, possibly participating in a challenging summer enrichment program or a community activity. Check out college-based experience programs in the School Counseling Office.
- ◆ Update your CFNC account and explore its valuable career and college tools.

Grade 11:

- ◆ Continue taking courses that will sharpen your skills for college and enhance admission prospects.
- ◆ Attend “College Day” at your high school’s designated location.
- ◆ Consider taking the PSAT/National Merit Scholarship Qualifying Test (NMQST). National Merit Scholarship semifinalists are selected from only 11th grade students who take this test in the eleventh grade. This test is given only in October.
- ◆ Take the ASVAB in the Fall Semester if interested in a career in the Military.
- ◆ Take the ACT during the school day administration at your high school (March).
- ◆ Ask your parents to check on scholarship programs that may be offered through their employers.
- ◆ At mid-year, begin to investigate specific college possibilities.
- ◆ Sign up to talk with visiting college representatives.
- ◆ Check catalogs and college websites for specific entrance requirements (courses, tests, dates).
- ◆ Attend a Financial Aid Workshop held in your area, if you anticipate applying for financial aid.
- ◆ Take the SAT or ACT in May or June, including subject tests if required by a college you are considering. Get registration materials from the School Counseling Office or register online at sat.collegeboard.org and/or actstudent.org.
- ◆ Spring and summer are the times to visit college admissions offices. Email or call ahead for an appointment, and ask about financial aid and scholarships.
- ◆ Update your CFNC account and explore its valuable career and college tools.

Grade 12:

- ◆ Prior to the start of school, update your high school resume to include extracurricular activities, sports, community service, leadership positions, honors/awards, and employment experience. Be prepared to give your resume to individuals whom you are asking to write letters of recommendation.
- ◆ Update your CFNC account and explore its valuable career and college tools.
- ◆ Continue investigating various school options in the fall; become familiar with deadlines.
- ◆ Take the SAT or ACT in October or November. Take SAT Subject Tests, if required.
- ◆ Try to arrange college visits on teacher work days or holidays.
- ◆ Attend “College Day” at your high school’s designated location. Talk with college representatives.
- ◆ Attend a Financial Aid Workshop held in your area, if you anticipate applying for financial aid.
- ◆ Narrow your choice of colleges. The general recommendation is to apply to at least three.
- ◆ Complete college applications by designated deadlines. Late January to mid-February is the application deadline for most colleges, but students waiting until then may encounter full programs, full dorms, etc.
- ◆ In October, begin completing the Free Application for Federal Student Aid (FAFSA) online at FAFSA.ed.gov. For help with the application, attend FAFSA Day.
- ◆ Apply for a residency certification number at <https://ncresidency.cfnc.org/residencyInfo/>.
- ◆ Send mid-year grades, if requested.
- ◆ If you are accepted at more than one school, make the final decision on the college you will attend, and send your acceptance. Notify the other schools that you will be going elsewhere.
- ◆ Take math through the senior year.
- ◆ Lay the groundwork for recommendations early.
- ◆ Request that your final transcript be sent to the college.

Applying to College

Colleges use a variety of application procedures. Most colleges have a deadline for applications, usually in February or March. In some cases, however, it is advantageous to get your application in earlier because residency and class space may be limited. Some colleges have multiple deadlines with a decision given on specified dates.

Note that different schools may use different terms for their admission process. Check the deadlines and procedures for the colleges of your choice. Remember that each application is different and should be completed accordingly. The application must be filled out neatly and completely. Errors and incompleteness will slow the admissions process and may hinder acceptance or even cause rejection. Adhere strictly to all deadlines.

Early Decision:

Early decision applications are binding. A student who is accepted must attend the early decision college. Application deadlines are usually in November or December with a mid to late December notification date. This process usually requires a commitment from the student to attend that college, if admitted and offered a satisfactory financial aid package. If a student is turned down for early decision, the application may still be considered in the general applicant pool, and the student is free to apply to other colleges.

Early Action:

Early action plans are nonbinding. Students receive an early response to their application but do not have to commit to the college until the normal reply date of May 1.

Rolling Admissions:

After applicants have submitted their application, the college considers each student’s application once all required credentials such as school records and test scores have been received. The college usually notifies an applicant of its decision without delay.

The College Foundation of North Carolina (CFNC) can help you plan, apply, and pay for college. At the CFNC website, you can access tools and resources such as the high school planner, test preparation, student loan information, career resources, scholarships, and transcript manager. All WCPs high schools participate in the annual CFNC College Application Week in November, which is designed to assist students with the college application process. You can complete online applications to apply at multiple North Carolina colleges and universities. WCPs students should use the CFNC Electronic Transcript as the primary method of sending transcripts to institutions of higher education in North Carolina. All North Carolina colleges, universities, and community colleges accept the CFNC Electronic Transcript. These transcripts are free to students and are sent within one day of the request through the student CFNC online account. More information can be found at the internet address: www.cfnc.org.

The Residency Determination Service (RDS) was established in coordination with the University of North Carolina (UNC), North Carolina Community College System (NCCCS), North Carolina State Education Assistance Authority (NCSEAA), and North Carolina Independent Colleges and Universities (NCICU), as the centralized service for determining residency for students. This service enables a student to use one residency determination for admission applications to multiple North Carolina public colleges and universities and to demonstrate residency for state aid program considerations at all (public and private) North Carolina colleges and universities.

College Preparatory Examinations

PSAT/NMSQT (National Merit Scholarship Qualifying Test): This test serves as (1) practice for the SAT, (2) a rough indicator of how a student may score on the SAT, (3) the qualifying test for National Merit Scholarship Semifinalists (juniors only), and (4) qualifying test for some scholarship programs. Sophomores and juniors are strongly encouraged to take the test both years. Test is given in October.

SAT: This test is given by the College Board and includes sections in critical reading and mathematics, with an optional writing section. The verbal section includes short reading passages and longer reading passages to measure your ability to understand what you read and the extent of your vocabulary, and also includes sentence completions, and critical reading. The mathematical questions include concepts from Algebra I, Geometry, and Algebra II, including arithmetic/algebraic reasoning and geometric reasoning. ***For more information and to verify test dates, visit www.collegeboard.org.***

SAT Subject Tests: The College Board offers twenty Subject Tests, each designed to measure knowledge and the ability to apply that knowledge in one subject. Colleges requiring Subject Tests use them in selecting students for admission and for course placement. ***For more information and to verify test dates, visit www.collegeboard.org.***

PreACT: This test serves as practice for the ACT. It is an educational and career planning assessment that can identify whether students are prepared for success in college and beyond. The PreACT is given to all 10th graders during the school day in the fall semester.

ACT: The ACT assessment includes four curriculum-based multiple-choice tests that measure students' educational development in English, mathematics, reading, and science. The tests are based on the major areas of instruction in American high schools and colleges. A student's performance on the tests has a direct and obvious relationship to his or her academic development. The ACT also offers an optional writing test which is expected by most colleges. The ACT (with Writing) is administered to all 11th graders during a school day in the spring semester. ***For more information and to verify test dates, visit www.actstudent.org.***

ASVAB (Armed Services Vocational Aptitude Battery): An aptitude test to access an individual's natural abilities and skills. It is administered by the United States Military Entrance Processing Command and used to determine qualification for enlistment in all branches of the military. Whether considering the military or other career options, the ASVAB is an excellent tool to help determine your own natural abilities that will assist you in making an informed career choice. ***Offered at no cost to all Juniors and Seniors regardless of career plans. Contact school counselor or military recruiter on how to schedule an appointment.***

TOEFL (Test of English as a Foreign Language): The TOEFL evaluates the English proficiency of people whose native language is not English. It consists of comprehension, structure and written expression, vocabulary, and reading comprehension sections. ***For more information and to verify test dates, visit www.ets.org/toefl.***

Scholarships and Financial Aid

You may have heard rumors about the millions of dollars in financial aid that go unused every year. Financial aid officers will tell you that these rumors are not true. Most money comes through the campus-based Office of Financial Aid. Financial assistance is based on need, merit, or both. Many resources are available to assist students with applying for financial aid and scholarships. Parents and students are encouraged to use these materials. Contact your school counselor or check the school website for specific information and instructions. To access school websites, go to www.waynecountyschools.org and click on "select a school."

Like college admissions, scholarship competition can be very competitive. Plan ahead. You will need excellent grades, GPA, class rank, community and school activities, and recommendations. Leadership, scholarship, and involvement are extremely important if you want to compete for major scholarships. You may be eligible for financial assistance because of need, achievement, athletic or artistic accomplishment, your parents' employee benefits, military service, trade union, civic or fraternal association membership, social security benefits, church affiliation, etc.

Types of Financial Aid:

- ◆ **Scholarship** – gift aid which does not have to be repaid and may be based upon merit and/or financial need, including awards given to students with outstanding ability in general scholarship, athletics, or the arts (music, drama, art, etc.).
- ◆ **Grant** – (sometimes referred to as grant-in-aid) - gift aid which does not have to be repaid; usually given to students with outstanding ability in general scholarship, athletics, or the arts (music, drama, art, etc.).
- ◆ **Loan** – money borrowed from federal, state, college sources, or commercial bank, usually interest-free while you are in school. Normally you must begin to repay this nine months after leaving school.
- ◆ **Work-Study Program** – a federal program which provides part-time employment on campus and in community agencies. Students typically work ten to fifteen hours per week, according to their class schedules.

To apply for grants, loans, and work study, students should complete the online Free Application for Federal Student Aid (FAFSA) at www.FAFSA.ed.gov.

Financial Aid Tips:

- ◆ Attend a financial aid workshop in your area.
- ◆ Aid from programs must be used for educational purposes only.
- ◆ You must reapply annually. Aid does not continue from one year to the next.
- ◆ If you transfer from one school to another, your financial aid does not automatically go with you.
- ◆ Most programs set limits on the amount of aid you can receive or the number of years you can receive it.
- ◆ You are responsible for: obtaining the application, completing the application properly, checking the status of the application after it is submitted, and knowing what portion of the aid received must be repaid and what portion is grant aid.
- ◆ Apply early and observe all deadlines.
- ◆ Visit your school's website or talk to your school counselor for more information.

Graduation Requirements

CONTENT AREA	FUTURE-READY CORE	OCCUPATIONAL Course of Study (for exceptional students, as recommended by IEP team)
English	4 Credits English I, II, III, and IV	4 Credits English I, II, III, and IV (B)
Mathematics	4 Credits NC Math 1, NC Math 2, NC Math 3 (OR Algebra I, Geometry, Algebra II) <i>plus</i> fourth math course aligned with the student's post high school plans (<i>Mathematics Graduation Requirements on Page 74</i>)	3 Credits Introduction to Mathematics I (B) NC Math 1 (B) Financial Management or Personal Finance
Science	3 Credits Earth/Environmental Science; Biology; and a physical science (either Physical Science, Chemistry, or Physics)	2 Credits Applied Science (B) Biology (B)
Social Studies	4 Credits World History; American History: The Founding Principles, Civics, and Economics; American History I; American History II OR World History; American History: The Founding Principles, Civics, and Economics; AP US History; <i>plus</i> 1 more social studies elective course	2 Credits American History: The Founding Principles, Civics, and Economics (B) American History I (B) American History II (B)
World (Second) Language	Not required for high school graduation (but, two credits in the same language is required for admission to most 4-year colleges)	Not required
Health and Physical Education	1 Credit Health/PE including cardiopulmonary resuscitation (CPR) instruction	1 Credit Health/PE including cardiopulmonary resuscitation (CPR) instruction
Electives or other requirements	10 - 12 Credits required: (depending on school year entering 9 th Grade) 2 elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – World Language 4 elective credits (four course concentration) from one of the following is strongly recommended: – 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) 4 additional electives from any area – entered 9 th Grade in 2015-2016 school year 6 additional electives from any area – entered 9 th Grade in 2016-2017 school year or after	10 credits required 6 Occupational Preparation Credits: Occupational Preparation I, II, III, and IV (including the completion of 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment) 4 Credits: Career and Technical Education electives Students graduating in or after 2015 are required to successfully complete CPR instructions as outlined in NCGS 115c-81 (el).
Total	26 credits – entered 9th Grade in 2015 28 credits – entered 9th Grade in 2016 or after	22 credits plus presentation of Career Portfolio and completion of IEP objectives

Promotion Standards

- ◆ Promotion to 10th Grade: student must have earned 6 credits
- ◆ Promotion to 11th Grade: student must have earned 13 credits
- ◆ Promotion to 12th Grade:
 - student must have earned 18 credits if entered 9th Grade in 2015-2016 school year or before
 - student must have earned 20 credits if entered 9th Grade in 2016-2017 school year or after

Course Descriptions

English/Language Arts

Not all of the following courses are available at every high school. Refer to your high school's course selection sheet to determine class availability.

English I B	Course Code: 9210BX0	Level: EC	Credit: 1
Prerequisite: IEP/Occupational Course of Study			
Students in English I will express reflections and reactions to print and non-print text and personal experiences. They will demonstrate understanding of various literary genres, concepts, and elements. They will apply conventions of grammar and language.			

English I	Course Code: 10212X0	Level: S	Credit: 1
Prerequisite: Successful performance on The NC Competency Reading Test or NC End-of-Grade Reading Test (8th grade).			
While providing a foundational study of literary genres, English I helps students grow in their abilities to read, comprehend, and analyze complex texts. The course also helps students develop their personal writing processes by drafting narrative, expository, persuasive, and research documents. The course expands students' language skills through reading, writing, speaking, and listening activities.			

English I – Honors	Course Code: 10215X0	Level: H	Credit: 1
Prerequisite: Successful performance on the NC Competency Reading Test or NC End-of-Grade Reading Test (8 th grade)			
While providing a foundational study of literary genres, English I – Honors fosters growth for advanced learners through depth in rigor, accelerated pacing, and complex and creative academic challenges. The course also helps students develop their personal writing processes by drafting narrative, expository, persuasive, and research documents. The course expands students' language skills through reading, writing, speaking, and listening activities.			

English II B	Course Code: 9211BX0	Level: EC	Credit: 1
Prerequisite: IEP and English I B			
Students in English II will express reflections and reactions to print and non-print text and personal experiences. They will demonstrate understanding of various literary genres, concepts, and elements. They will apply conventions of grammar and language usage. <i>The student will be required to take the NCEExtend2 English II End-of-Course Test at the completion of this course.</i>			

English II	Course Code: 10222X0	Level: S	Credit: 1
Prerequisite: English I			
English II helps students grow in their abilities to read, comprehend, and analyze complex world literature, and nonfiction texts. The course also helps students develop their personal writing processes by drafting narrative, expository, persuasive, and research documents. The course expands students' language skills through reading, writing, speaking, and listening activities. <i>The student will take the NC English II End-of-Course Test at the completion of this course.</i>			

English II – Honors	Course Code: 10225X0	Level: H	Credit: 1
Prerequisite: English I			
While introducing global literary perspectives and texts, English II – Honors fosters growth for advanced learners through depth in rigor, accelerated pacing, and complex and creative academic challenges. The course also helps students develop their personal writing processes by drafting narrative, expository, persuasive, and research documents. The course expands students' language skills through reading, writing, speaking, and listening activities. <i>The student will take the NC English II End-of-Course Test at the completion of this course.</i>			

English III B	Course Code: 9212BX0	Level: EC	Credit: 1
Prerequisite: IEP and English II B			
Students in English III will apply reading and comprehension strategies to literary and informational texts. They will create written products using a template or form. They will use appropriate communication skills, and critique informational products for use in employment, post-secondary education/training, and independent living domains. They will apply knowledge of cause and effect relationships and carry out a problem-solving process as it relates to personal life situations.			

English III	Course Code: 10232X0	Level: S	Credit: 1
Prerequisite: English II			
English III helps students grow in their abilities to read, comprehend, and analyze complex American texts. The course also helps students develop their personal writing processes by drafting narrative, expository, persuasive, and research documents. The course expands students' language skills through reading, writing, speaking, and listening activities.			

English III – Honors	Course Code: 10235X0	Level: H	Credit: 1
Prerequisite: English II			
While analyzing patterns, ideas, and philosophies of American texts, English III – Honors fosters growth for advanced learners through depth in rigor, accelerated pacing, and complex and creative academic challenges. The course also helps students develop their personal writing processes by drafting narrative, expository, persuasive, and research documents. The course expands students' language skills through reading, writing, speaking, and listening activities.			

AP English Language & Composition	Course Code: 1A007X0	Level: AP	Credit: 1
Prerequisite: English III- Honors (as a lead-in course)			
Advanced Placement Language and Composition focuses on advanced composition and analyses of language. Through the study of the process of writing and analysis of a variety of prose forms, the student will focus on the semantic, structural, and rhetorical resources of the language and practice a variety of writing assignments requiring the use of different styles and tones. The study of major literary works will be a requirement during the course, and it is recommended that these be read prior to taking the course. Student will take English III Honors 1 st semester and AP Language & Composition 2 nd semester. <i>The student enrolled in this course must take the AP Language and Composition Exam. Please see your school counselor with any further questions.</i>			
English IV B	Course Code: 9213BX0	Level: EC	Credit: 1
Prerequisite: IEP and English III B			
Students in English IV will apply information from informational and literary texts to carry out adult living tasks and activities. They will apply reading comprehension strategies to informational texts found in employment, post-secondary education/training, and independent living domains. They will construct written products without reliance on templates and/or forms. They will produce plans to solve problems that occur in various domains of adult life.			
English IV	Course Code: 10242X0	Level: S	Credit: 1
Prerequisite: English III			
English IV focuses on a chronological survey of British literature. The literary study will help students continue to develop skills in reading comprehension and vocabulary acquisition. Students will expand their writing skills through expository and persuasive essays, original narratives, and speeches; students will also continue expanding their writing and editing skills.			
English IV – Honors	Course Code: 10245X0	Level: H	Credit: 1
Prerequisite: English III			
While surveying British literature, English IV – Honors fosters growth for advanced learners through depth in rigor, accelerated pacing, and complex and creative academic challenges. The literary study will help students continue developing skills in reading comprehension, analysis, and vocabulary acquisition. Students will expand their writing skills through expository and persuasive essays, original narratives, and speeches.			
AP English Literature & Composition	Course Code: 1A017X0	Level: AP	Credit: 1
Prerequisite: English IV Honors (as a lead-in course)			
Advanced Placement Literature and Composition is designed to be the equivalent of a freshman level college course. Writing assignments focus on the critical analysis, expository and argumentative essays, personal narrative, and the development of stories, poems, and plays. American and English Literature selections representing various genres and periods of development are examined for richness of thought and language. The study of major literary works will be a requirement during the course, and it is recommended that these be read prior to taking the course. <i>The student will be required to take the AP English Literature & Composition Exam to receive credit for the course. Please see your school counselor with any further questions.</i>			
Advanced Composition – Honors	Course Code: 10255XD	Level: H	Credit: 1
Prerequisite: None			
Advanced Composition is designed to assist students with communication skills through a three step process. They will analyze examples of good writing and create a portfolio of their own writings. Students will demonstrate and utilize proper focus, elaboration and support, and style related to expressive and informational writing, with an introduction to critical analysis. They will learn to effectively use MLA and APA formats for construction of their grade level projects. The course will include an emphasis on communication skills relevant to the Twenty-first Century.			
Journalism I	Course Code: 10312X0	Level: S	Credit: 1
Prerequisite: Level 1: Application process			
This course focuses on the basic elements of newspaper, literary magazine, and yearbook writing and layout design with an emphasis on yearbook publication. The student will receive instruction in the use of a computer publication program. The student who elects to take this course should be genuinely interested in developing journalistic skills (which includes meeting deadlines) and becoming an active member of the school's publication staff (which includes the selling of ads).			
Journalism II	Course Code: 10322X0	Level: S	Credit: 1
Prerequisite: Journalism I			
This course continues to focus on the basic elements of newspaper, literary magazine, and yearbook writing and layout design with an emphasis on yearbook publication. The student will receive instruction in the use of a computer publication program. The student who elects to take this course should be genuinely interested in developing journalistic skills (which includes meeting deadlines) and becoming an active member of the school's publication staff (which includes the selling of ads).			
Journalism III – Honors	Course Code: 10335X0	Level: H	Credit: 1
Prerequisite: Journalism II			
This course focuses on advanced design techniques and editing skills. The design techniques will be enhanced through use of a computer publication program. The students develop leadership skills enabling them to organize and manage time to achieve journalistic excellence through the entire publication process that also includes the selling of ads.			
Journalism IV - Honors	Course Code: 10345X0	Level: H	Credit: 1
Prerequisite: Journalism III			
This course continues the emphasis on advanced design techniques and editing skills. The design techniques will be enhanced through use of a computer publication program. The students develop leadership skills enabling them to organize and manage time to achieve journalistic excellence through the entire publication process that also includes the selling of ads.			

Second Language/English as a Second Language (ESL)

Not all of the following courses are available at every high school. Refer to your high school's course selection sheet to determine class availability.

Recommendation: *Students should take second language courses in consecutive semesters. College-bound students must take at least two levels of the same foreign language. It is recommended that students enroll in their foreign language courses as close to the junior year as possible. Levels III and IV are Honors.*

French I

Course Code: 11012X0

Level: S

Credit: 1

The first level of the foreign language consists of the study of language, literature, composition and culture. The skills of reading, writing, listening, speaking, and comprehending begin. Included is the study of basic grammar, spelling, vocabulary, and speech sounds. Study of the life and customs of the people fosters the knowledge of a culture other than one's own and, in turn, a development of attitudes which may lead to a better understanding and appreciation of other people.

French II

Course Code: 11022X0

Level: S

Credit: 1

Prerequisite: French I

The second level of the foreign language continues and expands the study that began in French I. Further emphasis is placed on the skills of reading, writing, listening, speaking, and comprehending. More advance grammatical structures are studied and the student develops a more extensive active and passive vocabulary. Further study of the life and customs of the people leads to a better understanding and appreciation of another culture.

French III – Honors

Course Code: 11035X0

Level: H

Credit: 1

Prerequisite: French II

This course allows the student to continue to develop the linguistic skills and grammar usage introduced and reviewed in *French I and II*. Language skills become more complex as vocabulary and idioms are broadened. Daily oral communication in French is required. The study of French culture continues through exploring French literature.

French IV – Honors

Course Code: 11045X0

Level: H

Credit: 1

Prerequisite: French III

This course is designed to integrate and extend knowledge and skills mastered in French I, II and III. Competency in the communicative processes is required. Increased knowledge and appreciation of the literature and culture of the French people are emphasized through the reading and discussing of selections in newspapers and magazines and classical and contemporary literature. French is the means of communication in the class. The student who successfully completes the course may elect to take the AP French exam for placement and/or credit in a participating college/university.

Spanish I

Course Code: 11412X0

Level: S

Credit: 1

Prerequisite: Recommendation (See Note)

NOTE: *A student may take Spanish I in Grade 8 and be given high school credit if the final grade is a "B" or better.*

This course focuses on the development of the linguistic skills and grammar usage with emphasis placed on speaking, reading, and writing Spanish. Language structures become more complex as the knowledge of vocabulary and idioms are broadened. Spanish culture is studied through various forms of printed materials and visual and audio media.

Spanish II

Course Code: 11422X0

Level: S

Credit: 1

Prerequisite: Spanish I

This course emphasized the refinement of the communicative process. Vocabulary, spelling, grammar, and mechanics are stressed. Study of the culture of the Spanish speaking areas of the world continues.

Spanish III – Honors

Course Code: 11435X0

Level: H

Credit: 1

Prerequisite: Spanish II

This course focuses on the integration of the communicative processes and the broadening of vocabulary. Daily oral communication in Spanish is required. The study of the Spanish culture continues through various types of printed materials and visual and audio media.

Spanish IV – Honors

Course Code: 11445X0

Level: H

Credit: 1

Prerequisite: Spanish III

This course is designed for the student who has a reasonable proficiency in listening comprehension, speaking, reading, and writing the language. Focus is placed on formal and informal Spanish, composing expository passages, and reading comprehension. The student will engage in intensive and extensive study of Spanish culture and literature. Spanish is the means of communication in the class. The student who successfully completes the course may elect to take the AP Spanish exam for placement and/or credit in a participating college/university.

