Cumberland County Schools
2018 - 2019 High School Course Selection Guide

Cumberland County Schools: www.ccs.k12.nc.us
Career Pathways: http://ctp.ccs.k12.nc.us
(See your counselor or Career Development Coordinator for more information)
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NON-DISCRIMINATION STATEMENT
It is the policy of the Cumberland County Public School System not to discriminate on the basis of race, ethnic origin, gender, or disability in its educational programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendments. Section 504 of the Rehabilitation Act of 1973, and Title II of the 1990 Americans with Disabilities Act (ADA). All courses are open to students regardless of race, gender, color, national origin, creed, disadvantaging or handicapping condition.
Dear Students, Parents, and Guardians:

Cumberland County Schools’ is committed to empowering all students to collaborate, compete, and succeed in an increasingly interconnected world. We will work to move all students to a higher level of academic performance, making them college and career ready.

The high school student of today has more educational options than ever before. Schools of choice, college classes, distance learning, and online virtual courses are available to ensure that graduates will be well trained and globally competitive.

In order to avoid confusion, and to guarantee that all graduation requirements are being met, careful academic planning is key. This 2018-2019 Course Selection Guide is a tool for selecting appropriate courses as you collaboratively design and update a Four-Year Plan with your counselor. Consider making an academic stretch by taking rigorous courses that will complement future career goals. Remember that the choices you make now will determine your post-secondary educational and professional success.

The following sequence is recommended to assist you in the registration process:

Read the material carefully
Consider possible courses that will help you attain career goals
Discuss potential choices with parents
Consider taking an online class if you have not yet done so
Schedule a registration appointment with your school counselor to review your Four-Year plan
Ensure that graduation requirements are met before altering a proposed schedule

Careful planning and personal commitment are sure to make this year a meaningful and satisfying experience. Best wishes for success.

Sincere regards,

Mr. Tim Kinlaw
Interim Superintendent
Cumberland County Schools
How to Use this Guide

1. Read all information in this Course Selection Guide carefully.

2. Study the Cumberland County High School Graduation Requirements Chart on page 7. Look at the courses required for graduation and consider the elective course options each year.

3. Choose courses that will prepare you for your intended career and/or college major. Career and College planning materials are available in the counseling office, media center, NC Works Career Center, Cumberland County Public Library, and the FTCC Career Center.

4. Discuss your choices with your parents using the Registration Worksheet/Four-year Academic Plan (page 8).

5. Have your parents sign the completed Registration Worksheet/Four-year Academic Plan.

6. Review your completed Registration Worksheet/Four-year Academic Plan with your counselor.

Schedule Change Statement

The North Carolina Graduation and Future Ready Core Requirements, mandate that you must complete specific courses in order to graduate with a diploma. To avoid problems caused by schedule changes, you should complete and follow your Registration Worksheet/Four-year Academic plan and meet with your school counselor to review your graduation progress.

Important Policy Information

Promotion: In order to receive a passing grade for a course, you (the student) must be in attendance for ninety percent (90%) of the class time or its equivalent as determined by the principal.

Beginning with the 2003-2004 school year:

1. Students who attend a high school in which a maximum of eight (8) credits can be earned during the school year (4x4 Schedule).
   - For promotion from grade nine (9) to grade ten (10), each student must pass a minimum of six (6) units of course credits. One (1) of these units must be in English.
   - For promotion from grade ten (10) to grade eleven (11), each student must pass a minimum of thirteen (13) units of course credit in grades nine (9), ten (10). Two (2) of these must be English.
   - For promotion from grade eleven (11) to grade twelve (12), each student must pass a minimum of twenty (20) units of course credit in grades nine (9), ten (10), and eleven (11) and be in a position to graduate at the end of the regular school year. Three (3) of these must be in English.

Students transferring into a Cumberland County school who have been promoted under their previous school’s standards will retain their pre-transfer grade level. Transfer students must then meet local promotion standards for subsequent grade level promotion. North Carolina state and local graduation requirements must be met in order for students to obtain a Cumberland County Schools’ diploma.

Attendance

The State Board of Education requires that students be enrolled in the public schools for at least 5.5 hours of instruction daily or 27.5 hours weekly. Students will be assigned to a full instructional day unless they receive appropriate approvals.

Course for Credit

A credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day:

- must consist of a minimum 150 clock hours of instruction in a traditional schedule or
- must consist of a minimum of 135 clock hours of instruction in a block schedule;
- must be directed by a teacher

One (1) unit of credit will be awarded for the course upon successful completion.

A course that consists of 300 clock hours of instruction in a traditional schedule or 270 clock hours of instruction in a block schedule will award two (2) units of credit upon successful completion. Credit will be awarded only at the completion of a two-credit hour course. Two-credit hour courses will not award a unit of credit after completion of only half of the course.
Grading and Weighting of Grades

Effective with the 2015-2016 school year, high schools grades 9-12 shall use one grading scale. The conversion of grades to quality points is standardized. Implicit is a conversion of percentage grades to letter grades according to the following widely used scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; ≤ 59 = F. Grades and the corresponding number of quality points are shown below.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>80-89</td>
<td>3.0</td>
</tr>
<tr>
<td>70-79</td>
<td>2.0</td>
</tr>
<tr>
<td>60-69</td>
<td>1.0</td>
</tr>
<tr>
<td>≤ 59 and below</td>
<td>0.0</td>
</tr>
<tr>
<td>FF</td>
<td>0.0</td>
</tr>
<tr>
<td>WP</td>
<td>0.0</td>
</tr>
<tr>
<td>INC</td>
<td>0.0</td>
</tr>
<tr>
<td>AUD</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grade point average calculations are based upon standardization of academic course levels, weighting of course grades, and grading scales. Effective with the freshman class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point. Effective with the freshman class of 2015-16, the weight for Advanced Placement/International Baccalaureate (AP/IB) and specified High School Connections courses shall be one (1) quality point.

Honors Courses

The overall purpose of Honors courses is to provide a more rigorous curriculum in which instruction is expanded and special activities focus appropriately on both depth and breadth of content. Instructors place additional emphasis on the application of content within each course and across related disciplines. Honors courses require advanced reading lists, advanced writing assignments, and independent study/projects. Additional activities may include follow-up assignments on enrichment activities and a portfolio collection of work. You may enroll in an Honors course if you possess the appropriate prerequisite courses and choose to participate in this more rigorous course of study.

Advanced Placement Courses

Advanced Placement courses expose high school students to college-level curriculum. Students may study challenging subjects of interest in a variety of areas: Arts, English, World Language, Mathematics, Science, and Social Studies. In order to enroll in AP coursework, students must possess appropriate prerequisite courses and choose to participate in this advanced course of study. AP exams are administered in the spring of each school year. Colleges and universities may grant credit, placement, or both based on scores on the exams.

Cumberland County’s Advanced Placement (AP) Testing Requirements Regulation may be accessed via the Cumberland County Schools website at [http://k12ag.ccs.k12.nc.us/ap-information/](http://k12ag.ccs.k12.nc.us/ap-information/). AP courses require more rigorous and expansive reading, writing, and research than Honors or standard level courses.

Teleconferencing

Teleconferencing was established in an effort to offer students the opportunity to take Advanced Placement courses and unique electives that may not be offered within the schools they attend. Two-way teleconferencing provides students with the opportunity to take coursework in a technology-rich environment while developing critical 21st century skills. To provide maximum learning opportunity and a greater degree of individualized instruction, the per-class student capacity is limited to 20. (Enrollment is based on a first come, first serve basis.)

Each student will utilize a laptop computer, provided by the school system, with high quality sound and picture capability. The television screen used by the instructor is divided into twenty sections, one for each student. When the instructor views the screen, he/she sees the entire class and is able to communicate directly with each individual student. Two-way student/teacher communication is enabled through use of a headset worn by the student. Lessons are archived (http://vidyorecord.ccs.k12.nc.us) to give students access for review if they are absent from class or if they desire reinforcement. Course offerings are determined by the number of students which enroll in the course. Counselors will have a list of the projected course offerings for the upcoming school year. If you have questions, please contact the office of Secondary Education at 910-678-2420.
## Cumberland County High School Graduation Requirements

From the time you enter kindergarten, you are getting ready for high school graduation.

To make sure you are on track, remember that every high school student must meet state and local requirements. To see your Course and Credit Requirements, look in the colored blocks for the section that matches when you entered ninth grade for the first time.

Your school counselor is available to answer questions you may have about what you need to reach your goal of high school graduation.

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>For Ninth Graders Entering in 2012-2013 and Later</th>
<th>For some Ninth Graders with Cognitive Disabilities 2000 - &gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>FUTURE-READY CORE</strong></td>
<td><strong>OCCUPATIONAL Course of Study Requirements</strong></td>
</tr>
<tr>
<td></td>
<td><strong>6 Occupational Prep credits</strong></td>
<td>(Selected IEP students excluded from EOC Proficiency Level requirements)</td>
</tr>
<tr>
<td></td>
<td><strong>2 additional elective credits</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2 Elective credits in any combination of:</strong> Career and Technical Education (CTE), Arts Education, or World Languages</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2 CTE credits</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2 additional elective credits</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>4 Elective credits from one of the following is strongly recommended:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- CTE – 4 credits within a NC Career Cluster with at least 1 credit at the second or completer level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Arts Education – 4 credits (any combination) from any of the four Arts Ed. disciplines with at least 1 credit at the second level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- JROTC – 4 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- World Language – 4 credits within the same world language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Advanced Placement and International Baccalaureate – 4 credits of AP/IB courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cross Disciplinary – 4 credits from any combination of courses that relate to students' career or other interests, with at least 1 credit at the second or honors level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Career and College Promise – 4 high school credits in any of the 3 Career and College Promise Pathways</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>6 Additional Electives from any content area</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>****<strong>All students beginning with in the graduating class of 2014-2015 must complete CPR instruction in order to receive a diploma</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>28 Credits</strong></td>
</tr>
<tr>
<td>English</td>
<td>4 Credits</td>
<td>I, II, III, IV</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 Credits</td>
<td>NC Math I*, NC Math II, NC Math III and a 4th math course to be aligned with the student's post high school plans.**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education Policy. Please see your counselor for more details.</td>
</tr>
<tr>
<td>Science</td>
<td>3 Credits</td>
<td>A physical science course, Biology, Earth Environmental Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 Credits</td>
<td>American History: The Founding Principles, Civics, and Economics, World History and either American History I and American History II or AP US History and additional social studies course***</td>
</tr>
<tr>
<td>World Language</td>
<td>Not required</td>
<td>for high school graduation. A two-credit minimum is required for admission to a university in the UNC system. ****</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td>1 Credit</td>
<td>Health/Physical Education</td>
</tr>
<tr>
<td>Electives or other requirements</td>
<td>6 Credits</td>
<td></td>
</tr>
</tbody>
</table>

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* Beginning in the 2007-2008 school year, the Math I requirement may be fulfilled by successfully completing Math I in the 8th grade. This course will count toward graduation requirements, but the student’s GPA will be computed with only courses taken during the high school years.

** Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math III as a prerequisite.

*** A student who takes AP US History instead of taking American History I and American History II must also take an additional social studies course in order to meet the four credits requirement.

**** Students seeking to complete minimum application requirements for UNC universities must complete two credits in the same world language.

***** CPR requirement is a result of legislation HB 837

Competition of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment. Footnote for OCS: Beginning in the second semester of the 2013-2014 school year, OCS graduate standards will total 24 credits.

Note: Graduation requirements for transfer students will be four (4) less than the maximum number of credits the student could have earned over four (4) regular high school years.

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7|Cumberland County Schools, 2018-2019
# Registration Worksheet/Four-year Academic Plan

## COURSE PLANNING CHART

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Health/PE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Units</th>
<th>Total Units</th>
<th>Total Units</th>
<th>Total Units</th>
</tr>
</thead>
</table>

## ADDITIONAL COURSES (8th Grade (High School Credit Course), Summer School, NCVPS, and High School Connections)

<table>
<thead>
<tr>
<th>Total Units</th>
<th>Total Units</th>
<th>Total Units</th>
<th>Total Units</th>
</tr>
</thead>
</table>
## Cumberland County Schools
### Graduation Requirements Checklist

**Student Name:**

<table>
<thead>
<tr>
<th>ENGLISH (4 Credits)</th>
<th>9th Grade-Eng. I</th>
<th>10th Grade-Eng. II</th>
<th>11th Grade-Eng. III OR AP Language</th>
<th>12th Grade-Eng. IV OR AP Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ completed</td>
<td></td>
<td>☐ completed</td>
<td>☐ completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATHEMATICS (4 Credits)</th>
<th>NC Math I</th>
<th>NC Math II</th>
<th>NC Math III</th>
<th>4th Math Course (aligned with the student’s post high school plans)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ completed</td>
<td>☐ completed</td>
<td>☐ completed</td>
<td>☐ completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE (3 Credits)</th>
<th>Earth/Environmental Science</th>
<th>Biology</th>
<th>A Physical Science Course (Physical Science, Chemistry, or Physics)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ completed</td>
<td>☐ completed</td>
<td>☐ completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL STUDIES (4* Credits)</th>
<th>World History</th>
<th>Civics &amp; Economics</th>
<th>American History I</th>
<th>American History II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ completed</td>
<td>☐ completed</td>
<td>☐ completed</td>
<td>☐ completed</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>HEALTH &amp; PE (1 Credit)</th>
<th>Health/PE (1 Credit)</th>
<th>CPR (0 Credit/pass an approved skills test)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ completed</td>
<td>☐ completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND LANGUAGE</th>
<th>Not required for graduation. A two-credit minimum is required for admission to a university in the UNC system.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ completed</td>
</tr>
</tbody>
</table>

| ELECTIVES (6 required Credits) | 2 Elective credits of any combination from either: |
|                              | - Career and Technical Education (CTE)                   |
|                              | - Arts Education                                          |
|                              | - World Languages                                         |
|                              | ☐ completed                                               | ☐ completed |

|                          | 4 Elective credits (four credit concentration) (strongly recommended) from one of the following: |
|                          |  - Cross-Disciplinary                                     |
|                          |  - CTE                                                    |
|                          |  - Arts Education                                         |
|                          |  - JROTC                                                  |
|                          |  - World Language                                         |
|                          |  - Advanced Placement / International Baccalaureate       |
|                          |  - Career & College Promise                               |
|                          | ☐ completed                                               | ☐ completed |
|                          | ☐ completed                                               | ☐ completed |

Reviewed on: ________________________ ___________________________

Student’s Signature          Parent/Guardian’s Signature
**Students must take at least four technical credits from a 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 an Enhancement Course.**
## CUMBERLAND COUNTY SCHOOLS CAREER CLUSTERS

<table>
<thead>
<tr>
<th>Human Services</th>
<th>Information Technology</th>
<th>Law, Public Safety, Corrections &amp; Security</th>
<th>Manufacturing</th>
<th>Marketing</th>
<th>Science, Technology, Engineering and Mathematics</th>
<th>Transportation, Distribution and Logistics</th>
</tr>
</thead>
</table>

**Enhancement Courses**

<table>
<thead>
<tr>
<th>Enhancement Courses</th>
<th>Enhancement Courses</th>
<th>Enhancement Courses</th>
<th>Enhancement Courses</th>
<th>Enhancement Courses</th>
<th>Enhancement Courses</th>
</tr>
</thead>
</table>

**Students must take at least four technical credits from a 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 an Enhancement Course.**
<table>
<thead>
<tr>
<th>Students must:</th>
<th>Students must:</th>
<th>Students must:</th>
<th>Students must:</th>
<th>Students must:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have an overall 4-year <strong>UNWEIGHTED</strong> grade point average of 3.5*</td>
<td>Have an overall 4-year <strong>WEIGHTED</strong> grade point average of 2.5*</td>
<td>Have an overall 4-year <strong>UNWEIGHTED</strong> grade point average of 2.6*</td>
<td>Have a combined 2.5-<strong>UNWEIGHTED</strong> grade point average or above for the four English Language Arts courses required for graduation.</td>
<td></td>
</tr>
<tr>
<td>Complete all course requirements under the Future-Ready Core Course of Study</td>
<td>Complete all course requirements under the Future-Ready Core Course of Study</td>
<td>Complete all course requirements under the Future-Ready Core Course of Study</td>
<td>Complete all course requirements under the Future-Ready Core Course of Study</td>
<td></td>
</tr>
<tr>
<td>Complete the Future-Ready Core mathematics sequence of NC Math I, NC Math II, NC Math III, and a higher level mathematics course with NC Math III as a prerequisite</td>
<td>Complete the Future-Ready Core mathematics sequence of NC Math I, NC Math II, NC Math III, and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements</td>
<td>Complete the Future-Ready Core mathematics sequence of NC Math I, NC Math II, NC Math III, and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements</td>
<td>Complete the Future-Ready Core mathematics sequence of NC Math I, NC Math II, NC Math III, and a fourth mathematics course aligned with the student’s post-secondary plans</td>
<td></td>
</tr>
<tr>
<td>The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include physics or chemistry.</td>
<td>The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include physics or chemistry.</td>
<td>The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include physics or chemistry.</td>
<td>The student shall establish proficiency in one or more languages in addition to English, using one of the options below:</td>
<td></td>
</tr>
<tr>
<td>For students entering 9th grade prior to 2012-13, the student shall complete three units of social studies including U.S. History, World History, and Civics and Economics. For students entering 9th grade in 2012-13 or later, the student shall complete four units of social studies including World History, American History: Founding principles Civics &amp; Economics, American History I &amp; II or AP US History and 4th SS elective.</td>
<td>For students entering 9th grade prior to 2012-13, the student shall complete three units of social studies including U.S. History, World History, and Civics and Economics. For students entering 9th grade in 2012-13 or later, the student shall complete four units of social studies including World History, American History: Founding principles Civics &amp; Economics, American History I &amp; II or AP US History and 4th SS elective.</td>
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<td>Two (2) elective credits in a world language (other than English)</td>
<td>Two (2) elective credits in a world language (other than English)</td>
<td>No world language required</td>
<td>No world language required</td>
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<td>Four (4) elective credits constituting a concentration strongly recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, World Languages, any other subject area.</td>
<td>No concentration required</td>
<td>No concentration required</td>
<td>No concentration required</td>
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<td>Three (3) elective higher level courses taken during junior and/or senior years which carry quality points such as AP; IB; Dual or college equivalent course; Advanced CTE/CTE credentialing course; honors level courses, or Project Lead the Way courses.</td>
<td>Three (3) credits of science including at least one physical science with a lab, one life science, and one additional science. The student shall complete U.S. History or equivalent coursework</td>
<td>No additional requirements</td>
<td>Earn at least one industry-recognized credential. Earned credentials can include:</td>
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<td>- Career Readiness Certificates (CRC) at the Silver level or above from Work Keys assessments</td>
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<td>- Another appropriate industry credential/certification</td>
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<td>Limited English Proficiency students shall complete all the requirements of sections above and reach “Developing” proficiency per the World Class Instruction Design and Assessment (WIDA) proficiency scale in all four domains on the most recent identified English Language proficiency test.</td>
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* Grade Point Average (GPA) will be calculated after final grades are posted for the 1st semester of the senior year.
Students must:

- Begin planning for the endorsements before entering ninth grade to ensure they obtain the most flexibility in their course selection.
- Complete all the requirements by the time of graduation.
- Students may earn a Career Endorsement, a College Endorsement, a College/UNC Endorsement, a Global Language Endorsement, and/or a North Carolina Academic Scholars Endorsement.
- Students may earn more than one Endorsement.
- Students are not required to earn an Endorsement in order to receive a diploma.
CUMBERLAND COUNTY SCHOOL OF CHOICE PROGRAM

The following School of Choice programs are available for high school students. Academy specific course descriptions begin on page 62.

- Students can attend programs outside their assigned school.
- Admission is by application only.
- Transportation is generally the responsibility of the parent or guardian.
- Students may participate in athletics at their home schools if attending a classical high school.

SCHOOLS OF CHOICE PROGRAMS

Cross Creek Early College High School
Cross Creek Early College High School is located on the campus of Fayetteville State University. Candidates for this high school are first-year freshmen or sophomores based on vacancies, and generally First Generation College bound students. The mission of the school is to provide an academic environment that fosters growth and success by developing relationships, responsibility, and respect through relevant and rigorous coursework. Community Service hours are an integral part of the early college experience.

The curriculum focus is English, math, science, social studies honors level, and AVID (Advancement Via Individual Determination) to prepare students for college level coursework. Students who complete the four-year high school experience at Cross Creek will participate in experiential learning projects, university experience, and potentially earn up to 60 hours of college credit tuition free.

Cumberland International Early College High School
The goal of Cumberland International Early College High School is to graduate globally competent students who are prepared to communicate, collaborate, and compete locally, nationally, and internationally. This school is located on Fayetteville State University. Candidates for this high school are first-year freshmen or sophomores. The mission of the school is to provide a smaller academic global learning environment that fosters growth and success by developing relationships, responsibility, and respect through relevant and rigorous math, English, social studies and science courses through project based learning with an added required support class called AVID (Advancement Via Individual Determination). Students are also required to take a world language (Mandarin Chinese, Spanish, or Arabic). Students who complete this four-year high school experience at Cumberland International will participate in Global Learning Service Projects, community service, communication with learners worldwide, and have the opportunity to earn up to 60 credit hours of college tuition free.

Cumberland Polytechnic High School
Cumberland Polytechnic High School, located on the Fayetteville Technical Community College campus, offers a full range of high school courses leading to a high school diploma and at the same time afford all our students the opportunity to experience college life, earning college credits, in a small more personalized learning environment. The focus is building an educational foundation (certificate and/or associate degree) toward a future in one of the following eight career pathways: Finance, Transportation, Distribution & Logistics, Information Technology, Manufacturing, Human Services, Education & Training, Business Management & Administration, and Health Sciences. Through the cooperative innovative high school model, the curriculum incorporates rigorous coursework, project-based learning, and community service projects.

Douglas Byrd High School - Academy of Finance
The Academy of Finance at Douglas Byrd High School offers students the unique opportunity to gain specialized preparation in the field of finance while they complete their core curriculum. Affiliated with and administered by the National Academy Foundation, based in New York City, this program is designed to facilitate the transition from high school to more advanced training and eventually a career in the financial services industry.

Academy students, during their junior and senior years, complete in depth, specialized courses in finance both in high school and at local colleges, a paid internship, and a variety of enrichment activities. Students who complete all program requirements will receive a Certificate of Financial Studies in addition to their high school diploma.

Douglas Byrd High School - Academy of Green Technology
The Academy of Green Technology at Douglas Byrd High School offers students the opportunity to build an educational foundation for a future career in alternative energy and sustainability. It provides opportunities for students to learn science, math, technology, and communication skills in real-life contexts with hands-on green technology and sustainability curriculum. Students take specialized high school and community college courses and work with local business partners to develop problem-solving skills, and will have the opportunity to earn certification as Solar PV Installers and Residential Energy Auditors.
Participation in and appreciation for the arts are encouraged through a variety of course offerings that feature both enrichment and acceleration of learning. Uniforms are mandatory.

**Massey Hill Classical High School**
*Massey Hill Classical High School* provides a traditional education in a caring environment that emphasizes academics, the arts, and the development of character, school pride, and civic responsibility. Students are enrolled in a rigorous course of study and must take courses in English, Foreign Language, Mathematics, Science, and Social Studies every year. Participation in and appreciation for the arts are part of the academic expectations through a variety of course offerings and enrichment activities. Students are required to participate in Socratic Seminars and to perform community service throughout the school year. Uniforms are mandatory.

**Pine Forest High School - Academy of Information Technology**
The *Academy of Information Technology at Pine Forest High School* presents a challenging academic and technical curriculum through a combination of high school and community college classes that prepare students for employment and/or post-secondary education in the field of information technology. This small learning community provides a program of study in computer engineering, software installation, computer hardware maintenance, networking, computer security, web design, computer programming, and simulation and gaming design to introduce students to the broad career opportunities in the information technology industry and build a foundation of skills necessary for this evolving career.

**Reid Ross Year-Round Classical High School**
The *Reid Ross Year-Round Classical High School* will provide a traditional education in a structured environment that emphasizes academics, the arts, and the development of character, school pride, and civic responsibility. Students are enrolled in a rigorous course of study and must take courses in English, Foreign Language, Mathematics, Science, and Social Studies every year. Participation in and appreciation for the arts are encouraged through a variety of course offerings and enrichment activities. In addition, the year-round feature will encourage a continuity of learning with inter-sessions that feature both enrichment and acceleration of learning. Uniforms are mandatory.

**Seventy-First High School - Academy of Arts Education**
As an integral part of a strong academic program, the *Academy of Arts Education at Seventy-First High School* challenges both the intellectual and aesthetic capabilities of students. Students engage in a rigorous course of arts study that broadens creative interest, develops artistic skills and abilities, and promotes physical, intellectual, emotional and social growth. The Academy of Arts Education provides a framework for students to explore and to develop their artistic abilities, to participate in integrated learning experiences, and to develop skills in critical and creative thinking, problem recognition/problem solving, and teamwork. In addition to developing their own artistic abilities, students focus on enhancing their knowledge, understanding, and appreciation of the arts through the study of a variety of world cultures, historical periods, and contemporary styles and trends.