Spanish Heritage I

Course Code: 11492X0

Level: S

Credit: 1

Prerequisite: Must be a native Spanish speaker

This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish. The course will provide the opportunity to listen, speak, read, and write Spanish in a variety of contexts and for a variety of audiences including family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world including their own and will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

Spanish Heritage II – Honors	Course Code: 11505X0	Level: H	Credit: 1
Prerequisite: Spanish Heritage I			
The purpose of this course is to enable students to continue developing, maintaining, and enhancing proficiency in Spanish by providing the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences extending beyond the family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world in greater depth as well as a heritage of literature.			
English as a Second Language – Beginning	Course Code: 10382X01	Level: S	Credit: 1
Prerequisite: WAPT/ACCESS Testing for ESL placement			
This course focuses on the development of linguistic skills and grammar usage with emphasis on speaking, reading, and writing the English language for those students with limited English proficiency. Each non-English speaking student is required to take this course. As students learn a second language at varying rates, each student will move through the different ESL courses as he demonstrates proficiency at each level. The ACCESS proficiency test will be administered at the end of the course.			
English as a Second Language – Intermediate	Course Code: 10382X02	Level: S	Credit: 1
Prerequisite: WAPT/ACCESS Testing for ESL placement			
This course emphasizes the refinement of the communicative process. Vocabulary, spelling, grammar, and mechanics are stressed. Study of the American culture continues. The student also works in a language laboratory situation. The ACCESS proficiency test will be administered at the end of the course.			
English as a Second Language – Advanced	Course Code: 10382X03	Level: S	Credit: 1
Prerequisite: WAPT/ACCESS Testing for ESL placement			
This course focuses on the integration of the communicative processes and the broadening of the vocabulary. Daily oral communication in English is required. Laboratory studies continue. The study of the American culture continues through various types of media. Once the advanced student scores 4.8 Expanding/Bridging on the language proficiency test, ACCESS, he/she will be exited from the program.			

Mathematics

Not all of the following courses are available at every high school. Refer to your high school's course selection sheet to determine class availability.

The Occupational Course of Study requires 3 credits in Mathematics.

Introduction to Mathematics I	Course Code: 9220BX0	Level: EC	Credit: 1
Prerequisite: IEP and enrolled in Occupational Course of Study			
Introduction to Mathematics I consists of standards and objectives that have been identified in the NC Standard Course of Study for the Occupational Course of Study. Students will study: 1) number and operations: rational numbers, ratios, proportions, percentages; 2) geometry: 2- and 3- dimensional figures; 3) measurement: clock time, calendar time, length, capacity, weight, temperature; 4) algebra: properties, equations, inequalities, patterns, linear relationships; and 5) statistics and probability: data, graphical displays, measures of center, range. Students will study these standards and objectives using technology, hands-on activities, and cooperative learning.			
NC Math 1 (B)	Course Code: 9225BX0	Level: EC	Credit: 1
Prerequisites: IEP and enrolled in Occupational Course of Study and already taken Introduction to Mathematics I			
Based on the <i>NC Standard Course of Study for Mathematics</i> , NC Math 1 reflects on the conceptual categories: number and quantity; algebra; functions; geometry; statistics and probability; and modeling. While all six conceptual categories are addressed, particular emphasis will be given to algebra and functions. Topics covered include: extending the properties of exponents to rational exponents; reasoning quantitatively and using units to solve problems; seeing structure in expressions; performing arithmetic operations on polynomials; creating equations; reasoning with equations and inequalities; interpreting functions; building functions; constructing and comparing linear and exponential models; experimenting with transformations in the plane; expressing geometric properties with equations; explaining volume formulas and using them to solve problems; and interpreting categorical and quantitative data. Graphing calculators will be used to explore various standards. <i>NC Math 1 should be taken before the end of a student's 10th grade year. At the end of this course, the student will take the NC READY End-of-Course Test for NC Math 1.</i>			

Financial Management	Course Code: 9222BX0	Level: EC	Credit: 1
Prerequisites: IEP and enrolled in Occupational Course of Study and already taken NC Math 1			
Financial Management consists of standards and objectives that have been identified in <i>NC Standard Course of Study for the Occupational Course of Study</i> . Students will study various aspects of personal financial management: personal financial planning, income, expenses, budget, financial institutions, checking account, savings account, credit cards, debit cards, state and federal taxes, wages and compensation, insurance, consumer spending. Students will study these standards and objectives using technology, hands-on activities, and cooperative learning. Students may have opportunities to demonstrate application of these skills in the community and in places of employment.			

The Future-Ready Core Course of Study requires 4 credits in Mathematics.

Foundations of NC Math 1	Course Code: 20902X0	Level: S	Credit: 1
Foundations of NC Math 1 focuses primarily on the study of algebra topics. It is designed for students who need additional preparation before they take NC Math 1. Topics studied include: number sense for real numbers; studying patterns in data using scatter plots and tables; line-of-best fit; relations and functions; linear functions; algebraic order of operations; algebraic properties; and statistics. Appropriate technology, from manipulatives to graphing calculators and applications software, is used regularly for instruction and			

assessment. *This course does not satisfy the fourth year math requirement for the public universities in the UNC System. This course does not meet the NC Community College System's Multiple Measures Policy.*

NC Math 1

Course Code: 21092X0

Level: S

Credit: 1

Based on the *NC Standard Course of Study for Mathematics*, NC Math 1 reflects on 6 conceptual categories: number & quantity; algebra; functions; geometry; statistics & probability; and modeling. While all six conceptual categories are addressed, particular emphasis will be given to algebra and functions. Topics covered include: extending the properties of exponents to rational exponents; reasoning quantitatively and using units to solve problems; seeing structure in expressions (*linear expressions, integer exponents, quadratic expressions*); performing arithmetic operations on polynomials; creating equations (*linear and exponential*); reasoning with equations and inequalities (*linear and exponential*); interpreting functions (*linear and exponential*); building functions; constructing and comparing linear and exponential models; experimenting with transformations in the plane; expressing geometric properties with equations; explaining volume formulas and using them to solve problems; and interpreting categorical and quantitative data. Graphing calculators will be used to explore various standards. *At the end of this course, the student will take the NC READY End-of-Course Test for NC Math 1.*

NC Math 1 - Honors

Course Code: 21095X0

Level: H

Credit: 1

NC Math 1 Honors demands a more challenging approach to the study of the 6 conceptual categories identified in the Standard level of NC Math 1. *Students will be given opportunities for advanced work to promote rigorous academic study.* The course requires students to take greater responsibility for their learning by participating in activities that promote problem-seeking and problem-solving, critical analysis, and reflective thinking. Emphasis is also placed on practical applications and modeling. Graphing calculators will be used to explore various objectives. *At the end of this course, the student will take the NC READY End-of-Course Test for NC Math 1.*

Foundations of NC Math 2

Course Code: 20912X0

Level: S

Credit: 1

Prerequisite: NC Math 1

Foundations of NC Math 2 maintains the study of algebraic concepts and develops the study of geometry topics. It is designed for students who need additional preparation before they take NC Math 2. Topics studied include: linear functions; coordinate geometry; angles; lines; parallel and perpendicular lines; transformations; congruent triangles; similar triangles; and right triangles. Appropriate technology, from manipulatives to graphing calculators and applications software, will be used regularly for instruction and assessment. *This course does not satisfy the fourth year math requirement for the public universities in the UNC System. This course does not meet the NC Community College System's Multiple Measures Policy.*

NC Math 2

Course Code: 22092X0

Level: S

Credit: 1

Prerequisite: NC Math 1

Based on the *NC Standard Course of Study for Mathematics*, NC Math 2 continues a progression of the standards studied in NC Math 1, reflecting on 6 conceptual categories: number & quantity; algebra; functions; geometry; statistics & probability; and modeling. While all six conceptual categories are addressed, particular emphasis will be given to algebra, functions, and geometry. Topics studied include: extending the properties of exponents to rational exponents; reasoning quantitatively and using units to solve problems; seeing structure in expressions (*polynomial expressions*); performing arithmetic operations on polynomials (*add and subtract any polynomial and extend multiplication to as many as 3 linear expressions*); creating equations (*quadratic and inverse variation functions; common logs and exponential equations; trig equations that involve right triangle trigonometry; compound variation*); reasoning with equations and inequalities (*factorable quadratics; inverse variation*); interpreting functions (*quadratic, power, inverse variation, and simple trig functions*); building functions; congruence (*transformations; rigid motions; proving geometric theorems; making geometric constructions*); similarity, right triangles, and trigonometry; expressing geometric properties with equations (*derive the equation of the circle using the Pythagorean Theorem*); geometric measurement and dimension; modeling with geometry; making inferences and justifying conclusions regarding statistical experiments; and conditional probability and the rules of probability (*independence, compound events, uniform probability model*). Graphing calculators will be used to explore various standards.

NC Math 2 – Honors

Course Code: 22095X0

Level: H

Credit: 1

Prerequisite: NC Math 1

Honors NC Math 2 demands a more challenging approach to the study of the 6 conceptual categories identified in the Standard level of NC Math 2. *Students will be given opportunities for advanced work to promote rigorous academic study.* The course requires students to take greater responsibility for their learning by participating in activities that promote problem-seeking and problem-solving, critical analysis, and reflective thinking. Emphasis is also placed on practical applications and modeling. Graphing calculators will be used to explore various objectives.

NC Math 3

Course Code: 23092X0

Level: S

Credit: 1

Prerequisites: NC Math 1 and NC Math 2

Based on the *NC Standard Course of Study for Mathematics*, NC Math 3 continues a progression of the standards studied in NC Math 1 and NC Math 2, reflecting on 6 conceptual categories: number & quantity; algebra; functions; geometry; statistics & probability; and modeling. While all six conceptual categories are addressed, particular emphasis will be given to geometry, algebra, and functions. Topics covered include: the complex number system (*perform arithmetic operations; quadratic equations with complex solutions; Fundamental Theorem of Algebra*); seeing structure in expressions (*completing the square in a quadratic expression; maximum and minimum values*); polynomials and rational expressions (*Remainder Theorem*); creating equations; reasoning with equations and inequalities (*linear, polynomial, rational, absolute value, exponential and logarithmic functions*); interpreting functions (*function notation; intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; periodicity*); building functions (*inverse functions*); linear, quadratic, and exponential models (*relationship between exponential models and logarithms*); trigonometric functions (*unit circle; periodic phenomena; proving trig identities*); congruence (*proving geometric theorems – lines & angles, triangles, and parallelograms; constructions*); similarity, right triangles, and trigonometry; circles (*theorems, arc length, area of sectors*); expressing geometric properties with equations (*circles and parabolas*); normal curve distribution; making inferences and justifying conclusions from sample surveys, experiments, and observational studies; and using probability to evaluate outcomes of decisions (*fair decisions; product testing; medical testing, etc.*). Graphing calculators will be used to explore various standards. *At the end of this course, the student will take the NC READY End-of-Course Test for NC Math 3.*

NC Math 3 – Honors	Course Code: 23095X0	Level: H	Credit: 1
Prerequisites: NC Math 1 and NC Math 2			
Honors NC Math 3 demands a more challenging approach to the study of the 6 conceptual categories identified in the Standard level of NC Math 3. <i>Students will be given opportunities for advanced work to promote rigorous academic study.</i> The course requires students to take greater responsibility for their learning by participating in activities that promote problem-seeking and problem-solving, critical analysis, and reflective thinking. Emphasis is also placed on practical applications and modeling. Graphing calculators will be used to explore various objectives. <i>At the end of this course, the student will take the NC READY End-of-Course Test for NC Math 3.</i>			
Advanced Functions & Modeling	Course Code: 24002X0	Level: S	Credit: 1
Prerequisites: NC Math 1, NC Math 2, & NC Math 3			
Advanced Functions & Modeling provides students an in-depth study of modeling and applying functions. Work, home, recreation, consumer issues, public policy, and scientific investigations are some of the areas from which applications may originate. Based on the 2003 NC Standard Course of Study, emphasis is placed on solving problems by analyzing data, applying probability concepts, and using functions (logarithmic, piecewise-defined, power, trigonometric, and recursively defined). Appropriate technology, from manipulatives to graphing calculators, will be used to explore various objectives. <i>This course will satisfy the fourth year math requirement for the public universities in the UNC system.</i>			
Pre-Calculus – Honors	Course Code: 24035X0	Level: H	Credit: 1
Prerequisites: NC Math 1, NC Math 2, & NC Math 3			
Pre-Calculus is designed to prepare the student for AP Calculus. Based on the 2003 NC Standard Course of Study, the course provides an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis. Topics covered include: quadratic relations; transformations of relations in two dimensions; operations with vectors; functions – polynomial, power, rational, exponential, logarithmic, logistic, piecewise-defined, and greatest integer; trigonometric and inverse trigonometric functions; calculator-generated models of functions; composition and inverse of functions; polar equations; parametric equations; recursively-defined functions; limits. Graphing calculators will be used to explore various objectives. <i>This course will satisfy the fourth year math requirement for the public universities in the UNC system.</i>			
Discrete Mathematics	Course Code: 24012X0	Level: S	Credit: 1
Prerequisites: NC Math 1, NC Math 2, & NC Math 3			
Discrete Mathematics will provide students an opportunity to study advanced mathematical topics that are fundamental to concepts in computer science, business, and the social sciences. Based on the 2003 NC Standard Course of Study, the course introduces students to the mathematics of networks, social choice, and decision-making. In particular, the student will use matrices and graphs to model relationships and solve problems; will analyze data and apply probability concepts to solve problems; will describe and use recursively-defined relationships to solve problems. Applications and modeling are central to this course of study. Graphing calculators are used to explore various objectives. <i>This course will satisfy the fourth year math requirement for the public universities in the UNC system.</i>			
Discrete Mathematics – Honors	Course Code: 24015X0	Level: H	Credit: 1
Prerequisites: NC Math 1, NC Math 2, & NC Math 3			
Honors Discrete Mathematics demands a more challenging approach to the study of the mathematics of networks, social choice, and decision making. Based on the 2003 NC Standard Course of Study, the course emphasizes critical thinking and problem solving. <i>Students will be given opportunities for advanced work to promote rigorous academic study.</i> The course requires students to take greater responsibility for their learning by participating in activities that promote problem-seeking and problem-solving, critical analysis, and reflective thinking. In-depth investigations of elections and legislative and congressional apportionment will be studied in addition to the objectives identified in the Standard level of Discrete Mathematics. Graphing calculators will be used to explore various objectives. <i>This course will satisfy the fourth year math requirement for the public universities in the UNC system.</i>			
Probability & Statistics – Honors	Course Code: 28005X02	Level: H	Credit: 1 (Elective)
Prerequisites: Advanced Functions & Modeling <u>or</u> Discrete Mathematics <u>or</u> Pre-Calculus.			
NOTE: This <u>elective</u> is a recommended Lead-in Course for AP Statistics. It does <u>not</u> count as a math credit for graduation. Probability & Statistics is an academically rigorous course designed to support the topics that are studied in AP Statistics. The course provides opportunities for students to be involved in a variety of data driven activities. It introduces students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Graphing calculators will be used to explore various objectives. <i>It is recommended that the student take Probability & Statistics during 1st semester and AP Statistics during 2nd semester.</i>			
Introduction to Derivatives – Honors	Course Code: 28005X01	Level: H	Credit: 1 (Elective)
Prerequisite: Pre-Calculus			
NOTE: This <u>elective</u> is a recommended Lead-in Course for AP Calculus AB. It does <u>not</u> count as a math credit for graduation. Introduction to Derivatives is an academically rigorous course designed to support the topics that are studied in AP Calculus AB. The course will provide opportunities for students to be involved in experiences that apply these concepts of calculus: functions, graphs, limits, and derivatives. Graphing calculators will be used to explore various objectives. <i>It is recommended that the student take Introduction to Derivatives during 1st semester and AP Calculus AB during 2nd semester.</i>			
Advanced Placement Statistics	Course Code: 2A037X0	Level: AP	Credit: 1
Prerequisite: Probability & Statistics			
NOTE: This is a recommended companion course to follow Probability & Statistics. Advanced Placement Statistics is a rigorous course designed to be the equivalent of a freshman level college course. It introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Students will regularly use 4 conceptual themes: exploring data (<i>describing patterns and departures from patterns</i>); sampling and experimentation (<i>planning and conducting a study</i>); anticipating patterns (<i>exploring random phenomena using probability and simulation</i>); and statistical inference (<i>estimating population parameters and testing hypotheses</i>). Appropriate technology, from manipulatives to graphing calculators, will be used regularly for instruction and assessment. The course is taught according to the			

outline described for AP Statistics by the College Board. *The student will be required to take the AP Statistics Exam. This course will satisfy the fourth year math requirement for the public universities in the UNC system. Please see your school counselor with any further questions.*

Advanced Placement Calculus AB **Course Code: 2A007X0** **Level: AP** **Credit: 1**
Prerequisite: Introduction to Derivatives

NOTE: This is a recommended companion course to follow Introduction to Derivatives.

Advanced Placement Calculus AB is a rigorous course designed to be comparable to calculus courses in colleges and universities. Topics include: Functions, Graphs, and Limits -- analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity as a property of functions; Derivatives -- concept of the derivative, derivative at a point, derivative as a function, second derivatives; applications of derivatives, computation of derivatives; and Integrals -- interpretations and properties of definite integrals, applications of integrals, Fundamental Theorem of Calculus, techniques of antidifferentiation, applications of antidifferentiation, numerical approximations of definite integrals. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally; connections among these representations are important. It is taught according to the outline described for AP Calculus AB by the College Board. Graphing calculators are used regularly to explore various objectives. *The student will be required to take the AP Calculus AB Exam. This course will satisfy the fourth year math requirement for the public universities in the UNC system. Please see your school counselor with any further questions.*

Science

Not all of the following courses are available at every high school. Refer to your high school's course selection sheet to determine class availability.

The Occupational Course of Study requires 2 credits in Science.

Applied Science **Course Code: 9231BX0** **Level: EC** **Credit: 1**
Prerequisite: IEP and Occupational Course of Study

Students in Applied Science will understand forces and motion, energy and its' conservations, electricity and magnetism, properties of matter, the uses and dangers of common chemicals, the environment, and the body's basic needs and control systems.

Biology B **Course Code: 9232BX0** **Level: EC** **Credit: 1**
Prerequisite: IEP and Applied Science

Students in Biology will understand the structure and functions of living organisms, ecosystems, evolution and genetics, and molecular biology. *Students will be required to take the Biology End-of-Course Test.*

The Future-Ready Core Course of Study requires 3 credits in Science – (Earth/Environmental Science, Biology, and a physical science)

Earth/Environmental Science **Course Code: 35012X0** **Level: S** **Credit: 1**

This course focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. The areas of inquiry include: energy in the earth system; geochemical cycles; origin and evolution of the earth system; origin and evolution of the universe; predictability of a dynamic earth; human interactions with the earth's geologic and environmental systems.

Earth/Environmental Science – Honors **Course Code: 35015X0** **Level: H** **Credit: 1**

The honors level of Earth/Environmental Science is designed for students who desire a more challenging and in-depth study of the function of the earth's systems. Inquiry into the areas identified in the standard level (S) course description is facilitated much more extensively through various lab activities and research opportunities. Units of study on meteorology, astronomy and oceanography are also included as well as exploring Earth's changing dynamics through current events. Units of study on Earth's spheres (biosphere, geosphere, hydrosphere, and atmosphere) are also included. *The student will be given the opportunity for advanced work to promote rigorous academic study utilizing multiple methods.*

Advanced Placement Environmental Science **Course Code: 3A027X0** **Level: AP** **Credit: 1**

Prerequisite: two semesters of high school laboratory science (one semester life science and one semester physical science)

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. *The student will be required to take the AP Environmental Science Exam for high school credit. Please see your school counselor with any further questions.*

Physical Science **Course Code: 34102X0** **Level: S** **Credit: 1**

Prerequisite: NC Math 1

This course focuses on an introduction to chemistry and physics. Investigations that emphasize the practical application of physical science principles are approached in a quantitative manner, requiring the mathematical skills of the students. The curriculum integrates these topics: structure of atoms; structure and properties of matter; motion and forces; conservation of energy, matter and charge.

Biology	Course Code: 33202X0	Level: S	Credit: 1
Prerequisite: a physical science			
This course focuses on the study of structure and function in living organisms and is designed to encourage the student to make practical, relevant applications of biological concepts to everyday experiences. The student will conduct research and solve problems. The curriculum includes inquiry into these areas: the cell; molecular basis of heredity; interdependence of organisms; matter, energy, and organization in living systems; behavior of organisms. <i>The student must take the NC Biology End-of-Course Test.</i>			
Biology – Honors	Course Code: 33205X0	Level: H	Credit: 1
Prerequisite: a physical science			
The honors level of Biology is designed for students who desire a more challenging and in-depth study of living things. It emphasizes the study of structure and function in living things from a molecular level up to the organism level. The inquiry into the areas identified in the standard level (S) course description is facilitated much more extensively. The student will develop research skills and will read, interpret, and discuss current research literature. <i>The student will be given the opportunity for advanced work to promote rigorous academic study. The student must take the NC Biology End-of-Course Test.</i>			
Biology II – Honors	Course Code: 33215X0	Level: H	Credit: 1
Prerequisites: Biology and Chemistry			
NOTE: Lead-in Course for AP Biology.			
Advanced Biology is an academically rigorous course designed to support the topics studied in AP Biology. The course will provide opportunities for students to be involved in lab activities. Along with AP Biology, Advanced Biology is taught according to the outline described for AP Biology by the College Entrance Examination Board. <i>The student will need to take Biology II during 1st semester and AP Biology during 2nd semester.</i>			
Advanced Placement Biology	Course Code: 3A007X0	Level: AP	Credit: 1
Prerequisite: Biology II			
NOTE: This is a companion course with Biology II.			
Advanced Placement Biology is a rigorous course designed to be the equivalent of a freshman level college course. Topics studied include cells as the structural and functional units of life, cellular processes based on physical and chemical changes, heredity and the role of molecular genetics, biological evolution, unity and diversity of life, and ecological principles. Students will participate in a variety of lab experiences. The course is taught according to the outline described for AP Biology by the College Entrance Examination Board. <i>The student will be required to take the AP Biology Exam for high school credit. Please see your school counselor with any further questions.</i>			
Anatomy & Physiology – Honors	Course Code: 33305X0	Level: H	Credit: 1
Prerequisites: Biology and Chemistry			
This course introduces students to the intricacies of the human body in health and disease. It serves as a forum for the application of basic science concepts to the study of the human body and facilitates the development and enhancement of problem solving/critical thinking skills. Students study major systems of the body, health and nutrition, and disease processes; they explore career opportunities in health care. This course is especially beneficial for students who wish to pursue careers in medicine, dentistry, physical therapy, nursing, and other allied health sciences.			
Chemistry	Course Code: 34202X0	Level: S	Credit: 1
Prerequisites: Physical Science and enrolled in/completed NC Math 2			
This course encourages students to continue their investigations of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce the concepts. Inquiry in the following content areas is included: structure of atoms; structure and properties of matter; chemical reactions; conservation of energy and matter; interaction of energy and matter.			
Chemistry – Honors	Course Code: 34205X0	Level: H	Credit: 1
Prerequisites: Physical Science and enrolled in/completed NC Math 2			
The honors level of Chemistry is a more rigorous chemistry course requiring additional mathematical experience and a greater commitment from the student. The course provides extensions of the content areas described in the standard level (S) course description. This course is structured and designed for students with strong interests in math and science.			
Chemistry II – Honors	Course Code: 34215X0	Level: H	Credit: 1
Prerequisites: Chemistry and NC Math 2			
NOTE: Enrollment in an advanced level math course is recommended. This is a Lead-in Course for AP Chemistry.			
Advanced Chemistry is an academically rigorous course designed to support the topics studied in AP Chemistry. Math skills in algebra are needed. Along with AP Chemistry, Advanced Chemistry is taught according to the outline described for AP Chemistry by the College Entrance Examination Board. <i>The student will need to take Chemistry II during the 1st semester and AP Chemistry during the 2nd semester.</i>			
Advanced Placement Chemistry	Course Code: 3A017X0	Level: AP	Credit: 1
Prerequisite: Chemistry II			
NOTE: This is a companion course with Chemistry II.			
Advanced Placement Chemistry is a rigorous course designed to be the equivalent of a freshman level college chemistry course. The course is taught according to the outline described for AP Chemistry by the College Entrance Examination Board. <i>The student will be required to take the AP Chemistry Exam for high school credit. Please see your school counselor with any further questions.</i>			

Physics	Course Code: 34302X0	Level: S	Credit: 1
Prerequisites: NC Math 2, Biology, and Physical Science			
Physics, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction. The following topics are studied: conservation of mass and energy; conservation of momentum; waves; fields; interactions of matter and energy. Lab activities and teacher demonstrations are an integral part of the course.			
Physics – Honors	Course Code: 34305X0	Level: H	Credit: 1
Prerequisites: Enrolled in/completed Advanced Functions & Modeling <u>or</u> Pre-Calculus, Biology, & Physical Science			
The honors level of Physics is a more challenging physics course, requiring additional mathematical experience and a greater commitment from the student. The advanced course focuses on matter and energy and their interactions in the fields of mechanics, waves, thermodynamics, magnetism, electricity, nuclear phenomena, equilibrium of bodies, optical instruments, and communication systems (contains topics of study described in the standard level (S) course description plus others). The course emphasizes problem-solving skills. <i>The student will be given the opportunity for advanced work to promote rigorous academic study.</i>			
Physics II - Honors	Course Code: 34315X0	Level: H	Credit: 1
Prerequisites: Physics and enrolled in/completed Pre-Calculus			
NOTE: Lead-in Course for AP Physics B.			
Advanced Physics is an academically rigorous course designed to support the topics studied in AP Physics B. A strong math background is needed since algebra and trigonometry will be used. The course will provide opportunities for students to be involved in lab activities. Along with AP Physics B, Advanced Physics is taught according to the outline described for AP Physics B by the College Entrance Examination Board. <i>The student will need to take Physics II during 1st semester and AP Physics B during 2nd semester.</i>			
Advanced Placement Physics C: Mechanics	Course Code: 3A047X0	Level: AP	Credit: 1
Prerequisites: Physics H and Introduction to Derivatives H			
One semester follow-up course to Physics-Honors which provides instruction in advanced topics of each of the following areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. This course includes a hands-on laboratory comparable to a semester-long introductory college-level physics laboratory. This course uses calculus as a tool to solve problems; therefore students should have completed Introduction to Derivatives-Honors in the fall prior to starting this course in the spring. <i>The student will be required to take the AP Physics C Exam. Please see your school counselor with any further questions.</i>			
Advanced Placement Physics 1: Algebra-Based	Course Code: 3A057X0	Level: AP	Credit: 1
Prerequisites: Physics - Honors			
AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. <i>The student will be required to take the AP Physics 1 Exam. Please see your school counselor with any further questions.</i>			

Social Studies

Not all of the following courses are available at every high school. Refer to your high school's course selection sheet to determine class availability.