Students enrolled in the Academy of Arts Education must complete at least one arts class per year over a four year period in one of the following arts disciplines: Band, Chorus, Dance, Orchestra, Theatre, or Visual Arts.

**South View High School - Academy of Public Safety and Security**
The *Academy of Public Safety and Security* offers students the opportunity to get in-depth instruction in law enforcement, private security, and crime scene investigation. Students are enrolled in a combination of high school and community college courses and upon graduation, are eligible for certificate in Latent Evidence Technology and have up to 24 hours of college credit through Fayetteville Technical Community College.

**South View High School - International Baccalaureate Academy**
The *International Baccalaureate (IB) Academy* is an internationally accredited college preparatory program with a rigorous four-year curriculum. Students take a prerequisite honors course their freshman and sophomore years. Juniors and seniors receive advanced level instruction and well-rounded curriculum which includes: English, world language, social studies, sciences, math, and the arts. This prepares them for nationally recognized examinations that may earn college credit. Successful completion of the IB curriculum would earn the prestigious IB Diploma awarded from Geneva, Switzerland.
The goals of the IB Academy include the education of the whole person. Required community involvement encourages relevant application of student education. There is an emphasis on research, writing, and analytical thinking skills in the classroom across the curriculum. Committed students will find in IB a trusting atmosphere that fosters intellectual risk taking and growth. In the forty-one years since its founding, IB has become a symbol of academic integrity.

All IB Diploma candidates are required to take the appropriate IB exams.

**Terry Sanford High School - Academy of Global Studies**
The Academy of Global Studies at Terry Sanford High School offers students a rigorous college preparatory curriculum. The Global Studies program is recognized as an AP Capstone™ program which offers an innovative and engaging college-level program for high school students that complements and enhances discipline-specific AP courses. It’s built on two new courses—AP® Seminar and AP Research—that immerse students in the practice of critical skills needed to distinguish themselves in college and life. AP Capstone is the pinnacle of the high school experience, encouraging a passion for learning and transforming students into curious, collaborative, and independent thinkers with skills that are valued and sought after by colleges and universities. Global Studies fosters critical and creative thinking, argumentation, and research skills at the core of college readiness and essential for lifelong learning. The program emphasizes global awareness and is designed for all motivated students who maintain set academic, behavioral, and attendance standards.

**Westover High School - Academy of Engineering Technologies**
The Academy of Engineering Technologies at Westover High School offers a comprehensive and intensive pre-professional and pre-technical secondary program through Project Lead the Way (PLTW). PLTW is a non-profit organization partnering with public schools, organization in the private sector, and higher education institutions to increase the quantity of engineers graduating from our educational system. PLTW has developed a four-year sequence of courses, which when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. The courses are Introduction to Engineering Design, Digital Electronics, Principles of Engineering, Computer Integrated Manufacturing, Engineering Design and Development, and Civil Engineering and Architecture. At the end of all courses except Engineering Design and Development, students who score between a 6-9 stanine score on the end of course assessment, are eligible for college credit at over 55 colleges and universities. For more information go to [www.pltw.org](http://www.pltw.org)

**Westover High School - Academy of Health Sciences and Technology**
The Academy of Health Sciences and Technology at Westover High School offers a curriculum that combines both academic rigor and technical competencies essential to the pursuit of a successful health career through Project Lead the Way (PLTW). PLTW is a non-profit organization partnering with public schools, organizations in the private sector, and higher education institutions to increase the quantity and quality of healthcare professionals graduating from our educational system. The PLTW Biomedical Sciences curriculum engages high school students in problems related to the human body, cell biology, genetics, disease, and other biomedical topics in a sequence of four courses. The courses are Principles of Biomedical Science, Human Body Systems, Medical Interventions and Biomedical Innovations. At the end of all courses except Biomedical Innovations, students who score between a 6-9 stanine score on the end of course assessment, are eligible for college credit at over 11 colleges and universities. For more information go to [www.pltw.org](http://www.pltw.org)

During the senior year, students will have the opportunity to participate in an internship at Womack Army Medical Center or a mentorship with an approved healthcare provider. A variety of enrichment activities are offered through Southern Regional Area Health Education Center and Health Occupations Students of America. Students are offered certification in CPR/First Aid, Vision Screening, and Certified Nurse Aide.

**Westover High School - Collision Repair Career Pathway**
This new, exciting pathway offers students up-to-date training across several key collision repair roles. Courses to be included are Introduction to Collision Repair, Collision Repair I, Collision Repair-Non-Structural and Collision Repair Refinishing. Students will be afforded the opportunity to earn industry-recognized credentials from I-CAR (Inter-Industry Conference on Auto Collision Repair).

**ONLINE OPTIONS**

**North Carolina Virtual Public School**
The North Carolina Virtual Public School (NCVPS), established by the North Carolina State Board of Education, is an online school community serving middle and high school students throughout the state of North Carolina. NCVPS is not degree granting, but instead transfers credit to the local school of record for placement on the student transcript upon successful course completion. Students must go to their local high school of record for any state mandated end-of-course testing and/or North Carolina final exams. For more information visit [www.ncvps.org](http://www.ncvps.org) and contact your school counseling office.
Students planning to attend a North Carolina community college other than Fayetteville Technical Community College must meet the articulation criteria under the North Carolina statewide Articulation Agreement.
North Carolina’s Career and College Promise program provides seamless dual enrollment educational opportunities for eligible high school students to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. There are two ways in which an eligible high school student can enroll:

1. A College Transfer Pathway.

**College Transfer Pathways**

The College Transfer Pathways are designed for high school juniors and seniors who wish to begin earning credit towards a baccalaureate degree. The College Transfer Pathways provide several hours of tuition free college credits as part of the Universal General Education Transfer Component (UGETC) courses, which are guaranteed to transfer for general education equivalency credit to each of the 16 UNC institutions, provided that the student earns a grade of “C” or better in the course.

1. To be eligible for enrollment, a student must meet the following criteria:
   a. Be a high school junior or senior;
   b. Have a weighted GPA of 3.0 on high school courses; and
   c. Demonstrate college readiness on an assessment or placement test (see “Required Test Scores”).
      A student must demonstrate college readiness in English, reading, and mathematics to be eligible for enrollment in a College Transfer Pathway.

2. To maintain eligibility for continued enrollment, a student must:
   a. Continue to make progress toward high school graduation, and
   b. Maintain a 2.0 GPA in college coursework after completing two courses
      NOTE: Students who fall below a 2.0 GPA in their college coursework will become ineligible for future courses with High School Connections.

3. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another.

4. With approval of the high school principal or his/her designee and the college’s Chief Academic Officer, a student may enroll in both a College Transfer Pathway and a Career and Technical Education Pathway.
Career and Technical Education Pathways

Career and Technical Education Pathways are programs of study to provide expanded opportunities for eligible high school students to participate in Career and Technical Education tuition free courses and to expose students to a variety of high-skill career options. The Career and College Promise Career and Technical Education Pathway leads to a certificate or diploma aligned with a high school career cluster.

1. To be eligible for enrollment, a high school student must meet the following criteria:
   a. Be a high school junior or senior;
   b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and
   c. Meet the prerequisites for the career pathway (see “Required Test Scores”).

2. College Career and Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.

3. To maintain eligibility for continued enrollment, a student must:
   a. Continue to make progress toward high school graduation, and
   b. Maintain a 2.0 in college coursework after completing two courses.
   NOTE: Students who fall below a 2.0 GPA in their college coursework will become ineligible for future courses with High School Connections.

4. A student may not substitute courses in one program for courses in another. A student may enroll in two CTE programs at the same time, provided the exception has been approved by the college’s Chief Academic Officer or his/her designee.

5. College transferrable courses may be in some CTE pathways and count for weighted credit in the high school academic grade point average.

   **Important Information Regarding FTCC Courses Outlined in this Publication**

   - Tuition is free, but the student is responsible for textbook and supply costs. Supply costs may include uniform, special tools and other equipment.
   - High School Connections classes are composed only of high school students.
   - Students may take approved FTCC courses concurrently with the regular adult students.
   - Classes are offered on FTCC’s main campus, online, and at select high schools.
   - High School Connections classes follow the Cumberland County Schools calendar (with the exception of Nursing Aide courses).
   - Most High School Connections courses have a web-assisted component, which will require some work to be done online through Blackboard.
   - Transportation will be offered by Cumberland County Schools to FTCC from each of the ten comprehensive high schools pending sufficient enrollment.
   - Students who successfully complete a Career & Technical Education certificate program with a minimum 2.0 FTCC GPA will be eligible to participate in the FTCC spring commencement ceremony.
   - High School Connections staff will register students based on their completed enrollment packet (enrollment form, transcript, and test scores) received from high schools. Students can also register in-person with a High School Connections staff member on open registration days, which will be posted on the HSC website.
   - For high-demand programs, a ranking system may be used. Highly qualified seniors will have priority.
SAVE THE DATE!
High School Connections Open House
Tuesday, February 27, 2018
5:30-7:30pm; information sessions start at 5:30 and 6:30
FTCC’s Main Campus - Tony Rand Student Center
Come help us kick off the 2018-2019 school year and learn everything you need to know about HSC!

High School Connections Enrollment: Courses for Fall 2018 and Spring 2019 outlined in the following pages are reserved specifically for qualified high school students participating in FTCC’s High School Connections program. These courses are set up to follow the Cumberland County Schools (CCS) calendar and observe all FTCC and CCS holidays, breaks, and early release schedules. These courses will begin the first day CCS starts each semester and will end with the FTCC calendar. Students interested in enrolling in these courses can register through their high school counselor. All course section numbers will begin with “5H”.

Concurrent Enrollment: Please note that there are additional courses that a qualified high school student may take with the regular adult FTCC students, but these courses follow the FTCC calendar only. These additional courses do not observe CCS holidays, breaks, or early release schedules, and students are expected to be in class at FTCC even during days off from CCS. Students taking these courses are responsible for registering in-person during certain days that are established by the HSC staff. Visit our website at www.faytechcc.edu for registration days and course scheduling.

COLLEGE TRANSFER PATHWAYS

Students and parents are encouraged to determine which College Transfer Pathway best fits the long-term goals of the student while taking into consideration their strengths and interests. There are course planning charts to help guide the selection process. Students may not substitute courses between the college transfer pathways.

The Associate in Arts program is a good fit for students who plan to earn general education credits toward completion of an Associate in Arts (AA) degree and/or for those who plan to pursue a Bachelor of Arts (BA) degree program. Some popular majors for the BA degree may include Anthropology, Art, History, and Sociology.

The Associate in Science program is a good fit for students who plan to earn general education credits toward completion of an Associate in Science (AS) degree and/or for those who plan to pursue a Bachelor of Science (BS) degree. Some popular majors for the BS degree may include Biology, Engineering, Mathematics, and Nursing.

The Associate in Engineering is a good fit for students who plan to earn credits toward completion of an Associate in Engineering (AE) and/or for those who plan to pursue an engineering degree.
## Associate in Arts Degree Plan

**English Composition (Up to 6 Hrs.)**
- **ENG111 (Writing & Inquiry)**
- **ENG112 (Writing/Research)**

**Communications/HUM/Fine Arts (Up to 9 Hrs.)**
- **COM231 (Public Speaking)**
- **ART114 (Art History Surv. 1)**
- **MUS110 (Music Appreciation)**

**Social/Behavioral Sciences (Up to 9 Hrs.)**
- **HIS131 (American History 1)**
- **HIS132 (American History 2)**
- **SOC210 (Introduction to Sociology)**

**Mathematics (Up to 3 - 4 Hrs.)**
- **MAT152 (Statistical Methods)**

**Natural Sciences (Up to 4 Hrs.)**
- **BIO111 (General Biology 1)**

**Academic Transition (Up to 1 Hr.)**
- **ACA122 (College Transfer Success)**

**Optional Hours (Up to 8 Hrs.)**
- **Foreign Language**

## Associate in Science Degree Plan

**English Composition (Up to 6 Hrs.)**
- **ENG111 (Writing & Inquiry)**
- **ENG112 (Writing/Research)**

**Communications/Humanities/Fine Arts (Up to 6 Hrs.)**
- **COM231 (Public Speaking)**
- **PHI240 (Intro to Ethics)**

**Social/Behavioral Sciences (Up to 6 Hrs.)**
- **PSY150 (General Psychology)**
- **POL120 (American Government)**

**Mathematics (Up to 8 Hrs.)**
- **MAT171 (Precalculus Algebra)**
- **MAT172 (Precalculus Trigonometry)**

**Natural Sciences (Up to 8 Hrs.)**
- **CHM151 (General Chem. 1)**
- **CHM152 (General Chem. 2)**

**Academic Transition (Up to 1 Hr.)**
- **ACA122 (College Transfer Success)**

**Optional Hours (Up to 8 Hrs.)**
- **Foreign Language**

## FTCC Schedule

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<th>FTCC Schedule</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Session</th>
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<td>Either</td>
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NOTE: SAT, ACT, ACCUPLACER, PLAN, Pre-ACT, PSAT, or NC DAP test scores required (see “Required Test Scores” page)

*Course prerequisites apply

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**COLLEGE TRANSFER PATHWAYS**  
**ASSOCIATE IN SCIENCE**

NOTE: SAT, ACT, ACCUPLACER, PLAN, Pre-ACT, PSAT, or NC DAP test scores required (see “Required Test Scores” page)

*Course prerequisites apply

<table>
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<tr>
<th>SEM</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC Credit</th>
<th>HS Credit Added GPA Value after 2015</th>
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# COLLEGE TRANSFER PATHWAYS

## ASSOCIATE IN ENGINEERING

NOTE: SAT, ACT, ACCUPLACER, PLAN, Pre-ACT, PSAT, or NC DAP test scores required (see “Required Test Scores” page)

*Course prerequisites apply

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<tr>
<th>SEM</th>
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<th>TIMES</th>
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CAREER & TECHNICAL EDUCATION PATHWAYS

+College transfer
^Articulated course
*SAT, ACT, ACCUPLACER, PLAN, PSAT, Compass, or Asset test scores required (see “Required Test Scores” at the end of the HSC section)
**Course prerequisites apply
Note: Some students may have already earned credits through the PACE program.

Credit obtained in the High School Connections CTE pathways can generally be transferred directly into the corresponding Associate Degree or Diploma program at FTCC. Some certificates require additional courses to be taken concurrently in order for the student to complete the program and be eligible for graduation. These additional courses will be noted below each program and are not offered as high school sections.

Classes below are listed with the FTCC and High School (HS) credit values awarded.
S = standard weighted course, AP=AP/IB/CC weighted course

### 3D ANIMATION C25450H2
Students in this program learn the basics of 3D modeling and animation. They are introduced to texturing and motion capture. This certificate prepares students for entry into the game, film, and digital entertainment industries or for further study in commercial digital arts.

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<th>COURSE</th>
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<th>DAYS</th>
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<td>SGD 210</td>
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### ACCOUNTING FOUNDATIONS C25800H1
The Accounting certificate is designed to provide students with the knowledge and the skills that form the foundation for accounting. Using the “language of business,” accountants assemble and analyze, process, and communicate essential information about financial operations.

<table>
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<tr>
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<th>DAYS</th>
<th>TIMES</th>
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<th>H.S.</th>
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### BUSINESS FOUNDATIONS C25120H1
Business Foundations is designed to teach students basic business principles. The certificate emphasizes business concepts from an individual, business, and national perspective. Coursework includes an introduction to business principles, business law, management, marketing, and economics.

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<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
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### COLLISION REPAIR & REFINISHING TECHNOLOGY C60130H1

NOTE: Courses located at FTCC’s Collision Repair and Refinishing Tech Center off Santa Fe Dr.

Basic Collision Repair and Refinishing Technology is designed to prepare students for entry-level positions as helpers in the auto body repair industry. Instruction will include hands-on repairs in areas of non-structural and structural repairs, mechanical and electrical components, painting, and refinishing.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
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<th>TIMES</th>
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<td>TRN 110</td>
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<td>Painting &amp; Refinish I</td>
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### COMPUTER-INTEGRATED MACHINING- BASIC (Two Year Program) C50210H1

Basic Computer-Integrated Machining is designed to develop fundamental skills in the operation of machine tools including drilling, turning, milling, and grinding. Training in basic measuring, layout, and blueprint reading is also provided. Students will be prepared for employment as entry-level machine operators or machinist apprentices.

<table>
<thead>
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<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/Spring</td>
<td>MAC 111</td>
<td>Machining Technology I</td>
<td>M - W</td>
<td>1:00-2:50</td>
<td>6</td>
<td>2 S</td>
</tr>
<tr>
<td>Year 1</td>
<td>MAC 131</td>
<td>Blueprint Reading/Mach I</td>
<td>TH</td>
<td>1:00-2:50</td>
<td>2</td>
<td>1 S</td>
</tr>
<tr>
<td>Year 1</td>
<td>MAC 151</td>
<td>Machining Calculations</td>
<td>F</td>
<td>1:00-2:50</td>
<td>2</td>
<td>1 S</td>
</tr>
</tbody>
</table>

Additional course(s) for completion/graduation: MAC-112** (concurrent only- Year 2)

### COMPUTER TECHNOLOGIES C25590H4

Computer Technologies is designed to provide students with the fundamental skills in the computer field. Coursework will include creating a basic webpage and database as well as basic skills in networking, security, and computer operating systems. Students will also learn basic virtualization techniques.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CTI 110</td>
<td>Web, Pgm &amp; DB Foundation</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>NET 110</td>
<td>Networking Concepts</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>SEC 110</td>
<td>Security Concepts</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>NOS 110</td>
<td>Operating Systems Concepts</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

### CONSTRUCTION TECHNOLOGY- INTRODUCTION C35140H1

Building Construction Technology is designed to provide students with an introduction to the building construction industry. Coursework includes basic construction concepts such as general construction, blueprint reading, and building codes. Graduates should qualify for entry-level jobs in any general construction setting as an on-the-job trainee.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CAR 111AA</td>
<td>Carpentry I (part one)</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>BPR 130</td>
<td>Blueprint Reading</td>
<td>Online</td>
<td>Online</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>CMT 120</td>
<td>Codes and Inspections</td>
<td>Online</td>
<td>Online</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>CAR 111BB</td>
<td>Carpentry I (part two)</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>CST 131</td>
<td>OSHA/Safety/Certification</td>
<td>Online</td>
<td>Online</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

### CRIMINAL JUSTICE- INTRODUCTION C55180H1

Criminal Justice Technology is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial process, corrections, and security services. The criminal justice system’s role within society will be explored. This certificate is accelerated with eight week classes.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CJC 111+</td>
<td>Intro to Criminal Justice (1st 8 wks)</td>
<td>M-TH</td>
<td>1:00-2:30</td>
<td>3</td>
<td>1 AP</td>
</tr>
<tr>
<td></td>
<td>CJC 131</td>
<td>Criminal Law* (2nd 8 wks)</td>
<td>M-TH</td>
<td>1:00-2:30</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>CJC 221</td>
<td>Investigative Principles (1st 8 wks)</td>
<td>M-TH</td>
<td>1:00-2:30</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>CJC 231</td>
<td>Constitutional Law* (2nd 8 wks)</td>
<td>M-TH</td>
<td>1:00-2:30</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>
**CRIMINAL JUSTICE-PRIVATE INVESTIGATIONS/LOSS PREV C55180H3 - Seniors Only**

The Private Investigations/Loss Prevention Certificate program provides an in-depth study of private and corporate security loss and prevention. Topics include loss prevention, threat assessment, and high-risk event planning. This program prepares the student with additional knowledge required for employment as a Private Investigator, Loss Prevention Specialist, or Corporate Security Specialist.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CJC 111+</td>
<td>Intro to Criminal Justice</td>
<td>Online</td>
<td>Online</td>
<td>3</td>
<td>1 AP</td>
</tr>
<tr>
<td></td>
<td>CJC 120</td>
<td>Interviews/Inter (1st 5wks)</td>
<td>M-TH</td>
<td>1:00-2:30</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>CJC 132</td>
<td>Court Proced &amp; Evid (2nd 5wks)</td>
<td>M-TH</td>
<td>1:00-2:30</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>CJC 151</td>
<td>Intro to Loss Prev (3rd 5wks)</td>
<td>M-TH</td>
<td>1:00-2:30</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>CJC 115</td>
<td>Crime Scene Photography (1st 5wks)</td>
<td>M-TH</td>
<td>1:00-2:30</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>CJC 260</td>
<td>Threat Assess (2nd 5wks)</td>
<td>M-TH</td>
<td>1:00-2:30</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>CJC 262</td>
<td>High-Risk Eve Plan (3rd 5wks)</td>
<td>M-TH</td>
<td>1:00-2:30</td>
<td>2</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**DEMI-CHEF C55150H1**

NOTE: Uniform required - approximately. $60

Demi-Chef prepares students for entry-level positions in the catering and cold foods display fields. Students will learn basic cookery and cold food preparation concepts and techniques.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CUL 110^</td>
<td>Sanitation and Safety*</td>
<td>F</td>
<td>1:00-2:50</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>CUL 140</td>
<td>Basic Culinary Skills*</td>
<td>M - TH</td>
<td>1:00-2:50</td>
<td>5</td>
<td>2 S</td>
</tr>
<tr>
<td>Spring</td>
<td>CUL 160</td>
<td>Baking I**</td>
<td>M-W</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>CUL 170</td>
<td>Garde-Manger I**</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

**DIGITAL MEDIA BASICS C25590H1**

Students will learn the basics of digital media. They will be introduced to graphic tools, multimedia applications, and animation using 2D and 3D digital technology.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>DME 110</td>
<td>Intro to Digital Media (1st 8 wks)</td>
<td>M-TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>DME 115</td>
<td>Graphic Design Tools (2nd 8 wks)</td>
<td>M-TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>DME 120</td>
<td>Intro to Multimedia Appl (1st 8 wks)</td>
<td>M-TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>DME 130</td>
<td>Digital Animation I (2nd 8wks)</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

**EARLY CHILDHOOD PRESCHOOL C55860H1**

This curriculum prepares individuals to work with preschool aged children (3-5) in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with preschool children.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>EDU 119</td>
<td>Intro to Early Child Ed (1st 5 wks)</td>
<td>M-F</td>
<td>1:00-2:50</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>EDU 131</td>
<td>Child, Family, Comm (2nd 5 wks)</td>
<td>M-F</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>EDU 145</td>
<td>Child Development II (3rd 5 wks)</td>
<td>M-F</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>EDU 153</td>
<td>Health, Safety, Nutr (1st 8 wks)</td>
<td>M-TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>EDU 146</td>
<td>Child Guidance (2nd 8 wks)</td>
<td>M-TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>
EMERGENCY MANAGEMENT C55460H1
The Emergency Management Certificate program provides students with a foundation to build upon within emergency services delivery program. This program will prepare students for entry level knowledge required for employment in the Emergency Management Industry.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>EPT 120</td>
<td>Sociology of Disaster</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>EPT 130</td>
<td>Mitigation &amp; Preparedness</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>EPT 210</td>
<td>Response &amp; Recovery</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>EPT 220</td>
<td>Terrorism &amp; Emergency Mgmt</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

EMERGENCY MEDICAL SCIENCE C45340H1 - Seniors Only
Emergency Medical Science prepares students with the entry-level skills of an Emergency Medical Technician-Basic (EMT-Basic). Students may be eligible to apply for both the state and national certification exams as an EMT-Basic. Employment opportunities include ambulance services, fire and rescue agencies, air medical services, specialty areas of hospitals, industry, educational institutions, and government agencies.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>EMS 110AB</td>
<td>EMT Basic - Part 1*</td>
<td>MWTH</td>
<td>1:00-2:50</td>
<td>4</td>
<td>1.5 S</td>
</tr>
<tr>
<td></td>
<td>OST 141</td>
<td>Med Terms I - Medical Office*</td>
<td>T</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>EMS 140</td>
<td>Rescue Scene Management</td>
<td>Online</td>
<td>Online</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring</td>
<td>EMS 110BB</td>
<td>EMT Basic - Part 2*</td>
<td>MWTH</td>
<td>1:00-2:50</td>
<td>4</td>
<td>1.5 S</td>
</tr>
<tr>
<td></td>
<td>OST 142</td>
<td>Med Terms II - Medical Office**</td>
<td>T</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>HSC 120</td>
<td>CPR</td>
<td>Online</td>
<td>Online</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

FIRE PROTECTION TECHNOLOGY C55250H1
Fire Protection Technology provides an in-depth study of fire protection and prepares students for entry level positions in the fire protection industry.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>FIP 120</td>
<td>Introduction to Fire Protection</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>FIP 124</td>
<td>Fire Prevention &amp; Public Ed</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>FIP 132</td>
<td>Building Construction</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>FIP 220</td>
<td>Fire Fighting Strategies</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

LOGISTICS AND DISTRIBUTION MANAGEMENT FOUNDATIONS C25620H1
The Logistics and Distribution Management Foundations certificate prepares individuals for a multitude of career opportunities in distribution, transportation, warehousing, supply chain, and manufacturing organizations. Coursework includes the movement of goods from the raw materials source(s) through production and ultimately to the consumer.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>LOG 110</td>
<td>Intro to Logistics</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>LOG 125</td>
<td>Transportation Log</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>LOG 215</td>
<td>Supply Chain Management**</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>LOG 211</td>
<td>Distribution Management**</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

GRAPHIC DESIGN BASICS C30100H1
Graphic Design Basics prepares students for entry-level positions in the graphic design profession. Students will learn design, advertising, illustration, and digital & multimedia preparation of printed/electronic promotional materials.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>GRD 121</td>
<td>Drawing Fundamentals I (1st 8 wks)</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>2</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>GRD 141</td>
<td>Graphic Design I (2nd 8 wks)</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>GRD 151</td>
<td>Comp Design Basics (1st 8 wks)</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>GRD 152</td>
<td>Comp Design Tech I** (2nd 8 wks)</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>
**GREEN SUSTAINABLE ARCHITECTURE C40100H1**
Green Sustainable Architecture introduces the concepts and principles related to green site development and architectural design. Students receive instruction in construction document preparation, materials and methods, environmental and structural systems, computer applications, and complete a design project.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ARC 111^</td>
<td>Intro to Architectural Tech</td>
<td>MWF</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>SST 140</td>
<td>Green Building</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>ARC 112</td>
<td>Const Materials &amp; Methods</td>
<td>MWF</td>
<td>1:00-2:50</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>ARC 114^</td>
<td>Architectural CAD</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>2</td>
<td>1 S</td>
</tr>
</tbody>
</table>

**HARDWARE AND SOFTWARE CERTIFICATE C25590H3**
Hardware and Software is designed to prepare graduates for entry-level employment with organizations that use computers to process, manage, and communicate information. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support. Coursework prepares students for the A+ Certification.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CTI 110</td>
<td>Web, Pgm, &amp; DB Fnd. (1st 8wks)</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>CTS 120</td>
<td>Hardware/Software Support (16 wks)</td>
<td>T-TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>NET 110</td>
<td>Networking Concepts (2nd 8wks)</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>CTS 220</td>
<td>Adv Hard/Software Support (16 wks)</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>NOS 110</td>
<td>Operating Syst Concepts (1st 8wks)</td>
<td>T-TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>SEC 110</td>
<td>Security Concepts (2nd 8wks)</td>
<td>T-TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

**HEALTH AND FITNESS SCIENCE C45630H1 - Seniors Only**
The Health and Fitness Science program is designed to provide students with the knowledge and skills necessary for employment in the fitness and exercise industry. Students will be trained in exercise science and be able to administer basic fitness tests and health risk appraisals, teach specific exercise and fitness classes, and provide instruction in the proper use of exercise equipment and facilities. All credits acquired in this program of study will transfer into the Health and Fitness Science Associate Degree program, provided that all grades earned are a “B” or higher. Courses with a final mark of “C” or lower will not transfer into the Associate Degree program.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>HFS 110</td>
<td>Exercise Science</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>4</td>
<td>1 AP</td>
</tr>
<tr>
<td></td>
<td>BIO 168+</td>
<td>Anatomy &amp; Physiology I*</td>
<td>TTH</td>
<td>2:00-4:50~</td>
<td>4</td>
<td>1 AP</td>
</tr>
<tr>
<td>Spring</td>
<td>HFS 111</td>
<td>Fitness &amp; Exercise Testing I</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>4</td>
<td>1 AP</td>
</tr>
<tr>
<td></td>
<td>BIO 169+</td>
<td>Anatomy &amp; Physiology II**</td>
<td>TTH</td>
<td>2:00-4:50~</td>
<td>4</td>
<td>1 AP</td>
</tr>
</tbody>
</table>

~ Indicates a class for which students will have to provide their own transportation at least one way.

**HEALTHCARE CUSTOMER SERVICE C25310H2**
Healthcare Customer Service prepares students for employment in a medical office or other healthcare related business. Students will learn accurate coding processes and develop skills applicable in the medical coding and billing field as well as customer relations.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>OST 141^</td>
<td>Terms I-Med Office* (1st 8wks)</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>OST 142^</td>
<td>Terms II-Med Office** (2nd 8wks)</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>OST 148</td>
<td>Coding/Bill/Ins.**</td>
<td>MWTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>OST 149</td>
<td>Medical Legal Issues*</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>OST 263</td>
<td>Healthcare Customer Relations</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>
**Horticulture - Basic C1524AH1**

NOTE: Courses located at FTCC’s Horticulture Education Center (Cape Fear Botanical Garden)

Basic Horticulture is designed to give students an introduction to the broad field of horticulture. Emphasis is placed on instruction in plant science, landscape management and irrigation, plant materials, pest management and plant propagation.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>HOR 162</td>
<td>Applied Plant Science</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>HOR 134</td>
<td>Greenhouse Operations</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>TRF 110</td>
<td>Intro to Turfgrass Cult &amp; ID</td>
<td>MWF</td>
<td>1:00-2:50</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>HOR 168</td>
<td>Plant Propagation</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

**Infant/Toddler Care C55290H1**

Infant/Toddler Care prepares students to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with infants and toddlers.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>EDU 119</td>
<td>Intro to Early Child</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>EDU 131</td>
<td>Child/Family/Comm.*</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>EDU 144</td>
<td>Child Development I</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>EDU 153</td>
<td>Health/Safety/Nut*</td>
<td>M - TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>EDU 234</td>
<td>Infants/Toddlers/Twos**</td>
<td>M - TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

**Manicuring/Nail Technology C55400H1**

NOTE: Uniform, Books, and Nail Kit required - approximately. $550

Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. Graduates of this program should be prepared to take the NC Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty/nail salons.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>COS 121</td>
<td>Manicure/Nail Technology I</td>
<td>MWF</td>
<td>1:00 - 2:50</td>
<td>6</td>
<td>2 S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TTH</td>
<td>1:00 - 4:50~</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>COS 222</td>
<td>Manicure/Nail Technology II**</td>
<td>MWF</td>
<td>1:00 - 2:50</td>
<td>6</td>
<td>2 S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TTH</td>
<td>1:00 - 4:50~</td>
<td></td>
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</tr>
</tbody>
</table>

~ Indicates a class for which students will have to provide their own transportation at least one way.

**Mobile App Development C25590H1**

This certificate is designed to introduce individuals to the basics of developing mobile applications for mobile devices. Students will learn how to access the world of mobile services and applications as creators, not just consumers. Students will learn to create entertaining and socially useful apps that can be shared with friends and family. The focus is empowering beginning programmers to create their own mobile apps using MIT App Inventor.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CIS 115</td>
<td>Intro to Programming &amp; Logic</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>CTI 110</td>
<td>Web, Pgm, and DB Foundation</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>WEB 151</td>
<td>Mobile Application Dev I (1st 8 wks)</td>
<td>M - TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>WEB 251</td>
<td>Mobile Application Dev II (2nd 8 wks)</td>
<td>M - TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>
**NETWORK DEFENSE SPECIALIST C25590H5**
The Network Defense Certificate is designed to introduce students to the basics of networking and security and how to defend your network against attacks. Coursework includes networking and security concepts, Linux operating systems, and network vulnerabilities. Students will learn how to defend and protect network data.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>NET 110</td>
<td>Networking Concepts</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>SEC 110</td>
<td>Security Concepts</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>CCT 250</td>
<td>Network Vulnerabilities I</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>NOS 120</td>
<td>Linux Single User</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

**NURSE AIDE C45480H1 - Seniors Only**
NOTE: NAS courses follow FTCC academic calendar and meet over a 16 week period.
CPR, Immunizations, and Uniform required
Nurse Aide prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages. Coursework emphasizes personal care, vital signs, communication, nutrition, medical asepsis, catheterization, tracheostomy care, dressing changes, oxygen therapy, and legal scope of practice for Nurse Aides. Graduates of this curriculum may be eligible to be listed on the registry as a Nurse Aide I and Nurse Aide II.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>NAS 101</td>
<td>Nursing Assistant I (1st 8 wks)</td>
<td>M - TH</td>
<td>2:00-4:30~</td>
<td>6</td>
<td>2 S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2nd 8 wks)</td>
<td>MT</td>
<td>2:00-4:30~</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TH</td>
<td>2:00-8:00~</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>MED-120</td>
<td>Survey of Med Terminology</td>
<td>Online</td>
<td>Online</td>
<td>1</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>NAS 102</td>
<td>Nursing Assistant II**</td>
<td>MT</td>
<td>2:00-4:30~</td>
<td>6</td>
<td>2 S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TH</td>
<td>2:00-8:00~</td>
<td></td>
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</tr>
</tbody>
</table>

~ Indicates a class for which students will have to provide their own transportation at least one way.

**OFFICE ADMINISTRATION/LEGAL OFFICE FOUNDATIONS C25370H2**
The Legal Office Foundation program is designed to introduce students to the foundations of a legal office. Coursework includes legal terminology, business law, office applications, and office procedure skills.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>OST 155</td>
<td>Legal Terminology</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>BUS 115</td>
<td>Business Law I*</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>OST 181</td>
<td>Office Procedures</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>OST 137</td>
<td>Office Applications I</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

**PHOTOVOLTAIC SYSTEMS- INTRODUCTION C35130H1**
Intro to Photovoltaic Systems provides training for persons interested in the installation and maintenance of electrical systems that convert solar energy into electricity with photovoltaic (PV) technologies. Topics include site analysis for system integration, building codes, electrical specifications, PV system components, and array design.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ELC 118</td>
<td>National Electrical Code</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>2</td>
<td>N/A</td>
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<tr>
<td></td>
<td>ELC 220</td>
<td>Photovoltaic Systems Tech</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>Spring</td>
<td>ELC 221</td>
<td>Advanced PV Systems Tech**</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td></td>
<td>ACA 120</td>
<td>Career Assessment (1st 8 wks)</td>
<td>TTH</td>
<td>1:00-2:50</td>
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<td>N/A</td>
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<tr>
<td></td>
<td>ELC 229</td>
<td>Applications Proj (2nd 8 wks)</td>
<td>Online</td>
<td>Online</td>
<td>4</td>
<td>1 S</td>
</tr>
</tbody>
</table>

Additional course(s) for completion/graduation: ELC 112 (concurrent only)
**PYTHON PROGRAMMING C25590H8**
The PYTHON Programming certificate is designed to prepare individuals for employment as programmers in PYTHON through study and applications in computer concepts, logic, and programming procedures using the PYTHON programming language. Upon completion of this program, a student will have the necessary PYTHON skills for an entry level PYTHON programming position.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CTI 110</td>
<td>Web, Pgm, and DB Foundation</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>CIS 115+</td>
<td>Intro to Prog &amp; Logic</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>AP</td>
</tr>
<tr>
<td>Spring</td>
<td>CSC 121</td>
<td>Python Programming</td>
<td>M</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>CSC 221</td>
<td>Advanced Python Programming</td>
<td>W</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>WEB 151</td>
<td>Mobile Application Dev I</td>
<td>T</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>WEB 251</td>
<td>Mobile Application Dev II</td>
<td>TH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
</tbody>
</table>

**SIMULATION AND GAME DEVELOPMENT C25450H1**
Simulation and Game Development introduces students to the skills they would need for entry-level positions in the field. Students will learn about designing simulation, game programming, and 3D modeling.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>SGD 111</td>
<td>Introduction to SGD* (1st 8 wks)</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>SGD 114</td>
<td>3D Modeling (2nd 8 wks)</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>Spring</td>
<td>SGD 112</td>
<td>SGD Design* (1st 8 wks)</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>SGD 113</td>
<td>SGD Programming* (2nd 8 wks)</td>
<td>M - F</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
</tbody>
</table>

**WIRELESS NETWORKING SECURITY C25590H7**
The IT/Wireless Networking Security certificate is designed to provide training for individuals interested in having the ability to understand the basics of networking, wireless technology, and related security concepts. Students will perform hands-on activities such as installing Windows and Linux, implement basic security on the same, and configure/secure wireless access points as well as various networking related activities. Students will be prepared to take the Comp TIA Security+ and Network+ industry certification exams.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>NAME</th>
<th>DAYS</th>
<th>TIMES</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>NOS 110</td>
<td>Operating Systems Concepts</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>NET 110</td>
<td>Networking Concepts</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>Spring</td>
<td>NET 175</td>
<td>Wireless Technology</td>
<td>TTH</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>SEC 110</td>
<td>Security Concepts</td>
<td>MW</td>
<td>1:00-2:50</td>
<td>3</td>
<td>S</td>
</tr>
</tbody>
</table>
The Career and Technical Education Pathways listed below may be taken concurrently. These courses are offered at varying times throughout the day/evening and transportation for these programs is not guaranteed through the CCS system.

A/C, HEATING & REFRIGERATION- BASIC (Two Year Program) C35100H1
Basic A/C, Heating & Refrigeration is designed to prepare individuals for entry-level positions in the air conditioning, heating & refrigeration field. Courses include basic hands-on training in the installation, maintenance and repair of residential heating and air conditioning equipment.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NAME</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR 110</td>
<td>Intro to Refrigeration</td>
<td>5</td>
<td>2 S</td>
</tr>
<tr>
<td>AHR 112</td>
<td>Heating Technology**</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td>AHR 113</td>
<td>Comfort Cooling</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td>AHR 114</td>
<td>Heat Pump Tech**</td>
<td>4</td>
<td>1 S</td>
</tr>
</tbody>
</table>

CIVIL ENGINEERING TECHNOLOGY C40140H1
The Civil Engineering Technology curriculum prepares students to use basic engineering principles and technical skills to carry out planning, documenting and supervising tasks in sustainable land development and public works and facilities projects. Coursework includes instruction in the communication and computational skills required for materials testing, structural testing, field and laboratory testing, site analysis, estimating, project management, plan preparation, hydraulics, environmental technology and surveying. Students enrolled in this program will need to also enroll in MAT 171. MAT 171 is a co-requisite for SRV 110.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NAME</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEG 151</td>
<td>CAD for Engineering Technology</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>SRV 110</td>
<td>Surveying I</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td>CEG111</td>
<td>Intro to GIS and GNSS</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td>EGR 115</td>
<td>Intro to Technology</td>
<td>3</td>
<td>1 S</td>
</tr>
</tbody>
</table>

ELECTRICITY, MOTORS AND CONTROLS, AND PLC- BASIC C35130H1
This certificate curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential and industrial facilities. Coursework, most of which is hands on, will include such topics as DC/AC theory, basic wiring practices, industrial motor controls, and programmable logic controllers.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NAME</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPR 130</td>
<td>Blueprint Reading/Const</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>ELC 112</td>
<td>DC/AC Electricity</td>
<td>5</td>
<td>2 S</td>
</tr>
<tr>
<td>ELC 117</td>
<td>Motors and Controls</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td>ELC 128</td>
<td>Intro to PLC</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>ELC 229</td>
<td>Applications Project</td>
<td>2</td>
<td>N/A</td>
</tr>
</tbody>
</table>

MAINTENANCE AND LIGHT REPAIR C60160H
This certificate program is designed to prepare individuals for entry-level positions in automotive service and to earn Ford certifications in Basic Electrical, Basic Brakes, and Advanced Brakes.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NAME</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT 151/A</td>
<td>Brake Systems and Lab</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td>TRN 110</td>
<td>Intro to Transp Tech</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>TRN 120</td>
<td>Basic Transp Electricity</td>
<td>5</td>
<td>2 S</td>
</tr>
<tr>
<td>TRN 170</td>
<td>PC Skills for Transp</td>
<td>2</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**PLUMBING- BASIC C35300H1**
The Plumbing certificate is designed to prepare individuals for entry-level positions in plumbing. Coursework includes fundamental practices in plumbing assembly and repair, and in basic plumbing codes.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NAME</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLU 110</td>
<td>Modern Plumbing</td>
<td>9</td>
<td>3 S</td>
</tr>
<tr>
<td>BPR 130</td>
<td>Blueprint Reading</td>
<td>3</td>
<td>1 S</td>
</tr>
<tr>
<td>PLU 140</td>
<td>Intro to Plumbing Codes</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>PLU 150</td>
<td>Plumbing Diagrams**</td>
<td>2</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**WELDING TECHNOLOGY- BASIC C50420H1**
This certificate program is designed to give individuals the opportunity to acquire fundamental skills in welding. Coursework includes electrode welding and cutting processes and welding symbols and specifications.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NAME</th>
<th>FTCC</th>
<th>H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLD 110</td>
<td>Cutting Processes</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>WLD 115</td>
<td>SMAW (Stick) Plate</td>
<td>5</td>
<td>2 S</td>
</tr>
<tr>
<td>WLD 121</td>
<td>GMAW (MIG) FCAW/Plate</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td>WLD 131</td>
<td>GTAW (TIG) Pla</td>
<td>4</td>
<td>1 S</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Lecture</td>
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Please use our website for the most up-to-date information.
Due to unforeseen circumstances, this information may be subject to change.
Cumberland County Schools and Fayetteville Technical Community College
All information contained in these pages is accurate to the best of the ability of...

**High School Courses:***
- **Mathematics:** Algebra, Geometry, Calculus
- **Science:** Biology, Chemistry, Physics
- **English:** Literature, Composition
- **Social Studies:** History, Economics
- **Foreign Language:** Spanish, French, German
- **Visual Arts:** Drawing, Painting, Sculpture
- **Technical and Career:** Auto Repair, Computer Programming
- **Guidance and Counseling:** Guidance, Career Exploration

**College Courses:***
- **English:** Writing, Literature
- **Science:** Chemistry, Biology
- **Mathematics:** Calculus, Statistics
- **Social Sciences:** Psychology, Sociology
- **Business:** Accounting, Marketing
- **Computer Science:** Programming, Network Administration
- **Health Professions:** Nursing, Pharmacy
- **Title IX:** Policies, Guidelines
- **Policy 109:** Procedures and Guidelines
DEBATE III
Grade Level: 10, 11, 12
Prerequisites: Debate II or Debate II Honors
Credit: 1 unit
This course further develops skills in communication, logic, and reasoning through the participation in scholastic forensics competitions. Students specialize in at least one of the speaking events, begin to develop expertise in a second area and compete at local, regional and state tournaments. Students continue to refine diction, articulation, enunciation, and projection skills while applying more advanced techniques of public speaking. Students exhibit team responsibility and develop skills of evaluation and analysis. Honors activities may include required/advanced reading lists, required/advanced writing assignments, special projects, enrichment activities and a portfolio of student activities/performances.

DEBATE IV
Grade Level: 10, 11, 12
Prerequisites: Debate III or III Honors
Credit: 1 unit
This is an advanced honors level course for students participating in advanced competition in three or more public speaking and debate events in a variety of settings. It continues the honor level focuses of leadership, performance excellence, sportsmanship and scholarship. Students compete at local, regional and state tournaments. Honors activities may include required/advanced reading lists, required/advanced writing assignments, special projects, enrichment activities, and a portfolio of student activities/performances.

ENGLISH I
Grade Level: 9
Prerequisite: None
Credit: 1 unit
This course provides a foundational study of literary genres (fiction, nonfiction, poetry, and drama to include literary terms and elements.) Special emphasis focuses on the interpretation of reading literature, reading informational text, writing, speaking and listening, language, and viewing, as well as the importance of audience and purpose in communication. It should also include analysis of influential U.S. historical documents and the reading of at least one Shakespearean play.

ENGLISH II
Grade Level: 10
Prerequisite: English I
Credit: 1 unit
This course provides reading literature, reading informational text, writing and speaking and listening opportunities, processes which challenge the advanced learner. Special emphasis focuses on the integration of reading, literature, reading informational text, writing, speaking and listening, language, and viewing, as well as the importance of audience and purpose in communication. This course also provides interpretive reading and discussions and aims to improve the student’s abilities to comprehend complex fiction and nonfiction texts to include the novel, US historical documents, and Shakespearean literature. Writing and research are integrated into the reading instruction and require students to synthesize and evaluate information in various written format.

ENGLISH II HONORS
Grade Level: 9
Prerequisite: None
Credit: 1 unit
This course provides reading literature, reading informational text, writing, speaking and listening opportunities. Required writing includes argumentative papers that reflect a strong command of grammar and usage. Students will continue to build on the literary progression of previous grades by engaging in reading and comprehending increasingly complex analysis and evaluation by beginning to coach team members, lead parent and volunteer judging seminars, and present workshops to middle school forensics students. Students are expected to compete at local, regional and state tournaments.

ENGLISH III
Grade Level: 10
Prerequisite: English I
Credit: 1 unit
This course provides reading literature, reading informational text, writing, speaking and listening opportunities. Required writing includes argumentative papers that reflect a strong command of grammar and usage. Students will continue to build on the literary progression of previous grades by engaging in reading and comprehending increasingly complex analysis and evaluation by beginning to coach team members, lead parent and volunteer judging seminars, and present workshops to middle school forensics students. Students are expected to compete at local, regional and state tournaments.

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Grade Level: 10
Prerequisite: English I
Credit: 1 unit
This course provides reading literature, reading informational text, writing, speaking and listening opportunities. Required writing includes argumentative papers that reflect a strong command of grammar and usage. Students will continue to build on the literary progression of previous grades by engaging in reading and comprehending increasingly complex analysis and evaluation by beginning to coach team members, lead parent and volunteer judging seminars, and present workshops to middle school forensics students. Students are expected to compete at local, regional and state tournaments.
ENGLISH II
Grade Level: 11
Credit: 1 unit
Prerequisite: English II

This course stresses continued reading improvement, development of vocabulary skills, grammar review, and the skills needed for effective writing in academic and vocational situations. Literature focuses on world cultures, world famous authors and critical analysis of their works. At this level, reading will include a study of Shakespearean literature as well as reading and evaluating influential U.S. documents.

AP LANGUAGE AND COMPOSITION
Grade Level: 11
Credit: 1 unit
Prerequisite: English II Honors

Students study prose models and develop a personal style of their own in both expository and creative writings. Types of writing emphasized include essays, reports, summaries, personal narratives, and arguments. The required research paper will be based on critical analysis of classic writers and an in-depth study of historical documents and contemporary issues. At least one Shakespearean play should be included. At the completion of the course, students will be required to take the Advanced Placement Exam and might receive college credit based upon their scores and the requirements of the college of their choice.

AP LITERATURE AND COMPOSITION
Grade Level: 12
Credit: 1 unit
Prerequisite: English III Honors or AP Language/Composition

AP Literature/Composition focuses on major European, American, and world authors and their works as a foundation for analytical reading and composition. Students will demonstrate critical analysis of novels, drama, and poetry through a wide range of reading and researching. This course includes analytical reading of U.S. historical documents and at least one Shakespearean play. Students study prose models and develop a personal style of their own in both expository and creative writings. Types of writing emphasized include essays, reports, summaries, personal narratives, and arguments. The required research paper will be based on critical analysis of classic writers and an in-depth study of historical documents and contemporary issues. At the completion of the course, students will be required to take the Advanced Placement Exam and might receive college credit based upon their scores and the requirements of the college of their choice.

THEMES IN LITERATURE
Grade Level: 11
Credit: 1 unit
Prerequisite: None

This course offers a study of literary themes in poetry, short stories and drama designed to improve analytical and evaluative skills needed in reading and discussing important literary works. The course introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South and North), Africa, Eastern Europe, Asia and the Middle East. Influential U.S. historical documents and a Shakespearean play should be included.

THEMES IN LITERATURE/CREATIVE WRITING II
Grade Level: 11
Credit: 1 unit
Prerequisite: None

This course is open to students who are self-disciplined, highly motivated, gifted in self-expression, and eager to read. The students explore new and exciting short stories, plays, poems, and novellas for their global perspectives and issues. Students will write to acquire meaning, to analyze U.S. historical documents to establish connections to contemporary issues, as well as to establish style, voice and purpose in communication. At least one Shakespearean play should be included.

AP LANGUAGE AND COMPOSITION
Grade Level: 11
Credit: 1 unit
Prerequisite: English II Honors

Students study prose models and develop a personal style of their own in both expository and creative writings. Types of writing emphasized include essays, reports, summaries, personal narratives, and arguments. The required research paper will be based on critical analysis of classic writers and an in-depth study of historical documents and contemporary issues. At least one Shakespearean play should be included. At the completion of the course, students will be required to take the Advanced Placement Exam and might receive college credit based upon their scores and the requirements of the college of their choice.

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Credit: 1 unit
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Credit: 1 unit
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Grade Level: 11
Credit: 1 unit
Prerequisite: English II Honors

Students study prose models and develop a personal style of their own in both expository and creative writings. Types of writing emphasized include essays, reports, summaries, personal narratives, and arguments. The required research paper will be based on critical analysis of classic writers and an in-depth study of historical documents and contemporary issues. At least one Shakespearean play should be included. At the completion of the course, students will be required to take the Advanced Placement Exam and might receive college credit based upon their scores and the requirements of the college of their choice.
JOURNALISM III
(III-A, III-B)
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Journalism II
Journalism III students refine their knowledge of journalism basics as well as receive instruction in specialized areas of media. These students write, layout, and publish the newspaper and/or a literary magazine. They learn sales/business management in the sale and preparation of advertising.