The Occupational Course of Study requires 2 credits in Social Studies.

American History: The Founding Principles, Civics & Economics	Course Code: 9249BX0	Level: EC	Credit: 1
Prerequisites: IEP and Occupational Course of Study			
Based on the <i>NC Standard Course of Study for Social Studies</i> , American History: The Founding Principles, Civics, and Economics provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, and basic concepts of American politics and citizenship; also, it focuses on concepts in macro- and micro-economics and personal finance. Students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world.			
American History I	Course Code: 9247BX0	Level: EC	Credit: 1
Prerequisite: IEP and Occupational Course of Study			
Based on the <i>NC Standard Course of Study</i> , the course is the first of two required courses in American History; it begins 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. They 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 U.S. Constitution. The course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, the Civil War, and the consequences of the Civil War, including Reconstruction.			
American History II	Course Code: 9248BX0	Level: EC	Credit: 1
Prerequisites: IEP and American History I			
American History II is the second of two United States History courses required at the high school level. Based on the <i>NC Standard Course of Study</i> , the course focuses on the history of the United States from the late 19 th century time period through the early 21 st 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. The desired outcome of this course is for students to develop an understanding of the cause and effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world. The essential standards of this course have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time.

The Future-Ready Core Course of Study requires 4 credits in Social Studies – World History; American History: The Founding Principles, Civics & Economics; American History I; American History II

Note: At this time, a student can take AP US History and an additional social studies course rather than the American History I & II sequence to obtain 2 of the required 4 Social Studies credits. This information is subject to change --- a student should discuss this sequence of course offerings with his/her school counselor.

World History

Course Code: 43032X0

Level: S

Credit: 1

World History is usually taken in the 9th grade. Based on the *NC Standard Course of Study for Social Studies*, this course addresses 6 time periods in the study of World History. The period from the mid-5th century to present will be a key focus of study. Students will study major turning points that have shaped the modern world. They will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc. The desired outcome of this course is that students develop relevant enduring understandings of current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. ***World History is a requirement for graduation.***

World History – Honors

Course Code: 43035X0

Level: H

Credit: 1

This course is usually taken in the 9th grade. Honors World History provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in activities that promote problem-seeking, problem-solving, creativity, critical analysis and application, and reflective thinking. The course covers the same *NC Standards* that have been identified in the Standard level of the course but in greater complexity and acceleration or pacing. ***World History is a requirement for graduation.***

Advanced Placement World History: Modern - AP

Course Code: 4A097X0

Level: AP

Credit: 1

The AP World History: Modern course will begin in 1200 CE, and will be taught for the first time in the 2019-2020 school year. This course will begin with a study of the civilizations in Africa, the Americas, and Asia that are foundational to the modern era. The course will cover human history from 1200 CE to modern times. ***AP World History: Modern will fulfill the world history graduation requirement.***

American History: The Founding Principles, Civics & Economics

Course Code: 42092X0

Level: S

Credit: 1

Prerequisite: World History

This course is usually taken in the 10th grade. Based on the *NC Standard Course of Study for Social Studies*, American History: The Founding Principles, Civics, and Economics provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, and basic concepts of American politics and citizenship; also, it focuses on concepts in macro- and micro- economics and personal finance. Students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. ***American History: The Founding Principles, Civics, and Economics is a requirement for graduation.***

American History: The Founding Principles, Civics & Economics–Honors

Course Code: 42095X0

Level: H

Credit: 1

Prerequisite: World History

This course is usually taken in the 10th grade. Honors American History: The Founding Principles, Civics, and Economics demands a more challenging approach to the study of the principles of our economic, legal, and political systems. The course covers the same *NC Standards* that have been identified in the Standard level of the course but in greater complexity and acceleration or pacing. The course is challenging and requires students to take greater responsibility for their learning by participating in activities that promote problem-seeking, problem-solving, creativity, critical analysis and application, and reflective thinking. Students will learn to express and defend their ideas. They will be given opportunities for advanced work to promote rigorous academic study. ***American History: The Founding Principles, Civics, and Economics is a requirement for graduation.***

American History I

Course Code: 43042X0

Level: S

Credit: 1

Prerequisites: World History and American History: The Founding Principles, Civics & Economics

American History I is usually taken in the 11th grade. Based on the *NC Standard Course of Study for Social Studies*, the course is the first of two required courses in American History; it begins 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. They 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 U.S. Constitution. The course will guide students as they study the establishment of political parties, America's westward expansion and growth of sectional conflict, the Civil War, and the consequences of the Civil War, including Reconstruction. ***American History I is a requirement for graduation.***

American History I – Honors

Course Code: 43045X0

Level: H

Credit: 1

Prerequisites: World History and American History: The Founding Principles, Civics & Economics

This course is usually taken in the 11th grade. The honors level of American History I demands a more challenging approach to the study of the principles that contributed to the development of colonial America. The course covers the same *NC Standards* that have been identified in the Standard level of the course but in greater complexity and acceleration or pacing. The course is challenging and requires students to take greater responsibility for their learning by participating in activities that promote problem-seeking, problem-solving,

creativity, critical analysis and application, and reflective thinking. Students will learn to express and defend their ideas. They will be given opportunities for advanced work to promote rigorous academic study. ***American History I is a requirement for graduation.***

American History II

Course Code: 43052X0

Level: S

Credit: 1

Prerequisite: American History I

American History II is the second of two United States History courses required at the high school level. Based on the *NC Standard Course of Study for Social Studies*, the course focuses on the history of the United States from the late 19th century time period 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. The desired outcome of this course is for students to develop an understanding of the cause and effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world. The essential standards of this course have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. ***American History II is a requirement for graduation.***

American History II – Honors

Course Code: 43055X0

Level: H

Credit: 1

Prerequisite: American History I

The honors level of American History II demands a more challenging approach to the study of the history of the United States from the late 19th century time period through the early 21st century. The course covers the same *NC Standards* that have been identified in the Standard level of the course but in greater complexity and acceleration or pacing. The course is challenging and requires students to take greater responsibility for their learning by participating in activities that promote problem-seeking, problem-solving, creativity, critical analysis and application, and reflective thinking. Students will learn to express and defend their ideas. They will be given opportunities for advanced work to promote rigorous academic study. ***American History II is a requirement for graduation.***

Advanced Placement European History – AP

Course Code: 4A017X0

Level: AP

Credit: 1 (Elective)

Prerequisite: Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. Students will investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore in order to make connections among historical developments in different times and places; interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

Advanced Placement US Government and Politics – AP

Course Code: 4A067X0

Level: AP

Credit: 1 (Elective)

Prerequisites: American History II – Honors and American History: The Founding Principles, Civics & Economics - Honors

AP Government and Politics is designed to be the equivalent of a freshman level college course. This course focuses on the structure and function of the American government under law; it will give students an analytical perspective on government and politics in the United States. Topics include: 1) Constitutional Underpinnings of the United States Government; 2) Political Beliefs and Behaviors; 3) Political Parties, Interest Groups, and Mass Media; 4) Institutions of National Government; 5) Public Policy; 6) Civil Rights and Civil Liberties. The course is taught according to the outline described for AP Government and Politics by the College Board. ***The student will be required to take the AP US Government & Politics Exam. Please see your school counselor with any further questions.***

Advanced Placement United States History – AP

Course Code: 4A077X0

Level: AP

Credit: 1

Prerequisites: World History-Honors and American History: The Founding Principles, Civics & Economics-Honors

Advanced Placement US History is designed to be the equivalent of a freshman level college course. The course is an in-depth study of political, economic, social, and cultural issues and their impact on American society. The framework is from the 1490s to the present. Students are required to read supplemental materials and write analytical essays, such as responses to DBQs (Document Based Questions). Responses to DBQs and long essay questions will require the student to develop a thesis or argument and support it by an analysis of specific, relevant historical evidence. Students will use 4 historical thinking skills as they learn about the past: chronological reasoning (historical causation; patterns of continuity and change over time; periodization); comparison and contextualization (comparison; contextualization); crafting historical arguments from historical evidence (historical argumentation; appropriate use of relevant historical evidence); historical interpretation and synthesis (interpretation, synthesis). The content learning objectives are organized under 7 themes: Identity; Work, exchange, and technology; Peopling; Politics and power; America in the world; Environment and geography – physical and human; and Ideas, beliefs, and culture. These 7 themes focus student understanding of major historical issues and developments, helping students to recognize broad trends and processes that have emerged over centuries in what has become the United States. The course is taught according to the outline described for AP US History by the College Board. ***The student will be required to take the AP US History Exam. Please see your school counselor with any further questions.***

Contemporary Law and Justice

Course Code: 48012X01

Level: S

Credit: 1 (Elective)

NOTE: A helpful elective before taking either World History or American History: The Founding Principles, Civics & Economics.

Contemporary Law and Justice, an elective course, is a practical study in the legal, judicial, law enforcement, and correctional systems of the United States. Students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and corrective justice. They have opportunities to examine problems within the legal and justice systems. Contemporary Law and Justice should provide opportunities for students to acquire information through activities such as direct observation of local courts and law enforcement practices and interviews with local and state officials. Other key areas of importance for students are civic participation and the utilization of state and local resources.

Sociology

Course Code: 44002X0

Level: S

Credit: 1 (Elective)

Prerequisite: American History II

Sociology, an elective course, is the systematic study of human society and human interaction. Students will develop a sociological perspective that will enable them to observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made. Based on the *2010 NC Standard Course of Study for Social Studies*, course goals

include: 1) History: understand the discipline of sociology using various theoretical perspectives and research methods; 2) Culture: understand how culture and its diversity sustain humanity; understand how socialization regulates individual behavior; analyze human behavior in terms of conformity and deviance; analyze human relationships in terms of inequality and stratification; and analyze the changing nature of society and the collective responses to change. Students will be able to use knowledge gained from research on socialization, human behavior, and human relationships to manage daily problems and improve the quality of life.

Psychology – Honors

Course Code: 44035X0

Level: H

Credit: 1 (Elective)

Prerequisite: American History II

This honors level of Psychology demands a more challenging approach to the scientific study of human development, learning, motivation, and personality. This elective course covers the same *NC Standards* that have been identified in the Standards level of the course, but in greater complexity and acceleration or pacing. The course is challenging and requires students to take greater responsibility for their learning by participating in activities that promote problem-seeking problem-solving, creativity, critical analysis and application, and reflective thinking. Students will learn to express and defend their ideas. They will be given opportunities for advanced work to promote rigorous academic study.

Health & Physical Education

Not all of the following courses are available at every high school. Refer to your high school's course selection sheet to determine class availability.

Any student who fails to successfully complete the course requirements for any Physical Education class or Physical Fitness/Weight Lifting class will not be allowed to take any other Physical Education or Physical Fitness/Weight Lifting class.

Health/Physical Education

Course Code: 60492X01 (Boys); 60492X02 (Girls)

Level: S

Credit: 1

This course is a required health and physical education course for all 9th grade students and is also a requirement for graduation. The health component of this course addresses the areas of mental health, nutrition, chemical and substance abuse, consumer health, safety/first aid, family life, and chronic disease. Physical education is a skills-based program that allows the student to participate in a variety of activities. Students in grades 10-12 who have not completed the 9th grade H/PE requirement should register for this course. Credit for this course is required for all other physical education/physical fitness classes.

Physical Education

Course Code: 60292X01 (Boys); 60292X02 (Girls)

Level: S

Credit: 1

Prerequisite: Health/Physical Education

This course offers both team sports and individual sports with emphasis on activities that can be enjoyed now and throughout life. This program will provide a strong physical fitness component. The student will participate in physical fitness testing, personal fitness development, strength conditioning, dance stunts, tumbling and gymnastics, games and sports.

Physical Fitness I

Course Code: 60602X01 (Boys); 60602X02 (Girls)

Level: S

Credit: 1

Prerequisite: Health/Physical Education

This course cannot replace or be substituted for Health/Physical Education I. This course is designed for the purpose of improving physical conditioning and involved intense training. The student will participate in activities related to the areas in weight training: cardiovascular conditioning, flexibility training, diet and nutrition.

Weightlifting/Physical Fitness II

Course Code: 60612X01 (Boys); 60612X02 (Girls)

Level: S

Credit: 1

Prerequisite: Health/Physical Education and athletic team membership

This course focuses on intense training for athletes for the purpose of improving physical conditioning. The athlete will participate in activities related to physical fitness testing and weight training; cardiovascular conditioning, flexibility training, diet, and nutrition.

Sports Management

Course Code: 60292X09

Level: S

Credit: 1

This course gives an overview of the responsibilities of those involved in the sports industry, as well as how general management principles apply to the industry. Topics include responsibilities of sport administrators, development of new programs, special events and media publications, maintenance of athletic budgets, evaluation of personnel and programs, working with booster clubs, understanding pre-game field prep and field responsibilities, and understanding sports rules and officiating.

PEPI 1

Course Code: 96042X01

Level: S

Credit: 1

Prerequisites: Health/Physical Education and sponsoring teacher recommendation

NOTE: Recommended for grades 11 and 12.

This course is designed for students interested in serving as physical education aides to elementary classroom teachers. Special training in the area of elementary physical education is given to each student prior to working in the assigned school. Students are trained in classroom management, development of physical activity lessons, conflict resolution skills, and providing lessons aligned to the Essential Standards for Physical Education. This course is designed for students interested in careers related to teaching or recreation leadership.

PEPI 2

Course Code: 96042X02

Level: S

Credit: 1

Prerequisites: PEPI 1 and sponsoring teacher recommendation

NOTE: Recommended for grades 11 and 12.

This course is an extension of PEPI 1. Students in this course take a more active role as a pupil instructor at the assigned elementary school. They are provided with additional opportunities to work with students at different grade levels, and are expected to demonstrate a greater level of leadership within the PEPI program. This course is designed for students interested in careers related to teaching or recreation leadership.

JROTC- Army

Not all of the following courses are available at every high school. Refer to your high school's course selection sheet to determine class availability.

JROTC develops leadership, citizenship, and self-discipline. Cadets begin as followers and progress through successive positions of increased responsibility at each JROTC level. Cadets earn promotions (rank advancement) by demonstrating skills, participating in JROTC activities and accomplishing requirements; school class level (9th, 10th, etc.) is irrelevant. Student leaders instruct military drill, maintain cadet records, and evaluate junior cadets for awards and promotions. Cadets develop citizenship skills through classroom study and support of community and school activities. To develop self-discipline, cadets are issued a complete military uniform and are responsible to keep it serviceable and presentable. The uniform inspection grade, which includes personal appearance, is a major portion of the JROTC grade. Classes perform physical training on a regular basis. This may include rope bridge construction and rappelling. Students receive weapons safety and marksmanship instruction with air powered target rifles. Students who fail any level of JROTC will not be permitted to repeat that level or continue to other levels without the consent of the JROTC faculty and the principal.

JROTC Requirements:

- ◆ Cadets are required to wear their uniform to school once each week.
- ◆ Cadets are expected to maintain personal grooming standards when in uniform.
- ◆ Cadets are expected to obey all legal and moral orders of cadets in positions of authority over them, regardless of age, school, class, or other such criteria.
- ◆ All cadets take part in military drill, which involves marching and standing in formations.
- ◆ All cadets take part in physical training.
- ◆ All cadets take part in marksmanship training.
- ◆ There is at least one mandatory formation for an out-of-school activity each semester.

Army JROTC I (Grade: 9 - 12)

Course Code: 95012X0

Level: S

Credit:1

JROTC I is the entry level JROTC course, providing the history, purpose, and objectives of JROTC. Leadership, citizenship, military history, and communications skills are stressed. Other training includes map reading, first aid, and substance abuse prevention.

Army JROTC II

Course Code: 95022X0

Level: S

Credit: 1

Prerequisite: JROTC I (Grade: 9 - 12)

JROTC II continues the studies of JROTC I with greater attention to details and skill development. JROTC II cadets must be able to perform leadership duties as squad leaders.

Army JROTC III

Course Code: 95032X0

Level: S

Credit: 1

Prerequisite: JROTC II (Grade: 10 - 12)

JROTC III continues to fine tune the basic military subjects of the JROTC curriculum. JROTC III students begin to assist in classroom instruction of junior cadets and have primary responsibilities in teaching military drill. JROTC III cadets must be able to perform leadership duties at the Platoon Sergeant level.

Army JROTC IV

Course Code: 95042X0

Level: S

Credit: 1

Prerequisite: JROTC III (Grade: 10 - 12)

Academic work for the JROTC IV cadets completes the program which began in JROTC I. A major research paper is required. JROTC IV cadets hold primary leadership positions from First Sergeant to Company Commander and some staff positions. JROTC IV company leaders train junior cadets and administer the awards and promotion system. They conduct inspections and instill discipline.

Army JROTC V

Course Code: 95052X0

Level: S

Credit: 1

Prerequisite: JROTC IV and approval of the JROTC faculty. (Grade: 11 - 12)

Academic work for the JROTC V cadets consists of independent study projects. A major research paper is required. JROTC V cadets hold battalion staff positions and perform military staff functions, to include personnel administration, operations and plans, supply management, and public relations. A JROTC V cadet may be designated as Company Commander or Battalion Commander.

Army JROTC V Cadet Staff Leadership - Honors

Course Code: 95045X05

Level: H

Credit: 1

Prerequisite: JROTC IV and approval of the JROTC faculty. (Grade: 11 - 12)

Beyond the curriculum of JROTC V, cadets in this class will conduct long and short-range planning, and exercise decision-making, coordination, control, and execution of cadet organization activities during the school year. Cadets may be required to participate in practice and events during school hours, after school hours, and weekends/holidays. Students are expected to apply higher-level leadership, organizational, communication, and personal interaction skill in the performance of their duties.

Army JROTC VI

Course Code: 95062X0

Level: S

Credit: 1

Prerequisite: JROTC V and approval of the JROTC faculty. (Grade: 11 - 12)

JROTC VI cadets exercise major command and staff functions over all cadets assigned to the JROTC program. They oversee and approve all staff functions and represent the JROTC Battalion. Academic work for JROTC VI cadets consists of a major research paper. Only two students per semester may be assigned to JROTC VI.

Army JROTC VI Cadet Staff Leadership – Honors

Course Code: 95045X06

Level: H

Credit: 1

Prerequisite: Army JROTC V-H and approval of the JROTC faculty. (Grade: 11 - 12)

Beyond the curriculum of JROTC VI, cadets in this class will conduct long and short-range planning, and exercise decision-making, coordination, control, and execution of cadet organization activities during the school year. Cadets may be required to participate in practice and events during school hours, after school hours, and weekends/holidays. Students are expected to apply higher-level leadership, organizational, communication, and personal interaction skill in the performance of their duties.

Army JROTC VII **Course Code: 95072X0** **Level: S** **Credit: 1**

Prerequisite: JROTC VI *and* approval of the JROTC faculty. (Grade: 12)

JROTC VII and VIII cadets serve as teaching assistants. Only two LET VII or LET VIII cadets may be assigned to each class period.

Army JROTC VII Cadet Staff Leadership – Honors **Course Code: 95045X07** **Level: H** **Credit: 1**

Prerequisite: Army JROTC VI-H *and* approval of the JROTC faculty. (Grade: 11 - 12)

Beyond the curriculum of JROTC VII, cadets in this class will conduct long and short-range planning, and exercise decision-making, coordination, control, and execution of cadet organization activities during the school year. Cadets may be required to participate in practice and events during school hours, after school hours, and weekends/holidays. Students are expected to apply higher-level leadership, organizational, communication, and personal interaction skill in the performance of their duties.

Army JROTC VIII **Course Code: 95082X0** **Level: S** **Credit: 1**

Prerequisite: JROTC VI *and* approval of the JROTC faculty. (Grade: 12)

JROTC VII and VIII cadets serve as teaching assistants. Only two LET VII or LET VIII cadets may be assigned to each class period.

Army JROTC VIII Cadet Staff Leadership – Honors **Course Code: 95045X08** **Level: H** **Credit: 1**

Prerequisite: Army JROTC VII-H *and* approval of the JROTC faculty. (Grade 11 - 12)

Beyond the curriculum of JROTC VIII, cadets in this class will conduct long and short-range planning, and exercise decision-making, coordination, control, and execution of cadet organization activities during the school year. Cadets may be required to participate in practice and events during school hours, after school hours, and weekends/holidays. Students are expected to apply higher-level leadership, organizational, communication, and personal interaction skill in the performance of their duties.

Military Skills Application **Course Code: 95012X0B** **Level: S** **Credit: 1**

Prerequisite: Approval of JROTC faculty *and* enrollment in a JROTC academic level course. (Grade: 9 – 12)

This course consists of JROTC students who want to learn advanced skills in Drill and Ceremonies and in Marksmanship. Class members must elect to take part on the Precision Drill Team, the Armed Drill Team, or the Rifle Team. Drill Team members develop precision marching routines, perform exhibitions, and take part in competitions up to national level. Rifle Team members develop marksmanship skills and discipline and compete in local, state, and national tournaments. Both Drill and Rifle have the objective of instilling discipline and esprit de corps in team members. Cadets assume leadership position, practice decision-making processes, analyze and apply new concepts relative to team requirements, and perform personnel management responsibilities. Course members are required to wear their JROTC uniform once each week and must be available for all scheduled team requirements. NOTE: This course will not count for advancement in JROTC academic classes. For example, a student who enrolls in JROTC and Military Skills Applications would next take JROTC II, not JROTC III.

Army JROTC Advanced Military Skills – Honors **Course Code: 95015X0A** **Level: H** **Credit: 1**

Prerequisite: Army JROTC Military Skills Application *and* approval of the JROTC faculty.