JOURNALISM IV
(IV-A, IV-B)
Grade Level: 12
Credit: 1 unit
Prerequisites: Journalism III and Advisor Recommendation Journalism IV students work in leadership positions, assuming leadership responsibility for written or broadcast media with an emphasis on TV broadcasting. They manage the production of the written or broadcast media.

JOURNALISM IV HONORS
(IV HONORS-A, IV HONORS-B)
Grade Level: 12
Credit: 1 unit
Prerequisites: Journalism III and Advisor Recommendation Students continue to define their journalistic skills and serve in top leadership positions in the production of written and broadcast media. They serve as editors and are responsible for all aspects of planning, organizing, and preparing quality journalistic products.

ENGLISH AS A SECOND LANGUAGE

NOTE: ESL courses are intended for students with limited English proficiency. ESL teachers evaluate students to determine eligibility.

ENGLISH AS A SECOND LANGUAGE (ESL) I
(ESL 1-A, ESL 1-B)
Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: None
The purpose of this course is to introduce non-English proficient students to the English language. It will provide students with basic skills in listening, speaking, reading, and writing. Increased progress in communication skills, vocabulary development, grammatical structure, literature, and culture are emphasized. Placement will be based on a student's mastery of skills in ESL I. End-of-year student assessment in all four-language skills will determine eligibility.

ENGLISH AS A SECOND LANGUAGE (ESL) II
(ESL 11-A, ESL 11-B)
Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: ESL I
This course is a continuation of ESL I. It provides limited English proficient students with intermediate skills in listening, speaking, reading, and writing. Increased progress in communication skills, vocabulary development, grammatical structure, literature, and culture are emphasized. Placement will be based on a student’s mastery of skills in ESL I. End-of-year student assessment in all four language skills will determine if a student will "exit" the program or may continue on to ESL III.

ENGLISH AS A SECOND LANGUAGE (ESL) III
(ESL 111-A, ESL 111-B)
Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: ESL II
This course is a continuation of ESL II. It provides limited English proficient students with advanced skills in listening, speaking, reading, and writing. Focus is on the student’s enhancement of second language acquisition through reinforcement and refinement of skills learned in ESL II. Short stories, prose, and poetry are included. Placement will be based on a student’s mastery of skills in ESL II. End-of-year assessment in all four language skills will determine if a student has mastered the skills needed to “exit” the program.

ENGLISH AS A SECOND LANGUAGE IV
(ESL IV-A, ESL IV-B)
Grade Levels: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: ESL III
This course is a continuation of ESL III. It provides advanced limited English proficient students with opportunities to develop full competency in listening, speaking, reading, and writing. Students will continue to refine critical thinking skills, continue to develop vocabulary and grammar skills, study various forms of literature in-depth, and exhibit competency in narrative, descriptive, expository, and persuasive writing. End-of-year assessment of students will determine if a student has mastered the language skills necessary to succeed in regular classes.

ENGLISH AS A SECOND LANGUAGE (ESL) IV
Grade Levels: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: ESL III
This course is a continuation of ESL III. It provides limited English proficient students with intermediate skills in listening, speaking, reading, and writing. Placement will be based on a student’s mastery of skills in ESL IV. End-of-year assessment in all four language skills will determine if a student will “exit” the program.

AMERICAN SIGN LANGUAGE I
Grade Level: 9, 10, 11
Credit: 1 unit
Prerequisite: None
This course covers the beginning level of sign language for high school students. Beginning Sign Language is designed to assist the student in obtaining a basic introductory knowledge of Sign Language. The student will learn basic sign language, sign vocabulary, grammatical structure, facial expression and body language. Proficiency exam will be given at the end of the course. Note: Course is offered through FTCC.

ARABIC I
Grade Level: 9, 10
Credit: 1 unit
Prerequisite: Arabic I and language proficiency
This course introduces the fundamental elements of the modern standard Arabic language within the cultural context of Arabic-speaking people. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Arabic and demonstrate cultural awareness. Proficiency exam will be given at the end of the course. Note: Course is offered only at Cumberland International Early College.

ARABIC II
Grade Level: 9, 10, 11
Credit: 1 unit
Prerequisite: Arabic I and language proficiency
Students will continue to improve speaking proficiency, listening, comprehension and writing skills. By the conclusion of the school year, students should be able to speak casually about daily and common activities. Students will begin a more intensive study of grammatical forms of Arabic and vocabulary words. They will conduct research and make presentations of current and historical events in Arabic speaking regions in the world. Proficiency exam will be given at the end of the course. Note: Course is offered only at Cumberland International Early College.

ARABIC III HONORS
Grade Level: 10, 11
Credit: 1 unit
Prerequisite: Arabic II and language proficiency
Arabic III focuses on strengthening the basic language skills of reading, writing, listening, and speaking, all in cultural context. It reinforces grammar and vocabulary in an intermediate language level through constant review and expands to challenge students as their skills develop. Students will conduct research and make presentations of current and historical events in Arabic speaking regions of the world. Proficiency exam will be given at the end of the course. Note: Course is offered only at Cumberland International Early College.

ARABIC IV HONORS
Grade Level: 10, 11
Credit: 1 unit
Prerequisite: Arabic III Honors and language proficiency
This course includes communicative competencies in speaking, listening, comprehension and writing at an intermediate level with attention to cultural awareness. Emphasis is placed on intermediate skills in speaking, reading, writing, and comprehension of spoken language. Upon completion, students should be able to demonstrate simple conversations and read works written in modern standard Arabic. Proficiency exam will be given at the end of the course. Note: Course is offered only at Cumberland International Early College.

FRENCH I
Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: None
French I is an introduction to the French language and various francophone cultures. Emphasis is on listening, speaking, reading, writing and culture. There is much oral practice with many personalized questions and a variety of classroom activities emphasizing personal expression. Students will perform the most basic functions of the reading and writing aspects of the language. A variety of media are used to
FRENCH I
(Continued)
introduce different aspects of French culture and civilization. Integration of other disciplines is on-going throughout the course. Proficiency exam will be given at the end of the course. Note: Course is offered at Douglas Byrd, Gray’s Creek, Terry Sanford, and South View High Schools.

FRENCH II
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: French I or French I Part I and French I Part II (Middle School) and language proficiency
French II is a continuation of French I. Students enrolled in this course have either successfully completed the Level I course at the high school or at the middle school or have placed out of Level I due to previous language study at the elementary and/or middle grades. The course covers increased oral accuracy, vocabulary development, grammatical structure, reading, writing, civilization, and culture. These objectives will be reinforced through increased use of the French language. Students continue to develop multicultural awareness and integration of other disciplines. Proficiency exam will be given at the end of the course. Note: Course is offered at Douglas Byrd, Gray’s Creek, Terry Sanford, and South View High Schools.

FRENCH III HONORS
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: French II and language proficiency
In Level III an increasing integration of the four language skills is stressed. Students initiate and maintain face to face communication. Continued emphasis is placed on reading, examination of other cultures, and integration with other disciplines. Proficiency exam will be given at the end of the course. Note: Course is offered at Douglas Byrd, Gray’s Creek, Terry Sanford, and South View High Schools.

HONORS FRENCH CONVERSATION AND COMPOSITION
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: French II Honors and language proficiency
The Intensive French Conversation course introduces students to conversation through viewing and discussing French films. The recent films serve as introduction to specific linguistic objectives, and to contemporary cultural issues. This course represents an ideal opportunity to develop content cultural knowledge while practicing conversation skills. Emphasis will be placed on regular practice in conversation and composition with priority given to the development of basic conversational structures and the ability to convey meaning. Reading and writing skills will be taught in meaningful contexts. The culture and language integration at this level will be focused on the “life way” study, and the student will develop an appreciative acquaintance with Chinese culture. Students will take what they have learned and will use them in more complex sentences, phrases, and conversation. Students are expected to speak longer sentence and ask simple questions on familiar and unfamiliar topics. Proficiency exam will be given at the end of the course. Note: Course is offered at Douglas Byrd, Gray’s Creek, Terry Sanford, and South View High Schools.

FRENCH IV HONORS
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: French III Honors and language proficiency
The students of French IV will expand their knowledge of basic structures, vocabulary, and fluency of speech. Students will do advanced studies in French history, literature and culture. Proficiency exam will be given at the end of the course. Note: Course is offered at Douglas Byrd, Gray’s Creek, Terry Sanford, and South View High Schools.

AP FRENCH LANGUAGE AND CULTURE
Grade Level: 11, 12  Credit: 1 unit
Prerequisites: French III Honors or French IV Honors, language proficiency and Teacher Recommendation
This college level course is designed to lead the student to a high level of proficiency through intensive study of vocabulary, advanced grammar review and extensive writing and speaking. Students will read literature and magazine articles. The course will provide mastery of the four skills of listening, reading, speaking and writing. Proficiency exam will be given at the end of the course. Note: Course is offered at Douglas Byrd, Gray’s Creek, Terry Sanford, and South View High Schools.

MANDARIN CHINESE I
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: None
Chinese I is an introductory course to Mandarin Chinese. Though students will receive instruction in all four aspects of the language (oral, listening, reading and writing), during the early stages of their Chinese studies, class time will primarily be devoted to acquiring basic oral and listening skills. Once students are more familiar with structural conventions they will be challenged with reading and writing materials that include some unknown characters in order for them to develop their skills under more authentic circumstances. In addition to gaining communicative and linguistic competence, students will be exposed to the Chinese culture in order to better understand the cultural context in which their language skills will be used. The course will provide students with the ability to communicate interpersonally in daily life. Topics will include greetings, basic introductions, making appointments, location, countries, languages, descriptions, shopping and food. Proficiency exam will be given at the end of the course. Note: Course is offered at Seventy-First, Cumberland International Early College High Schools and Teleconferencing.

MANDARIN CHINESE II
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: Mandarin Chinese I or Mandarin Chinese I Part I and Mandarin Chinese I Part II (Middle School) and language proficiency
This course builds on the skills introduced in Chinese I. Aural comprehension, pronunciation and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to further develop students’ communication skills. Students will further develop their capacity to read and write Chinese characters. Students continue to study Chinese history, culture and society. Proficiency exam will be given at the end of the course. Note: Course is offered at Seventy-First, Cumberland International Early College High Schools and Teleconferencing.

MANDARIN CHINESE III HONORS
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Mandarin Chinese II and language proficiency
In this course, students will continue to gain oral proficiency through a variety of language activities including games, dialogues, oral presentations, and imaginative tasks. Meanwhile, efforts will be continuously made to improve the accuracy of the student’s pronunciation and the ability to convey meaning. Reading and writing skills will be taught in meaningful contexts. The culture and language integration at this level will be focused on the “life way” study, and the student will develop an appreciative acquaintance with Chinese culture. Students will take what they have learned and will use them in more complex sentences, phrases, and conversation. Students are expected to speak longer sentence and ask simple questions on familiar and unfamiliar topics. Proficiency exam will be given at the end of the course. Note: Course is offered at Seventy-First, Cumberland International Early College High Schools and Teleconferencing.

HONORS MANDARIN CHINESE CONVERSATION/COMPOSITION
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Mandarin Chinese III Honors and language proficiency
This course aims to enhance the students’ understanding of Chinese culture and introduce them to issues in contemporary China through reading and discussion. Authentic texts of Modern Chinese, including newspaper articles and published writings of literary, cultural, and social interest will be introduced in the course. Proficiency exam will be given at the end of the course. Note: Course is offered only at Seventy-First High School.

MANDARIN CHINESE IV HONORS
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Mandarin Chinese III Honors and language proficiency
This course offers continuing instruction in listening, speaking, reading and writing, with particular emphasis on consolidating basic conversational skills and improving reading confidence and depth. Chinese I, II, III and IV form a sequence. Upon completion of this course, students should be able to speak in Chinese, with some fluency on basic conversational topics, they should be able to read texts composed of characters introduced in the textbook in both simplified and traditional characters, and they should be able to write short compositions using these characters. Classes are made up of lecture sessions, cultural studies, drill practices, discussion, reading comprehension practice, listening comprehension practice, situational
Mandarin Chinese IV Honors
(Continued)
dialogue practice, and language games. Classes will be conducted in Mandarin. Proficiency exam will be given at the end of the course. Note: Course is offered only at Seventy-First High School.

Chinese Language and Culture

Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Mandarin Chinese III Honors or Mandarin Chinese IV Honors, language proficiency, and Teacher Recommendation

This is an intensive course designed for highly motivated students to improve competency and gain proficiency in Chinese. The course provides extensive preparation for the AP Chinese Language and Culture exam given in May. Students write biweekly compositions in Chinese and develop their speaking, listening and writing skills at an advanced level by making recordings. Students are expected to become competent in reading and in understanding spoken Chinese using authentic sources. A concise review of grammar and extensive vocabulary are addressed throughout the year. Proficiency exam will be given at the end of the course.

Note: Course is offered only at Seventy-First High School

Spanish

Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: None

This course is intended for the beginning Spanish language student. Spanish I is designed to give students a balanced exposure to all four language skills. The course objectives emphasize accurate pronunciation, structure knowledge with primary focus on the present tense and language acquisition of basic vocabulary. The course provides students with opportunities to: respond to and give oral directions and commands and to make routine requests in the classroom and in public places; understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests. Students will begin to speak and write in the target language. Cultural similarities as well as differences between Spanish-speaking countries and the United States are studied. Proficiency exam will be given at the end of the course.

Spanish I Heritage/Immersion

Grade Level: 9, 10, 11
Credit: 1 unit
Prerequisite: Student must be a native or heritage speaker of Spanish. Needs Curriculum Specialist, Spanish Teacher or counselor recommendation

This course is designed for students for whom Spanish is their native or heritage language. It provides those students with the opportunity to expand their existing proficiency and to develop their reading and writing skills. Spelling and vocabulary development are stressed. Proficiency exam will be given at the end of the course.

Spanish II Heritage/Immersion

Grade Level: 9, 10, 11
Credit: 1 unit
Prerequisite: Spanish I Heritage/Immersion

This course is designed for students for whom Spanish is their native or heritage language. It provides those students with the opportunity to expand their existing proficiency and to develop their reading and writing skills. Spelling and vocabulary development are stressed. Proficiency exam will be given at the end of the course.

Spanish II

Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: Spanish I or Spanish I Part I and Spanish I Part II (Middle School) and language proficiency

Spanish II is a continuation of Spanish I with substantial amount of new grammatical structures. The course increases emphasis on listening, with different aspects of the culture, including the visual arts, architecture reading and writing. Students will begin to understand spoken Spanish and converse on a more sophisticated level. The students will become familiar, literature and music. Culture and history of Hispanic countries are also studied. The course enables students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Proficiency exam will be given at the end of the course.

Spanish III Honors

Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: Spanish II or Spanish as Language Arts II and language proficiency

This course reviews Spanish II concepts. Students should have a basic mastery of level II grammar and vocabulary. Oral proficiency continues to be a major focus with increased emphasis on the depth of study of the many target cultures represented in the Spanish-speaking world. Reading and writing skills are stressed. Students read for comprehension from a variety of authentic materials, such as advertisements in newspapers, magazines, cartoons and personal correspondence, short literary selections of poetry, plays, and short stories. Student writes, paraphrases, summarizes, and writes brief compositions. The course provides instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the target language. Proficiency exam will be given at the end of the course.

Honors Spanish Conversation and Composition

Grade Level: 10, 11, 12
Credit: 1 unit
Prerequisite: Spanish III Honors or Spanish Heritage Speaker II and language proficiency

This course is appropriate for students who wish to continue building skills in speaking and writing. The course is divided into thematic units and provides vocabulary enrichment, as well as opportunities to speak and write extensively in Spanish. Knowledge of grammatical structures presented in levels II and III is expected. Proficiency exam will be given at the end of the course.

Spanish IV Honors

Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: Spanish III Honors or Spanish Heritage Speaker II and language proficiency

Spanish IV provides an advanced application of skills learned in Spanish I, II, and III Honors. The course is divided into thematic units, which provide vocabulary enrichment and language integrated skills. Students receive constant exposure to spoken Spanish and will develop reading strategies through the study of history, literature, and culture of Spanish-speaking countries. The course enables the students to express opinions and make judgments, respond to factual and interpretive questions and interact in complex social situations. Students read for comprehension from a variety of longer authentic materials and are aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in the target language. Proficiency exam will be given at the end of the course.

Spanish V Honors

Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Spanish IV Honors and language proficiency

This course is designed for students who wish to continue building skills in speaking, reading, and writing. Students receive opportunities to speak and write extensively in Spanish. Knowledge of grammatical structure is stressed. Students will demonstrate an understanding of the principal elements of nonfiction, articles in newspapers, create stories and poems, short plays, and skits based on personal experiences and exposure to themes analyzing the main plot, characters and their descriptions and roles. Proficiency exam will be given at the end of the course.

AP Spanish Language and Culture

Grade Level: 11, 12
Credit: 1 unit
Prerequisites: Spanish III Honors or Spanish IV Honors, language proficiency, and Teacher Recommendation

This is an intensive course designed for highly motivated students to improve competency and gain proficiency in Spanish. The course provides extensive preparation for the AP Spanish language exam given in May. Students write compositions in Spanish and develop their speaking skills at an advanced level by making recordings. Students are expected to become competent in reading and in understanding spoken Spanish using authentic sources. A concise review of grammar and extensive vocabulary are addressed throughout the year. Course content might best reflect interests shared by the students and the teacher, e.g., the arts, current events, literature, culture, sports, etc. Spanish Language, Advanced Placement seeks to develop language skills that are useful and that can be applied to various activities and disciplines rather than being limited to any specific subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. Proficiency exam will be given at the end of the course.
LATIN I
Grade Level: 9, 10, 11, 12 Credit: 1 unit
Prerequisite: None
This course introduces basic Latin vocabulary, inflections, and grammar as it applies to reading and translating simple Latin sentences. Special emphasis is placed on building English derivatives and vocabulary. Roman culture, art, history, law, and government are also explored to help build an appreciation of the ancients’ effects on modern American society. Proficiency exam will be given at the end of the course. Note: Course is offered at Jack Britt, Massey Hill Classical, and Reid Ross Classical High Schools.

LATIN II
Grade Level: 9, 10, 11, 12 Credit: 1 unit
Prerequisite: Latin I or Latin I Part I and Latin I Part II (Middle School) and language proficiency
Students continue building vocabulary and studying more complex grammar. The study of ancient Roman history is expanded as students begin reading the simpler texts written by ancient authors. Proficiency exam will be given at the end of the course. Note: Course is offered at Jack Britt, Massey Hill Classical, and Reid Ross Classical.

LATIN III HONORS
Grade Level: 9, 10, 11, 12 Credit: 1 unit
Prerequisite: Latin II and language proficiency
Students continue building vocabulary and studying more complex grammar. Through their study of Latin, students reinforce and further their understanding of English. They expand their study of Roman history as they begin reading simpler texts written by ancient authors. Proficiency exam will be given at the end of the course. Note: Course is offered at Jack Britt, Massey Hill Classical, and Reid Ross Classical High Schools.

LATIN IV HONORS
Grade Level: 10, 11,12 Credit: 1 unit
Prerequisite: Latin III Honors and language proficiency
Students in advanced Latin continue to trace Greco-Roman history, culture, and language and its impact on modern civilizations. Reading comprehension is stressed through the exploration of more advanced texts, especially Catullus, Horace, and Vergil. Emphasis is placed on the reading and scansion of the poetry of these authors. Proficiency exam will be given at the end of the course. Note: Course is offered at Jack Britt, Massey Hill Classical, and Reid Ross Classical High Schools.

AP LATIN
Grade Level: 11,12 Credit: 1 unit
Prerequisite: Latin III Honors or Latin IV Honors and Teacher Recommendation, and language proficiency
Students at this advanced language level are expected to demonstrate greater and more sophisticated use of the four skills of listening, speaking, reading, and writing. Literature, History, and culture are taught primarily through the active use of the second language. Those continent/skills areas and Roman authors, which are outlined for the Advanced Placement Test by the College Board, form the basis for the course of study. Proficiency exam will be given at the end of the course. Note: Course is offered at Jack Britt, Massey Hill Classical, and Reid Ross Classical High Schools.

MATHEMATICS

FOUNDATIONS OF NC MATH I
Grade Level: 9, 10, 11 Credit: 1 unit
Prerequisite: None
Foundations of NC Math I is a continuation of the mathematical skills and concepts studied in middle school. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in NC Math I. There will be an emphasis on developing concepts in algebra, functions and numbers and operations.

NC MATH I
Grade Level: 9, 10, 11, 12 Credit: 1 unit
Prerequisite: None
NC Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. The focus in NC Math I is on linear, exponential and quadratic functions. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties, interpreting categorical and quantitative data.

NC MATH I HONORS
Grade Level: 9, 10, 11, 12 Credit: 1 unit
Prerequisite: NC Math I
NC Math I Honors addresses the topics of NC Math I at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

FOUNDATIONS OF NC MATH II
Grade Level: 9, 10, 11, 12 Credit: 1 unit
Prerequisite: NC Math I
Foundations of NC Math II is a continuation of the mathematical skills and concepts studied in NC Math I. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in NC Math II. There will be an emphasis on developing concepts in algebra, geometry and statistics.

NC MATH II
Grade Level: 9, 10, 11, 12 Credit: 1 unit
Prerequisite: NC Math I
NC Math II continues a progression of the standards established in NC Math I. In addition, there is a focus on quadratic, square root, and inverse variation functions. NC Math II includes; congruence and similarity of figures, right triangle trigonometry, modeling with geometry, probability, and justifying conclusions.

NC MATH II HONORS
Grade Level: 9, 10, 11, 12 Credit: 1 unit
Prerequisite: NC Math I
NC Math II Honors addresses the topics of NC Math II at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

FOUNDATIONS OF NC MATH III
Grade Level: 10,11,12 Credit: 1 unit
Prerequisite: NC Math II
Foundations of NC Math III is a continuation of the mathematical skills and concepts studied in NC Math II. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in NC Math III. There will be an emphasis on developing concepts in algebra, functions and geometry.

NC MATH III
Grade Level: 10, 11, 12 Credit: 1 unit
Prerequisite: NC Math II
NC Math III progresses from the standards learned in NC Math I and NC Math II. In addition to these standards, NC Math III focuses on Exponential, Logarithmic, Rational, Polynomial, Absolute Value, and Trigonometric Functions. This extends to include algebraic concepts such as the complex number system, trigonometric functions and the unit circle. NC Math III also includes the geometric concepts of radians, angles, segments, and random sampling.

NC MATH III HONORS
Grade Level: 10, 11, 12 Credit: 1 unit
Prerequisite: NC Math II
NC Math III Honors addresses the topics of NC Math III at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.
ADVANCED FUNCTIONS AND MODELING
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: NC Math III
Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Homework, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

ESSENTIALS FOR COLLEGE MATH (SREB)
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: NC Math III
The SREB Math Ready course emphasizes understanding mathematics concepts rather than just memorizing procedures. Students will learn the context behind procedures. This equips them with higher-order thinking skills enabling them to apply math skills functions, and concepts in different situations. The course contains eight units: exponentials, quadratics, equations, measurement, number operations, systems, linear functions, and statistics. Essentials for College Math is designed primarily for high school students, juniors and seniors, not planning to major in a STEM (science, technology, engineering and mathematics) area beyond high school.

DISCRETE MATHEMATICS
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: NC Math III
Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision-making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

PRE-CALCULUS HONORS
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: NC Math III
Pre-Calculus provides students a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, sequences and series, and data analysis. Applications and modeling will be included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

AP STATISTICS
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: NC Math III
AP Statistics, which follows the College Board Curriculum, introduces students to the major statistical 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. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. At the completion of this course, students will be required to take the Advanced Placement Exam.

AP CALCULUS (AB and BC)
Grade Level: 12
Credit: 1 unit
Prerequisite: Pre-Calculus Honors
AP Calculus follows the College Board Curriculum to develop the students’ understanding of the concepts of calculus (functions, graphs, limits, derivatives, and integrals) and provides experiences with its methods and applications. These courses encourage the geometric, numerical, analytical, and verbal expressions of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. At the completion of either course, students will be required to take the Advanced Placement Exam.

AP COMPUTER SCIENCE (A)
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: NC Math III
This is a college-level introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs

AP COMPUTER SCIENCE (A) (Continued)
that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is designed to be the equivalent of a first-semester college course in computer science. Mathematics is reinforced.

ALTERNATE MATHEMATICS I
Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: None
Alternate Mathematics I provides learners an opportunity to apply mathematics concepts and skills from earlier high school mathematics courses in practical situations while focusing on learning skills associated with information and communication technology.