AMS cadets are expected to train to become experts in regulation drill, exhibition drill, rifle spinning, and saber spinning. Cadets may be required to participate in practice and events during school hours, after school hours, and weekends/holidays. Cadets will be required to commit hundreds of commands and movements to memory in preparation for drill competitions without error. AMS Cadets will maintain an excellent appearance while in uniform and in the performance of their duties.

JROTC - Air Force

Not all of the following courses are available at every high school. Refer to your high school's course selection sheet to determine class availability. The Aerospace Science curriculum provides ten elective courses which can lead to advanced placement in colleges and universities offering Aerospace Science.

Journey into Aviation History I **Course Code: 95012X03** **Level: S** **Credit: 1**

This is a history course designed to acquaint the student with the historical development of flight and the role of the military in history. The course focuses on the social impact of flight from ancient legends to modern developments in aerospace up to World War II. Military policies, structures, missions and capabilities of other U.S. Military forces are emphasized. Leadership and management, communication skills and time management are emphasized. Wear of the uniform, Air Force customs and courtesies, and military drill and ceremonies are introduced. Students must demonstrate a high degree of personal honor, self-reliance and leadership.

Journey into Aviation History II **Course Code: 95012X04** **Level: S** **Credit: 1**

Prerequisite: Frontiers of Aviation History I *and* Instructor Permission

This course is a continuation of Frontiers of Aviation History I with the historical development of flight and the role of the military in history from 1939 through the Persian Gulf War. Military policies, command and control functions, and the principles of warfare are introduced. This course continues emphasis on leadership, communication and management skills, and military drill and ceremonies. Cadet Corps training will include base tour/visit and introduction to flight line activities.

Science of Flight I **Course Code: 95022X01** **Level: S** **Credit: 1**

Prerequisite: Instructor permission

This is a science course designed to acquaint the student with the aerospace environment relative to weather phenomena and aviation, flight physiology, and human limitations of flight. The use of flight simulation, protective equipment, and the aerospace medicine and human engineering fields will be introduced. The leadership portion will stress communication skills and Cadet Corps activities. Techniques for improving research skills through professional reading, creative thinking, and problem solving procedures are emphasized. The basics of flight and squadron drill are also taught.

Science of Flight II	Course Code: 95022X04	Level: S	Credit: 1
Prerequisite: Science of Flight I <u>or</u> Instructor permission			
This course is a continuation of Science of Flight I and introduces the laws of motion, physics of flight, principles of flight, and propulsion systems including jet and rocket propulsion and concludes with principles of navigation. Many of the current air frames in use today are also included in this course. The student will learn the basics of map reading, course plotting, wind effect, and cartography. Leadership portion will continue the emphasis started during Science of Flight I.			
Exploration of Space I	Course Code: 95032X03	Level: S	Credit: 1
Prerequisite: Instructor permission			
This is a science course which focuses on the “Space Environment” and principles underlying space travel, and various aspects of space exploration. The development, use and future of artificial earth satellites and inter planetary probes are also discussed. Leadership hours continue emphasis on written and oral communication skills and basic management skills. The cadet is expected to demonstrate competence in individual drill and leading a flight or squadron in drill procedures with minimum errors.			
Exploration of Space II	Course Code: 95032X04	Level: S	Credit: 1
Prerequisite: Instructor permission			
This course covers “Space Technology” with focus on rocket booster development; space probes, both civilian and military applications; orbits and trajectories; and concludes with “Manned Space Flight” covering our trips to the moon, the development of space stations, the space shuttle, and the advent of “Space Law”. Leadership portion continues emphasis on management, communications skills, and career selection and progression.			
Global Perspective I	Course Code: 95042X03	Level: S	Credit: 1
Prerequisite: Instructor permission			
This course is aviation geography and introduces the student to the world of geography with an A to Z format which provides for a full range of study about the Earth, its environment, the global ecosystem, and how man affects and is affected by the world around him. The student will learn “location” and “development” of significant geographical data that can be used for business, politics, and recreation. This covers the subjects from “A” through “L”. The leadership portion allows the student to use communication, decision-making, personal interaction, and managerial and organizational skills to accomplish the mission of the cadet organization.			
Global Perspective II	Course Code: 95042X04	Level: S	Credit: 1
Prerequisite: Instructor permission			
This course is the continuation of aviation geography covering “M” through “Z”. The course objectives are the same as for Aviation Geography I except for the leadership portion. The leadership course objectives include developing leadership and management competency through participation, strengthening organizational skills through active incorporation, developing confidence by exercising decision making skills, and applying Air Force standards of discipline and conduct.			
Management of Cadet Corps I	Course Code: 95012X01	Level: S	Credit: 1
Prerequisite: Summer Leadership School <u>or</u> Instructor permission			
This course introduces the cadet to the principles of management, organizational skills, and interpersonal relationships. These principles are used to organize and govern the cadet Corps, its activities, and its mission goals and accomplishment. The “day-to-day” functioning of the Corps is the focus of this course.			
Management of Cadet Corps II	Course Code: 95022X02	Level: S	Credit: 1
Prerequisite: Management of Cadet Corps I <u>or</u> Instructor permission			
This course is a continuation of the principles, activities, and duties begun in Management of Cadet Corps I. Increased emphasis is placed on developing Corps goals and using the Air Force metrics to determine attainment of established goals. The “day-to-day” functioning of the Corps is still a main focus for this course.			

Arts Education

Visual Arts

Not all of the following courses are available at every high school. Refer to your high school’s course selection sheet to determine class availability.

Visual Art I – Beginning	Course Code: 54152X0	Level: S	Credit: 1
Visual Art I - Beginning is an introductory level course designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels and aligned to the Essential Standards Curriculum. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories and historical developments. Students will have experiences in producing two-dimensional and three-dimensional artworks. The course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing and vocabulary in a teacher-structured environment. Problem solving and decision-making are emphasized throughout Visual Art I – Beginning.			

Visual Art II – Intermediate	Course Code: 54162X0	Level: S	Credit: 1
Prerequisite: Visual Art I (Beginning)			
Visual Art II – Intermediate builds on the student’s technical skills and foundation of knowledge developed in Visual Art I – Beginning, and is aligned to the Essential Standards Visual Arts Curriculum at the Intermediate Level. The study of elements of art and principles of design, color theory, vocabulary, and art history continues in Visual Art II - Intermediate in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner that allows for independent choices and personal solutions to problems. The approach to art experiences is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color theory, and vocabulary is stressed in Visual Art II – Intermediate.			
Visual Art III – Proficient (Honors)	Course Code: 54175X0	Level: H	Credit: 1
Prerequisite: Visual Art II (Intermediate) and teacher recommendation			
Visual Art III - Proficient builds on skills from Visual Art II - Intermediate with a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism, and art history. Teachers help students form goals, become familiar with careers, and develop work habits of professionals. Knowledge of the arts in relation to culture, history, other disciplines, and careers will be promoted through visual, verbal, and written means. Art history, criticism, and aesthetics will be studied in conjunction with selected artworks and will lead to development of a personal philosophy of art. In Visual Art III - Proficient, students will assemble a portfolio based on technical quality, personal style, direction, and its intended purpose.			
Visual Art IV – Advanced (Honors)	Course Code: 54185X0	Level: H	Credit: 1
Prerequisite: Visual Art III (Proficient), teacher recommendation, <u>or</u> placement portfolio			
In Visual Art IV – Advanced, students develop, clarify, and apply their philosophy of art and art making media, techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are expectations of the Visual Art IV - Advanced students. A portfolio evidencing high quality, a broad base of knowledge and in depth understanding of personal art forms is developed and refined. The student will also contract to independent study in a given medium or art history/appreciation area.			
Advanced Placement Studio Art: Drawing - AP	Course Code: 5A047X0	Level: AP	Credit: 1
Prerequisite: Visual Art IV (Advanced), teacher recommendation, and 90+ average			
The AP Studio Art course is recommended for students who are dedicated, self-motivated, and seriously interested in a practical experience of art and desiring to develop mastery in the concept, composition, and execution of their ideas. In order for the student to be successful it is highly recommended that there be prior art training (Art I - Beginning, Art II - Intermediate, Art III - Proficient, and Art IV - Advanced) since the rigorous requirements in this learning experience are equivalent to a college level art foundation studio course. The major focus of the class is building a portfolio; students experience a variety of concepts and approaches in AP art thus demonstrating a range of abilities and versatility with techniques, problem solving, and ideation through the use of various media. Depending on portfolio evaluation and college acceptance requirements, students may be granted appropriate college credit and/or placement. <i>The AP Exam fee for this course is approximately \$92. Please see your school counselor. Often, this fee can be waived.</i>			

Vocal Music

Not all of the following courses are available at every high school. Refer to your high school's course selection sheet to determine class availability.

Vocal Music I – Beginning	Course Code: 52302X0	Level: S	Credit: 1
Vocal Music I - Beginning is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. Vocal Music I – Beginning will provide students with the opportunities to: develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument; sing vocal literature which may include changes in tempi, keys, and meters, written in modest ranges; sing vocal literature representing diverse genres, styles, and cultures; utilize instruments as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of vocal literature in relationship to history, culture, and other content areas. It is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music I – Beginning prepares students for further vocal studies in music.			
Vocal Music II – Intermediate	Course Code: 52312X0	Level: S	Credit: 1
Prerequisite: Vocal Music I (Beginning) <u>or</u> Chorus I (Beginning)			
Vocal Music II – Intermediate continues to build on the comprehensive music education students have received in Vocal Music I - Beginning. Vocal Music II – Intermediate will provide students with opportunities: develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument; sing with increased technical accuracy and expression; refine sight-reading and ear training skills; sing vocal literature which includes moderate technical demands, expanded ranges, and varied interpretive requirements; sing vocal literature representing diverse genres, styles, and cultures; utilize instruments as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of vocal literature in relationship to history, culture, and other content areas. It is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music II – Intermediate prepares students for further vocal studies in music.			
Vocal Music III – Proficient (Honors)	Course Code: 52325X0	Level: H	Credit: 1
Prerequisites: Vocal Music I (Beginning) and II (Intermediate) <u>and/or</u> placement audition			
Students will be given the opportunity to learn advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Honors Vocal Music III – Proficient will provide students with opportunities to: develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument; sing with increased technical accuracy and expression; refine sight-reading and ear training skills; sing moderately difficult			

vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys; sing vocal literature representing diverse genres, styles, and cultures; utilize instruments as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; develop an understanding of vocal literature in relationship to history, culture, and other content areas. It is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music III - Proficient prepares students for further vocal studies in music.

Vocal Music IV – Advanced (Honors)

Course Code: 52335X0

Level: H

Credit: 1

Prerequisite: Vocal Music I (Beginning), II (Intermediate) and III (Proficient) *and/or* placement audition

Honors Vocal Music IV - Advanced is an advanced continuation of Honors Vocal Music III - Proficient. Students will be given the opportunity to learn advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Honors Vocal Music IV – Advanced will provide students with opportunities to: develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument; sing with increased technical accuracy and expression; refine sight-reading and ear training skills; sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements; sing vocal literature representing diverse genres, styles and cultures; utilizing instruments as appropriate; develop skills in improvising, composing, and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills with traditional and non-traditional music; develop an understanding of vocal literature in relationship to history, culture, and other content areas. Students will be expected to purchase formal singing attire and to participate in performances. It is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Vocal Music IV - Advanced prepares students for further vocal studies in music.

Concert Chorus I – Beginning

Course Code: 52302X0C

Level: S

Credit: 2

Prerequisite: Vocal Music I (Beginning) *and* audition

Students will be given the opportunity to learn advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Concert Chorus will provide students with opportunities to: develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument; sing with increased technical accuracy and expression; refine sight-reading and ear training skills; sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys; sing vocal literature representing diverse genres, styles, and cultures; utilize instruments as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; develop an understanding of vocal literature in relationship to history, culture, and other content areas. It is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. The Concert Chorus will present performances throughout the year. Concert Chorus is scheduled for both semesters and earns two units of Standard credit.

Concert Chorus II – Intermediate

Course Code: 52312X0C

Level: S

Credit: 2

Prerequisite: Vocal Music I (Beginning), Concert Chorus I (Beginning), *and* audition

Students will be given the opportunity to learn advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Concert Chorus will provide students with opportunities to: develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument; sing with increased technical accuracy and expression; refine sight-reading and ear training skills; sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys; sing vocal literature representing diverse genres, styles, and cultures; utilize instruments as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; develop an understanding of vocal literature in relationship to history, culture, and other content areas. It is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. The Concert Chorus will present performances throughout the year. Concert Chorus is scheduled for both semesters and earns two units of Standard credit.

Concert Chorus III – Proficient (Honors)

Course Code: 52325X0C

Level: H

Credit: 2

Prerequisite: Vocal Music I (Beginning), Concert Chorus I & II (Beginning & Intermediate), *and* audition

Students will be given the opportunity to learn advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Concert Chorus will provide students with opportunities to: develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument; sing with increased technical accuracy and expression; refine sight-reading and ear training skills; sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys; sing vocal literature representing diverse genres, styles, and cultures; utilize instruments as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; develop an understanding of vocal literature in relationship to history, culture, and other content areas. It is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. The Concert Chorus will present performances throughout the year. Concert Chorus III provides students a continuation of the skills, development, and performance experience. Concert Chorus is scheduled for both semesters and earns two units of Honors credit.

Concert Chorus IV – Advanced (Honors)

Course Code: 52335X0C

Level: H

Credit: 2

Prerequisite: Vocal Music I (Beginning), Concert Chorus I, II, & III (Beginning, Intermediate & Proficient), *and* audition

Students will be given the opportunity to learn advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Concert Chorus will provide students with opportunities to: develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument; sing with increased technical accuracy and expression; refine sight-reading and ear training skills; sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys; sing vocal literature representing diverse genres, styles, and cultures; utilize instruments as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; develop an understanding of vocal literature in relationship to history, culture, and other content areas. It is

suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. The Concert Chorus will present performances throughout the year. Concert Chorus IV provides students a continuation of the skills, development, and performance experience. Concert Chorus is scheduled for both semesters and earns two units of Standard credit.

Vocal Ensemble/Show Choir – Advanced (Honors) **Course Code: 52335X0S** **Level: H** **Credit: 2**
Prerequisite: Vocal Music I (Beginning) and 1 semester or more of Concert Chorus and audition

This course is designed for select students who will cover an extensive amount of repertoire. The show choir will also perform with the Concert Choir. This class is scheduled both semesters and earns two units of credit. Students could be enrolled in both Concert Chorus and Show Choir if their schedule permits. Students will enroll in this course if they have no previous Vocal Music Honors credit.

Band

Not all of the following courses are available at every high school. Refer to your high school's course selection sheet to determine class availability.

Music Theory **Course Code: 52962X01** **Level: S** **Credit: 1**

This course focuses on the fundamentals and elements of music construction. Various types of scales, melodic intervals, ear training, chord structures and relationships; harmonization, part writing and music form are studied.

Band I – Beginning **Course Code: 52552X0** **Level: S** **Credit: 1**

Band I – Beginning is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. Band I – Beginning will provide students with opportunities to: develop and demonstrate appropriate instrumental practices; play instrumental literature which may include changes in tempi, keys, and meters, written in modest ranges; play instrumental literature representing diverse genres, styles, and cultures; use singing as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Band I - Beginning prepares the student for further instrumental studies in music.

Band II – Intermediate **Course Code: 52562X0** **Level: S** **Credit: 1**

Prerequisite: Band I (Beginning)

Band II – Intermediate continues to build on the comprehensive music education students have received in Band I- Beginning. Band II - Intermediate provides students with opportunities to: develop and demonstrate appropriate instrumental practices; play with increased technical accuracy and expression; refine sight-reading and ear training skills; play instrumental literature which includes moderate technical demands, expanded ranges, and varied interpretive requirements; singing as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Band II – Intermediate prepares students for further instrumental studies in music.

Band III – Proficient (Honors) **Course Code: 52575X0** **Level: H** **Credit: 1**

Prerequisites: Band I and II (Beginning and Intermediate) or equal experience

Students will be given the opportunity to learn advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Symphonic Band III – Proficient will provide students with opportunities to: develop and demonstrate advanced instrumental practices; play with increased technical accuracy and expression; refine sight-reading and ear training skills; play instrumental literature at Levels IV-V which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys; play instrumental literature representing diverse genres, styles, and cultures; use singing in instrumental study as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply advanced reading and notating skills; and demonstrate an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, students must create and/or maintain a portfolio containing a combination of written, audio, or visual examples of their work. Participation in Symphonic Band III – Proficient prepares students for further instrumental studies in music.

Band IV – Advanced (Honors) **Course Code: 52585X0** **Level: H** **Credit: 1**

Prerequisites: Band I, II, and III (Beginning, Intermediate, and Proficient) or placement audition.

Students will be given the opportunity to learn advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Honors Band IV – Advanced will provide students with opportunities to: develop and demonstrate advanced instrumental practices; play with increased technical accuracy and expression; refine sight-reading and ear training skills; play difficult instrumental literature at Level V-VI, which requires advanced technical and interpretive skills, the ability to perform in various and unusual meters and keys, complex rhythms, and subtle dynamic requirements; play instrumental literature representing diverse genres, styles, and cultures; use singing in instrumental study, as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply advanced reading and notating skills with traditional and non-traditional music; and demonstrate an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work. Participation in Honors Band IV – Advanced prepares students for further instrumental studies in music.

Concert Band I – Beginning**Course Code: 52552X0C****Level: S****Credit: 2**

Concert Band I - Beginning is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. Concert Band will provide students with opportunities to: develop and demonstrate appropriate instrumental practices; play instrumental literature which may include changes in temp, keys, and meters, written in modest ranges; play instrumental literature representing diverse genres, styles, and cultures; use singing as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Concert Band I – Beginning prepares students for further instrumental studies in music. Concert Band I - Beginning is scheduled for both semesters and earns two units of Standard credit.

Concert Band II – Intermediate**Course Code: 52562X0C****Level: S****Credit: 2****Prerequisite: Concert Band I (Beginning)**

Concert Band II – Intermediate continues to build on the comprehensive music education students have received in Band I - Beginning. Concert Band II – Intermediate will provide students with opportunities to: develop and demonstrate appropriate instrumental practices; play with increased technical accuracy and expression; refine sight-reading and ear training skills; play instrumental literature which includes moderate technical demands, expanded ranges; and varied interpretive requirements; singing as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Concert Band II – Intermediate prepares students for further instrumental studies in music. Concert Band II – Intermediate is scheduled for both semesters and earns two units of Standard credit.

Concert Band III – Proficient (Honors)**Course Code: 52575X0C****Level: H****Credit: 2****Prerequisites: Concert Band I and II (Beginning and Intermediate)**

Students will be given the opportunity to learn advanced proficiencies in performance, conducting, listening, appreciating, history, analyzing, composing, the use of current technology, and research culminating in written reports. Concert Band III – Proficient will provide students with opportunities to: develop and demonstrate advanced instrumental practices; play with increased technical accuracy and expression; refine sight-reading and ear training skills; play instrumental literature at Levels IV-V, which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys; play instrumental literature representing diverse genres, styles, and cultures; use singing in instrumental study, as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply advanced reading and notating skills; and demonstrate an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work. Participation in Concert Band III – Proficient prepares students for further instrumental studies in music. Concert Band III – Proficient is scheduled for both semesters and earns two units of Honors credit.

Concert Band IV – Advanced (Honors)**Course Code: 52585X0C****Level: H****Credit: 2****Prerequisites: Band I, II and III (Beginning, Intermediate, and Proficient) or placement audition**

Students will be given the opportunity to learn advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Concert Band IV – Advanced will provide students with opportunities to: develop and demonstrate advanced instrumental practices; play with increased technical accuracy and expression; refine sight-reading and ear training skills; play difficult instrumental literature at Level V-VI, which requires advanced technical and interpretive skills, the ability to perform in various and unusual meters and keys, complex rhythms, and subtle dynamic requirements; play instrumental literature representing diverse genres, styles, and cultures; use singing in instrumental study, as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply advanced reading and notating skills with traditional and non-traditional music; and demonstrate an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Concert Band IV - Advanced prepares students for further instrumental studies in music. Concert Band IV - Advanced is scheduled for both semesters and earns two units of Standard credit.

Marching Band I – Beginning**Course Code: 52552X0M****Level: S****Credit: 2**

Marching Band I – Beginning is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. Marching Band I - Beginning will provide students with opportunities to: develop and demonstrate appropriate instrumental practices; play instrumental literature which may include changes in temp, keys, and meters, written in modest ranges; play instrumental literature representing diverse genres, styles, and cultures; use singing as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work. Participation in Marching Band I – Beginning prepares students for further instrumental studies in music. Marching Band I - Beginning is scheduled for both semesters and earns two units of Standard credit.

Marching Band II – Intermediate**Course Code: 52562X0M****Level: S****Credit: 2****Prerequisite: Marching Band I (Beginning)**

Marching Band II - Intermediate continues to build on the comprehensive music education students have received in Marching Band I - Beginning. Marching Band II – Intermediate students will provide students with opportunities to: develop and demonstrate appropriate instrumental practices; play with increased technical accuracy and expression; refine sight-reading and ear training skills; play instrumental literature which includes moderate technical demands, expanded ranges and varied interpretive requirements; singing as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply reading and notating skills; and develop an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, it is suggested that students create and/or maintain a portfolio containing a combination of written, audio, or visual examples of their work. Participation in Marching Band II – Intermediate prepares students for further instrumental studies in music. Marching Band II - Intermediate is scheduled for both semesters and earns two units of Standard credit.

Marching Band III – Proficient (Honors)	Course Code: 52575X0M	Level: H	Credit: 2
Prerequisites: Marching Band I and II (Beginning and Intermediate)			
Students will be given the opportunity to learn advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Marching Band III – Proficient will provide students with opportunities to: develop and demonstrate advanced instrumental practices; play with increased technical accuracy and expression; refine sight-reading and ear training skills; play instrumental literature at Levels IV-V, which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys; play instrumental literature representing diverse genres, styles, and cultures; use singing in instrumental study, as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply advanced reading and notating skills; and demonstrate an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work. Participation in Marching Band III – Proficient prepares students for further instrumental studies in music. Marching Band III - Proficient is scheduled for both semesters and earns two units of Honors credit.			
Marching Band IV – Advanced (Honors)	Course Code: 52585X0M	Level: H	Credit: 2
Prerequisites: Marching Band I, II and III (Beginning, Intermediate, and Proficient) <u>or</u> placement audition			
Students will be given the opportunity to learn advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Marching Band IV - Advanced will provide students with opportunities to: develop and demonstrate advanced instrumental practices; play with increased technical accuracy and expression; refine sight-reading and ear training skills, play difficult instrumental literature at Level V-VI, which requires advanced technical and interpretive skills, the ability to perform in various and unusual meters and keys, complex rhythms, and subtle dynamic requirements; play instrumental literature representing diverse genres, styles, and cultures; use singing in instrumental study, as appropriate; develop skills in improvising, composing and arranging music; develop skills in listening to, analyzing, and evaluating musical experiences; apply advanced reading and notating skills with traditional and non-traditional music; and demonstrate an understanding of instrumental literature in relationship to history, culture, and other content areas. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Marching Band IV – Advanced prepares students for further instrumental studies in music. Marching Band IV - Advanced is scheduled for both semesters and earns two units of Standard credit.			
Jazz Ensemble (Honors)	Course Code: 52585X0J	Level: H	Credit: 1
Prerequisite: Three semesters of high school band class to include one semester of marching experience or by audition with the high school band director.			
This course is for the advanced instrumental students with the appropriate level of skills in rhythmic reading, sight-reading, and playing in the styles common to the jazz genre. Various styles common to Jazz will be explored along with opportunity to learn improvisational skills. Other topics may include history of Jazz and Jazz performers past and present. After-school rehearsals and performances are sometimes scheduled and are required for participation in the class. This class offers one elective credit.			
Percussion Techniques	Course Code: 52962X0	Level: S	Credit: 1
Prerequisite: Audition is required			
All students (9-12) who would like to play drums or a percussion related instrument will be allowed to take this class. From this class, a drum line corp will be selected for the Marching Band show. This group will consist of multiple bass drums, quint toms (drum with 5 toms assembled together), snare drums and cymbals. This group will work as a unit everywhere on the field. Student will be able to practice together each day to learn each other's rhythmic nuances to become a working machine (many members doing different things but as a unit). The others who do not make the "Drum Line Corp" will be allowed to form a "Pit" corp. This group will play other percussion and auxiliary instruments such as: tympani, steel drums, gong, suspended cymbals, marimba, xylophone, bells, chimes, maracas, claves etc. down front on the sidelines. This group accompanies the entire band as they march and maneuver during the show. This group adds an overall general effect to the total show. This class offers one elective credit.			
Flag Guard	Course Code: 96102X0F	Level: S	Credit: 1
Prerequisite: Performance audition			
This class is designed to teach students the art of performing with the marching band. Its curriculum will cover basic techniques of marching, spinning flags, rifles and sabers. Students in this class are required to perform with the marching band for Friday night football games, parades and Saturday band competitions. All students in this class will have to pass an audition prior to enrolling in the class or must have special permission from the band director. This class offers one elective credit.			