ALTERNATE MATHEMATICS II
Grade Level: 10, 11, 12
Credit: 1 unit
Prerequisite: Alternate Mathematics I
Alternate Mathematics II provides learners an opportunity to apply mathematical concepts and skills from earlier high school mathematics courses to financial situations while using learning skills associated with information and communication technology.

PHYSICAL SCIENCE
Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: Math I
The Physical Science course will provide a foundation for the continued study of science. The curriculum will integrate the following topics in chemistry and physics: structure of atoms, structure and properties of matter, motion and forces, conservation of energy, matter and charge.

BIOLOGY I
Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: None
Through laboratory and literary investigations, the Biology course provides in-depth study of the following concepts: the cell, the molecular basis of heredity, biological evolution theory, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive responses of organisms.

BIOLOGY I HONORS
Grade Level: 9, 10
Credit: 1 unit
Prerequisite: None
Honors Biology is designed to give the student a more challenging and in-depth experience. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In addition to the North Carolina Standard Course of Study for Biology standards and objectives, students are expected to: design and carry out several independent investigations of biological questions, read and report on recent research in biology and demonstrate a more in-depth understanding of all biology objectives.

BIOLOGY II
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Biology I
Biology II is a continuation of the Biology I program of study. The course considers selected topics studied in Biology I through extended laboratory and literary investigations.

BIOLOGY II HONORS
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Biology I Honors, Chemistry I Honors
Co-requisite: (Spring Semester): AP Biology
Biology II Honors is designed to be taken in the fall semester and partner with AP Biology course taken during the spring semester. This course provides additional laboratory study, student-directed exploration and research involving objectives in the Advanced Placement course of study.
AP BIOLOGY
Grade Level: 11, 12  Credit: 1 unit
Prerequisites: Biology I Honors, Chemistry I Honors
Advanced Placement Biology is equivalent to a two-semester college biology course that includes eight major themes: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature, and science technology, and society. At the completion of this course, students will be required to take the Advanced Placement Exam.

ANATOMY & PHYSIOLOGY
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Biology I; Chemistry I
Anatomy & Physiology is designed for students interested in pursuing a career in the health services. Emphasis will be placed on study of the function and structure of the human body. Laboratory investigations will be used to study important concepts.

ANATOMY & PHYSIOLOGY HONORS
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Biology I Honors; Chemistry I Honors
Anatomy & Physiology Honors is a rigorous curriculum designed to allow highly motivated students to conduct an in-depth study of the function and structure of the human body. Students are expected to work more independently completing two to three additional research projects.

EARTH/ENVIRONMENTAL SCIENCE
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: None
The Earth/Environmental Science curriculum focuses on the functions of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, origin and evolution of the earth, solar system, and universe, environmental awareness, weather and climate, human population dynamics and sustainable living, and the cycles that circulate matter and energy through the earth system.

EARTH/ENVIRONMENTAL SCIENCE HONORS
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: None
Hurons Earth/Environmental Science is designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system.

AP ENVIRONMENTAL SCIENCE
Grade Level: 11, 12  Credit: 1 unit
Prerequisites: Biology I Honors and Chemistry I Honors
Advanced Placement Environmental Science is equivalent to a one semester college course that includes the following major topics: the origin and structure of the Universe, the interdependence of Earth Systems, human population dynamics, renewable and nonrenewable resources, air, water and soil quality, global changes and their consequences, and environmental decision making. At the completion of this course, students will be required to take the Advanced Placement Exam.

CHEMISTRY I
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Math III
The Chemistry course encourages students to continue their investigation 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.

CHEMISTRY I HONORS
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Math III
Chemistry Honors is an accelerated comprehensive laboratory course designed to give the students a more conceptual and in-depth understanding of concepts in the North Carolina Standard Course of Study in Chemistry. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course will include additional Honors objectives and an in-depth study of at least two enrichment topics. Students will design and complete at least one in-depth independent study of chemistry directed questions.

CHEMISTRY II
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Chemistry I
Chemistry II is designed to help students develop an in-depth understanding of topics covered in Chemistry I. Laboratory investigations are used to stress important concepts relative to topics including molecular chemistry, electrochemistry, gas-laws, and acid-base reactions.

CHEMISTRY II HONORS
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Biology I Honors, Chemistry I Honors
Co-requirement: (Spring Semester): AP Chemistry
Chemistry II Honors is designed to be taken in the fall semester and partner with AP Chemistry course taken during the spring semester. This course provides additional laboratory study, student-directed exploration and research involving objectives in the Advanced Placement course of study.

AP CHEMISTRY
Grade Level: 11, 12  Credit: 1 unit
Prerequisites: Biology I Honors and Chemistry I Honors
Advanced Placement Chemistry is equivalent to a two-semester college chemistry course. Topics include atomic and molecular structure, descriptive inorganic and organic chemistry, stoichiometry, thermodynamics, chemical kinetics, chemical equilibrium, electrochemistry, the chemistry of aqueous solutions, and basic techniques of qualitative analysis. At the completion of this course, students will be required to take the Advanced Placement Exam.

PHYSICS
Grade Level: 11, 12  Credit: 1 unit
Prerequisites: NC Math III
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 "uncovered" in this curriculum: conservation of mass and energy, conservation of momentum, waves, and interactions of matter and energy.

AP PHYSICS 1: ALGEBRA BASED
Grade Level: 12  Credit: 1 unit
Co-requirement: Pre-calculus or Adv. Functions and Modeling
Advanced Placement Physics 1: Algebra Based is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. At the completion of this course, students will be required to take the Advanced Placement Exam.

AP PHYSICS 2: ALGEBRA BASED
Grade Level: 12  Credit: 1 unit
Prerequisite: AP Physics 1: Algebra Based
Co-requirement: Pre-calculus or Adv. Functions and Modeling
Advanced Placement Physics 2: Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. At the completion of this course, students will be required to take the Advanced Placement Exam.

AP PHYSICS C: ELECTRICITY AND MAGNETISM
Grade Level: 12  Credit: 1 unit
Prerequisite: Physics Honors and AP Calculus
Advanced Placement Physics C: Electricity and Magnetism is equivalent to a semester college physics course and should provide instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. Calculus is used to develop concepts. One part of the Physics C
SOCIAL STUDIES

AP WORLD HISTORY
Prerequisite: None Credit: 1 unit
The completion of this course, students will be required to take the Advanced Placement Exam.

AP PHYSICS C: MECHANICS
Grade Level: 12 Credit: 1 unit
Prerequisite: Physics Honors and AP Calculus
Advanced Placement Physics C: Mechanics is equivalent to a semester college physics course and should provide instruction in each of the following six content 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. Calculus is used to develop concepts. One part of the Physics C examination covers mechanics; the other part covers electricity and magnetism. Students are permitted to take either one or both parts of this examination, and separate grades are reported for the two subject areas. At the completion of this course, students will be required to take the Advanced Placement Exam.

LEADERSHIP DEVELOPMENT II HONORS
Prerequisite: SGA, Class or Club Officer, and Approval of Instructor Credit: 1 unit
Leadership Development II Honors will provide learning experiences that build on the basic foundations provided in Leadership Development Planning and implementing school activities and community service projects. Leadership Development II Honors will mesh the needs of the local community with the specific needs of the learners. This course is challenging and requires students to take greater responsibility for their involvement and tiered leadership opportunities. Leadership Development II Honors emphasizes 21st century skills that prepare students to be global leaders. This course will challenge student leaders to think critically, to engage in mental activity, or habits of mind that not only prepare students to fit into the future but to shape it.

AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS
Prerequisite: None Credit: 1 unit
Through the study of the Founding Principles, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. This is a survey course that gives students the needed practical understanding of civic participation and government as well as a study of the basic economics that affect their lives as consumers and citizens. All students are required to take American History: The Founding Principles, Civics, and Economics or American History: The Founding Principles, Civics, and Economics for graduation.

AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS HONORS
Prerequisite: None Credit: 1 unit
Honors Founding Principles provides a more rigorous examination of American government and economic systems. Instructional pacing is accelerated beyond the standard Civics and Economics course. The course builds and extends on the government and economic topics and concepts taught in the standard Civics and Economics course. Students will be expected to read and interact to a wide spectrum of more challenging, relevant instructional material. All students are required to take American History: The Founding Principles, Civics, and Economics or American History: The Founding Principles, Civics, and Economics for graduation.

AP U.S. HISTORY
Prerequisite: None Credit: 1 unit
The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in studying the history of the United States beyond the state mandated survey course. The AP course prepares students for intermediate and advanced college courses. The work is designed to be extremely rigorous and challenging both in content and in its accelerated pacing. In depth writing assignments aligned to College Board DBQ and essay standards are required. At the completion of this course, students will be required to take the Advanced Placement Exam.

AFRICAN AMERICAN STUDIES
Prerequisite: None Credit: 1 unit
African Americans have made significant contributions to the economic, political, social, and cultural development of the United States. Through this course, students discover how African Americans have always been an integral part of the American experience. However, African Americans have also been a viable force unto themselves with their own experiences, culture, and aspirations. African American history cannot be understood except in the broader context of the United States’ history.

AP EUROPEAN HISTORY
Recommendation: World History Credit: 1 unit
AP European History is divided into three major categories: Political and diplomatic; intellectual and cultural; and social and economic. Students trace the development of these categories through several chronological periods. Extensive reading, projects, research papers, and class discussions assist the student in tracing the development of these categories through history. This course cannot be used to satisfy the World Studies graduation requirement. At the completion of this course, students will be required to take the Advanced Placement Exam.

CURRENT AFFAIRS
Prerequisite: World History Credit: 1 unit
Current Affairs is a study and discussion of local, national, and international current events. Emphasis is placed on determining how these events affect the local, state, and national level. In order to promote greater student understanding of contemporary issues, students also study the historical background related to each topic. This course cannot be used as a substitute for American History: The Founding Principles, Civics, and Economics.
21ST CENTURY GLOBAL GEOGRAPHY
Credit: 1 unit
This geography course will emphasize the increasing interconnectedness of Earth's people due to globalization, as well as the notion of "spatial variation"—how and why things differ from place to place both physically and culturally on the earth's surface. Globalization is the ongoing process of increasing interconnectedness and interdependence among humankind. While its origins are debatable, this process has been significantly amplified with the onset of new communication technologies that have improved economic, political, social, cultural, historic, and geographic connections among individuals, groups, and nations. The mounting flow of goods, services, finances, ideas, and people across national and international borders has created a world ever more devoid of physical and political boundaries and dependent upon empathy and collaboration. Since the consequences of the process are not predetermined, an awareness of the positive or negative possibilities of these connections is paramount to individual improvement and the advancement of humanity.

AP HUMAN GEOGRAPHY
Prerequisite: None Credit: 1 unit
Advanced Placement Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Students also learn about the methods and tools geographers use in their research and applications. At the completion of this course, students will be required to take the Advanced Placement Exam.

PSYCHOLOGY
Prerequisite: World History Credit: 1 unit
The elective course, Psychology, engages students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes and infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

AP PSYCHOLOGY
Prerequisite: None Credit: 1 unit
This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice. At the completion of this course, students will be required to take the Advanced Placement Exam.

MINORITY STUDIES
Prerequisite: World History Credit: 1 unit
Minority Studies focuses on the contributions made by minority groups to American society and to the world. This class offers an examination of the social, political, and economic roles of various minority groups in the United States. Students study issues that have created conflict and analyze the search for equity in all facets of American life.

SOCIOMETRY
Prerequisite: World History Credit: 1 unit
This course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students will develop a sociological imagination in which they will 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.

AP UNITED STATES GOVERNMENT AND POLITICS
Recommendation: American History: The Founding Principles, Civics, And Economics Credit: 1 unit
American Government is a study of the governmental institutions affecting the structure and function of the American federal system. Students examine the relationship among the three branches of government and evaluate Constitutional issues focusing on the freedoms of American citizens. Because this is a College Board approved class with an exit exam, it provides a more rigorous curriculum focusing on critical analysis of issues through research and discussion. At the completion of this course, students will be required to take the Advanced Placement Exam.

AMERICAN HISTORY I
Prerequisite: None Credit: 1 unit
This course explores early American History, beginning with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students will study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. American History I expands upon earlier studies of American history by developing higher level thinking skills and encouraging students to make historical assessments and evaluations. American History I and II or the equivalent AP or IB coursework is a graduation requirement.

AMERICAN HISTORY II
Prerequisite: World History Credit: 1 unit
This course guides students from the late nineteenth century through the early 21st century. Students examine the political, economic, social, and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world. Students entering 9th grade in 2012-2013 and beyond are required to take American History I and II or American History I Honors and II Honors. This is a graduation requirement.

AMERICAN HISTORY I HONORS
Prerequisite: None Credit: 1 unit
Honors American History I provides students with opportunities to gain a deeper understanding of historical events which shaped the United States from European Exploration to the early nineteenth century. Instructional pacing is accelerated beyond the standard American History I course. The course builds on the historical and intellectual origins of the United States. Students are expected to read and/or interact with a wide spectrum of more challenging, relevant instructional material. Students entering 9th grade in 2012-2013 and beyond are required to take American History I and II or American History I Honors and II Honors. This is a graduation requirement.

AMERICAN HISTORY II HONORS
Prerequisite: None Credit: 1 unit
Honors American History II provides students with opportunities to gain a deeper understanding of historical events which shaped the United States from late nineteenth century to early 21st century. Instructional pacing is accelerated beyond the standard American History II course. The course builds and extends on understanding the role the federal government has had on the development of the United States. Students are expected to read and/or interact to a wide spectrum of more challenging, relevant instructional material. Students entering 9th grade in 2012-2013 and beyond are required to take American History I and II or American History I Honors and II Honors. This is a graduation requirement.
VOCAL MUSIC-INTERMEDIATE
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: Placement Audition or Instructor Recommendation
Vocal Music-Intermediate provides a mixed performing ensemble featuring vocal music literature at Levels III-IV. Students should be able to sight-read and have a general understanding of music theory and notation. Music of various styles, cultures, and historical periods are included in the repertoire of choral literature studied and performed. Course content is aligned to the Essential Standards curriculum for music at the intermediate level. Performance is an important component of this course and may include required evening and weekend concerts. All concert rules apply.

VOCAL MUSIC-PROFICIENT
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: Successful completion of an intermediate level music course and Placement Audition or Instructor Recommendation
Vocal Music-Proficient is an honors level course offering a performing ensemble for students displaying refined levels of vocal practice and uses of the voice as an instrument. Students study and perform vocal music literature at levels IV-V and gain an understanding of vocal literature in relationship to varied styles, history, cultures, and other content areas. Course content is aligned to the Essential Standards curriculum for music at the proficient level. Learning activities build skills in improvising, composing, and arranging music. Students also listen to, analyze, and evaluate musical performances. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation. Performance is an important and required component of this course and may include required evening and weekend participation. All concert rules apply.

VOCAL MUSIC-ADVANCED
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: Successful completion of a proficient level choral music course and Placement Audition or Instructor Recommendation
Vocal Music-Advanced is an honors level course offering an advanced vocal performance ensemble. Students perform choral literature at levels V-VI that requires advanced technical and interpretive skills, the ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements of music of varied styles, cultures, and historical periods. Course content is aligned to the Essential Standards music curriculum at the advanced level. Students create and maintain portfolios containing a combination of written, audio, or visual examples of their work for evaluation. Performance is an important component of this course and student may be required to participate in evening and weekend activities and performances. All concert rules apply.

VOCAL ENSEMBLE I (Vocal Music-Proficient)
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: Successful completion of an intermediate level choral course and audition or Instructor Recommendation
This course features a balanced S.A.T.B. (Soprano, Alto, Tenor, Bass) vocal ensemble that performs a varied repertoire of traditional and contemporary musical levels IV-V. Movement and choreography accompanies appropriate literature. Vocal Ensemble I is an honors level course aligned to the Essential Standards music curriculum at the proficient level. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation. Performance is an integral part of this course and may involve required evening and weekend rehearsals and concerts. All concert rules apply.

VOCAL ENSEMBLE II (Vocal Music-Advanced)
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: Successful completion of a proficient level choral course and audition or Instructor Recommendation
This course features a balanced S.A.T.B. (Soprano, Alto, Tenor, Bass) vocal ensemble that performs a varied repertoire of traditional and contemporary musical levels V-VI. Movement and choreography accompanies appropriate literature. Vocal Ensemble II is an honors level course aligned to the Essential Standards music curriculum at the advanced level. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation. Performance is an integral part of this course and may involve required evening and weekend rehearsal and concerts. All concert rules apply.

MUSIC THEORY (Music Specialization-Proficient)
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Proficient level music course
Music Theory is a standard level course open to students who have prior musical experience (vocal or instrumental) at an intermediate level in high school. This course is a survey of musical form, structure, notation, sight singing, and development as applied to practice in contemporary American music as well as historical contributions of various cultures and geographic influences. This course is aligned to the Essential Standards curriculum for music at the proficient level. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation.

MUSIC THEORY (10-12) AP (AP Music Theory)
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Proficient level music course
This course is designed for the advanced music student who plans to study or major in music or music education college. The course reflects the content and level of skills of a first-year college music course. The goal of this course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. Students develop aural, sight-singing, written, compositional, and analytical skills through listening, performance, written, creative and analytical activities and assignments. Students create and maintain portfolios containing written, audio, or visual examples of their work. Additional emphasis is placed on music styles and cultural and historical influences. At the completion of this course, students are expected to take the Advanced Placement Exam.

VOCAL MUSIC-BEGINNING
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: None
Vocal Music-Beginning is an introductory choral music course for students interested in singing and musical performance but who have limited choral music experience. This course provides a mixed performing ensemble featuring vocal music literature at levels II-III. Students develop and demonstrate appropriate vocal practices, refine the use of the voice as an instrument, sing vocal literature which include changes in tempi, keys, and meters and represent diverse genres, styles, historical periods, and cultures. Course components include the fundamentals of music sight-singing, vocal techniques, ensemble and performance techniques as well as improvising, composing and arranging music and listening to, analyzing, and evaluating musical experiences. Course content is aligned to the Essential Standards curriculum for music at the beginning level. Activities may include required evening and weekend rehearsals and performances. All concert rules apply.

MUSIC APPRECIATION (Music Specialization-Beginning)
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: None
Students develop knowledge and skills in musical literacy, response and relevancy. Course content is aligned to the Essential Standards curriculum for music at the beginning level. Students gain musical literacy through singing and playing simple instruments, reading and notating music, improvising, composing, and arranging music. For musical response, students focus on listening to, describing, analyzing, critiquing, and evaluating music. Students understand musical relevancy by applying musical knowledge in relation to history, culture, heritage, other content areas, concepts, 21st century skills and life-long learning.

MUSIC THEORY (Music Specialization-Beginning)
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: None
Students develop an understanding and appreciation of music as a fine art through the study of varied music literature. Students build musical literacy through an examination of the interacting elements of music in response to music literature and music performances. Students develop knowledge and skills in musical response and relevance as they listen to, analyze, and evaluate music in relation to history, culture, and other content areas. Course content is aligned to the Essential Standards curriculum for music at the beginning level.

ARTS EDUCATION
GENERAL MUSIC (Music Specialization-Beginning)
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: None
Students develop knowledge and skills in musical literacy, response and relevancy. Course content is aligned to the Essential Standards curriculum for music at the beginning level. Students gain musical literacy through singing and playing simple instruments, reading and notating music, improvising, composing, and arranging music. For musical response, students focus on listening to, describing, analyzing, critiquing, and evaluating music. Students understand musical relevancy by applying musical knowledge in relation to history, culture, heritage, other content areas, concepts, 21st century skills and life-long learning.
BAND-BEGINNING
Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: None
This course is offered only as needed with the approval of the band director and principal. Band students who have successfully completed the middle school band program are eligible to enroll in Band-Intermediate. Band-Beginning is an introductory level band class for students with limited or no instrumental experience. This course is a performance-oriented class with emphasis on music at levels I-III. Students develop and demonstrate fundamental instrumental practices and play literature that may include changes in tempi, keys, and meters. Students develop basic skills in improvising, composing, and arranging music and apply reading, music notation as well as skills in listening to, analyzing, and evaluating musical experiences. Music of varied styles, cultures, and historical periods is studied and played. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festivals/concert contests, school-sponsored events, and community activities. Band students are expected to be members of the marching band. The principal or band director may permit exceptions.

BAND-INTERMEDIATE
Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: Successful participation in a middle school band program, Placement Audition or Instructor Recommendation
Band-Intermediate is a performance-oriented class with emphasis on music literature at levels III-IV. Students develop and demonstrate appropriate instrumental practices and play literature that may include changes in tempi, keys, and meters. Students develop skills in improvising, composing and arranging music and apply reading, music notation as well as skills in listening to, analyzing, and evaluating musical experiences. Music of varied styles, cultures, and historical periods is studied and played. This course is aligned to the Essential Standards music curriculum at the intermediate level. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festivals/concert contests, school-sponsored events, and community activities. Band students are expected to be members of the marching band. The principal or band director may permit exceptions.

BAND-PROFICIENT
Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: Successful completion of an intermediate level band course and Placement Audition or Instructor Recommendation
Band-Proficient is an honors level performance-oriented course that develops technical accuracy and expression needed for rigorous ensemble and solo performance. This course is aligned to the Essential Standards music curriculum at the proficient level. Band-Proficient focuses on music literature at levels IV-V that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys. This course provides a foundation for proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Students broaden and refine their skills in improvising, composing and arranging music and their knowledge of music in the context of historical periods, cultures, and contemporary styles and genres. Students formulate and apply aesthetic criteria to analyze, evaluate, and describe musical compositions and performances. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festivals/concert contests, school-sponsored events, and community activities. Band members are expected to be members of the marching band. The principal or band director may make exceptions.

BAND-ADVANCED
Grade Level: 9, 10, 11, 12
Credit: 1 unit
Prerequisite: Successful completion of a proficient level band course and Placement Audition or Instructor Recommendation
Band-Advanced is an advanced honors level performing ensemble for highly skilled and motivated high school band students. This course is aligned to the Essential Standards music curriculum at the advanced level and focuses on music literature at levels V-VI. Students gain advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research. This course promotes advanced technical and interpretive skills, the ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements. Students develop personal aesthetic criteria

BAND-ADVANCED (Continued)
for analysis and evaluation. Students create and maintain portfolios containing written, audio, or visual examples of their work for evaluation. Membership is determined by instrumental proficiency and instrumentation needs. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festivals/concert contests, school-sponsored events, and community activities. Band students are expected to be members of the marching band. The principal or band director may make exceptions.
ORCHESTRA-PROFICIENT
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: Successful completion of an intermediate level orchestra course and Placement Audition or Instructor Recommendation

Orchestra-Proficient is an honors level course that promotes student proficiency as individual players and as members of a performing ensemble. This course is a performance-oriented class with emphasis on music at levels IV-V requiring well-developed technical skills, attention to phrasing and interpretation and the ability to perform various meters and rhythms in a variety of keys. This course is aligned to the Essential Standards music curriculum at the proficient level. An understanding of instrumental literature in relationship to history, culture, and other content areas is gained by studying and playing literature representing diverse genres, styles, and cultures. This course also promotes proficiencies in conducting, listening, analyzing, composing, the use of current technology, and research. Students create and maintain portfolios that contain a combination of written, audio, or visual examples of their work for evaluation. Participation in daytime, evening and weekend rehearsals, concerts and events is required.

ORCHESTRA-ADVANCED
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: Successful completion of proficient level orchestra course and Placement Audition or Instructor Recommendation

Orchestra-Advanced is an advanced honors level performing ensemble for highly skilled and motivated high school orchestra students focusing on music literature at levels VI-VIII. This course promotes advanced technical and interpretive skill, the ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements. This course is aligned to the Essential Standards music curriculum at the advanced level and provides instruction for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research. Students create and maintain portfolios that contain a combination of written, audio, or visual examples of their work for evaluation. Focuses include orchestral techniques, instrumental pedagogy, music theory, music history, improvisation, composition, analysis and evaluation of musical experiences and ensemble skills. Students develop personal aesthetic criteria for analysis and evaluation. Participation in daytime, evening and weekend rehearsals, concerts and events is required.

ART APPRECIATION (Visual Arts Specialization-Beginning)
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: None

Through the study of significant artists and artworks, students gain an appreciation of the elements of art, design principles and creative processes involved in visual arts. Students expand their use of art terminology as they view, analyze and critique artwork from various cultures and historical periods. Students use oral and written analysis and evaluation of artworks to develop critical thinking skills to gain an understanding of the connections that the visual arts have to culture, history, other disciplines and careers. Course content is aligned to the Essential Standards visual arts curriculum at the beginning level.

VISUAL ARTS-BEGINNING
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: None

Visual Arts-Beginning is an introductory studio art course for students with limited art experiences. This course is aligned to the Essential Standards visual arts curriculum at the beginning level and features the foundational study of the elements of art and principles of design, color theory, art vocabulary, use and care of art tools and equipment, art criticism, art history and safety in the art room. Visual Arts-Beginning explores various art media, processes, procedures, aesthetic theories and historical developments. Essential materials are supplied. Students may be asked to supply special project materials.

VISUAL ARTS-INTERMEDIATE
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: Successful completion of a beginning level art course, submission of Placement Portfolio or Instructor Recommendation

Visual Arts-Intermediate is a studio course aligned to the Essential Standards visual arts curriculum at the intermediate level. Various art processes, techniques, procedures, and theories are presented in a problem-solving context allowing for independent choices and personal solutions. Students use a larger variety of tools, media, and processes and learn to select the most appropriate for finding innovative artistic solutions. Students begin developing their personal artistic style while adhering to basic design principles. Students use art vocabulary to analyze and evaluate the composition of works of art. Students gain knowledge and understanding of past and present art forms, through the study of a variety of artists, artworks, cultures and historical periods. Essential materials are supplied. Students may be asked to supply special project materials.

VISUAL ARTS-PROFICIENT
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Successful completion of an intermediate level art course with submission of Placement Portfolio or Instructor Recommendation

Visual Arts-Proficient is an honors level studio course that provides a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism, art appreciation and art history. Students create art by analyzing the relationship between media, processes, and results. Students use art vocabulary to analyze and evaluate compositions, understand the relationship between personal expression and design and recognize historical and contemporary art styles, themes and genres. Students form artistic goals, develop appropriate work habits, and consider art careers. Knowledge of the arts in relation to culture, history, other disciplines, and careers is promoted through visual, verbal, and written means. Art history, criticism, and aesthetics are studied in conjunction with selected works leading to the development of a personal philosophy of art. Students create and maintain portfolios to document personal choices and growth as artists. Essential materials are supplied. Students may be asked to supply special project materials.

VISUAL ARTS-ADVANCED
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Successful completion of a proficient level art course with submission of Placement Portfolio or Instructor Recommendation

Visual Arts-Advanced is an advanced level honors course promoting an in-depth knowledge of art processes, media, styles, history and aesthetics. Student efforts are based on further developing personal expression and styles, applied design, analysis of compositional components and contemporary themes. Students use specialized art tools, processes and media appropriately, safely and effectively. Assignments may focus on artistic analysis and critique through reading and writing assignments, independent research, and art appreciation activities. Students create and maintain portfolios to document personal choices and growth as artists for evaluation. Students take part in planning and installing an exhibition of their work. Essential materials are supplied. Students may supply special project materials.

STUDIO ART (Drawing 9-12) AP; 2-Design (9-12) AP; Studio Art: 3-D Design (9-12) AP
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Proficient level visual arts course

The AP Studio Art program offers three choices of Advanced Placement level portfolios: Drawing, 2-D Design or 3-D Design designed to provide students with learning experiences equivalent to introductory college level courses. According to the Advanced Placement College Board National Guidelines, students are to develop and submit for evaluation one portfolio of artwork in their chosen concentration which reflects the artistic quality, concentration and breadth of an intense examination of the elements and principles in their artwork. Student work should reflect artistic quality, concentration and breadth in a selected concentration of either Drawing, 2-D Design or 3-D Design. Students are required to furnish some special project materials. Students create and maintain portfolios to document personal choices and growth as artists. At the completion of this course, students are expected to submit digital and physical portfolios of their work for evaluation.

ART HISTORY (9-12) AP
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Proficient level visual arts course

Art History is an introductory level course offering students similar instructional experiences as an introductory college course in art history. Students examine and critically analyze major forms of artistic expression including architecture, sculpture, painting and other media from the past and the present from a variety of cultures. Students learn to look at works
Theatre Arts-Beginning is an introductory level course for students with little to no theatre arts experiences. This course is aligned to the Essential Standards theatre arts curriculum at the beginning level. This course focuses on essential theatre arts vocabulary and creative processes, writing simple plays and scenes, reading and researching theatre literature, acting and basic technical theatre. The fundamentals of speaking, acting, improvisation, stage movement, directing, technical theatre, make-up, scenery, lighting, and costumes are covered with a highlight on practical application through the presentation of informal productions such as scenes and simple plays. Students develop an understanding of theatre literature reflecting on aspects of the theatre through history and different cultures. Activities and performances may include required daytime, evening and weekend participation.

Theatre Arts-Intermediate offers a more detailed study of theatre vocabulary, reading, writing and critiquing of theatre literature, acting techniques and technical theatre. This course is aligned to the Essential Standards theatre arts curriculum at the intermediate level. Students use both verbal and non-verbal skills such as observation, concentration, and characterization to explore improvisation and acting techniques. Students analyze plot structure and thematic, technical and dramatic elements in selected theatre literature. Students build and apply skills in technical theatre, costuming, publicity, and box office management. Students extend their acting skills by participating in a variety of formal and informal theatrical presentations. Students study theatre arts literature reflecting historical and contemporary genres and cultures. Activities and performances may include required daytime, evening or weekend participation.

Theatre Arts-Specialization-Intermediate (Theatre Arts) Grade Level: 9, 10, 11, 12 Credit: 1 unit
Prerequisite: Successful completion of a beginning level Theatre Arts course

The Technical Theatre I course is for students with an interest in "hands-on" learning about the technical elements of theatrical production. Students get a "behind the scenes" look at theatre organization, management and operation. Students learn about stagecrafts as they design, build, and paint scenery, explore special effects and typical theatrical machinery. Students learn about lighting, sound, and scenic design through a theatrical production. This course is aligned to the Essential Standards theatre arts curriculum at the intermediate level. Performances for the school and community are required and may involve some daytime, evening or weekend participation.

The Technical Theatre II course is for students with a foundational understanding of theatrical production. This course is aligned to the Essential Standards theatre arts curriculum at the proficient level. Students are offered opportunities for leadership and artistic design as they continue their study of production and technical elements of lighting, sound, sets, costuming, make-up, and other stagecrafts as well as theatre organization, management and operation. Students create and maintain portfolios that contain a combination of written, audio, or visual examples of their work for evaluation. Performances for the school and community are required and may involve some daytime, evening or weekend participation.

Theatre Arts-Advanced is a rigorous honors level course aligned to the Essential Standards theatre arts curriculum at the advanced level. This course challenges students to be initiators and leaders as they apply verbal, non-verbal and movement skills for expression in both improvisational and scripted theatrical settings and individual, ensemble and collaborative working environments. Students analyze and critique plot structure, pacing, given circumstances and character development within a variety of theatre literature. Students use technical knowledge and design skills to formulate designs for productions. Students investigate and understand the traditions, roles and conventions of theatre as an art form through an analysis of social, historical and cultural contexts. Performances for the school and community are required and may require some daytime, evening or weekend participation. Students maintain a portfolio of their work and related activities for evaluation.

Dance-Beginning Grade Level: 9, 10, 11, 12 Credit: 1 unit
Prerequisite: None

Dance-Beginning is an introductory level course for students with little to no dance experience and is aligned to the Essential Standards dance curriculum at the beginning level. This course explores movement as a creative art form and focuses on the use of kinesthetic awareness, proper body alignment, physical strength, flexibility and endurance, and care of the dance instrument. Students explore the use of dance elements, choreographic principles, improvisation, and basic modern dance technique to create and enhance dances that communicate ideas, experiences, feelings, and images. Through dance ensemble work, students experience the role of both choreographer and dancer and have opportunities to present their work. Students explore dance in various dance forms and historical periods: theatre arts, commercial dance and other art forms and subject areas. Rehearsals and performances are required and may require some daytime, evening or weekend participation.
DANCE-INTERMEDIATE
Grade Level: 9, 10, 11, 12                    Credit: 1 unit
Prerequisite: Successful completion of beginning level dance course and placement audition
Dance-Intermediate emphasizes intermediate movement skills and performance values, through the study of selected dance techniques and genres. This course is aligned to the Essential Standards dance curriculum at the intermediate level. Students learn to take responsibility for their personal health and to care for their dance instrument. Students continue to explore improvisation, dance elements and composition as both dancer and choreographer. Students create dances that vary the use of dance elements and use simple choreographic principles and structures to fulfill choreographic tasks. Students present the skills they have learned to selected audiences and use technical/theatrical skills for dance production. Students extend their understanding of dance as an art form through the study of aesthetic and philosophical perspectives of selected dance artists and dance history in a variety of cultural contexts. Students learn and use appropriate dance behaviors and etiquette as a dancers, performers, choreographers and observers. Rehearsals and performances are required and may include daytime, weekend, or evening participation.

DANCE-PROFICIENT
Grade Level: 10, 11, 12                    Credit: 1 unit
Prerequisite: Successful completion of an intermediate level dance course and placement audition
Dance-Proficient is an honors level course focusing on dance technique, choreography, dance history and aesthetic exploration. Students demonstrate commitment to personal fitness and to attaining proficient levels of technical skill through the integration of anatomy, body organization and body skills in dance. Students perform with greater fluency, precision, and articulation and integrate breath support into dance movement, phrasing, and expression. Students combine the use of improvisation, dance elements, choreographic principles, and technical/theatrical elements to explore the creation of meaningful dance compositions. Students use a defined creative process to plan, create, revise and present dances using selected dance elements, choreographic principles, structures, processes and production elements to fulfill artistic intent and meet aesthetic criteria. Students analyze the impact of their own choreography and the work of others and use teacher, peer and self-assessments to refine performance and compositions. Students create interdisciplinary projects and continue their study of dance through a variety of cultures and historical periods with an emphasis on the role of dance in US history. This course is aligned to the Essential Standards dance curriculum at the proficient level. Students create and maintain portfolios containing written and visual examples of their work for evaluation. Rehearsals and performances are required and may include some daytime, weekend, or evening participation.

DANCE-ADVANCED (Dance IV)
Grade Level: 10, 11, 12                    Credit: 1 unit
Prerequisite: Successful completion of a proficient level dance course and placement audition
Dance-Advanced is a rigorous honors level course aligned to the Essential Standards dance curriculum at the advanced level. Students create dances using movement choices, choreographic principles, structures, processes and production elements to fulfill artistic intent and aesthetic criteria. Students use expanded aesthetic criteria to analyze, synthesize, and evaluate their own choreography as well as work of others. Students examine the creative process of integrating movement with choreographic intent. Students interpret dance from personal, cultural, and historical contexts focusing on the dance styles of important 20th and 21st century choreographers. Students maintain portfolios containing written and visual examples of their work for evaluation. Rehearsals and performances are required and may include some daytime, weekend, or evening participation.

AGRICULTURAL EDUCATION

AGRICULTURE APPLICATIONS
Grade Level: 9                    Credit: 1 unit
Prerequisite: None
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 are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ANIMAL SCIENCE I
Grade Level: 10, 11                    Credit: 1 unit
Prerequisite: None
This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ANIMAL SCIENCE II - SMALL ANIMAL
Grade Level: 11, 12                    Credit: 1 unit
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 are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ANIMAL SCIENCE II - SMALL ANIMAL-HONORS
Grade Level: 11, 12                    Credit: 1 unit
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. This honors course extends the standard course to a higher, more challenging level. Students can expect to complete focused assignments and create a portfolio. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HORTICULTURE I
Grade Level: 10, 11                    Credit: 1 unit
Prerequisite: None
This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are
Horticulture I (Continued)

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

Grade Level: 11, 12
Credit: 1 unit
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 are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This honors course extends the standard course to a higher, more challenging level. Students can expect to complete focused assignments and create a portfolio, and be exposed to intensive plant identification.

Horticulture II - Honors

Grade Level: 11, 12
Credit: 1 unit
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 are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This honors course extends the standard course to a higher, more challenging level. Students can expect to complete focused assignments and create a portfolio, and be exposed to intensive plant identification.

Horticulture II - Landscaping

Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Horticulture I

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

Horticulture II - Landscaping - Honors

Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Horticulture I

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Nursery and Landscape Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topic discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. Honors curriculum extends the standard course to a higher, more challenging level. Students can expect to complete focused assignments and be exposed to individual landscape projects. 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.

Environmental & Natural Resources I

Grade Level: 11, 12
Credit: 1 unit
Prerequisite: None

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is approved for honors weighting.

Environmental & Natural Resources II

Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Environmental & Natural Resources I

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is approved for honors weighting.

Environmental & Natural Resources II - Honors

Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Environmental & Natural Resources I

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. Honors curriculum extends rigor in the following subject areas: timber evaluation, global positioning systems, recreational camping, and judging evaluation, habitat observation, aquatic crop marketing, and careers in the environmental and natural resources industry. Advanced understanding of English language arts, mathematics, and science are required for this course. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Advanced Studies - Agriculture

Grade Level: 12
Credit: 1 unit
Prerequisite: Two technical credits in one Career Cluster

This culminating course is for 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...
ACCOUNTING I
Grade Level: 10, 11  Credit: 1 unit
Prerequisite: None
This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ACCOUNTING II - HONORS
Grade Level: 11, 12  Credit: 1 unit
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. Honors credit is based on expanded learning opportunities that include practical applications of concepts. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AP COMPUTER SCIENCE
Grade Level: 12  Credit: 1 unit
Prerequisite: None
This is a college-level introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course is designed to be the equivalent of a first-semester college course in computer science. Mathematics is reinforced. Work-based learning strategies appropriate for this course include apprenticeship, 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.

AP COMPUTER SCIENCE PRINCIPLES
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: None
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

BUSINESS FINANCIAL PLANNING
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: None
This course expands student understanding of finance as it is impacted by globalization, convergence and consolidation, technological innovation, and increased regulation. Accounting and financial services including banking, insurance, and securities and investments are emphasized throughout the course. English language arts and mathematics are reinforced. Entrepreneurial experiences encouraged.

BUSINESS LAW
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Principles of Business and Finance
This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

BUSINESS LAW - HONORS
Grade Level: 11, 12  Credit: 1 unit
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. Honors credit is based on expanded learning opportunities that include practical applications of concepts. Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ENTREPRENEURSHIP I
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Marketing/Personal Finance/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. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experience.
ENREPRENEURSHIP I - HONORS
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: none

This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Art, English language arts, 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. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

MICROSOFT INTRODUCTION TO COMPUTER SCIENCE (CREATIVE CODING THROUGH GAMES AND APPS)
Grade Level: 9, 10  Credit: 1 unit
Prerequisite: None

Creative Coding through Games and Apps is a first-semester course for introduction to programming for the early secondary grades. The course is designed to attract and reach a broad and diverse range of students, including those who may have never before considered programming. This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Art, English language arts, 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. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

MICROSOFT WORD AND POWERPOINT
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: None

This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Art, English language arts, 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. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
CAREER DEVELOPMENT EDUCATION

APPAREL AND TEXTILE PRODUCTION I
Grade Level: 9, 10, 11, 12
Credit: 1 unit
Recommended Maximum Enrollment: 20*
Prerequisite: None
This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to, understanding the apparel/textile industry, communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

APPAREL AND TEXTILE PRODUCTION II
Grade Level: 10, 11, 12
Credit: 1 unit
Recommended Maximum Enrollment: 20*
Prerequisite: FA31 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 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. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Art, literacy, mathematics, science, and social studies concepts are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

INTRODUCTION TO CULINARY ARTS AND HOSPITALITY
Grade Level: 10, 11
Credit: 1 unit
Prerequisite: None
In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, small wares, culinary math, and basic knife skills in a commercial food service facility are taught. English language arts, mathematics, art and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Foods I is recommended as preparation for this course.

CULINARY ARTS AND HOSPITALITY I
Grade Level: 11
Credit: 1 unit
Prerequisite: Introduction to Culinary Arts and Hospitality
This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

CULINARY ARTS AND HOSPITALITY II
Grade Level: 12
Credit: 2 units
Prerequisite: Culinary Arts and Hospitality I
This course provides advanced experiences in cold and hot food production, management (front and back of the house), and service skills. Topics include menu planning, business management, and guest relations. Art, English language arts, mathematics, and science are reinforced. 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.

EARLY CHILDHOOD EDUCATION I
Grade Level: 11
Credit: 2 units
Prerequisite: Students must be 16 by October 1st
This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA)
EARY CHILDHOOD EDUCATION I

(Continued)

Grade Level: 12

Credit: 2 units

Prerequisite: Early Childhood Education I and student must be 16 by October 1st

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. Students enrolled in the honors section will be required to complete one honor’s project within each unit. Each project will allow students to demonstrate a deeper analysis and an application of the concepts being taught. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentoring, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FOOD & NUTRITION I

Grade Level: 9, 10, 11

Credit: 1 unit

Prerequisite: None

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

FOOD & NUTRITION II

Grade Level: 10, 11, 12

Credit: 1 unit

Prerequisite: Foods I OR Culinary Arts and Hospitality I

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentoring, 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

Grade Level: 10, 11, 12

Credit: 1 unit

Prerequisite: None

This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. 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. Apprenticeship is not available for this course. 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

Grade Level: 10, 11, 12

Credit: 1 unit

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. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PARENTING AND CHILD DEVELOPMENT

Grade Level: 9, 10, 11, 12

Credit: 1 unit

Prerequisite: None

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

PERSONAL FINANCE

Grade Level: 9, 10, 11, 12

Credit: 1 unit

Prerequisite: None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. 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-FACS

Grade Level: 12

Credit: 1 unit

Prerequisite: Two technical credits in one Career Cluster

This culminating course is for 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 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. 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.
HEALTH SCIENCE EDUCATION

BIOMEDICAL TECHNOLOGY I
Grade Level: 10, 11
Credit: 1 unit
Prerequisite: NC Math I
This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

BIOMEDICAL TECHNOLOGY II
Grade Level: 10, 11, 12
Credit: 1 unit
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.

HEALTH SCIENCE I
Grade Level: 10, 11
Credit: 1 unit
Prerequisite: Biology, and NC Math I
This course focuses on human anatomy, physiology and 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. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HEALTH SCIENCE I HONORS
Grade Level: 10, 11
Credit: 1 unit
Prerequisite: Biology and NC Math I
This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Honors credit is based on expanded learning opportunities that include practical applications of concepts. 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. Apprenticeship and cooperative education are not available for this course. This 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.

HEALTH SCIENCE II
Grade Level: 10, 11, 12
Credit: 1 unit
Prerequisite: Health Science I or PLTW Human Body Systems
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 healthcare skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HEALTH SCIENCE II HONORS
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Health Science I or PLTW Human Body Systems
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. Honors credit is based on expanded learning opportunities that include practical applications of concepts. Students will learn healthcare skills including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HEALTH TEAM RELATIONS
Grade Level: 9, 10
Credit: 1 unit
Prerequisite: None
This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of healthcare, healthcare agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are available for this course. English language arts and social studies are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

NURSING FUNDAMENTALS - HONORS
Grade Level: 12
Credit: 2 units
Prerequisite: Health Science II and application process
This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAA). Students who pass the NNMP become listed on the NCNAI Registry. Students who successfully complete the course will be eligible to take the N.C. Nurse Aide I examination to earn certification as a nurse aide. 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/or a criminal record check for felonies related to drugs. Cooperative education is not available for this course. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE ADVANCED STUDIES - HEALTH SCIENCE
Grade Level: 12
Credit: 1 unit
Prerequisite: Health Science II and application process
This culminating course is for seniors who are career focused in an allied health or medical career. The Advanced Studies course must augment the content of the Health Science II 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 Health Sciences 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. HOSA (Health Occupations Student Association) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students are also mentored in the clinical setting. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs prior to the mentorship.
ENTREPRENEURSHIP I
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Marketing OR Personal Finance OR Principles of Business and 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. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ENTREPRENEURSHIP I HONORS
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Marketing OR Personal Finance OR Principles of Business and 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. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FASHION MERCHANDISING
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: None

In this course, students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. Mathematics and science are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) 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.

HOSPITALITY AND TOURISM
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Marketing OR Sports and Entertainment Marketing I

In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

MARKETING & ENTREPRENEURSHIP EDUCATION

MARKETING
Grade Level: 9, 10, 11  Credit: 1 unit
Prerequisite: None

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

MARKETING APPLICATIONS
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Marketing or Fashion Merchandising

In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business decisions. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. 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
Grade Level: 9, 10, 11, 12  Credit: 1 unit
Prerequisite: None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. 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. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students) 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.

SPORTS AND ENTERTAINMENT MARKETING I
Grade Level: 9, 10, 11  Credit: 1 unit
Prerequisite: None

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
SPORTS AND ENTERTAINMENT MARKETING II
Grade Level: 10, 11, 12
Credit: 1 unit
Prerequisite: Sports and Entertainment Marketing I

In this course, students acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities managers, momentum, waves and vibrations, energy converters, transducers, radiation theory, optical systems, and time constants. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PRINCIPLES OF TECHNOLOGY II - HONORS
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Principles of Technology I and teacher recommendation

This course is a continuation of project based learning experiences where students focus on mechanical, electrical, fluid and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy converters, transducers, radiation theory, optical systems, and time constants. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

TECHNOLOGY ENGINEERING AND DESIGN

PRINCIPLES OF TECHNOLOGY I
Grade Level: 10, 11
Credit: 1 unit
Prerequisite: NC Math I

This course provides a project based learning approach to understanding the fundamental principles and concepts of physics and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to work, force, rate, resistance, energy, and power. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Technology Engineering and Design is recommended as preparation for this course.

PRINCIPLES OF TECHNOLOGY II
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Principles of Technology I and teacher recommendation

This course is a continuation of project based learning experiences where students focus on mechanical, electrical, fluid and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy converters, transducers, radiation theory, optical systems, and time constants. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

SCIENTIFIC AND TECHNICAL VISUALIZATION I
Grade Level: 10, 11
Credit: 1 unit
Prerequisite: None

This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, natural, and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

SCIENTIFIC AND TECHNICAL VISUALIZATION II - HONORS
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Scientific and Technical Visualization I

This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, natural, and social sciences, mathematics, English language arts, and art. This honors course extends the standard course to a higher, more challenging level. Students can expect to complete focused assignments and create a portfolio. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

TECHNOLOGY ENGINEERING AND DESIGN

Grade Level: 9, 10
Credit: 1 unit
Prerequisite: None

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem-solving, and learning. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
This page seems to be a continuation from the previous one, discussing various courses and their prerequisites for the Cumberland County Schools academic year from 2018-2019. The courses include:

**Trade and Industrial Education**

**Adobe Visual Design**
- **Grade Level:** 10, 11, 12
- **Credit:** 1 unit
- **Prerequisite:** None

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. Industry certifications are used to align curriculum with industry needs. An emphasis is placed on the concepts of graphic design, various digital media technologies, and career development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Adobe Video Design**
- **Grade Level:** 10, 11, 12
- **Credit:** 1 unit
- **Prerequisite:** Adobe Digital Design

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. 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**
- **Grade Level:** 10, 11, 12
- **Recommended Maximum Enrollment:** 25
- **Prerequisite:** Adobe Visual Design

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

**Adobe Illustrator and Photoshop**
- **Grade Level:** 10, 11, 12
- **Recommended Maximum Enrollment:** 25
- **Prerequisite:** Adobe Digital Design

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

**Automotive Services Fundamentals**
- **Grade Level:** 10, 11
- **Credit:** 1 unit
- **Prerequisite:** None

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 are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Due to potentially hazardous processes and equipment, a maximum enrollment of 20 is recommended.

**Automotive Service I**
- **Grade Level:** 10, 11, 12
- **Credit:** 1 unit
- **Prerequisite:** Introduction to Automotive Service

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include 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. Due to potentially hazardous processes and equipment, a maximum enrollment of 20 is recommended.

**Automotive Service II**
- **Grade Level:** 11, 12
- **Credit:** 1 unit
- **Prerequisite:** Automotive Service I

This course builds on the knowledge and skills introduced in automotive servicing 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 are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR-G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Due to potentially hazardous processes and equipment, a maximum enrollment of 20 is recommended.

**Automotive Service III**
- **Grade Level:** 11, 12
- **Credit:** 1 unit
- **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, drive train, 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 include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR-G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Due to potentially hazardous processes and equipment, a maximum enrollment of 20 is recommended.
WOODWORKING I
Grade Level: 10, 11  
Credit: 1 unit  
Prerequisite: None  
This course introduces career information, employment opportunities, and skills required for work in the furniture and cabinetmaking industry. Topics include tools and equipment, theory and practice, types of woods, finishes, styles, bonds, and fasteners. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

WOODWORKING II  
Grade Level: 11, 12  
Credit: 1 unit  
Prerequisite: Cabinetmaking I  
(NC Math II recommended for this course)  
This course teaches the development of knowledge and skills in the furniture and cabinet making industry. Emphasis is placed on construction principles applied to mass production and the construction and installation of cabinet drawers and doors. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CORE AND SUSTAINABLE CONSTRUCTION  
Grade Level: 9, 10  
Credit: 1 unit  
Prerequisite: None  
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: introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also, it will help students better understand their personal impact on the environment making them more aware of how to reduce their carbon footprint English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course prepares 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.

CARPENTRY I  
Grade Level: 10, 11  
Credit: 1 unit  
Prerequisite: Core and Sustainable Construction Credential and Teacher Recommendation  
This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for 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. Carpenter I students must pass the OSHA safety certification course to pass Carpenter I and to also move on to Carpenter II.