Theatre

Not all of the following courses are available at every high school. Refer to your high school's course selection sheet to determine class availability.

Theatre Arts I – Beginning	Course Code: 53152X0	Level: S	Credit: 1
This course combines beginning acting exercises, character analysis, scene work, juggling, and simple action projects along with exploration of the various areas of technical theatre and production. Attendance at after-school rehearsals and performances is expected.			
Theatre Arts II – Intermediate	Course Code: 53162X0	Level: S	Credit: 1
Prerequisite: Theatre, audition, <u>or</u> permission of instructor			
This course combines advanced acting exercises, character analysis, juggling, scene work production projects that immerse students in the total theatre experience. This course furthers the exploration of theatre literature and theatre history. Attendance at after-school rehearsals and all performances is expected.			

Theatre Arts III – Proficient (Honors)**Course Code: 53175X0****Level: H****Credit: 1****Prerequisite: Audition/Theatre II**

This course provides advanced participation in Theatre. The student is expected to participate in performances and demonstrate serious classroom attitudes. Attendance at after-school rehearsals and all performances is expected. There is a fee for the purchasing of scripts and costumes for this class.

Theatre Arts IV – Advanced (Honors)**Course Code: 53185X0****Level: H****Credit: 1****Prerequisite: Audition/Theatre III**

This course provides advanced participation in theater. The student is expected to participate in performances and demonstrate serious classroom attitudes. Students will be required to perform memorized monologues and scenes. Attendance at after-school rehearsals and all performances is expected. There is a fee for the purchasing of scripts and costumes for this class.

Career and Technical Education

All Career-Technical programs in Wayne County Public Schools are offered without regard to race, creed, color, national origin, sex, disadvantage or handicap. Not all of the following courses are available at every high school. Refer to the “CTE Course Selections Available at Each High School” on pages 50 & 51 to determine course availability at your school.

See the Wayne County Public Schools Career Clusters for a complete list of all Career and Technical Education courses within each career cluster: located on pages 72 & 73.

Many of the CTE courses are offered as both Standard and Honors, especially the second level courses in each career cluster. Please see your Career Development Coordinator or school counselor to determine which CTE courses maybe offered as Honors at your school. Second level courses are indicated by a ♦.

Agricultural Education

Agriscience Applications**Course Code: AU102X0****Level: S****Credit: 1**

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Agricultural Mechanics I**Course Code: AS312X0****Level: S****Credit: 1**

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

Agricultural Mechanics II ♦**Course Code: AS322X0****Level: S****Credit: 1****Prerequisite: Agricultural Mechanics I**

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

Agricultural Mechanics II – Small Engines ♦**Course Code: AS332X0****Level: S****Credit: 1****Prerequisite: Agricultural Mechanics I**

This course is provided for the upper-level agricultural mechanics student who wishes to apply the basic knowledge of small engines acquired through on-line Briggs and Stratton training modules delivered by the agricultural education teacher in a shop setting. The course is intended to provide students with experiential learning opportunities as they perform “hands on” skills specified in the curriculum under the direct supervision of the agricultural teacher. This “learning to do” philosophy will enable students to understand curriculum content so that they may pass the Briggs and Stratton Competency Exam and receive certification from Briggs and Stratton. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Animal Science I**Course Code: AA212X0****Level: S****Credit: 1**

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

Animal Science II ♦**Course Code: AA222X0****Level: S****Credit: 1****Prerequisite: Animal Science I**

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, and global concerns in the industry, genetics, and breeding. English/language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Animal Science II – Small Animals ♦**Course Code: AA235X0****Level: H****Credit: 1****Prerequisite: Animal Science I**

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

Equine Science I**Course Code: AA312X0****Level: S****Credit: 1**

This course focuses on the basic scientific principles and processes related to equine physiology, breeding, nutrition, and care in preparation for a career in the equine industry. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Equine Science II ♦**Course Code: AA322X0****Level: S****Credit: 1****Prerequisite: Equine Science I**

The course focuses on more advanced applications of feeding, breeding, and management practices involved in the horse industry. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Horticulture I**Course Code: AP412X0****Level: S****Credit: 1**

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

Horticulture II ♦**Course Code: AP422X0****Level: S****Credit: 1****Prerequisite: Horticulture I**

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Horticulture II – Turfgrass Management ♦**Course Code: AP432X0****Level: S****Credit: 1****Prerequisite: Horticulture I**

This course provides hands-on instruction and emphasizes eight units of instruction including fundamentals of soils and pests, environmental issues related to turf management, landscape basics, lawn care and turf production, golf course management, sports turf and turf irrigation, turf equipment and maintenance, and human resources and financial management. Safety skills will be emphasized. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Agricultural Production I**Course Code: AU112X0****Level: S****Credit: 1**

This course focuses on the basic scientific principles and processes related to the production of plants and animals for the food and fiber systems. Topics of instruction include basic understanding of the livestock/poultry industry and its various components, career opportunities, soil science, crop science/agronomy, weed science, basic agricultural machinery and related industry careers, environmental stewardship, and leadership/personal development. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Agricultural Production II ♦**Course Code: AU122X0****Level: S****Credit: 1****Prerequisite: Agricultural Production I**

This course provides scientific knowledge and technical skills with heavy emphasis on topics including pesticide use and safety, herbicide use and safety, wildlife habitat concerns, irrigation, agricultural equipment technology and safety, global industry issues, career planning, and human resource development. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Advanced Studies**Course Code: CS952X0****Level: S****Credit: 1****Prerequisite: Two technical credits in one Career Cluster**

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 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Career and College Promise**Course Code: Various****Level: S****Credit: 1**

College and Career Promise provides a way for any North Carolina high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferrable to another North Carolina community college, to UNC System institutions, and many of the state's independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.

ARGICULTURAL CREDENTIALS THAT CAN BE EARNED

CTE Course	Credential
Agriscience Applications	NC Hunter Safety Education
Animal Science or Agricultural Production	NC Beef Quality Assurance
Animal Science or Agricultural Production	NC Pork Quality Assurance
Agricultural Mechanics II	OSHA 10-Hour General Industry (Agriculture) Certification
Ag. Mechanics II – Small Engines	Master Service Technician with Briggs and Stratton

Business, Finance, & Information Technology Education**Accounting I****Course Code: BA102X0****Level: S****Credit: 1**

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions; preparation, and interpretation of financial statements; accounting systems; banking and payroll activities; basic types of business ownership; and an accounting career orientation. Mathematics is reinforced and entrepreneurial experiences encouraged. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Accounting II – Honors ♦**Course Code: BA205X0****Level: H****Credit: 1****Prerequisite: Accounting I**

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting; corporate accounting; cost accounting and inventory control systems; managerial accounting and budgeting; and further enhancement of accounting skills. Mathematics is reinforced and entrepreneurial experiences encouraged. Work-based learning strategies appropriate

for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Personal Finance (BFIT)

Course Code: BF052X0

Level: S

Credit: 1

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English/language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Principles of Business and Finance (BFIT)

Course Code: BF102X0

Level: S

Credit: 1

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English/language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Microsoft Word and PowerPoint

Course Code: BM102X0

Level: S

Credit: 1

Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English/language arts and art are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Microsoft Excel

Course Code: BM202X0

Level: S

Credit: 1

NOTE: It is highly recommended that students take Microsoft Word and PowerPoint before taking this course.

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs. Expert-level candidates for the Excel exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program's features. They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial charts, amortization tables, and inventory schedules. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Multimedia and Webpage Design ♦

Course Code: BD102X0

Level: S

Credit: 1

Prerequisite: Microsoft Word and PowerPoint

This course focuses on desktop publishing, graphic image design, computer animation, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English/language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Business Law ♦

Course Code: BB302X0

Level: S

Credit: 1

Prerequisite: Principles of Business and Finance

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. English/language arts and social studies are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

e-Commerce I – Honors ♦

Course Code: BD125X0

Level: H

Credit: 1

Prerequisite: Multimedia and Webpage Design

This course is designed to help the student master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students learn through project-based applications as they plan, design, create, publish, maintain, and promote an e-commerce website. English/language arts and art

are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Computer Programming I

Course Code: BP102X0

Level: S

Credit: 1

This course 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 and entrepreneurial experiences encouraged.

Adobe Visual Design

Course Code: II312X0

Level: S

Credit: 1

This course is a project-based course that develops Information and Communications Technology (ICT), career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification. English/language arts is reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course.

Adobe Digital Design ♦

Course Code: II322X0

Level: S

Credit: 1

Prerequisite: Adobe Visual Design

This course is a project-based course that develops Information and Communications Technology (ICT), career, and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification. English/language arts is reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course.

Adobe Video Design ♦

Course Code: II332X0

Level: S

Credit: 1

Prerequisite: Adobe Visual Design

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English/language arts is reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course.

CTE Advanced Studies

Course Code: CS952X0

Level: S

Credit: 1

Prerequisite: Two technical credits in one Career Cluster

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 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Career and College Promise

Course Code: Various

Level: S

Credit: 1

College and Career Promise provides a way for any North Carolina high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferrable to another North Carolina community college, to UNC System institutions, and many of the state's independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.

BUSINESS AND FINANCE CREDENTIALS THAT CAN BE EARNED

CTE Course	Credential
Accounting I or II	Intuit Quickbooks Certified User
Personal Finance	EverFi (<i>financial literacy certification</i>)
Microsoft Word & PowerPoint	Microsoft Office Specialist Word AND PowerPoint (<i>2 certifications</i>)
Microsoft Excel	Microsoft Office Specialist Excel Core AND Excel Expert (<i>2 certifications</i>)
Adobe Visual Design	Adobe Illustrator, InDesign, AND Photoshop (<i>3 certifications</i>)
Adobe Digital Design	Adobe Dreamweaver Certification
Adobe Video Design	Adobe Premier Certification

Career Development Education

Career Management

Course Code: CC452X0

Level: S

Credit: 1

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

CAREER DEVELOPMENT CREDENTIAL THAT CAN BE EARNED

CTE Course	Credential
Career Management	Conover Workplace Readiness (Job Series)

Family and Consumer Sciences Education

Principles of Family and Human Services

Course Code: FC112X0

Level: S

Credit: 1

Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal well-being. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Parenting and Child Development

Course Code: FE602X0

Level: S

Credit: 1

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. English/language arts, art, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Apparel and Textile Production I

Course Code: FA312X0

Level: S

Credit: 1

In this course students are introduced to the apparel and textile industry in the areas of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, literacy, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Students will be required to complete several sewing projects during the duration of the course.*

Apparel and Textile Production II ♦

Course Code: FA322X0

Level: S

Credit: 1

Prerequisite: Apparel and Textile Production I

Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce and prepare a product for market. Students will also gain the entrepreneurial skills necessary for successful marketing and distribution of an apparel product. Art, literacy, mathematics, science, and social studies concepts are reinforced throughout. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Students will be required to complete several sewing projects during the duration of the course.*

Food and Nutrition I

Course Code: FN412X0

Level: S

Credit: 1

Prerequisite: Principles of Family and Human Services recommended

This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English/language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Food and Nutrition II ♦**Course Code: FN422X0****Level: S****Credit: 1****Prerequisite: Food and Nutrition I**

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

Interior Design I**Course Code: FI512X0****Level: S****Credit: 1**

This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on design thinking and utilization of the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English/language arts, mathematics, science, art, and technology are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Family, Career Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Interior Design II ♦**Course Code: FI522X0****Level: S****Credit: 1****Prerequisite: Interior Design I**

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Personal Finance (FACS)**Course Code: BF052X0****Level: S****Credit: 1**

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities and information, protect personal and family resources, and apply procedures for managing personal finances. English/language arts and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Advanced Studies**Course Code: CS952X0****Level: S****Credit: 1****Prerequisite: Two technical credits in one Career Cluster**

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 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Career and College Promise**Course Code: Various****Level: S****Credit: 1**

College and Career Promise provides a way for any North Carolina high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferrable to another North Carolina community college, to UNC System institutions, and many of the state's independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.

FAMILY AND CONSUMER SCIENCE CREDENTIALS THAT CAN BE EARNED

CTE Course	Credential
Food and Nutrition II	ServSafe Food Protection Managers Certification
Personal Finance	EverFi (<i>financial literacy certification</i>)

Health Science Education

Health Team Relations

Course Code: HU102X0

Level: S

Credit: 1

This course is designed to assist potential healthcare workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. English/language arts is reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

Biomedical Technology I

Course Code: HB112X0

Level: S

Credit: 1

This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English/language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning, and job shadowing. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as good preparation for this course.

Biomedical Technology II ♦

Course Code: HB122X0

Level: S

Credit: 1

Prerequisite: Biomedical Technology I

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English/language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning, and job shadowing. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as good preparation for this course.

Health Science I

Course Code: HU402X0

Level: S

Credit: 1

This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English/language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as preparation for this course.

Health Science II - Honors ♦

Course Code: HU425X0

Level: H

Credit: 1

Prerequisite: Health Science I

This course is designed to help students expand their understanding of financing and trends of healthcare 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 for healthcare professionals. English/language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Nursing Fundamentals – Honors

Course Code: HN435X0

Level: H

Credit: 2

Prerequisite: Health Science II

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaption 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. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Enrollment is limited to 10 students per North Carolina Board of Nursing (BON).**

CTE Advanced Studies

Course Code: CS952X0

Level: S

Credit: 1

Prerequisite: Two technical credits in one Career Cluster

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 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Career and College Promise

Course Code: Various

Level: S

Credit: 1

College and Career Promise provides a way for any North Carolina high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferrable to another North Carolina community college, to UNC System institutions, and many of the state's independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.

HEALTH SCIENCE CREDENTIALS THAT CAN BE EARNED

CTE Course	Credential
Health Science II	CPR/AED
Health Science II	First Aid
Health Science II or Biomedical Technology II	OSHA 10-Hour Industry (Healthcare) Certification
Nursing Fundamentals	CNA (NC Certified Nurse Aide I)

Marketing and Entrepreneurship Education

Marketing

Course Code: MM512X0

Level: S

Credit: 1

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Personal Finance (ME)

Course Code: BF052X0

Level: S

Credit: 1

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English/language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Principles of Business and Finance (ME)

Course Code: BF102X0

Level: S

Credit: 1

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English/language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Entrepreneurship I ♦

Course Code: ME112X0

Level: S

Credit: 1

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

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English/language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Entrepreneurship II - Honors ♦

Course Code: ME125X0

Level: H

Credit: 1

Prerequisite: Entrepreneurship I

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English/language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Sports and Entertainment Marketing I

Course Code: MH312X0

Level: S

Credit: 1

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

Sports and Entertainment Marketing II ♦	Course Code: MH322X0	Level: S	Credit: 1
Prerequisite: Sports and Entertainment Marketing I			
In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. English/language arts, mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.			
Hospitality and Tourism ♦	Course Code: MH422X0	Level: S	Credit: 1
Prerequisite: Marketing <u>or</u> Principles of Business & Finance <u>or</u> Sports and Entertainment Marketing I			
In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English/language arts, mathematics, social studies, and technology are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.			
Fashion Merchandising	Course Code: MI212X0	Level: S	Credit: 1
This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for the retail of fashion at the entry level of work or postsecondary education. English/language arts, mathematics, social studies, and technology are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.			
Marketing Applications ♦	Course Code: MA522X0	Level: S	Credit: 1
Prerequisite: Marketing <u>or</u> Fashion Merchandising			
In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services managements, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. English/language arts and social studies are reinforced. Work-based learning strategies appropriate includes cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.			
Strategic Marketing	Course Code: MU925X0	Level: S	Credit: 1
This fast-paced course challenges students by combining into one course the concepts taught in the Marketing and Marketing Applications courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. The Strategic Marketing course focuses on the impact of marketing on society, procedures used in buying behavior, procedures to manage marketing information, procedures to develop and manage products, pricing procedures, promotion, marketing channels, supply chain management, retail operations, and global marketing. English/language arts and mathematics are reinforced. Work-based learning strategies appropriate includes cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. DECA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.			
CTE Advanced Studies	Course Code: CS952X0	Level: S	Credit: 1
Prerequisite: Two technical credits in one Career Cluster			
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 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.			
CTE Career and College Promise	Course Code: Various	Level: S	Credit: 1
College and Career Promise provides a way for any North Carolina high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferrable to another North Carolina community college, to UNC System institutions, and many of the state's independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.			

MARKETING AND ENTREPRENEURSHIP CREDENTIALS THAT CAN BE EARNED

CTE Course	Credential
Personal Finance	EverFi (<i>financial literacy certification</i>)
Entrepreneurship I	Venture Entrepreneurial Expedition
Hospitality & Tourism	Certified Guest Services Professional

Technology Engineering & Design Education – Project Lead The Way

PLTW Introduction to Engineering Design – AP

Course Code: TP117X0

Level: AP

Credit: 1

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3-D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. English/language arts, mathematics, art, and science are reinforced. Work-based learning strategies appropriate for this course includes mentorship, school-based enterprise, service learning, and job shadowing. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *PLTW Introduction to Engineering Design offers the opportunity for college credit upon successful completion of the course and passing a standardized examination.*

PLTW Principles of Engineering – AP

Course Code: TP127X0

Level: AP

Credit: 1

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. English/language arts, mathematics, art, and science are reinforced. Work-based learning strategies appropriate for this course includes mentorship, school-based enterprise, service learning, and job shadowing. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *PLTW Principles of Engineering offers the opportunity for college credit upon successful completion of the course and passing a standardized examination.*

PLTW Digital Electronics – AP

Course Code: TP217X0

Level: AP

Credit: 1

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry. English/language arts, mathematics, art, and science are reinforced. Work-based learning strategies appropriate for this course includes mentorship, school-based enterprise, service learning, and job shadowing. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *PLTW Digital Electronics offers the opportunity for college credit upon successful completion of the course and passing a standardized examination.*

PLTW Civil Engineering and Architecture - AP ♦

Course Code: TP237X0

Level: AP

Credit: 1

Prerequisite: Pathway to Engineering (PTE) Foundation Courses

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software. English/language arts and art are reinforced. Work-based learning strategies appropriate for this course includes mentorship, school-based enterprise, service learning, and job shadowing. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *PLTW Civil Engineering and Architecture offers the opportunity for college credit upon successful completion of the course and passing a standardized examination.*

CTE Career and College Promise

Course Code: Various

Level: S

Credit: 1

College and Career Promise provides a way for any North Carolina high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferrable to another North Carolina community college, to UNC System institutions, and many of the state's independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.

Trade and Industrial Education

Automotive Service Fundamentals

Course Code: IT112X0

Level: S

Credit: 1

This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English/language arts is reinforced. Work-based learning strategies appropriate for this course includes job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. ***This course is certified under the NATEF (National Automotive Technician Education Foundation) MLR (Maintenance and Light Repair) standards.***

Automotive Service I

Course Code: IT162X0

Level: S

Credit: 1

Prerequisite: Automotive Service Fundamentals

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

Automotive Service II ♦

Course Code: IT172X0

Level: S

Credit: 1

Prerequisite: Automotive Service I

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

Automotive Service III

Course Code: IT182X0

Level: S

Credit: 1

Prerequisite: Automotive Service II

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

Diesel Engine Technology I – Diesel Academy

Course Code: IL502X02

Level: S

Credit: 1

This course provides a basic introduction to the fundamentals of diesel engine technology. Topics include basic safety rules and equipment, proper use of hand and power tools and precision measurement; identification of various diesel engine components; fasteners; basic diesel test equipment; principles of two and four stroke cycle engine operation; and diesel fuel, engine lubricating oils, and coolants. With a final DET I course grade of B or higher AND a grade of 78 or higher on the final course assessment provided by Johnston Community College, students may earn credit in Johnston Community College's Heavy Equipment Truck Technology (HEATT) program for the following courses: HET 118--Mechanical Orientation and HET 127--Shop Rules and Regulations.

Diesel Engine Technology II - Diesel Academy ♦

Course Code:

IL512X0A 1st Semester / IL512X0B 2nd Semester

Level: S

Credit: 2

Prerequisite: Diesel Engine Technology I

This course will introduce students to the fundamentals of engine components used in diesel engine technology. Topics include cylinder head components, piston and connecting rod assemblies, timing gears, cylinder blocks, crankshafts, bearings and seals. This course also introduces students to the disassembly and reassembly of diesel engine components. With a final DET II course grade of B or higher, a student may take the final program assessment provided by Johnston Community College at the end of DET III to earn additional credits in Johnston Community College Heavy Equipment Truck Technology (HEATT) program.

Diesel Engine Technology III - Diesel Academy

Course Code:

IL522X0A 1st Semester / IL522X0B 2nd Semester

Level: S

Credit: 2

Prerequisite: Diesel Engine Technology II

This course will introduce students to the fundamentals of support systems used in diesel engine technology. Topics include lubrication and cooling systems, air intake and exhaust systems, starting and charging systems, engine retarders, fuel system components, and governor. Students will also be introduced to the fundamentals of diesel engine tune up of Cummins, Detroit, and Caterpillar diesel engines and the diagnosis of engine problems and preparation for engine testing. With final DET II and DET III course grades of B or higher AND a grade of 78 or higher on the final program assessment provided by Johnston Community College, students may earn credit in Johnston Community College Heavy Equipment Truck Technology (HEATT) program for the following courses: HET 128—Med/Heavy Duty Tune-Up and HET 110—Diesel Engines.