CARPENTRY II  
Grade Level: 11, 12  
Credit: 1 unit  
Prerequisite: Carpenter I; Teacher's Recommendation and OSHA Safety Certification  
This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

COLLISION REPAIR FUNDAMENTALS  
Grade Level: 9, 10, 11  
Credit: 1 unit  
Prerequisite: None  
This course introduces safety, basic collision repair terminology, system and 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 collision repair industry will be discussed. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Due to potentially hazardous processes and equipment, a maximum enrollment of 20 students is recommended.

COLLISION REPAIR I  
Grade Level: 10, 11, 12  
Credit: 1 unit  
Prerequisite: Introduction to Collision Repair  
This course focuses on non-structural repairs to automobiles. Using curriculum materials from the industry recognized I-CAR organization, students will learn about trim and hardware, material identification, steering, suspension components, and parts replacement. Work-based learning strategies appropriate for this course include job shadowing. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Due to potentially hazardous processes and equipment, a maximum enrollment of 20 students is recommended.

COLLISION REPAIR NON-STRUCTURAL  
Grade Level: 10, 11, 12  
Credit: 1 unit  
Prerequisite: Collision Repair I  
This course is a continuation of Collision Repair I, in that it continues the focus on non-structural repairs to automobiles. Using curriculum materials from the industry recognized I-CAR organization, students will learn about trim and hardware, material identification, steering, suspension components, and parts replacement. Work-based learning strategies appropriate for this course include job shadowing. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Due to potentially hazardous processes and equipment, a maximum enrollment of 20 students is recommended.

COLLISION REPAIR REFINISHING  
Grade Level: 10, 11, 12  
Credit: 1 unit  
Prerequisite: Collision Repair I  
This course focuses on refinishing automobiles. Using curriculum from the industry recognized I-CAR organization, students will learn about repairing and priming vehicles and vehicle parts; use and maintain a spray gun; mix, store, and dispose of hazardous materials; understand the corrosion protection process; sand, buff, and detail a refinshed vehicle. Work-based learning strategies appropriate for this course include job shadowing. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Due to potentially hazardous processes and equipment, a maximum enrollment of 20 students is recommended.
PUBLIC SAFETY I  
Grade Level: 9, 10  
Credit: 1 unit  
Prerequisite: None  
This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

DRAFTING I  
Grade Level: 10, 11  
Credit: 1 unit  
Prerequisite: None  
This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3-D modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

DRAFTING II ARCHITECTURAL  
Grade Level: 11, 12  
Credit: 1 unit  
Prerequisite: IC61 Drafting I  
This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings. English language arts, mathematics, and science are reinforced.

DRAFTING II ARCHITECTURAL - HONORS  
Grade Level: 11, 12  
Credit: 1 unit  
Prerequisite: IC61 Drafting I  
This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings. English language arts, mathematics, and science are reinforced. This honors course extends the standard course to a higher, more challenging level. Students can expect to complete focused assignments and create a portfolio. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

DRAFTING II - ENGINEERING  
Grade Level: 11, 12  
Credit: 1 unit  
Prerequisite: Drafting I  
This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using computer assisted design (CAD). English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

LAW & JUSTICE I  
Grade Level: 10, 11  
Credit: 1 unit  
Prerequisite: None  
This course covers the Law, Community Response, and Policing curriculum adopted from the State of Georgia and is part of the National Partnership Consortium. This course includes instruction in the various components used within television production including the use of video cameras, lighting, sound, props, editing, and recording. It assists students in production programs shown over a school’s closed-circuit television system. Communication, problem solving, and mathematical skills are reinforced in this course.

LAW & JUSTICE II  
Grade Level: 11, 12  
Credit: 1 unit  
Prerequisite: None  
This course includes instruction in the various components used within television production including the use of video cameras, lighting, sound, props, editing, and recording. It assists students in production programs shown over a school’s closed-circuit television system. Communication, problem solving, and mathematical skills are reinforced in this course.

PROGRAMMING & BROADCASTING I  
Grade Level: 10, 11  
Credit: 1 unit  
Prerequisite: None  
This course includes instruction in the various components used within television production including the use of video cameras, lighting, sound, props, editing, and recording. It assists students in production programs shown over a school’s closed-circuit television system. Communication, problem solving, and mathematical skills are reinforced in this course.

PROGRAMMING & BROADCASTING II  
Grade Level: 11, 12  
Credit: 1 unit  
Prerequisite: Programming & Broadcasting I and teacher’s recommendation  
This course introduces students to more advanced television production and programming skills within a studio setting. It assists students in developing programs to air on a school’s closed-circuit system. Communication, mathematical, problem solving, and technical skills are reinforced in this course.

CTE ADVANCED STUDIES - T & I  
Grade Level: 12  
Credit: 1 unit  
Prerequisite: Two technical credits in one Career Cluster  
This concluding course is for 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. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
PHYSICAL EDUCATION

FUNDAMENTALS OF ATHLETIC TRAINING
Grade Level: 10,11,12  Credit: 1 unit
Prerequisite: None
This course covers the development of Athletic Training as an allied health profession in the modern day explosion of sports and physically active people. Students will be able to care for common injuries to joints, bones and muscles, as well as recognize catastrophic injuries and specific illnesses, including HIV and Hepatitis B. Also, OSHA guidelines, negligence, and proper administration of medical records will be studied. Students will apply classroom knowledge and taped skills by working after school with one of the school's athletic teams. A Certified Athletic Trainer will teach the course, and students may become certified in First Aid and CPR.

HEALTH EDUCATION I/PHYSICAL EDUCATION I
Grade Level: 9  Credit: 1 unit
Prerequisite: None
The course will enable students to gain knowledge and skills about healthful living topics important to their age levels. The following strands are the focus of instruction: health-related fitness, motor skills, movement concepts, personal and social responsibility, nutrition and physical activity, alcohol, tobacco and other drugs, mental and emotional health, interpersonal communication, relationships, personal, and consumer health.

PHYSICAL EDUCATION II
Grade Level: 10  Credit: 1 unit
Prerequisite: Health Education/Physical Education I
This course is designed to develop attitudes and techniques, which will enable the student to take part in lifetime sports with an increased degree of knowledge, skill and satisfaction. Emphasis is placed on the development of specific skills, acquiring knowledge of activity and its history, participation, physical development, and student leadership. Students are provided with opportunities in the following areas: warm-up and conditioning activities; individual and dual activities - golf, tennis, weight training, wrestling, jogging, recreational games and gymnastics; fitness testing; team games - basketball, softball, volleyball, soccer; rhythms; and folk, social, and modern dancing.

PHYSICAL EDUCATION III
Grade Level: 11,12  Credit: 1 unit
Prerequisite: Physical Education II
This course is designed to allow the students to concentrate in areas of interest developed in PE II. The course will be team-taught with each unit being presented in greater detail. Emphasis will be placed on skill development, knowledge of the activity, and physical fitness, as well as learning how to set up various programs, officiate various sports, and conduct research in areas of conditioning and weight training. Emphasis will be placed on routines on selected pieces of apparatus and on knowledge of routines and scoring methods for each specific routine.

PHYSICAL EDUCATION IV
Grade Level: 12  Credit: 1 unit
Prerequisite: Physical Education III
This course is completely coeducational and covers a wide variety of advanced physical education activities as developed in PE II and PE III.

PHYSICAL EDUCATION PUPIL INSTRUCTORS (PEPI-1)
Grade Level: 10,11,12  Credit: 1 unit
Prerequisites: Physical Education I and Teacher Approval
This course is designed for students interested in serving as a physical education assistant to elementary physical education specialist. Leadership training will be provided to each student prior to being assigned to a physical education site. Students interested in pursuing a career in teaching and assisting younger students will find this course beneficial.

PHYSICAL EDUCATION PUPIL INSTRUCTORS (PEPI-11)
Grade Level: 11,12  Credit: 1 unit
Prerequisites: PEPI-1 and Teacher Approval
The second year is a peer-tutoring program for rising juniors and seniors. They may assist elementary classroom teachers, elementary physical education specialists, or middle and high school physical education teachers in teaching physical education. Content and experience provided through this course assist students in developing leadership skills in working with the very young as well as their own peer group.

PHYSICAL EDUCATION PUPIL INSTRUCTORS (PEPI-111)
Grade Level: 12  Credit: 1 unit
Prerequisites: PEPI-11 and Teacher Approval
The third year is a continuation of the core materials and experiences of the PEPI-11 program. The course is designed to expose students to various educational opportunities associated with physical education.

MILITARY SCIENCE (JROTC)

AFJROTC I - (AFJROTC I-A, AFJROTC I-B)
Grade Level: 9, 10, 11,12  Credit: 1 unit
Prerequisite: None
The first year is a history course designed to acquaint the student with the historical development of flight and the role of the military in history. Over half of the available classroom hours are spent reviewing the development of flight from ancient legends to the space shuttle with an emphasis throughout on the role of the military. Leadership Education during the first year includes instruction on the wear of the uniform, Air Force customs, and courtesies, basic drill and ceremonies, and fellowship skills. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communicates. Wellness is an official part of the AFJROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender. All AFJROTC courses in CCS include one day of wellness each week.

AFJROTC II - (AFJROTC II-A, AFJROTC II-B)
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: AFJROTC I
The second year is a science course designed to acquaint the student with the aerospace environment, the principles of flight and navigation, and human limitations of flight. Leadership Education during the second year stresses communication skills and cadet corps activities. Written and oral reports compliment academic materials. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communicates. Wellness is an official part of the AFJROTC program. It is an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated with age and gender. All AFJROTC courses in CCS include one day of wellness each week. An alternative offering includes a new course that is designed to provide cadets knowledge of the rapidly changing world in which they live. It is designed to introduce cadets to the study of world affairs, regional studies, and cultural awareness. Additionally, the course looks into history, geography, language, culture, human rights, and social issues on a global scale. The world is divided into specific regional areas for study.

AFJROTC III - (AFJROTC III-A, AFJROTC III-B)
Grade Level: 11,12  Credit: 1 unit
Prerequisite: AFJROTC II
The third year is a science course, which discusses the principles of propulsion systems, fundamentals of rocketry and its application to spacecraft, principles underlying space travel, and various aspects of space exploration. This year's materials are perhaps the most technical. Leadership Education for third year cadets places emphasis on the management process. Cadets are introduced to various management theories and are taught principles and techniques of stress and financial management. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communicates. Wellness is an official part of the AFJROTC program. It is an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated with age and gender. All AFJROTC courses in CCS include one day of wellness each week.
AFJROTC III HONORS (AFJROTC III-A HONORS, AFJROTC III-B HONORS)
Grade Level: 11, 12 Credit: 1 unit
Prerequisites: AFJROTC II and Teacher Recommendation
This course is designed for students who assume the additional responsibilities required in leadership positions as well as the regular course requirements of AFJROTC III. Students promoted to Wing/Group Commander and other senior staff positions are eligible for this honors level. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communicates. Wellness is an official part of the AFJROTC program. It is an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated with age and gender. All AFJROTC courses in CCS include one day of wellness each week.

AFJROTC IV HONORS (AFJROTC IV-A HONORS, AFJROTC IV-B HONORS)
Grade Level: 11, 12 Credit: 1 unit
Prerequisites: AFJROTC III and Teacher Recommendation
This course is designed for students who assume the additional responsibilities required in leadership positions as well as the regular course requirements of AFJROTC IV. Students promoted to Battalion Commander and other executive and staff positions are eligible for this honors level. Wellness is an official part of the AFJROTC program. It is an exercise program focused upon individual baseline improvements with the goal of achieving a national standard as calculated with age and gender. All AFJROTC courses in CCS include one day of wellness each week.

AFJROTC IV DRILL
Grade Level: 11, 12 Credit: 1 unit
Prerequisites: None
Co-requisite: JR ROTC
This course is a military-oriented academic program supported jointly by the U.S. Army, Air Force, Navy, and the public school system. This course stresses the development of good citizenship, leadership, self-reliance, initiative, responsibility, effective communications, and physical conditioning. The following areas are covered in this course: Organization of the Armed Forces and ROTC, American Military History, weapons safety and marksmanship, leadership development, drill and ceremony, hygiene and first aid.

AFJROTC III B HONORS
Grade Level: 11, 12 Credit: 1 unit
Co-requisite: JR ROTC
This course is a continuation of ROTC I with emphasis on leadership development, drill, and weapons.

AFJROTC III
Grade Level: 11, 12 Credit: 1 unit
Prerequisites: JR ROTC II
This course is a continuation of ROTC II with emphasis on leadership development, small unit leader problems, psychology of leadership, marksmanship, leadership development, and drill.

AJHROTC I (JR ROTC I-A, JR ROTC I-B)
Grade Level: 9, 10, 11, 12 Credit: 1 unit
Prerequisites: None
This course is a military oriented academic program supported jointly by the U.S. Army, Air Force, Navy, and the school system. This course stresses the development of good citizenship, leadership, self-reliance, initiative, responsibility, effective communications, and physical conditioning. The following areas are covered in this course: Organization of the Armed Forces and ROTC, American Military history, weapon safety and marksmanship, leadership development, drill and ceremony, hygiene and first aid.

JUNIOR ROTC II (JR ROTC II-A, JR ROTC II-B)
Grade Level: 10, 11, 12 Credit: 1 unit
Prerequisite: JR ROTC I
This course is a continuation of ROTC I with emphasis on leadership development, drill, and weapons.

JUNIOR ROTC III
Grade Level: 11, 12 Credit: 1 unit
Prerequisites: JR ROTC II
This course is a continuation of ROTC II with emphasis on leadership development, small unit leader problems, psychology of leadership, marksmanship, leadership development, and drill.

JUNIOR ROTC IV (JR ROTC IV-A, JR ROTC IV-B)
Grade Level: 12 Credit: 1 unit
Prerequisite: JR ROTC III
This course is a continuation of ROTC III with emphasis on the cadets demonstrating the ability to study self-paced and to complete exercises, case studies, and vignettes in the Programmed Text within the time constraints established by the instructor staff. Leadership, techniques of communication, drill and ceremonies, command and staff procedures, and drug abuse prevention are stressed during this course.

JUNIOR ROTC IV HONORS (JR ROTC IV – A HONORS, JR ROTC IV – B HONORS)
Grade Level: 11, 12 Credit: 1 unit
Prerequisites: JR ROTC III and Teacher Recommendation
This course is designed for students who assume the additional responsibilities required in leadership positions as well as the regular course requirements of Junior ROTC IV. Students promoted to Battalion Commander and other executive and staff positions are eligible for this honors level.

JUNIOR ROTC I
Grade Level: 9, 10, 11, 12 Credit: 1 unit
Prerequisite: None
This course is a military-oriented academic program supported jointly by the U.S. Navy and public school system. This course, as all other NJROTC courses, stresses development of good citizenship skills leadership, self-reliance, initiative, responsibility, effective communications, and physical conditioning. Class time is normally split between academic study and drill techniques or physical conditioning, as well as application of leadership theory. Extracurricular activities are available for enrolled students in Drill, Color Guard, Rifle Team, NJROTC Academics, and NJ ROTC Athletics.

NJROTC I
Grade Level: 10, 11, 12 Credit: 1 unit
Prerequisite: None
This course is a continuation of the core materials in the NJROTC program. Additional areas covered include Naval History (1860-World War II), Shipboard Organization, Meteorology, Navigation Fundamentals and Rules of the Nautical Road, Naval Weapons, and Survival Training. Additional emphasis is placed on development of leadership skills, cadet planning, and community and civic support. Extracurricular offerings are the same as NJROTC I.

NJROTC III
Grade Level: 11, 12 Credit: 1 unit
Prerequisite: NJROTC II
This course is a continuation of the NJROTC program. Additional areas covered include Military Justice, Astronomy, International Law, Sea Power and National Security, Naval History (Post World War II to Bosnia), Naval Operations and communications, and Fundamentals of Electricity and Electronics. Additional emphasis is placed on development of leadership skills, cadre staff officer planning, and community and civic support. Extracurricular activities are the same as NJROTC I & II.
### NJROTC III HONORS
Grade Level: 11, 12  
Credit: 1 unit
**Prerequisites:** NJROTC II and Teacher Recommendation
This course is designed for students who assume the additional responsibilities required in leadership positions as well as the regular course requirements of NJROTC III. Students promoted or advanced to Cadet Commander and other officer and petty officer positions are eligible for this honors level. Additional course requirements will include preparation of independent research papers.

### NJROTC IV
Grade Level: 12  
Credit: 1 unit
**Prerequisites:** NJROTC III
This course is a continuation of the NJROTC program. Additional areas covered include Cadets Staff Officer Organization and Implementation, Intelligence and National Security, Health Education, and Current Events. Additional emphasis is placed on demonstration of cadet leadership skills and techniques. Extracurricular offerings are the same as previous NJROTC courses.

### NJROTC IV HONORS
Grade Level: 11, 12  
Credit: 1 unit
**Prerequisites:** NJROTC III and Teacher Recommendation
This course is designed for students who assume the additional responsibilities required in leadership positions as well as the regular course requirements of NJROTC IV. Additional course requirements will include presentation of oral reports and the preparation of independent research papers.

### NJROTC DRILL AND CEREMONIES LABORATORY
Grade Level: 10, 11, 12  
Credit: 1 unit
**Prerequisites:** Successful completion of NJROTC I and Teacher Approval
Co-requisite: Enrollment in NJROTC II, III, IV/Teacher Approval
This lab course will cover all basic drill procedures. Procedures for honors and ceremonies that would apply to both military and civilian protocol are included. In addition to standard military drill under arms, exhibition drill will be taught to enhance the cadet drill team's skills and capabilities.

### LIBRARY/MEDIA ASSISTANT SCIENCE
Grade Level: 9, 10, 11, 12  
Credit: 1 unit
This course is open to all students who are interested in working in the media center one class period a day. The library/media assistant course includes instruction in information skills and efficient use of digital databases, care and operation of technological devices, multimedia production, and media service delivery to students and school staff. Students will show increased proficiency when working with technological devices. Students also gather, organize, and combine information from print, visual, auditory, and electronic references.

### MISCELLANEOUS

#### PRACTICAL EDUCATION TRAINING I (PET)
Grade Level: 11, 12  
Credit: 1 unit
**Prerequisite:** By Application
Practical Education Training I is a course designed to provide high school students an opportunity to work with students at an elementary school. After a training period, PET students enter the elementary classroom to provide tutorial help to students.

#### PRACTICAL EDUCATION TRAINING II (PET)
Grade Level: 11, 12  
Credit: 1 unit
**Prerequisite:** By Application
Practical Education Training II program is twofold: 1) to allow high school students the opportunity to tutor elementary, middle, or other high school students; 2) to afford academically successful students the experience of working with students and hopefully encouraging them to make teaching a career choice.

#### PEER HELPING
Grade Level: 10, 11, 12  
Credit: 1 unit
**Prerequisite:** By Application
Peer Helping is a class for those students interested in helping fellow students with problem solving, tutoring, or areas in which the peer might have problems. Peer helpers may also assist teachers in various tasks. Training includes skills in listening, questioning, communication, problem solving, and tutoring. A selection process is used to determine entry into this course. The curriculum must be approved by Secondary Education.

#### STAFF ASSISTANT
Grade Level: 10, 11, 12  
Credit: 0 unit
**Prerequisite:** By Application
Staff Assistant is a class for those students interested in providing assistance to school staff members. Students may be asked to answer phone calls, run errands within the school, file miscellaneous materials, or assist in other areas pertinent to the job of the person to whom the student is providing assistance. According to State Board Policy: Each local superintendent shall ensure that all required and elective courses have sufficient rigor, breadth, and depth to be awarded high school credit. Credit may not be awarded for school bus driving, office assistance, teacher assistance, or laboratory assistance. Students enrolled in this course will receive a grade of pass or fail.

#### SAT/ACT PREPARATION
Grade Level: 10, 11, 12  
Credit: 1 unit
**Prerequisite:** NC Math II
SAT/ACT Preparation is a semester long course designed to improve student performance on the SAT or ACT exams. The course is divided into four nine week segments covering: 1) verbal skills and strategies, 2) math skills and strategies, 3) technology applications including computer research skills, and 4) general test taking skills and skills required for transition from high school to college.

#### SUCCESS 101
Grade Level: 9  
Credit: 1 unit
**Prerequisite:** None
Success 101 focuses on providing new high school students with the skills necessary to be successful during secondary and post-secondary educational careers. Course content emphasis is placed on the acquisition of study, note-taking, interview, and test-taking skills. Other skills include conducting research, utilizing technology, media, and problem-solving strategies.

#### FRESHMAN SEMINAR
Grade Level: 9  
Credit: 1 unit
This course is designed to foster the academic and social development of students for the transition from middle to high school. Freshman Seminar is coupled with the English I class. Topics include but are not limited to the following: organizational skills, time management, reinforcement of English skills, and career planning. Students in this course read Sean Covey's Seven Habits of Highly Effective Teens.

#### TEACHER CADET
Grade Level: 11, 12  
Credit: 1 unit
**Prerequisite:** 2.5 GPA
The Teacher Cadet course is considered an introduction and orientation to the teaching profession. The curriculum includes simulations and other "hands-on" activities designed to promote interest in the teaching field. All students are required to observe and participate in classrooms at the elementary, middle school, and/or high school levels.

#### TEACHER CADET II
Grade Level: 11, 12  
Credit: 1 unit
The Teacher Cadet II course is a more in-depth study with longer field experience. The curriculum includes simulations and other "hands-on" activities designed to promote interest in the teaching field. All students are required to observe and participate in classrooms at the elementary, middle, and/or high school levels.
SPECIAL TOPICS IN READING-I  
**Prerequisite:** None  
**Credit:** 1 unit  
This course is an interactive, multisensory, remedial reading program designed for students with specific deficits in reading. The program develops the students' phoneme awareness, word decoding, encoding skills, writing, and related problems with language use.

SPECIAL TOPICS IN READING-II  
**Prerequisite:** Special Topics in Reading-I  
**Credit:** 1 unit  
This course is a continuation of Special Topics in Reading I.

SPECIAL TOPICS IN READING-III  
**Prerequisite:** Special Topics in Reading-II  
**Credit:** 1 unit  
This course is a continuation of Special Topics in Reading II.

SPECIAL TOPICS IN READING-IV  
**Prerequisite:** Special Topics in Reading-III  
**Credit:** 1 unit  
This course is a continuation of Special Topics in Reading III.

CURRICULUM ASSISTANCE  
**Grade Level:** 9, 10, 11, 12  
**Credit:** 1 unit  
This course is designed to help students integrate study and social skills into subject areas by helping them acquire more efficient learning methods and interpersonal skills. It assists students in specific areas such as studying effectively, interpersonal communication, social skills, anger management, and listening. Areas of concentration will be individualized based on student IEP goals and objectives.

SPECIAL TOPICS IN MATHEMATICS - I  
**Grade Level:** 9, 10, 11, 12  
**Credit:** 1 unit  
**Prerequisite:** None  
This course provides students with hearing impairments individualized instruction in the development of language (English) and vocabulary. Instruction will focus on oral/signed academic and social language development, writing, literacy, grade-specific needs and strategies. Students will learn to implement strategies to repair identified communication breakdowns. Students will use language skills to effectively advocate for his/her academic and social needs within the school and community.

SPECIAL TOPICS IN MATHEMATICS - II  
**Grade Level:** 10, 11, 12  
**Credit:** 1 unit  
**Prerequisite:** None  
This course is a continuation of Special Topics in Mathematics I. The course is designed for and restricted to Exceptional Children's students with specific deficits in mathematics. Instruction will be designed for each student to adhere to the specifications contained in their Individual Education Plan (IEP).

SPECIAL TOPICS IN MATHEMATICS - III  
**Grade Level:** 11, 12  
**Credit:** 1 unit  
**Prerequisite:** None  
This course is a continuation of Special Topics in Mathematics II. The course is designed for and restricted to Exceptional Children's students with specific deficits in mathematics. Instruction will be designed for each student to adhere to the specifications contained in their Individual Educational Plan (IEP).

SPECIAL TOPICS IN MATHEMATICS - IV  
**Grade Level:** 12  
**Credit:** 1 unit  
**Prerequisite:** None  
This course is a continuation of Special Topics in Mathematics III. The course is designed for and restricted to Exceptional Children's students with specific deficits in mathematics. Instruction will be designed for each student to adhere to the specifications contained in their Individual Educational Plan (IEP).

SKILLS IN INDEPENDENT LIVING  
**Credit:** 1 unit  
This course is designed to assist student in developing competencies in the following areas: money management, purchasing, cooking, laundry, cleaning, proper eating habits, appropriate manners, grooming, transportation, and mobility.

LEISURE & TRANSITION SKILLS  
**Credit:** 1 unit  
This curriculum concentrates on work related behavior. The curriculum includes assuming the roles associated with the development of acceptable manners, recognition and respect for authority, development of self-responsibility, and appropriate expression of emotions. Activities are related to actual experiences. Concepts lead to the student’s recognition of himself/herself as a valuable asset to society. The purpose of leisure education is to assist students in developing the skills necessary to enjoy leisure time with opportunities for learning about leisure, developing leisure skills, and practicing the skills.