Core and Sustainable Construction**Course Code: IC002X0****Level: S****Credit: 1**

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing blueprints, material handling, basic communication skills, 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. Work-based learning strategies appropriate for this course includes apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

Masonry I**Course Code: IC112X0****Level: S****Credit: 1****Prerequisite: Core and Sustainable Construction**

This course covers basic masonry terminology and develops technical aspects of the masonry industry with emphasis on the development of introductory skills to include the introduction to masonry, masonry tools and equipment, measurement, drawings and specifications, mortar procedures, and masonry units and installation techniques. English/language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course includes apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Masonry II ♦**Course Code: IC122X0****Level: S****Credit: 1****Prerequisite: Masonry I**

This course builds on skills mastered in Masonry I and provides an emphasis on residential plans and drawing interpretation, residential masonry, grout and other reinforcement processes, metalwork in masonry, and the introduction to weatherization. English/language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course includes apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Masonry III**Course Code: IC132X0****Level: S****Credit: 1****Prerequisite: Masonry II**

This course builds on skills mastered in Masonry II and provides an emphasis on advanced laying techniques, construction techniques and moisture control procedures, and construction, inspection and quality control processes. Introductory skills for the Crew Leader are also introduced in this course. English/language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course includes apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

Carpentry I**Course Code: IC212X0****Level: S****Credit: 1****Prerequisite: Core and Sustainable Construction**

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on the development of introductory skills to include orientation to the trade, building materials, fasteners, adhesives, hand and power tools, reading plans and elevations, introduction to concrete, reinforcing materials, forms, floor system construction procedures, wall and ceiling framing procedures, and basic stair layout. English/language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course includes apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Carpentry II ♦**Course Code: IC222X0****Level: S****Credit: 1****Prerequisite: Carpentry I**

This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, windows and exterior doors installation, exterior finishing, and the introduction to weatherization module. English/language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course includes apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Carpentry III**Course Code: IC232X0****Level: S****Credit: 1****Prerequisite: Carpentry II**

This course builds on skills mastered in Carpentry II and develops advanced technical aspects of carpentry with the emphasis on commercial drawing, cold-formed steel framing construction methods, drywall installations, drywall finishing procedures, doors and door hardware installation, and windows, door, floor and ceiling trim procedures. English/language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course includes apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Drafting I**Course Code: IC612X0****Level: S****Credit: 1**

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include sketching and computer assisted design (CAD) skills and techniques. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course includes apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Drafting II – Architectural ♦**Course Code: IC622X0****Level: S****Credit: 1****Prerequisite: Drafting I**

This course focuses on the principles, concepts of architectural design, and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3-D CAD tools in the design and execution of floor plans, foundation plans, wall sections, and elevation drawings. An understanding of 3-D CAD concepts and terms, and the use of 3-D CAD software such as REVIT, are essential to this course and the required method of producing finished drawings. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course includes apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Drafting III – Architectural – Honors**Course Code: IC635X0****Level: H****Credit: 1****Prerequisite: Drafting - Architectural II**

This course introduces students to advanced architectural design concepts, and Building Information Modeling (BIM). Emphasis is placed on the continued use of 3-D CAD tools and software such as REVIT, in the design and execution of site and foundation plans, electrical/lighting plans, stair/railing design, bath and kitchen details, multi-level floor systems, site development, renderings and walkthroughs, as well as small commercial building and design. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course includes apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Drafting II – Engineering – Honors ♦**Course Code: IV225X0****Level: H****Credit: 1****Prerequisite: Drafting I**

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3-D CAD concepts and terms, and the use of 3-D CAD software, such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include advanced levels of Engineering Drafting and Design, career opportunities, problem solving, manufacturing processes, Parametric-Solid Modeling, dimensioning and tolerancing, working drawings, and 3-D modeling. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course includes apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Drafting III – Engineering – Honors**Course Code: IV235X0****Level: H****Credit: 1****Prerequisite: Drafting II - Engineering**

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3-D CAD concepts and terms, and the use of 3-D CAD software, such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include advanced levels of Engineering Drafting and Design, employment requirements, engineering design concepts and principles, advanced manufacturing processes, advanced Parametric-Solid Modeling, geometric dimensioning and tolerancing, work drawings and assemblies, 3-D Modeling, sheet metal parts, and professional portfolio. English/language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course includes apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Adobe Visual Design**Course Code: II312X0****Level: S****Credit: 1**

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certifications. English/language arts is reinforced. Work-based learning strategies appropriate for this course includes job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Adobe Digital Design ♦**Course Code: II322X0****Level: S****Credit: 1****Prerequisite: Adobe Visual Design**

This course is a project-based course that develops ICT, career, and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification. English/language arts is reinforced. Work-based learning strategies appropriate for this course includes job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Adobe Video Design ♦**Course Code: II332X0****Level: S****Credit: 1****Prerequisite: Adobe Visual Design**

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English/language arts is reinforced. Work-based learning strategies appropriate for this course includes job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Public Safety I**Course Code: IP112X0****Level: S****Credit: 1**

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100, 200, 700, and 800 are also a part of this course. Additionally students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English/language arts is reinforced. Work-based learning strategies appropriate for this course includes job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Public Safety II ♦**Course Code: IP122X0****Level: S****Credit: 1****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 (CERT) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. Additionally, FEMA ICS300 Intermediate Incident Command System is covered in this course. English/language arts is reinforced. Work-based learning strategies appropriate for this course includes job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Emergency Medical Technology I**Course Code: IP212X0****Level: S****Credit: 1****Prerequisite: English II**

This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part one of a two course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English/language arts is reinforced. Work-based learning strategies appropriate for this course includes job shadowing.

Emergency Medical Technology II ♦**Course Code: IP222X0****Level: S****Credit: 1****Prerequisite: Emergency Medical Technology I and English III**

This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part two of a two course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English/language arts is reinforced. Work-based learning strategies appropriate for this course includes job shadowing.

Firefighter Technology I**Course Code: IP312X0****Level: S****Credit: 1**

This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Orientation and Safety; Health and Wellness; Fire Behavior; Personal Protective Equipment; Fire Hose, Streams, and Appliances; Portable Fire Extinguishers; Foam Fire Streams; and Emergency Medical Care. English/language arts is reinforced. Work-based learning strategies appropriate for this course includes job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Firefighter Technology II ♦**Course Code: IP322X0****Level: S****Credit: 1****Prerequisite: Firefighter Technology I**

This course covers additional NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Building Construction; Ropes; Alarms and Communications; Forcible Entry; Ladders; Ventilation; and Loss Control. English/language arts is reinforced. Work-based learning strategies appropriate for this course includes job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Firefighter Technology III**Course Code: IP332X0****Level: S****Credit: 1****Prerequisite: Firefighter Technology II**

This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Water Supplies; Sprinklers; Fire & Life Preparedness; Rescue; Mayday; and Safety & Survival. Work-based learning strategies appropriate for this course includes job shadowing and internship. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Law and Justice I**Course Code: IP412X0****Level: S****Credit: 1**

Students desiring to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' rights and officer responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Career planning and employment skills will be emphasized. English/language arts is reinforced.

Law and Justice II ♦**Course Code: IP422X0****Level: S****Credit: 1****Prerequisite: Law and Justice I**

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

Advanced Manufacturing I**Course Code: IM112X0****Level: S****Credit: 1**

This course is the first part of a two part sequence on the basic functional knowledge and skills needed in the advance manufacturing environment. This course covers introduction to manufacturing, safety, and quality and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers in NC and the USA as a fundamental certification needed by advance manufacturing production workers. Topics included in this course include 21st century skills, working in manufacturing, understanding customers' needs, communication strategies, how to develop and deliver training, manufacturing safety, personal protective equipment, fire and electrical safety, blueprint reading, basic measurement, precision tools, quality systems, corrective action process, and verification processes. English/language arts is reinforced.

Advanced Manufacturing II ♦**Course Code: IM122X0****Level: S****Credit: 1****Prerequisite: Advanced Manufacturing I**

This course is the second part of a two part sequence on the basic functional knowledge and skills needed in the advance manufacturing environment. This course covers manufacturing processes, production and maintenance, and is based upon the Manufacturing Skills Standards Council's (MSSC) Certified Production Technicians certification (CPT). CPT is recognized by manufacturers in NC and the USA as a fundamental certification needed by advanced manufacturing production workers. Topics included in this course are identifying customer needs, determining resources available for production process, equipment setup, setting team, production goals, perform and monitor the process to make a product, document the process and determine product shipping or distribution, and performing routine maintenance of electrical, pneumatic, hydraulic, and machine automation. English/language arts is reinforced.

Metals Manufacturing Technology I**Course Code: IM412X0****Level: S****Credit: 1**

This course introduces various processes and job opportunities in manufacturing with emphasis on machining metal parts. Topics include safety, math, measurement, blueprint reading, layout, bench work, sawing, drilling, turning, and milling. English/language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.

Metals Manufacturing Technology II ♦**Course Code: IM422X0****Level: S****Credit: 1****Prerequisite: Metals Manufacturing Technology I**

This course provides advanced instruction in manufacturing and introduces computer-assisted drafting/manufacturing and numerical control processes. Topics include safety, environmental protection, quality control, metallurgy, materials, layout, assembly, sawing, turning, milling, grinding, computer numerical control, computer-aided manufacturing, welding, and maintenance. English/language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.

CTE Advanced Studies**Course Code: CS952X0****Level: S****Credit: 1****Prerequisite: Two technical credits in one Career Cluster**

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 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Career and College Promise**Course Code: Various****Level: S****Credit: 1**

College and Career Promise provides a way for any North Carolina high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferrable to another North Carolina community college, to UNC System institutions, and many of the state's independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.

TRADE AND INDUSTRIAL CREDENTIALS THAT CAN BE EARNED

CTE Course	Credential
Core & Sustainable Construction	OSHA 10-Hour Construction Industry
Core & Sustainable Construction	NCCER Credential - Core & Sustainable <i>(9 modules)</i>
Carpentry I	NCCER Credential - Carpentry I <i>(8 modules)</i>
Carpentry II	NCCER Credential - Carpentry II <i>(6 modules)</i>
Carpentry III	NCCER Credential - Carpentry III <i>(6 modules)</i>
Masonry I	NCCER Credential - Masonry I <i>(5 modules)</i>
Masonry II	NCCER Credential - Masonry II <i>(5 modules)</i>
Masonry III	NCCER Credential - Masonry III <i>(3 modules)</i>
Drafting II & III – Engineering	Certified SolidWorks Associate (CSWA)
Adobe Visual Design	Adobe Illustrator, InDesign, and Photoshop <i>(3 certifications)</i>
Adobe Digital Design	Adobe Dreamweaver Certification
Adobe Video Design	Adobe Premier Certification
Public Safety I	National Incident Management System <i>(4 credentials)</i>
Public Safety II	Community Emergency Response Team (CERT)
Firefighter Technology I	NC Office of State Fire Marshal <i>(8 modules)</i>
Firefighter Technology II	NC Office of State Fire Marshal <i>(7 modules)</i>
Firefighter Technology III	NC Office of State Fire Marshal <i>(6 modules)</i>
Emergency Medical Technology I & II	EMT Basic Certification

CTE Course Selections Available at Each High School

CTE Course	CBA	EWHS	GHS	RWHS	SWHS	SCHS	WSE
Agriscience Applications	●	●		●	●	●	
Agricultural Mechanics I	●	●		●	●	●	
Agricultural Mechanics II	●	●		●	●	●	
Agricultural Mechanics - Small Engines						●	
Agricultural Production I						●	
Agricultural Production II						●	
Animal Science I	●			●	●		
Animal Science II	●			●	●		
Animal Science II - Small Animals					●		
Equine Science I				●	●		
Equine Science II				●	●		
Horticulture I	●	●		●	●	●	
Horticulture II	●	●		●	●	●	
Horticulture II - Turfgrass Management		●					
Accounting I	●	●					
Accounting II	●	●					
Microsoft Word and PowerPoint	●	●	●	●	●	●	
Microsoft Excel	●	●	●	●	●	●	
Multimedia and Webpage Design				●	●	●	
Personal Finance	●	●	●	●	●	●	
Principles of Business & Finance	●	●	●	●	●	●	
Business Law	●	●	●		●	●	
e-Commerce I					●		
Career Management	●	●	●	●	●	●	
Principles of Family and Human Services	●		●	●		●	
Parenting and Child Development	●	●	●	●	●	●	
Apparel and Textile Production I	●	●			●	●	
Apparel and Textile Production II	●	●			●	●	
Foods and Nutrition I	●	●	●	●	●	●	
Foods and Nutrition II	●	●	●	●	●	●	
Interior Design I	●	●	●			●	
Interior Design II	●	●	●			●	
Health Team Relations	●	●	●	●	●	●	
Biomedical Technology I		●	●	●		●	
Biomedical Technology II			●				
Health Science I	●	●	●	●	●	●	
Health Science II	●	●	●	●	●	●	
Nursing Fundamentals	●				●		
Marketing	●	●	●	●	●		
Fashion Merchandising	●	●	●	●	●		
Marketing Applications	●			●	●		
Strategic Marketing	●			●			
Hospitality and Tourism		●					

CTE Course	CBA	EWHS	GHS	RWHS	SWHS	SCHS	WSE
Sports and Entertainment Marketing I	●	●	●	●			
Sports and Entertainment Marketing II	●	●	●	●			
Entrepreneurship I	●	●		●			
PLTW - Introduction to Engineering Design	●						
PLTW - Principles of Engineering	●						
PLTW - Digital Electronics	●						
PLTW - Civil Engineering & Architecture	●						
Automotive Service Fundamentals	●	●			●		
Automotive Service I	●	●			●		
Automotive Service II	●	●			●		
Automotive Service III	●	●			●		
Diesel Engine Technology I					●		
Diesel Engine Technology II					●		
Diesel Engine Technology III					●		
Core and Sustainable Construction		●			●		
Carpentry I		●			●		
Carpentry II		●			●		
Carpentry III		●			●		
Masonry I					●		
Masonry II					●		
Masonry III					●		
Drafting I					●		●
Drafting II – Architecture					●		
Drafting III – Architecture					●		
Drafting II – Engineering							●
Drafting III – Engineering							●
Adobe Visual Design		●	●	●	●		●
Adobe Digital Design		●	●	●	●		●
Adobe Video Design			●				●
Public Safety I			●	●	●		
Public Safety II			●		●		
Firefighter Technology I			●				
Firefighter Technology II			●				
Firefighter Technology III			●				
Emergency Medical Technology I					●		
Emergency Medical Technology II					●		
Law and Justice I				●			
Law and Justice II				●			
Advanced Manufacturing I			●				
Advanced Manufacturing II			●				
Metals Manufacturing Technology I			●				
CTE Advanced Studies	●	●		●	●	●	●
CTE Career and College Promise	●	●	●	●	●	●	●

Career and Technical Education: Non-Discrimination Statement

Wayne County Public Schools offers a comprehensive Career and Technical Education program for students in middle and high schools. Courses are offered in Agricultural Education; Business, Finance, and Information Technology Education; Career Development Education; Family and Consumer Sciences Education; Health Science Education; Marketing and Entrepreneurship Education; Technology Engineering and Design Education; Public Safety; and Trade and Industrial Education. All programs may not be offered at each middle and high school.

The mission of Career and Technical Education programs in Wayne County Public Schools is to empower students for effective participation in a global economy as world-class workers and citizens.

Wayne County Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following persons, who can be reached at telephone number (919) 731-5900, have been designated to handle inquiries regarding the non-discrimination policies: Dr. Tim Harrell, Title IX (Sex Discrimination/Sexual Harassment); Gail Sasser, Section 504; Sonja Emerson, Handicapped; Dr. Yvette Mason, Title VI (Race/National Origin discrimination).

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of gender. Dr. Tim Harrell has been appointed to act as Title IX Coordinator and will hear cases dealing with Title IX regulations.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability(ies). Gail Sasser has been appointed Section 504 Coordinator and will hear cases dealing with Section 504 regulations.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of Race/National Origin. Dr. Yvette Mason has been appointed to act as Title VI (Race/National Origin discrimination) coordinator and will hear cases dealing with Title VI regulations.

This notice has been made with reference to Federal Register dated March 21, 1979, Volume 44, Number 56: Beverly Boltinhouse, Director of Career and Technical Education. The above named persons can be contacted at Wayne County Public Schools Central Office, 2001 East Royall Ave., Goldsboro, NC 27533 at (919) 731-5900.

Declaración de no discriminación: Aviso Público

Las escuelas Públicas del Condado de Wayne ofrecen un programa de Educación Vocacional y Técnica para los estudiantes de las escuelas intermedias y secundarias. Los cursos se ofrecen en la Educación Agrícola, Educación de Negocios, Finanzas y Tecnología, Educación del Desarrollo Profesional, Educación de la Familia y Ciencias del Consumidor, Ciencias de la Salud, Marketing y Educación Empresarial, Ingeniería de Tecnología y Diseño de Educación, Seguridad Pública, y Comercio y Educación Industrial. Podrá ser que todos los programas no se ofrecen en cada escuela intermedia y secundaria.

La misión del programa de Educación Vocacional y Técnica de las Escuelas Públicas del Condado de Wayne es que les autorice a los estudiantes a participar efectivamente en una economía global como trabajadores y ciudadanos de alta calidad.

Las escuelas públicas del Condado de Wayne no discriminan en base de raza, color, origen nacional, sexo, edad, o incapacidad en sus programas educativos o en sus actividades. Las siguientes personas, las cuales pueden ser contactados por teléfono al (919)731-5900, han sido designados para contestar preguntas sobre las políticas de no discriminación: Dr. Tim Harrell, (Discriminación Sexual/Persecución Sexual); Gail Sasser, Sección 504; Sonja Emerson, Personas con Desventajas; Dr. Yvette Mason. Título VI (Discriminación de Raza/Origen Nacional).

El Título IX de las Enmiendas en la Educación de 1972 prohíbe la discriminación en base a sexo. Dr. Tim Harrell ha sido seleccionado como coordinador del Título IX y escuchará los casos relacionados con el Título IX.

La Sección 504 del Acta de Rehabilitación de 1973 prohíbe la discriminación contra individuos con desventajas. Gail Sasser ha sido seleccionado como coordinador de la Sección 504 y escuchará casos relacionados con la Sección 504.

Título VI de la Ley de Derechos Civiles de 1964 prohíbe la discriminación sobre la base de la raza de origen / Nacional. Dr. Yvette Mason ha sido designado para actuar como el Título VI (Discriminación de Raza/Origen Nacional) coordinador y escuchará los casos relacionados con el Título VI del reglamento.

Esta notificación se ha hecho con referencia al Registro Federal del 21 de Marzo del 1979, Volumen 44, Número 56: Beverly Boltinhouse, Directora de Educación Vocacional y Técnica. Las personas mencionadas anteriormente pueden ser contactadas en las oficinas administrativas de las Escuelas Públicas del Condado de Wayne, Oficina Central, 2001 E. Royall Ave., Goldsboro, NC 27533 o llamando al teléfono (919) 731-5900.

Occupational Preparation

Preparation I

Course Code: 9240BX0

Credit: 1

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities (including preparation for completion of the 150 hours of required school-based training) including work ethic development, job-seeking skills, decision-making skills, and self-management. To address the requirement for 150 hours of school-based training, students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

Preparation II

Course Code: 9241BX0

Credit: 2

This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. Through these activities students will begin working on the required 225 hours of community-based training. Job seeking skills also will be refined.

Preparation III

Course Code: 9242BX0

Credit: 2

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. Through these activities students will complete the required 225 hours of community-based training. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Students may begin working on the 225 hours of competitive employment required for completion of the Occupational Course of Study. Multiple opportunities for leadership development and self-determination are provided. Preparation III – LAB will provide off-campus community training activities that are necessary for student to get course credit.

Preparation IV

Course Code: 9243BX0

Credit: 1

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 225 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also will develop a job placement portfolio that provides an educational and vocational record of their high school experience. Preparation IV – LAB will provide off-campus work experience that is necessary for student to get course credit.

Special Interest Classes

Not all of the following courses are available at every high school. Refer to your high school's course selection sheet to determine class availability.

Leadership Development & Mentoring

Course Code: 96102X06

Level: H

Credit: 1

This course is open to seniors through an application process. Students must have good attendance, good discipline record, and good references from a variety of sources. Students will be required to attend a retreat prior to the beginning of school and will continue to serve as mentors throughout the entire school year. This is a unique service learning opportunity designed to enhance character and leadership skills, including decision-making, problem solving, goal setting, teamwork, negotiation, refusal, group facilitation, giving and receiving feedback, active listening, time management, and self-assessment skills. Students will work to further realize their own potential for leadership and serve as mentors for incoming freshmen.

Library Studies/Educational Technologies I

Course Code: 96112X01

Level: S

Credit: 1

Prerequisite: Junior/Senior and Media Coordinator Approval

This specialized course allows the student to develop basic competencies in library/media services, basic telecommunication skills, and basic research skills. **There is limited enrollment, and instructor approval is required.**

Library Studies/Educational Technologies II

Course Code: 96112X02

Level: S

Credit: 1

Prerequisite: Library Studies I and Media Coordinator Approval

This specialized course allows the student to develop advanced competencies in library/media services and telecommunications/research skills. **There is limited enrollment, and instructor approval is required.**

NC Virtual Public School (Visit www.ncvps.org)

Course Code: 96102X04

Level: S, H, or AP

Credit: 1

These classes are taken over the internet and offered to students who are able to work independently, are extremely self-disciplined, and self-motivated. Heavy reading is involved. Students must have a basic knowledge of how to use a computer, word processing and PowerPoint. Students have a choice of Standard, Honors, and Advanced Placement level classes with subjects ranging in the area of Arts, Interdisciplinary Studies, Language Arts, Life Skills, Math, Science, Social Studies, and Technical Studies. VHS classes can be accessed 24 hours a day from school or home. See your school counselor for more information.

Unique Opportunities

Work-Based Learning

The following work-based learning experiences may be available at your school:

Field Trips – Career and Technical Education student organizations and some classes may visit industry sites to get a first-hand look at the world of work.

Shadowing – High school students are offered the opportunity to shadow employees at selected businesses in which they have an interest and may correlate with their studies. When returning to school students write an essay reflecting their impressions and the things they learned through their job shadowing experience. Shadowing is offered through the 4-H Youth in Government & Business Day during the winter (March) each year. For more information contact your school's Career Development Coordinator.

Cooperative Education – A Co-op program is offered in conjunction with several program areas: Agricultural Education, Business, Finance & Information Technology Education, Family and Consumer Sciences Education, Marketing and Entrepreneurship Education, and Trade and Industrial Education. Students enrolled in marketing courses work part-time in jobs related to marketing. These students receive credit for their work experience. For more information on Cooperative Education, contact the Marketing Coordinator at your school. Students must complete two hours of on-the-job training for each hour of classroom instruction in a given school year (work hours must be double class hours) to earn cooperative education credit. Students must also pass the classroom instruction component in order to receive credit for the cooperative education experience.

Internship – Internships may be available at your school. Internships are offered in Health Science Education. Seniors who have completed the sequence of courses and have qualified for the Nursing Fundamentals course are enrolled in a 3-hour course for one semester. After classroom training, these students travel to Wayne Memorial Hospital and work as interns four days per week. These students have hands-on experience with patients. This is an invaluable experience for students who may be seeking a medical career. For more information about this specific program, you may contact the school counselor or Career Development Coordinator at your school.

Apprenticeship – This program works best when the student enters the program in their junior year. The student begins to work for a private employer and works full-time during the summer and part-time during their junior and/or senior year. This program is for students interested in a career in the industry in which he/she apprentices. This is not merely a part-time job. Apprenticeship programs currently available include Agriculture, Business, Finance & Information Technology, Family and Consumer Sciences, Health Science, Marketing & Entrepreneurship, Technology, Engineering & Design, and Trade & Industrial.

Wayne School of Engineering at Goldsboro High School

Wayne School of Engineering is located on the campus of Goldsboro High School and now serves grades 6-13. Wayne School of Engineering is an autonomous school within a school, and students from throughout Wayne County have the opportunity to receive a personalized education with a focus on Science, Technology, Engineering, and Mathematics (STEM). With an instructional focus on project-based and inquiry learning, students actively engage in the curriculum. Students who possess high academic and appropriate behavioral standards also have the opportunity to obtain college credit with the possibility of completing a two year associate's degree.

Wayne School of Engineering's purpose is:

- To create college ready students.
- To successfully transition students to high school and post-secondary education.
- To offer an engaging, relevant curriculum.
- To offer students work-based opportunities through internships and/or job shadowing.
- To offer a personalized educational experience.
- To ensure students are ready for the 21st Century.

The instructional strategies employed by teachers allow students to receive more interactive, hands-on focus in all curricular areas. Students take a prescribed curriculum which allows for academic and social development that will ultimately help lead to successful college level work. As the students' progress academically, more educational options become available. Middle school athletics are available and high school students have the opportunity to participate in athletics through Goldsboro High School.

The application process is for current 5th grade students only. Applications can be printed from the school's website by going to waynecountyschools.org and choosing Wayne School of Engineering under the Schools drop down menu. For more information contact Principal Gary Hales at (919) 734-0070 or e-mail garyhales@wcps.org.

Wayne Early/Middle College High School

Wayne Early/Middle College High School is a Wayne County Public school located on the campus of Wayne Community College and is part of the network of NC Cooperative Innovative High Schools. This is an innovative high school that is academically rigorous, focused and flexible. As a Cooperative Innovative High School, there is a partnership between the high school and the community college. WEMCHS focuses on student support, teaching and learning through collaboration, and building effective relationships. Wayne Early/Middle was formed for the purpose of creating a small, personalized and academically rigorous high school experience. Students at WEMCHS complete North Carolina graduation requirements and have the opportunity to graduate from high school with an Associate Degree over a 4-5 year period. Presently WEMCHS:

- ◆ Serves a student population that is representative of the student population in Wayne County with an emphasis on first generation college students.
- ◆ Offers all students an academically rigorous, university-prep curriculum that will ensure that every student graduates ready for college, work and citizenship.
- ◆ Offers all students the opportunity to work closely with their teachers and counselor during their time at the school.
- ◆ Encourages and supports students to complete as much college coursework as possible during their high school career, at no cost to the student.
- ◆ Ensures that all students are well-versed in 21st Century workplace skills including the ability to work in teams, to communicate both orally and through writing, and to analyze and solve problems.

Students are accepted through a lottery process in the spring of each year except under certain unusual circumstances. Students may only enter as ninth graders. Contact Kerri Loury (School Counselor) at 739-7072 for more information.

Wayne Middle/High Academy

Wayne Middle/High Academy opened on July 1, 2009, as a result of the merger of Belfast and Southern Academy. The primary goal of Wayne Middle/High Academy is to provide an alternative education for students in grades 6-12, who have been referred from a traditional school setting. Students at Wayne Middle/High Academy enjoy smaller class sizes, individualized attention, and opportunities for distance learning. In addition to academics, Wayne Middle/High Academy focuses on increasing student attendance and character education. The staff at Wayne Middle/High Academy are committed to student achievement, as well as parent and community involvement.

High School Career Academies

An academy features the “school within a school” concept where students take a sequence of courses together. Academies will be articulated with North Carolina community colleges. They will be designed to integrate academic and technical curricula around a central theme actively involving related local employers. Academies to be considered include, but are not limited to, Health Science Academy, Business and Finance Academy, Engineering Academy, Biotechnology Academy, Diesel Academy, Public Safety Academy, Adobe Academy, and Construction Academy. Not all academies are available at all high schools.

North Carolina Virtual Public School

The purpose of the North Carolina Virtual Public School (NCVPS) is to provide courses that students are unable to take at their local schools or courses that augment a student's program of study. All courses will be taught by teachers certified to teach that subject in North Carolina. Once the on-line course is completed the student receives credit on his or her school transcript. A catalog of available NCVPS courses for Fall 2019 will be posted at www.ncvps.org as soon as the course list is available (usually early May). Students interested in taking one or more NCVPS courses, should meet with their counselor to determine eligibility.

Wayne Community College Basic Skills Programs

(Adult High School and GED)

The following policies are in effect for the Basic Skills (Adult High School and GED) program at Wayne Community College:

- ◆ Each 16 and 17 year old student, along with a parent or guardian must meet with the Basic Skills Admissions Coordinator before entering the Basic Skills program.
- ◆ There is not a six month waiting period before entering the Basic Skills program; although,
- ◆ A student suspended for one of the listed offenses must wait one year from the time of suspension before applying for admission into the Basic Skills program. At the time of application, the student must appear before the Wayne Community College High School Admissions Committee – Drugs, Weapons, Fighting or other.
- ◆ A student release form and a student discipline form must be completed by your school in order for a student to be admitted to the Basic Skills program.
- ◆ When a student transfers from an alternative school, a discipline form should be completed by the alternative school as well as by the previous school.
- ◆ Applicants must speak with the Basic Skills Admissions Coordinator regarding admission policies.
- ◆ To enter the Adult High School (AHS) program, a student must transfer a minimum of 10 courses, of which five are core courses.
- ◆ All AHS and GED candidates must score at a 9th grade level on placement test.

Wayne Community College - Career and College Promise/Jumpstart

Career and College Promise is a concurrent enrollment program between Wayne County Public Schools and Wayne Community College that will allow eligible juniors and seniors to earn college level credits tuition-free. **Qualified juniors and seniors may select courses from the College Transfer Pathways or Career Technical Education Pathways. The College Transfer Pathways are located within this Registration Catalog on pages 57 - 61, and the Career and Technical Education Pathways are located on page 62.**

Student qualifications for the College Transfer Program include:

- ◆ Be a high school junior or senior
- ◆ Cumulative average of 3.0 and demonstration of college readiness in English, Reading and Mathematics
- ◆ Good discipline record

Student qualifications for Vocational/Technical areas include:

- ◆ Cumulative average of 3.0 or have the recommendation of the high school principal or his/her designee
- ◆ Be a high school junior or senior
- ◆ Good discipline record

All participants must provide their own transportation to the Wayne Community College campus. Failure in any course at your high school or Wayne Community College may jeopardize participation within the program. Participants must adhere to all regulations, including attendance at both institutions. Wayne County Public School students do not pay tuition (tuition-free); however, students are responsible for the purchase of textbooks, as well as the Student Activity Fee.

Application Procedure: Students interested in participating in this dual enrollment opportunity should contact their school counselor for application procedures.

Students are required to develop a schedule for the academic year. Students must bring a copy of their Wayne Community College schedule to the Guidance Office at the beginning of each semester. Participants are not to drop WCC classes without permission from their high school counselor. Students who withdraw, drop, or fail to attend a college course will be placed in a course at their high school.

Students will receive AP level high school credit for college transfer courses and standard level high school credit for other courses completed at Wayne Community College. Grades will be calculated in the high school GPA at the end of each semester. Public/state supported colleges and universities will accept credit from Wayne Community for college transfer courses. The Wayne County Public Schools policy regarding transfer grades will be followed to convert Wayne Community College letter grades to numerical grades. Contact your high school counselor for more information.

College Courses Less Than 3 Semester Hours Credit: The State Board of Education's Course for Credit policy states that college and university courses of one and two credit hours will not receive high school dual credit. Community college courses, with less than 3 semester hours credit, can be combined to award high school credit if the courses are within the same subject area and taken in the same academic year. Students must pass both of the combined courses to receive high school credit. The course grade will be an average of the grades earned in the combined courses. ***A list of Career and College Promise courses carrying less than 3 semester hours credit is located on page 63.***

Career & College Promise College Transfer Pathways

The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer as well as provide entry-level job skills.

To be eligible for enrollment in a College Transfer Pathway, students must meet ALL of the following criteria:

1. Be a high school junior or senior.
2. Have a weighted GPA of 3.0 or higher on high school courses.
3. Demonstrate college readiness in the areas of English, Reading, and Mathematics. (see chart below)

Assessment	Minimum English Score	Minimum Reading Score	Minimum Mathematics Score
PLAN	15	18	19
PSAT	45	47	47
PSAT10 and PSAT/NMSQT	26 or a composite of 460 for Evidence-Based Reading and Writing	26 or a composite of 460 for Evidence-Based Reading and Writing	24.5
PreACT	18	22	22
ACT	18	22	22
SAT (Before March 2016)	500	500	500
SAT (After March 2016)	480 (Evidence-Based Reading & Writing)		530
Asset (NCCCS Cut Score)	41 (Writing)	41	41 (Numerical Skills) & 41 (Int. Algebra)
COMPASS (NCCCS Cut Score)	70 (Writing)	81	47 (Pre-Algebra) & 66 (Algebra)
Accuplacer (NCCCS Cut Score)	86 (Sentence Skills)	80	55 (Arithmetic) & 75 (Elem. Algebra)
NC DAP (NCCCS Cut Score)	Composite score of 151 or higher		7 on each assessment for DMA 010 thru 060

Students who meet the above guidelines may enroll in one of the following College Transfer Pathways at Wayne Community College. (Associate in Arts, Science, Engineering, or Nursing)

Section 3.1.4 of NC State Board of Education Policy states:

College courses (“dual enrollment”) - Course content, pace and academic rigor are, by definition, college-level for these courses. College courses, which may be delivered by a community college, public university or private college or university, provide credit toward a high school diploma and may satisfy a graduation requirement or provide an elective course credit. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer Course List, and for courses taught at four-year universities and colleges. ***The entire SBE Policy GCS-L-004 (3.1.4) can be accessed at:***

https://stateboard.ncpublicschools.gov/policy-manual/Graduation-Related-Policies/copy_of_electronically-generated-high-school-transcript-standards

Based on the SBE policy, any course on the Transfer Course List will receive +1 quality points. Beginning with the freshman class entering 2015-16, this translates to an equivalent weight of an AP course. All other CCP courses will receive a standard-level weight on the HS transcript. For students entering 9th grade prior to 2015-16, the courses on the list still receive +1 quality point but carries the weight of an honors course instead. ***The Comprehensive Articulation Agreement Transfer Course List can be accessed at:***

https://www.ncccommunitycolleges.edu/sites/default/files/basic-pages/academic-programs/attachments/transfer_course_list_appendixg_2018v4.pdf

College Transfer Pathway – Leading to the Associate in Arts

The CCP College Transfer Pathway Leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

GENERAL EDUCATION (31-32 SHC)

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) of the Comprehensive Articulation Agreement.

English Composition (6 SHC)

The following two English composition courses are required:

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Select three courses from the following with at least two different disciplines: (9 SHC)

Communications

COM 231	Public Speaking	(3 SHC)
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Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (9 SHC)

Select three courses from the following with at least two different disciplines:

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Mathematics (3-4 SHC)

Select one course from the following:

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Precalculus Algebra	(4 SHC)

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

AST 111	Descriptive Astronomy	(3 SHC)	and	AST 111A	Descriptive Astronomy Lab	(1 SHC)
AST 151	General Astronomy I	(3 SHC)	and	AST 151A	General Astronomy Lab I	(1 SHC)
BIO 110	Principles of Biology	(4 SHC)				
BIO 111	General Biology I	(4 SHC)				
CHM 151	General Chemistry I	(4 SHC)				
GEL 111	Introductory Geology	(4 SHC)				
PHY 110	Conceptual Physics	(3 SHC)	and	PHY 110A	Conceptual Physics Lab	(1 SHC)

Total General Education Hours Required: 31-32

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)
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Total Semester Hours Credit (SHC) in Pathway: 32-33

College Transfer Pathway – Leading to the Associate in Science

The CCP College Transfer Pathway Leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

GENERAL EDUCATION (34 SHC)

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

English Composition (6 SHC)

The following two English composition courses are required:

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Select two courses from the following with at least two different disciplines: (6 SHC)

Communications

COM 231	Public Speaking	(3 SHC)
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Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (6 SHC)

Select two courses from the following with at least two different disciplines:

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Mathematics (8 SHC)

Select two courses from the following:

MAT 171	Precalculus Algebra	(4 SHC)
MAT 172	Precalculus Trigonometry	(4 SHC)
MAT 263	Brief Calculus	(4 SHC)
MAT 271	Calculus I	(4 SHC)

Natural Sciences (8 SHC)

Select 8 SHC from the following course(s):

AST 151	General Astronomy I	(3 SHC)	and	AST 151A	General Astronomy Lab I	(1 SHC)
BIO 110	Principles of Biology	(4 SHC)				
BIO 111	General Biology I	(4 SHC)	and	BIO 112	General Biology II	(4 SHC)
CHM 151	General Chemistry I	(4 SHC)	and	CHM 152	General Chemistry II	(4 SHC)
GEL 111	Introductory Geology	(4 SHC)				
PHY 110	Conceptual Physics	(3 SHC)	and	PHY 110A	Conceptual Physics Lab	(1 SHC)
PHY 151	College Physics I	(4 SHC)	and	PHY 152	College Physics II	(4 SHC)
PHY 251	General Physics I	(4 SHC)	and	PHY 252	General Physics II	(4 SHC)

Total General Education Hours Required: 34

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)
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Total Semester Hours Credit (SHC) in Pathway: 35

College Transfer Pathway – Leading to the Associate in Engineering

The CCP College Transfer Pathway Leading to the Associate in Engineering is designed for high school juniors and seniors who wish to begin study toward the Associate in Engineering degree and a baccalaureate degree in a STEM or technical major.

GENERAL EDUCATION (28 SHC)

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

English Composition (6 SHC)

The following two English composition courses are required:

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Humanities/Fine Arts/Communications (3 SHC)

Select one course from the following:

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
COM 231	Public Speaking	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (3 SHC)

The following course is required:

ECO 251	Principles of Microeconomics	(3 SHC)
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Mathematics (8 SHC)

The following courses are required:

MAT 271	Calculus I	(4 SHC)
MAT 272	Calculus II	(4 SHC)

**Calculus I is the lowest math course that will be accepted by the engineering programs for transfer as a math credit. Students who are not calculus-ready will need to take additional math courses.*

Natural Sciences (8 SHC)

Select 8 SHC from the following courses:

CHM 151	General Chemistry I	(4 SHC)
PHY 251	General Physics I	(4 SHC)
PHY 252	General Physics II	(4 SHC)

Total General Education Hours Required: 28

Other Required Hours (5 SHC)

The following courses are required:

EGR 150	Introduction to Engineering	(2 SHC)
DFT 170	Engineering Graphics	(3 SHC)

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)
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Total Semester Hours Credit (SHC) in Pathway: 34

College Transfer Pathway – Leading to the Associate Degree Nursing (ADN)

The Career and College Promise (CCP) ADN Pathway is designed for high school juniors and seniors who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. The Pathway is based on Block 1 of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs* which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015.

A student who completes an Associate in Applied Science (AAS) in Nursing, which includes the courses listed below, with a GPA of at least 2.0 and a grade of C or better and completes the courses in Blocks 2-3 of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs* with a GPA of at least 2.0 and a grade of C or better, and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

GENERAL EDUCATION (23 SHC)

These courses are contained in Block 1 of the Five Block Degree Plan located within the RN to BSN Articulation Agreement.

English Composition (6 SHC)

The following English composition course is required:

ENG 111	Writing & Inquiry	(3 SHC)
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Select one course from the following (3 SHC):

ENG 112	Writing/Research in the Disciplines	(3 SHC)
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ENG 114	Prof Research & Reporting	(3 SHC)
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Humanities/Fine Arts (3 SHC)

Select one course from the following (3 SHC):

ART 111	Art Appreciation	(3 SHC)
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ART 114	Art History Survey I	(3 SHC)
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ART 115	Art History Survey II	(3 SHC)
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MUS 110	Music Appreciation	(3 SHC)
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MUS 112	Introduction to Jazz	(3 SHC)
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PHI 215	Philosophical Issues	(3 SHC)
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PHI 240	Introduction to Ethics	(3 SHC)
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HUM 115	Critical Thinking	(3 SHC)
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Social/Behavioral Sciences (6 SHC)

The following courses are required:

PSY 150	General Psychology	(3 SHC)
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PSY 241	Developmental Psychology	(3 SHC)
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Natural Sciences (8 SHC)

BIO 168	Anatomy and Physiology I	(4 SHC)	AND
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BIO 169	Anatomy and Physiology II	(4 SHC)
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Total General Education Hours Required: 23

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)
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Total Semester Hours Credit (SHC) in Pathway: 24

Career & College Promise

Career and Technical Education Pathways

To be eligible for enrollment in a Career Technical Education Pathway, high school students must meet ALL of the following criteria:

1. Be a high school junior or senior.
2. Have a weighted GPA of 3.0 or higher on high school courses OR have the recommendation of the high school principal or his/her designee.
3. Have received career pathway information outlining program requirements for completion of the certificate or diploma.

Agriculture and Natural Resources	Industrial Technology
Agribusiness Technology Applied Animal Science Technology Sustainable Agriculture Turfgrass Management Technology Forest Management Technology	Air Conditioning, Heating, Refrigeration/Comfort Cooling Air Conditioning, Heating, Refrigeration/Heat Pump Air Conditioning, Heating, Refrigeration/Heating Computer-Integrated Machining/CNC Programming Welding Technology Welding - MIG Welding - Stick Welding - TIG
Business	Information Technology
Business Administration Accounting and Finance/Bookkeeping	Simulation and Game Development Level Design for Simulation and Game Development Mobile Game Development Modeling and Animation Production for Simulation and Game Development Programming for Simulation and Game Development Systems and Hardware Support Systems Support
Early Childhood	Medical and Office Administration
Early Childhood Education Infant/Toddler	Medical Office Administration/Medical Insurance Medical Office Administration/Medical Scribe Office Administration
Emergency Management	Public Safety
Public Safety Law Enforcement Management Fire Service Management EMS Management	Criminal Justice Criminal Justice/Forensic Science
Engineering and Manufacturing	Transportation
Industrial Systems Technology Industrial Systems – Industrial Automation Industrial Systems – Mechanical Systems Mechatronics Engineering Technology Mechanical Engineering/Engineering Technology Business Administration/Operations Management	Collision Repair and Refinishing Technology Transportation Technology

College Courses Less Than 3 Semester Hours

Community college courses less than 3 semester hours credit do not receive high school dual credit. Courses that are on the Comprehensive Articulation Agreement (accepted for transfer between the NC Community College System and the University of North Carolina) with less than 3 semester hours credit can be found at:

https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.nc-sis.org%2FDocuments%2Fcourse_information%2FCAA_less_than_3_sem_hour_courses.xlsx

These courses may be combined in order to receive high school credit as long as the subject area of the courses are the same (course prefix is the same) and the courses are taken within the same academic school year.

In addition, the courses listed below are part of the College Transfer Pathway or Career and Technical Education Pathway with less than 3 semester hours offered at Wayne Community College. In order to receive high school credit, they must be combined with another course in the same program area. When signing up for CCP courses at Wayne Community College, the WCC Staff will assist the high school student with combining courses if any of the courses are less than 3 semester hours.

Course Name	College Credit Hours	High School Credits
ACA 111 College Student Success	1	0
ACA 122 College Transfer Success	1	0
ACC 140 Payroll Accounting	2	0
ACC 150 Accounting Software Applications	2	0
AGR 111 Basic Farm Maintenance	2	0
AHR 172 Heat Pump Lab	1	0
AST 111A Descriptive Astronomy Lab	1	0
CJC 120 Interviews/Interrogations	2	0
DFT 111 Technical Drafting I	2	0
EGR 150 Introduction to Engineering	2	0
ELC 125 Diagrams and Schematics	2	0
ELC 127 Software for Technician	2	0
FOR 161 Safety & Woodmanship	2	0
ISC 112 Industrial Safety	2	0
MAC 121 Introduction to CNC	2	0
MEC 110 Intro to CAD/CAM	2	0
MED 110 Orientation to Medical Assisting	1	0
MED 118 Medical Law and Ethics	2	0
MNT 240 Industrial Equipment Troubleshooting	2	0
OST 132 Keyboard Skill Building	2	0
TRN 110 Introduction to Transportation Technology	2	0
TRN 170 PC Skills for Transportation	2	0
WLD 112 Basic Welding Processes	2	0

North Carolina Mathematics Graduation Requirements

Options Charts

According to the [State Graduation Requirement Policy](#), students earn four mathematics credits which shall be either:

- a. NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans
- b. In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart. Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.

The following charts (pages 65 - 69) are provided to identify the courses that are options to fulfill the mathematics graduation requirement and that align with the student's post high school plan. The charts include options for students who seek:

1. Admission into a UNC System Institution or meet the NC Community College System's Multiple Measure Policy
2. Admission into a Community College or Technical School
3. Enter directly into a Career after High School
4. Principal Exemption from the Future Ready Core Graduation Requirements

Guidance is also provided for students who are:

- Identified as Learning Disabled in Math
- Following the Occupational Course of Study

North Carolina Mathematics Graduation Requirements

Options Charts

1. Admission into a UNC System Institution or meet the NC Community College System's Multiple Measure Policy <i>For admission into universities and colleges outside of the UNC System Institution, please check with that institution's admissions office for requirements and recommendations.</i>		
Students must earn credit for: <ul style="list-style-type: none"> • 2109 – NC Math 1 • 2209 – NC Math 2 • 2309 – NC Math 3 And <u>1</u> credit from the following:		
NC SCOS – 4 th Level Math Courses	Community College Courses	AP, IB, and Cambridge Courses
<ul style="list-style-type: none"> • 2400 – Adv Functions and Modeling • 2401 – Discrete Mathematics • 2402 – Integrated Math IV • 2403 – Pre-Calculus 	<ul style="list-style-type: none"> • 2C01 – MAT 143 – Quantitative Literacy • 2C02 – MAT 152 – Statistical Methods I • 2C03 – CCP – MAT 171 – Precalculus Algebra • 2C04 – CCP – MAT 172 – Precalculus Trigonometry • 2C05 – MAT 263 – Brief Calculus • 2C06 – CCP – MAT 271 – Calculus I • 2C07 – MAT 272 – Calculus II • 2C11 – MAT 252 – Statistics II • 2C12 – MAT 273 – Calculus III • 2C13 – MAT 280 – Linear Algebra • 2C14 – MAT 285 – Differential Equations • 2C20 – MAT 167 – Discrete Math 	<ul style="list-style-type: none"> • 2A00 – AP Calculus AB • 2A01 – AP Calculus BC • 2A03 – AP Statistics • 2I028 – IB Mathematical Studies SL • 2I038 – IB Mathematics SL • 2I048 – IB Mathematics HL • 2I058 – IB Further Math HL • 2V008 – CIE Mathematics AS • 2V018 – CIE Mathematics A • 2V028 – CIE Mathematics & Mechanics AS • 2V038 – CIE Mathematics & Mechanics A • 2V048 – CIE Mathematics & Probability/Statistics AS • 2V058 – CIE Mathematics & Probability/Statistics A
The following courses meet the NC Community College System's Multiple Measures Policy but does <u>not</u> meet the UNC System's minimum course requirements for mathematics: <ul style="list-style-type: none"> • 2406 – AMTEM-Mindset • 21008 – IB Computer Science SL • 21018 – IB Computer Science HL For more information, see the NC Community College System's Multiple Measures Policy .		
The following courses meet the UNC System's minimum course requirements for mathematics but does <u>not</u> meet the NC Community College System's Multiple Measure Policy. <ul style="list-style-type: none"> • 2C15 – MAT 141 – Mathematical Concepts I • 2C16 – MAT 142 – Mathematical Concepts II For more information about the UNC System's Minimum Course Requirements for admission, see the Minimum Course Requirements .		
The following course may <u>not</u> meet the UNC System's minimum course requirements for mathematics at all of its member institutions. Check with the admissions office at the intended college/university for acceptance. This course does meet the NC Community College System's Multiple Measure Policy. <ul style="list-style-type: none"> • 2408 – Essentials for College Math (SREB READY) 		

North Carolina Mathematics Graduation Requirements

Options Charts

2. Admission into a Community College or Technical School <i>These options below do not meet the Multiple Measures Policy for the NC Community College System. Students who use this option will be required to complete math placement testing prior to enrolling in community college math courses.</i> <i>The CTE options listed below will count as a CTE credit and will fulfill the mathematics requirement for graduation.</i> <i>Students may also earn a credit in a 4th Level Math Course, Community College Math Course, or an AP and IB Course that is listed in the Admission into a UNC System Institution Chart.</i>	
Students must earn credit for: <ul style="list-style-type: none"> • 2109 – NC Math 1 • 2209 – NC Math 2 • 2309 – NC Math 3 And 1 credit from the following:	
AP and IB Courses	CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation
<ul style="list-style-type: none"> • 0A02 – AP Computer Science Principles (CTE Credit) • 2A02 – AP Computer Science • 21008 – IB Computer Science SL • 21018 – IB Computer Science HL 	<ul style="list-style-type: none"> • BP20 – SAS I AND BP22 – SAS II • BF05 – Personal Finance AND ME11 – Entrepreneurship I • IM31 – Electronics I AND IM32 – Electronics II • IC11 – Masonry I AND IC12 – Masonry II • FH20 – Introduction to Culinary Arts & Hospitality AND FH21 – Culinary Arts & Hospitality I • TS31 – Game Art and Design AND TS32 – Advanced Game Art and Design • IC41 – Electrical Trades I AND IC42 – Electrical Trades II • TS21 – Scientific & Technical Visualization I AND TS22 – Scientific & Technical Visualization II • FH20 – Introduction to Culinary Arts & Hospitality AND FH71 – ProStart I • IC22 – Carpentry II AND IC23 – Carpentry III
CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation	
<ul style="list-style-type: none"> • BA10 – Accounting I • BA20 – Accounting II • BF10 – Principles of Business and Finance • IV22 – Drafting II Engineering • IC21 – Carpentry I • IC61 – Drafting I • IC62 – Drafting II Architectural • IM41 – Metals Manufacturing Technology I • IM42 – Metals Manufacturing Technology II • TP11 – PLTW Introduction to Engineering Design • TP12 – PLTW Principles of Engineering • TP21 – PLTW Digital Electronics • TP22 – PLTW Computer Integrated Manufacturing • TP23 – PLTW Civil Engineering and Architecture • TP25 – PLTW Aerospace Engineering • TP27 – PLTW Environmental Sustainability • TP31 – PLTW Engineering Design and Development • FA31 – Apparel & Textile Production I • FA32 – Apparel & Textile Production II • FI51 – Interior Design I • FI52 – Interior Design II • FH22 – Culinary Arts and Hospitality II • FH72 – ProStart II • TE21 – Principles of Technology I • TE22 – Principles of Technology II • BP10 – Computer Programming I • BP12 – Computer Programming II 	

North Carolina Mathematics Graduation Requirements

Options Charts

3. Enter directly into a Career after High School

These options below do not meet the Multiple Measures Policy for the NC Community College System. Students who use this option will be required to complete math placement testing prior to enrolling in community college math courses.

Students may also earn a credit in a 4th Level Math Course, Community College Math Course, or an AP and IB Course that is listed in the Admission into a UNC System Institution Chart.

Students must earn credit for:

- **2109 – NC Math 1**
- **2209 – NC Math 2**
- **2309 – NC Math 3**

And 1 credit from the following:

AP and IB Courses	CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation	CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation
<ul style="list-style-type: none"> • 0A02 – AP Computer Science Principles (CTE Credit) • 2A02 – AP Computer Science • 21008 – IB Computer Science SL • 21018 – IB Computer Science HL 	<ul style="list-style-type: none"> • 0A02 – AP Computer Science Principles • 2A02 – AP Computer Science • BA10 – Accounting I • BA20 – Accounting II • BF10 – Principles of Business and Finance • IV22 – Drafting II Engineering • IC21 – Carpentry I • IC61 – Drafting I • IC62 – Drafting II Architectural • IM41 – Metals Manufacturing Technology I • IM42 – Metals Manufacturing Technology II • TP11 – PLTW Introduction to Engineering Design • TP12 – PLTW Principles of Engineering • TP21 – PLTW Digital Electronics • TP22 – PLTW Computer Integrated Manufacturing • TP23 – PLTW Civil Engineering and Architecture • TP25 – PLTW Aerospace Engineering • TP27 – PLTW Environmental Sustainability • TP31 – PLTW Engineering Design and Development • FA31 – Apparel & Textile Production I • FA32 – Apparel & Textile Production II • FI51 – Interior Design I • FI52 – Interior Design II • FH22 – Culinary Arts and Hospitality II • FH72 – ProStart II • TE21 – Principles of Technology I • TE22 – Principles of Technology II • BP10 – Computer Programming I • BP12 – Computer Programming II 	<ul style="list-style-type: none"> • BP20 – SAS I AND BP22 – SAS II • BF05 – Personal Finance AND ME11 – Entrepreneurship I • IM31 – Electronics I AND IM32 – Electronics II • IC11 Masonry I AND IC12 – Masonry II • FH20 – Introduction to Culinary Arts & Hospitality AND FH21 – Culinary Arts & Hospitality I • TS31 – Game Art and Design AND TS32 – Advanced Game Art and Design • IC 41 – Electrical Trades I AND IC42 – Electrical Trades II • TS21 – Scientific & Technical Visualization I AND TS22 – Scientific & Technical Visualization II • FH20 – Introduction to Culinary Arts & Hospitality AND FH71 – ProStart I • IC22 – Carpentry II AND IC23 – Carpentry III
Additional Mathematics Courses 2020 – Introductory Mathematics 2090 – Foundations of NC Math 1 2091 – Foundations of NC Math 2 2092 – Foundations of NC Math 3 2040 – Alternate Mathematics I 2041 – Alternate Mathematics II		

North Carolina Mathematics Graduation Requirements

Options Charts

4. Principal Exemption from the Future Ready Core Graduation Requirements

These options below do not meet the Multiple Measures Policy for the NC Community College System. Students who use this option will be required to complete math placement testing prior to enrolling in community college math courses.

Students may also earn a credit in a 4th Level Math Course, Community College Math Course, or an AP and IB Course that is listed in the Admission into a UNC System Institution Chart.

Students must earn credit for:

- **2109 – NC Math 1**
- **2209 – NC Math 2**

And 2 credits from the following:

AP and IB Courses	CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation	CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation
<ul style="list-style-type: none"> • 0A02 – AP Computer Science Principles (CTE Credit) • 2A02 – AP Computer Science • 21008 – IB Computer Science SL • 21018 – IB Computer Science HL 	<ul style="list-style-type: none"> • 0A02 – AP Computer Science Principles • 2A02 – AP Computer Science • BA10 – Accounting I • BA20 – Accounting II • BF10 – Principles of Business and Finance • IV22 – Drafting II Engineering • IC21 – Carpentry I • IC61 – Drafting I • IC62 – Drafting II Architectural • IM41 – Metals Manufacturing Technology I • IM42 – Metals Manufacturing Technology II • TP11 – PLTW Introduction to Engineering Design • TP12 – PLTW Principles of Engineering • TP21 – PLTW Digital Electronics • TP22 – PLTW Computer Integrated Manufacturing • TP23 – PLTW Civil Engineering and Architecture • TP25 – PLTW Aerospace Engineering • TP27 – PLTW Environmental Sustainability • TP31 – PLTW Engineering Design and Development • FA31 – Apparel & Textile Production I • FA32 – Apparel & Textile Production II • FI51 – Interior Design I • FI52 – Interior Design II • FH22 – Culinary Arts and Hospitality II • FH72 – ProStart II • TE21 – Principles of Technology I • TE22 – Principles of Technology II • BP10 – Computer Programming I • BP12 – Computer Programming II 	<ul style="list-style-type: none"> • BP20 – SAS I AND BP22 – SAS II • BF05 – Personal Finance AND ME11 – Entrepreneurship I • IM31 – Electronics I AND IM32 – Electronics II • IC11 – Masonry I AND IC12 – Masonry II • FH20 – Introduction to Culinary Arts & Hospitality AND FH21 – Culinary Arts & Hospitality I • TS31 – Game Art and Design AND TS32 – Advanced Game Art and Design • IC 41 – Electrical Trades I AND IC42 – Electrical Trades II • TS21 – Scientific & Technical Visualization I AND TS22 – Scientific & Technical Visualization II • FH20 – Introduction to Culinary Arts & Hospitality AND FH71 – ProStart I • IC22 – Carpentry II AND IC23 – Carpentry III
Additional Mathematics Courses 2020 – Introductory Mathematics 2090 – Foundations of NC Math 1 2091 – Foundations of NC Math 2 2092 – Foundations of NC Math 3 2040 – Alternate Mathematics I 2041 – Alternate Mathematics II		

North Carolina Mathematics Graduation Requirements

Options Charts

Students Identified as Learning Disabled in Math

General Statue 115C-81b states:

“The State Board shall not adopt or enforce any rules that requires Algebra I* as a graduation standard or as a requirement for a high school diploma for a student whose individualized education program (i) identifies the student as learning disabled in the area of mathematics and (ii) states that this learning disability will prevent the student from mastering Algebra I.” As noted in General Statute 115C-81b, **the individualized education program (IEP) must state that the specific learning disability (SLD) in the area of mathematics will prevent the student from mastering Algebra I (now interpreted as NC Math 1 per memo dated 12/16/13).**

The IEP team decision regarding the application of this statute through documentation in the IEP could occur at different times during the academic career of a student with a SLD in the area of mathematics. For further information on the required considerations for application of this statute, please see the August 24, 2016

<http://bit.ly/NCSLDMathFRC> (memo and worksheet)

Students included in the category defined by NC General Statute 115C-81(b) must complete four credits in mathematics. These students must construct a four-course mathematics sequence using any combination of the courses listed in the preceding Options Charts. Each student’s course selection should be guided by his or her postsecondary goals, as defined in his/her IEP.

For complete information on application of General Statue 115C-81b, refer to the Students with Specific Learning Disabilities and Mathematics Sequence Exemption in the Future-Ready Course of Study memo referenced above.

*Algebra I is now interpreted as NC Math I.

Students following the Occupational Course of Study

Students who follow this sequence should be classified as Occupational Course of Study.

Students must earn credit for:

- **9220B – Introduction to Math 1**
- **9225B – Math 1**

And earn a math credit from the following:

- 9222B – Financial Management
- BF05 – Personal Finance – *If Personal Finance is counted as third math credit the course may not also be counted as CTE credit.*

WAYNE COUNTY PUBLIC SCHOOLS

Future Ready Core 4-Year Graduation Plan

Name: (Last) _____ (First) _____ (Middle) _____ **Student #:** _____ **Grade 9 Entry Date:** _____

HS Counselor: _____ **Plan after graduation:** ___ Work ___ Military ___ 2-yr.Comm College/ Transfer ___ 4-yr. College/ Univ

Content Area Requirements (minimums noted)	8th Grade 20__ - 20__ (if applicable)	9th Grade 20__ - 20__ School: _____	10th Grade 20__ - 20__ School: _____	11th Grade 20__ - 20__ School: _____	12th Grade 20__ - 20__ School: _____	Credits Earned
English (4 Credits)						
Math (4 Credits)						
Science (3 Credits)						
Social Studies (4 Credits)						
Health & PE (1 Credit) [Including cardiopulmonary resuscitation (CPR) instruction]						
Electives (Including Foreign Language for college-bound students) *Entered 9th grade: 2015= 10 credits 2016 & beyond= 12 credits						
Total Credits Earned Per Year	___ out of ___	___ out of ___	___ out of ___	___ out of ___	___ out of ___	TOTAL=

WAYNE COUNTY PUBLIC SCHOOLS
Occupational Prep Course of Study
(for specifically identified students with an Individualized Education Plan)

Name: _____, _____, _____ Student #: _____ Counselor: _____ <div style="display: flex; justify-content: space-around; width: 100%;"> (Last) (First) (Middle) </div>					
Content Area Requirements	9th Grade	10 th Grade	11 th Grade	12th Grade	Credits Earned
English (4 Credits) OCS English I, II, III, IV					
Math (3 Credits) OCS Intro to Math OCS Math I Financial Management or Personal Finance					
Science (2 Credits) OCS Applied Science OCS Biology					
Social Studies (2 Credits) OCS American History I OCS American History II					
Health & Physical Education (1 Credit) [Including cardiopulmonary resuscitation (CPR) instruction]					
Career Requirements (4 Credits)					
Career & Technical Education Electives					
Occupational Prep Requirements: (6 Credits)					
OCS Preparation I, II, III, IV*					
Total Credits Per Year	_____ out of _____	_____ out of _____	_____ out of _____	_____ out of _____	22 Credit Minimum

* Preparation I, II, III, IV = Completion of 150 hrs. of school-based training, 225 hrs. of community-based training, and 225 hrs. of paid employment.

Wayne County Public Schools Career Clusters

Agriculture, Food & Natural Resources (AGNR)	Architecture & Construction (ARCH)	Arts, A/V, Technology & Communications (AAVC)	Business Mgmt & Administration (BMA)	Finance (FINA)	Health Science (HLTH)	Hospitality & Tourism (HOSP)
<p><u>Foundational Courses</u> Agriscience Applications Agricultural Mechanics I Agricultural Mechanics II ♦ Ag Mech II–Small Engines ♦ Animal Science I Animal Science II ♦ Animal Sci II - Small Animal ♦ Equine Science I Equine Science II ♦ Natural Resources I Natural Resources II ♦ Horticulture I Horticulture II ♦ Hort II – Landscaping ♦ Hort II – Turfgrass Mgmt. ♦ Principles of Family & Human Services Food and Nutrition I Personal Finance Project Management I CTE Advanced Studies</p> <p>Ag. Production (LCO) (SCHS Only): Agricultural Production I Agricultural Production II ♦</p> <p><i>Career & College Promise</i></p>	<p><u>Foundational Courses</u> Core and Sustainable Construction Carpentry I Carpentry II ♦ Carpentry III Masonry I Masonry II ♦ Masonry III Drafting I Drafting II – Arch ♦ Drafting III – Arch Principles of Family & Human Services Personal Finance Prin of Business & Finance Interior Design I Interior Design II ♦ Project Management I CTE Advanced Studies</p> <p>Project Lead the Way (CBA Only): PLTW Intro to Eng Design PLTW Prin of Engineering PLTW Digital Electronics PLTW Civil Engineering ♦</p> <p><i>Career & College Promise</i></p>	<p><u>Foundational Courses</u> Microsoft Word & PPT Multimedia & Webpage Design Adobe Visual Design Adobe Digital Design ♦ Adobe Video Design ♦ Marketing Fashion Merchandising Entrepreneurship I Apparel & Textile Production I Apparel & Textile Production II ♦ Project Management I CTE Advanced Studies</p> <p><i>Career & College Promise</i></p>	<p><u>Foundational Courses</u> Microsoft Word & PPT Microsoft Excel Principles of Business & Finance Accounting I Business Law ♦ Entrepreneurship I ♦ Entrepreneurship II Project Management I CTE Advanced Studies</p> <p><i>Career & College Promise</i></p>	<p><u>Foundational Courses</u> Personal Finance Principles of Business & Finance Microsoft Excel Accounting I Accounting II ♦ Business Law Entrepreneurship I CTE Advanced Studies</p> <p><i>Career & College Promise</i></p>	<p><u>Foundational Courses</u> Health Team Relations Biomedical Tech I Biomedical Tech II ♦ Health Science I Health Science II ♦ Nursing Fundamentals (2 credits) CTE Advanced Studies</p> <p>EMT Program (SWHS Only): Emergency Medical Technology I Emergency Medical Technology II ♦</p> <p><i>Career & College Promise</i></p>	<p><u>Foundational Courses</u> Food and Nutrition I Food and Nutrition II ♦ Principles of Business & Finance Marketing Sports & Entertainment Marketing I Sports & Entertainment Marketing II ♦ Hospitality & Tourism ♦ Entrepreneurship I Entrepreneurship II Project Management I CTE Advanced Studies</p> <p><i>Career & College Promise</i></p>
<p><u>Enhancement Courses</u> Career Management Microsoft Word & PPT Microsoft Excel Marketing Entrepreneurship I Principles of Business & Finance</p>	<p><u>Enhancement Courses</u> Career Management Microsoft Word & PPT Microsoft Excel Multimedia/Web Design Marketing Fashion Merchandising Entrepreneurship I Agricultural Mechanics I Apparel & Textile Prod. I</p>	<p><u>Enhancement Courses</u> Career Management Microsoft Excel Personal Finance Principles of Business & Finance Principles of Family & Human Services Interior Design I</p>	<p><u>Enhancement Courses</u> Career Management Multimedia & Webpage Design Marketing Strategic Marketing Personal Finance</p>	<p><u>Enhancement Courses</u> Career Management Microsoft Word & PPT Marketing Strategic Marketing Principles of Family & Human Services Project Management I</p>	<p><u>Enhancement Courses</u> Career Management Microsoft Word & PPT Microsoft Excel Marketing Entrepreneurship I Prin of Family/Human Serv Food and Nutrition I Parenting & Child Dev Personal Finance Principles of Business Public Safety I Public Safety II</p>	<p><u>Enhancement Courses</u> Career Management Microsoft Word & PPT Microsoft Excel Multimedia/Web Design Agricultural Production I Equine Science I Personal Finance Principles of Family & Human Services</p>

* Students must take at least four technical credits from a Career Cluster. At least three of the technical credits must come from the Foundational Courses with at least one of the Foundational Courses at the completer level (♦). The fourth technical credit may be either a Foundational or Enhancement Course.

** Career & College Promise courses are offered in all Career Clusters through WCC. CCP courses count as Foundational and second level courses may count as Completer.

Wayne County Public Schools Career Clusters

Human Services (HUMA)	Information Technology (INFO)	Law, Public Safety, Corrections & Security (LAW)	Manufacturing (MANU)	Marketing (MRKT)	Science, Technology, Engineering & Mathematics (STEM)	Transportation, Distribution & Logistics (TRAN)
<u>Foundational Courses</u> Principles of Family & Human Services Personal Finance Principles of Business & Finance Parenting & Child Development Food and Nutrition I Food and Nutrition II ♦ Early Childhood Education I Early Childhood Education II ♦ CTE Advanced Studies <i>Career & College Promise</i>	<u>Foundational Courses</u> Principles of Business & Finance Microsoft Word & PPT Microsoft Excel Multimedia & Webpage Design ♦ Adobe Visual Design Adobe Digital Design ♦ Adobe Video Design ♦ e-Commerce I ♦ Computer Programming I Computer Programming II ♦ SAS Programming I ♦ Computer Science Principles AP Computer Science Project Management I CTE Advanced Studies <i>Career & College Promise</i>	<u>Foundational Courses</u> Public Safety I Public Safety II ♦ Firefighter Technology I Firefighter Tech II ♦ Firefighter Tech III CTE Advanced Studies EMT Program (SWHS Only): Emergency Medical Technology I Emergency Medical Technology II ♦ Law & Justice Program (RHS Only): Law and Justice I Law and Justice II ♦ <i>Career & College Promise</i>	<u>Foundational Courses</u> Marketing Principles of Business & Finance Fashion Merchandising Entrepreneurship I Apparel & Textile Production I Apparel & Textile Production II ♦ Project Management I CTE Advanced Studies Advanced Manufacturing (GHS Only): Adv. Manufacturing I Adv. Manufacturing II ♦ Metals Manufacturing Technology I Metals Manufacturing Technology II ♦ (2 credits) <i>Career & College Promise</i>	<u>Foundational Courses</u> Principles of Business & Finance Marketing Fashion Merchandising Marketing Applications ♦ Strategic Marketing Entrepreneurship I ♦ Entrepreneurship II Project Management I CTE Advanced Studies <i>Career & College Promise</i>	<u>Foundational Courses</u> Drafting I Drafting II - Engineering ♦ Drafting III - Engineering Project Management I CTE Advanced Studies Project Lead the Way (CBA Only): PLTW Intro to Eng Design PLTW Prin of Engineering PLTW Digital Electronics PLTW Civil Engineering ♦ Advanced Manufacturing (GHS Only): Advanced Manufacturing I Adv. Manufacturing II ♦ <i>Career & College Promise</i>	<u>Foundational Courses</u> Automotive Service Fundamentals Automotive Service I Automotive Service II ♦ Automotive Service III Marketing Marketing Applications ♦ Strategic Marketing Entrepreneurship I Project Management I CTE Advanced Studies Diesel Academy (LCO) (SWHS Only): Diesel Engine Tech I Diesel Engine Tech II ♦ Diesel Engine Tech III <i>Career & College Promise</i>
<u>Enhancement Courses</u> Career Management Microsoft Word & PPT Microsoft Excel Entrepreneurship I	<u>Enhancement Courses</u> Career Management Entrepreneurship I Personal Finance	<u>Enhancement Courses</u> Career Management Microsoft Word & PPT Microsoft Excel Hospitality & Tourism Principles of Family & Human Services Personal Finance Principles of Business & Finance	<u>Enhancement Courses</u> Career Management Microsoft Word & PPT Microsoft Excel Multimedia & Webpage Design Agricultural Mechanics I Drafting I Personal Finance	<u>Enhancement Courses</u> Career Management Microsoft Word & PPT Microsoft Excel Multimedia & Webpage Design Business Law Apparel & Textile I Hospitality & Tourism Personal Finance	<u>Enhancement Courses</u> Career Management Microsoft Word & PPT Microsoft Excel Multimedia & Web Design Horticulture I Entrepreneurship I Personal Finance Principles of Business & Finance Computer Science Principles	<u>Enhancement Courses</u> Career Management Microsoft Word & PPT Microsoft Excel Agricultural Mechanics I Personal Finance Principles of Business & Finance

* Students must take at least four technical credits from a Career Cluster. At least three of the technical credits must come from the Foundational Courses with at least one of the Foundational Courses at the completer level (♦). The fourth technical credit may be either a Foundational or Enhancement Course.

** Career & College Promise courses are offered in all Career Clusters through WCC. CCP courses count as Foundational and second level courses may count as Completer.

High School CTE Courses Earning Articulated Credit in the NC Community College System

- Criteria:**
1. Grade of B or higher in the course.
 2. Meet required score on the CTE State Assessment (Final Exam).
 3. Enrollment at the community college within 2 years of high school graduation.

Program Area	Course Code	Course Name
Agricultural Education	AA22	Animal Science II *
	AS32	Agricultural Mechanics II *
	AP41	Horticulture I *
Business, Finance & Information Technology	BA10	Accounting I *
	BA20	Accounting II *
	BB30	Business Law *
	BM10	Microsoft Word & PowerPoint *
	BM20	Microsoft Excel *
	BD10	Multimedia & Webpage Design
	BF05	Personal Finance
	BF10	Principles of Business & Finance *
	CC45	Career Management * (<i>student must also earn NCRC</i>)
Career Development Education	FC11	Principles of Family & Human Services *
	FN41	Food and Nutrition I
	FN42	Food and Nutrition II
Family & Consumer Sciences Education	HU40	Health Science I *
	HU42	Health Science II
	HN43	Nursing Fundamentals
Health Science Education	ME11	Entrepreneurship I
	MM51	Marketing *
	MA52	Marketing Applications *
Marketing & Entrepreneurship Education	MH31	Sports & Entertainment Marketing I *
	MH42	Hospitality & Tourism *
	MU92	Strategic Marketing *
	TP11	PLTW Intro to Engineering Design *
	TP12	PLTW Principles of Engineering *
Technology Engineering and Design Education	TP23	PLTW Civil Engineering & Architecture *
	TP21	PLTW Digital Electronics *
	IC00	Core & Sustainable Construction
	IC21	Carpentry I
Trades & Industrial Education	IC22	Carpentry II
	IC23	Carpentry III
	IC11	Masonry I
	IC12	Masonry II
	IC13	Masonry III
	IC61	Drafting I *
	IC62	Drafting II – Architectural *
	IV22	Drafting II – Engineering *
	IV23	Drafting III – Engineering *
	IT16	Automotive Service I (<i>must complete MLR Task List</i>)
	IT17	Automotive Service II (<i>must complete MLR Task List</i>)
	IT18	Automotive Service III (<i>must complete MLR Task List</i>)
	IL50	Diesel Engineering Technology I **
	IL51	Diesel Engineering Technology II **
	IL52	Diesel Engineering Technology III **

State Articulation Agreement – student must score 93 or higher on the CTE State Assessment to earn articulated credit

* Local Articulation Agreement with Wayne Community College – student must score 90 or higher to earn articulated credit at WCC

** Local Articulation Agreement with Johnston Community College – student must score 78 or higher (raw score) to earn credit

All classes are not offered at all schools.

Resume

YOUR HIGH SCHOOL RESUME is to help you maintain a record of your high school experience. You will find it useful when completing applications. You may also want to give a copy to any person whom you ask to write a recommendation. Be sure to record your participation for each year and note if you were an officer, earned a letter, or received other recognition. Below is a sample of a high school resume. You may also create an electronic resume using your CFNC account (www.cfnc.org).

Ima B. Student

402 South Main Street
Goldsboro, NC 27534

(919) 555-5555 (home)
(919) 555-2222 (cell)
imabstudent@hotmail.net

Education:

North Crowell High School	Class of 2018
712 Ortiz Road	GPA: 3.75
Anywhere, NC 22222	Class Rank: 24 out of 170

Skills:

- Certified in Microsoft Word, Excel, and PowerPoint
- EverFi – Financial Literacy Certification
- National Career Readiness Certification - Silver
- Fluent in Spanish

Awards and Honors:

- NCHS Student-of-the-Month (11th)
- NCHS Renaissance Card for academic excellence (9th- 11th)

Community Service:

- Habitat for Humanity (57 hours volunteering at the Re-Store and construction sites)
- Read to Succeed (22 hours reading to pre-school and elementary students at the public library)
- Sheridan Fire Dept. Haunted Trail (11th, 12th)
- Relay For Life (raised \$700 toward NCHS team contribution to American Cancer Society)

Extracurricular Activities:

- National Honor Society (10th, 11th, 12th grades)
 - Secretary (11th)
 - Vice-President (12th)
- NCHS Football Team (9th – 12th)
 - Captain (12th)
- Student Government Association (10th, 11th)
- NCHS Tennis Team (10th, 11th, 12th)
 - Conference Champion (11th)
- Key Club (11th, 12th)
 - Attended District Convention (12th)

Employment:

- McDonald's Cashier (July 2016 – present)
 - Maintain a clean and orderly eating and serving area
 - Key customer orders into cash register and prepare food trays or takeout bags
 - Demonstrate a positive attitude while processing customer transactions

[illegible]