VOCATIONAL TRAINING  
**Credit:** 1 unit  
**Prerequisites are:** None  
This course is for students following the extended content standards and concentrates on the development of entry-level job skills and competencies. The competencies include student assessment, career exploration, and employability skill development. This course builds on those skills learned in Preparation I-IV.

PREPARATION – I  
**Credit:** 1 unit  
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 work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on-vocational training in Career and Technical Education courses, and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

PREPARATION - II  
**Credit:** 2 units  
**(Year-Long)**  
This course emphasizes the development of skills generic to all career majors. 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 begin some work-based learning activities. Job seeking skills will also continue to be refined.

PREPARATION - III  
**Credit:** 2 units  
**(Year-Long)**  
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. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality.

PREPARATION – I  
**Credit:** 1 unit  
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 work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on-vocational training in Career and Technical Education courses, and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.
ENGLISH – I Credit: 1 unit
This course guides students as they study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will also study the political, economic, social, and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in the United States in an interconnected world.

AMERICAN HISTORY II Credit: 1 unit
This course guides students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social, and cultural development of the United States from the latenineteenth century through the early 21st century. Students will examine the political, economic, social, and cultural development of the United States from the late nineteenth century through the early 21st century. Students will examine the political, economic, social, and cultural development of the United States from the late nineteenth century through the early 21st century. Students will examine the political, economic, social, and cultural development of the United States from the late nineteenth century through the early 21st century. Students will examine the political, economic, social, and cultural development of the United States from the late nineteenth century through the early 21st century. 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Leadership activities provide the opportunity to apply essential standards in agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ACADEMY SPECIFIC COURSE DESCRIPTIONS**

**FFA ACADEMY OF AGRICULTURE AND NATURAL SCIENCES CAPE FEAR HS**

**AGRICULTURAL MECHANICS I**

**Grade Level:** 10, 11  
**Credit:** 1 unit  
**Prerequisite:** Enrollment in the FFA Academy of Agriculture and Natural Sciences

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Note: Course enrollment limited to 20 to ensure safety in laboratory settings.

**AGRICULTURAL MECHANICS II**

**Grade Level:** 11, 12  
**Credit:** 1 unit  
**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 metalworking skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ANIMAL SCIENCE II**

**Grade Level:** 11, 12  
**Credit:** 1 unit  
**Prerequisite:** Animal Science I

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

**ANIMAL SCIENCE II-HONORS**

**Grade Level:** 11, 12  
**Credit:** 1 unit  
**Prerequisite:** Animal Science I

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

**BIOLOGY I**

**Credit:** 1 unit

Occupational Biology I emphasizes basic, functional knowledge of science concepts in the areas of living organisms, molecular biology, evolution, genetics, and ecology. Students will have the opportunity to apply science based concepts to daily living situations at home, in the community, and the workplace.

**ANIMAL SCIENCE II-HONORS** (Continued)

This course introduces practices, diseases, meat processing, sustainable livestock production and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide and internationally. Animal Science I highly recommended beforehand.

**ANS 110 ANIMAL SCIENCE**

**Grade Level:** 11, 12  
**Credit:** 1 unit

This course introduces practices, diseases, meat processing, sustainable livestock production and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide and internationally. Animal Science I highly recommended beforehand.

**ANS 115 FEEDS AND NUTRITION**

**Grade Level:** 11, 12  
**Credit:** 1 unit

This course covers the fundamentals of animal feeding and nutrition. Topics include nutrient requirements, digestion, feed formulation, and classification. Upon completion, students should be able to demonstrate a basic understanding of swine production practices and the economic and environmental impact of the swine industry locally, regionally, and internationally. Animal Science I is highly recommended beforehand.

**ANS 140 SWINE MANAGEMENT**

**Grade Level:** 11, 12  
**Credit:** 1 unit

This course provides an introduction to the swine industry. Topics include basic skills for breeding, farrowing, nursery, environmental issues, and grower/finisher. Upon completion, students should be able to demonstrate a basic understanding of swine production practices and the economic and environmental impact of the swine industry locally, regionally, state-wide, and internationally. Animal Science I is highly recommended beforehand.

**ANS 150 ANIMAL HEALTH**

**Grade Level:** 11, 12  
**Credit:** 1 unit

This course introduces animal diseases and health management. Topics include identification, prevention, management (including integrated pest management, and treatment of diseases. Upon completion, students should be to recognize disease symptoms. Recommend treatments, identify preventive steps, and develop biosecurity procedures. Animal Science I highly recommended beforehand.

**Academy of Arts Education Seventy-First HS**

**BALLET I (Dance Specialization-Beginning)**

**Grade Level:** 9, 10, 11, 12  
**Credit:** 1 unit  
**Prerequisite:** Dance I

This course provides instruction in ballet technique and choreographic principles and is aligned to the Essential Standards dance curriculum at the beginning level. While emphasis will be placed on the development of ballet technique, students will also study ballet history, contemporary styles, and noted performers. Students present the skills they have learned through performances for selected audiences.

**BALLET II (Dance Specialization-Intermediate)**

**Grade Level:** 10, 11, 12  
**Credit:** 1 unit  
**Prerequisite:** Ballet I and Audition or Instructor Recommendation

This course continues the study of ballet and is aligned to the Essential Standards dance curriculum at the intermediate level. While the emphasis will continue to be on the development of ballet technique, students will also participate in choreographic design. Students will also study ballet history, contemporary and classical styles, as well as the lives of significant artists. Students perform a variety of works for selected audiences.

**BALLET III (Dance Specialization-Proficient)**

**Grade Level:** 10, 11, 12  
**Credit:** 1 unit  
**Prerequisite:** Ballet II and Audition or Instructor Recommendation

Ballet III is aligned to the Essential Standards dance curriculum at the proficient level. Students continue to develop as ballet artists and choreographers and study contemporary and historical ballet styles. Students perform a variety of works for selected audiences.
PERFORMANCE COMPANY (Dance Specialization-Proficient)
Grade Level: 10, 11, 12                        Credit: 1 unit
Prerequisite: Successful completion of an intermediate level dance course and audition or Instructor Recommendation
This is an auditioned dance performing group aligned to the Essential Standards dance curriculum at the proficient level. Students will compile a portfolio that shows evidence of in-depth study in the areas of dance production, performance, criticism/aesthetics, history/research, and choreography.

CHOREOGRAPHIC LAB (Dance Specialization-Advanced)
Grade Level: 10, 11, 12                        Credit: 1 unit
Prerequisite: Successful completion of a proficient level dance course and placement audition or Instructor Recommendation
Choreographic Lab provides students with choreographic and production techniques necessary for creating and staging a choreographic work (including costuming, music, lighting, set, sound, make-up, publicity, etc.). Students develop a senior project, which must be presented in formal concert. This course is aligned to the Essential Standards dance curriculum at the advanced level. Students will compile a portfolio reflecting evidence of in-depth study.

CHAMBER CHOIR (Vocal Music-Advanced)
Grade Level: 9, 10, 11, 12                        Credit: 1 unit
Prerequisite: Successful completion of a proficient level choral music course and audition or Instructor Recommendation
This is an auditioned performing group of advanced soprano, alto, tenor and bass voices. Repertory for performance and study focuses on music of the renaissance, baroque, classical, and romantic periods. Through the analysis and study of history, appropriate musical vocabulary, symbols, and literature (Grades V-VI), this course provides an appreciation and understanding of music in relation to selected styles, periods, composers, and cultures. Students create and maintain portfolios containing a combination of written, audio and visual examples of their work. Performance is an integral part of this course and all rehearsals and performances are required.

ART APPRECIATION (Visual Art Specialization-Beginning)
Grade Level: 9, 10, 11, 12                        Credit: 1 unit
Prerequisite: None
This course introduces the origins and historical development of visual arts. Emphasis is placed on the elements and principals of art as seen in selected artworks from various art periods.

DRAWING & PAINTING (Visual Arts Specialization-Intermediate)
Grade Level: 9, 10, 11, 12                        Credit: 1 unit
Prerequisite: Art I
This course focuses on a variety of drawing and painting techniques and media with emphasis on landscapes, portraits, and still life and is aligned to the Essential Standards visual arts curriculum at the intermediate level. Students receive instruction in matting and framing works of arts and are required to matte and frame selected art created in the class. Students must provide some art supplies.

SCULPTURE (Visual Arts Specialization-Intermediate)
Grade Level: 9, 10, 11, 12                        Credit: 1 unit
Prerequisite: Art I
Students explore a variety of styles of and materials used to make sculpture. Special emphasis will be placed on the dimensionality of sculpture and the interplay of light and shadow. This course is aligned to the Essential Standards visual arts curriculum at the intermediate level. Students must provide some art supplies.

PHOTOGRAPHY
Grade Level: 10,11,12                                Credit: 1 unit
Prerequisite: None
This course offers an introduction to the art of Photography. Students will learn about camera operation, artistic composition, creative effects, film (black and white), developing and prints.

FILMMAKING
Grade Level: 9, 10, 11, 12                        Credit: 1 unit
Prerequisite: None
Students will learn about the creative and technical processes involved in the production of a film or video. Students will creatively collaborate with other academic or arts disciplines in the production of films or videos.

HISTORICAL CRAFTS OF THE WORLD
(Visual Arts Specialization-Intermediate)
Grade Level: 9, 10, 11, 12                        Credit: 1 unit
Prerequisite: Art I
Students will learn about the origins and historic developments of fine arts and crafts from various countries and historical periods and analyze their influence on current society. This course will focus on a variety of art and craft techniques such as (but not limited to) weaving, pottery making, jewelry making, and batik. This course is aligned to the Essential Standards visual art curriculum at the intermediate level. Students must provide some selected art supplies.

MUSICAL THEATRE (Theatre Arts Specialization-Intermediate)
Grade Level: 9, 10, 11, 12                        Credit: 1 unit
Prerequisites: Theatre Arts I and Audition
This is an auditioned theatre arts company for students interested in the production of musical plays that teach, inform, and entertain audiences. This course is aligned to the Essential Standards theatre arts curriculum at the intermediate level. Rehearsals and performances may require after-school and evening participation. Musical Theatre students will be involved in all aspects of artistic, creative, and technical activities required for a theatrical production.

ACTING & DIRECTING (Theatre Arts Specialization-Proficient)
Grade Level: 10, 11, 12                        Credit: 1 unit
Prerequisite: Theatre Arts II and audition or Instructor Recommendation
This course focuses on selected techniques and approaches to acting and directing. Students research, study, and implement acting elements and a variety of acting techniques, methods, and styles. Students are required to perform in a variety of roles. Students study the creative role of a director in both historical and contemporary theatre. Students are required to direct a play from start to finish including, casting, rehearsals, and production. This course is aligned to the Essential Standards curriculum at the proficient level.

LEARNING ART THROUGH HISTORY
Grade Level: 11,12                                  Credit: 1 unit
Prerequisite: U.S. History
This course will be offered to enhance U.S. History and embrace an artistic opportunity while complementing the Arts Education Academy. This course offers a more relevant and meaningful approach to appreciating art and history at the same time.

FOUNDATIONS OF HEALTH SCIENCE CAREERS I
Grade Level: 10                                  Credit: 1 unit
Prerequisite: Enrollment in the Academy of Emergency Medical Science, NC Math I
This introductory course is designed by Paxton/Patterson and consists of a computer-based, modular, hands-on exploration of various health careers to include: Clinical Lab Practices, Veterinary Medicine, EMT, Pharmacology, Speech Therapy, Nursing, and Mental Health.

FOUNDATIONS OF HEALTH SCIENCE CAREERS II
Grade Level: 10                                  Credit: 1 unit
Prerequisite: Foundations of Health Science Careers I
This introductory course is designed by Paxton/Patterson and consists of a computer-based, modular, hands-on exploration of various health careers to include: Biomedical Engineering, Sports Medicine, Forensics, Medical Imaging, Dentistry, Therapeutic Services, and Ophthalmology.

EMS 110AA & EMS 110AB EMT-BASIC
Grade: 12                                      Credit: 3 units
This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT-Basic certification.
PLTW INTRODUCTION TO ENGINEERING DESIGN - HONORS
Grade Level: 9, 10
Credit: 1 unit
Prerequisite: Math I and Enrollment in the Academy of Engineering Technology
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 3D 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. Arts, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, FIRST Robotics Competition (FRC), community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PLTW PRINCIPLES OF ENGINEERING - HONORS
Grade Level: 10, 11
Credit: 1 unit
Prerequisite: Math II and Introduction to Engineering Design
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. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, FIRST Robotics Competition (FRC), community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PLTW CIVIL ENGINEERING AND ARCHITECTURE - HONORS
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: PTE Foundation Courses
In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Technology Student Association (TSA) competitive events, FIRST Robotics Competition (FRC), community service, and leadership readiness skills through authentic experiences.

PLTW DIGITAL ELECTRONICS - HONORS
Grade Level: 10, 11
Credit: 1 unit
Prerequisite: Math II and Introduction to Engineering Design
In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students focus on the process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high-definition televisions. Arts, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing.

PLTW DIGITAL ELECTRONICS – HONORS
(Continued)
Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, FIRST Robotics Competition (FRC), community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PLTW COMPUTER INTEGRATED MANUFACTURING - HONORS
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Math II, and IED, DE and POE
In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students answer the questions: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics and automation. The course is built around several key concepts: computer modeling, Computer Aided Manufacturing (CAM) software, robotics, and flexible manufacturing systems. Arts, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, FIRST Robotics Competition (FRC) and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PLTW ENGINEERING DESIGN AND DEVELOPMENT - HONORS
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: IED, DE, AND POE and Enrollment in the Academy of Engineering Technology
In this capstone Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students will work in teams to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead the Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable skill set for students in the future. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, FIRST Robotics Competition (FRC), community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AOF FINANCIAL SERVICES
Grade Level: 9
Credit: .5 unit
Prerequisite: Enrollment in the Academy of Finance
This course gives students an overview of banks and other financial services companies. It introduces students to the origins of money and banking and examines the early history of banking in the United States. Students study the financial services industry and the types of companies it includes in depth. They learn about the services offered by such companies and analyze the ways these companies earn profits. Finally, students examine careers in financial services.

AOF PRINCIPLES OF FINANCE
Grade Level: 9
Credit: .5 unit
Prerequisite: Enrollment in the Academy of Finance
This is the first course students take in the Academy of Finance and introduces students to the financial world. Students develop financial literacy as they learn about the function of finance in society. They study income and wealth; examine financial institutions; learn how businesses raise capital and study key investment-related terms and concepts. They also research how innovations have changed the financial services field. Finally, students explore careers that exist in finance today.
Further investigate sustainability processes and practices. Students will build on the modules in Working Toward Sustainability to examine the nature of the work, work environment, and job prospects. Work-based learning strategies appropriate for this course include field experiences. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**FIREFIGHTER TECHNOLOGY I**
Grade Level: 10, 11
Credit: 1 unit
Prerequisite: None
This course covers part of the NC Fire Fighter 1/11 combination certification modules required for all firefighters in North Carolina. The modules include: Fire Department Orientation and Safety; Fire Prevention, Education, and Cause; Fire Alarms and Communications; Fire Behavior; Personal Protective Equipment; Portable Fire Extinguishers; and Fire Hose, Streams, and Appliances. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Fire Fighter 1/11 certification modules. 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**
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: Fire Fighter Technology I
This course covers additional NC Fire Fighter 1/11 combination certification modules required for all firefighters in North Carolina. The modules include: Ropes; Ladders; Forcible Entry; Ventilation; Water Supply; Sprinklers; and Foam Fire Stream. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Fire Fighter 1/11 certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**ACADEMY OF GREEN TECHNOLOGY**
**DOUGLAS BYRD HS**

**WORKING TOWARD SUSTAINABILITY**
Grade Level: 9
Credit: 1 unit
Prerequisite: Enrollment in the Academy of Green Technology
The modules in Working Toward Sustainability engage students in investigating the importance of sustainability for businesses and for people around the globe. The modules explore changes businesses are making to have their products and processes more sustainable, as well as the shift toward fuel sources and technologies that can serve as alternative to fossil fuels. Students learn why people around the globe are looking at alternative energy sources and the importance of current research into stable and practical sources of energy. Given concerns over the impact people are having on our planet, individuals, governments, and companies around the world are seeking alternative ways of meeting their energy needs—alternatives that are cost-effective and sustainable, and will not further damage the environment or unduly impact one group of people more than another.

**SUSTAINABLE CONSERVATION**
Grade Level: 10
Credit: 1 unit
Prerequisite: Working Toward Sustainability
This course builds on the modules in Working Toward Sustainability to further investigate sustainability processes and practices. Students will participate in hands-on lab procedures in sustainability combined with a solid foundation in science, technology, engineering, and mathematics.

**AIRBORNE INNOVATIONS**
Grade Level: 10, 11, 12
Credit: 1 unit
Prerequisite: Working Toward Sustainability
This course provides an introduction to the science of drone technology. Students will learn about aircraft history, aerodynamics, industry applications such as agriculture, land surveying, utilities inspection, law enforcement, cinematography, and homeland security. Other topics include drone construction, FAA rules and regulations, and drone maintenance. Students will participate in hands-on lab procedures in a simulation lab, and then they will be able to operate a drone in a real-world setting.

**GENERATING CLEAN ELECTRONS**
Grade Level: 10
Credit: 1 unit
Prerequisite: Working Toward Sustainability
This course introduces students to alternative energy generation sources. Students will participate in hands-on lab procedures in solar, wind turbine, and hydrogen fuel cell energy generation combined with a solid foundation in science, technology, engineering, and mathematics.

**DC/AC ELECTRICITY – ELC 112**
Grade Level: 11
Credit: 2 units
Prerequisite: Previous required academy courses
This FTCC course introduces the fundamental concepts and computation related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment, and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

**APPLICATIONS PROJECT – ELC 229**
Grade Level: 12
Credit: 1 unit
Prerequisite: Previous required academy and FTCC Courses
This FTCC course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an application project.

**PHOTOVOLTAIC SYS TECH – ELC 220**
Grade Level: 11, 12
Credit: 1 unit
This course introduces the concepts, tools, techniques, and materials needed to understand systems that convert solar energy into electricity with photovoltaic (pv) technologies. Topics include site analysis for system integration, building codes, and advances in photovoltaic technology. Upon completion, students should be able to demonstrate an understanding of the principles of photovoltaic technology and current applications.

**ADVANCED PV SYS DESIGNS – ELC 221**
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: ELC 220
This course introduces specific elements in photovoltaic (pv) systems technologies including efficiency, modules, inverters, charge controllers, batteries, and system installation. Topics include National Electrical Code (NEC), electrical specifications, photovoltaic system components, array design and power integration requirements that combine to form a unified structure. Upon completion, students should be able to demonstrate an understanding of various photovoltaic designs and proper installation of NEC compliant solar electric power systems.

**ELC 118 NATIONAL ELECTRICAL CODE**
Grade Level: 11, 12
Credit: 1 unit
This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

**CAREER ASSESSMENT – ACA 120**
Grade Level: 11, 12
Credit: 1 unit
Prerequisite: None
This course provides the information and strategies necessary to develop clear personal, academic, and professional goals. Topics include personality styles, goal setting, various college curricula, career choices, and campus leadership development. Upon completion, students should be able to clearly state their personal, academic, and professional goals and have a feasible plan of action to achieve those goals.
PLTW HUMAN BODY SYSTEMS – HONORS
Grade Level: 11
Prerequisite: AP Seminar
This course allows students to investigate the interventions involved in the prevention, diagnosis and treatment of disease. It is a “How-To” manual for maintaining overall health. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course.

PLTW MEDICAL INTERVENTIONS - HONORS
Grade Level: 11
Prerequisite: PLTW Human Body Systems
This course provides a solid understanding of why ethics is important in every profession. After an introduction to several philosophies that inform ethics today, students explore the characteristics of an ethical professional. Students consider the range of dilemmas faced by managers and employees in the workplace. They learn about the qualities of effective leaders and the tools modern professionals use to instill an ethical workplace culture. Throughout the course, students have opportunities to refine their personal sense of ethics as they begin to build an ethical foundation for their professional future.

PLTW BIOMEDICAL INNOVATIONS - HONORS
Grade Level: 12
Prerequisite: PLTW Medical Interventions
This course provides a solid understanding of why ethics is important in every profession. After an introduction to several philosophies that inform ethics today, students explore the characteristics of an ethical professional. Students consider the range of dilemmas faced by managers and employees in the workplace. They learn about the qualities of effective leaders and the tools modern professionals use to instill an ethical workplace culture. Throughout the course, students have opportunities to refine their personal sense of ethics as they begin to build an ethical foundation for their professional future.
FOUNDATIONS OF INFORMATION TECHNOLOGY
Grade Level: 9, 10                     Credit: 1 unit
Prerequisite: Enrollment in the Academy
This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media. Mathematics is reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, 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.

HARDWARE/SOFTWARE SUPPORT - CTS 120
Grade Level: 11                     Credit: 1 unit
Prerequisite: CIS 110 or Articulated Credit for Microsoft Word, PowerPoint & Publisher
This FTCC course covers the basic hardware of a personal computer, including operations and interactions with software. Topics include component identification, the memory system, peripheral installation and configuration, preventative maintenance, and diagnostics and repair. Upon completion, students should be able to select appropriate computer equipment, upgrade and maintain existing equipment, and troubleshoot non-functioning personal computers.

ADVANCED HARDWARE/SOFTWARE SUPPORT – CTS 220
Grade Level: 11                     Credit: 1 unit
Prerequisite: Hardware/Software Support CTS 120
This FTCC course introduces the installation and troubleshooting aspects of personal computer software. Emphasis is placed on initial installation and optimization of system software, commercial programs, system configuration files, and device drivers. Upon completion, students should be able to install, upgrade, uninstall, optimize, and troubleshoot personal computer software.

INTEGRATED SYSTEMS TECHNOLOGY ACADEMY OF ENGINEERING
JACK BRITT HS

INTRODUCTION TO INTEGRATED SYSTEMS TECHNOLOGY
Grade Level: 9                     Credit: 1 unit
Prerequisite: Enrollment in the Academy
This course provides instructions and practice in the skills needed to be successful in the Integrated Systems Technology program. Topics include design and problem solving, machine processes, and basic mechanical, fluidal and electrical concepts. Reading and critical thinking skills are used throughout the instruction. The course integrates STEM (science, technology, engineering, and math) throughout this course.

INTEGRATED SYSTEMS TECHNOLOGY I
Grade Level: 10, 11, 12                     Credit: 1 unit
Prerequisite: Algebra I
Integrated Systems Technology (IST) I is a technical skill based course that teaches modern employability competencies that meet international skills standards. Topics covered in IST I are fluid power, quality assurance, machine processes, robotics, programmable logic and electrical systems, the creation of a product from inception, modeling and the use of a formal design process. This course reinforces mathematical, communication, and problem solving skills.

INTEGRATED SYSTEMS TECHNOLOGY II HONORS
Grade Level: 11, 12                     Credit: 1 unit
Prerequisite: Integrated Systems Technology I
Integrated Systems Technology (IST) 2 Honors is a technical course designed to expand students’ knowledge in specific principles and processes introduced in IST I. IST 2 Honors is a rigorous continuation of laboratory and class room-based experiences including field research and technical writing. The IST 2 Honors course reinforces mathematical, communication, problem solving skills and prepares students for postsecondary coursework in engineering and technology. This course is approved for honors weighting.

INTEGRATED SYSTEMS TECHNOLOGY III HONORS
Grade Level: 12                     Credit: 1 unit
Prerequisite: Integrated Systems Technology II
Integrate Systems Technology (IST) III Honors is a technical course designed to expand students’ knowledge in specific principles and processes introduced in IST I and IST II Honors. IST III Honors is a rigorous continuation of laboratory and class room-based experiences including mass producing a manufactured product from inception, modeling, technical writing, a real world engineering problem and the organizing and hosting of a community event for the IST Academy of Engineering. The IST 3 Honors class reinforces mathematical, communication, problem solving skills and prepares students for a postsecondary coursework in engineering and technology. This course is approved for honors weighting.

ACADEMY OF MATH AND SCIENCE
E.E. SMITH HS

ASTRONOMY HONORS
Grade Level: 11, 12                     Credit: 1 unit
Co-requisite: Physics or Chemistry
This is an introductory course where the students survey the solar system. Topics include the history of astronomy, space probes, and the motions of the moon, stars, and planets in the night sky. Other topics include celestial coordinate systems, astronomical instruments, the natural light, and Kepler and Newton’s laws of motion. Students will participate in two night labs while learning to use the school’s telescopes. Students will also use Internet controlled telescopes to obtain images for several astronomy projects.

BIOTECHNOLOGY HONORS
Grade Level: 11, 12                     Credit: 1 unit
Prerequisites: Biology I and Chemistry I
This course introduces students to the tools and techniques of biotechnology. Information and investigations covering the fundamentals of DNA based technologies are the main focus. Everyday application, societal issues, and careers in biotechnology are also integrated into this course.

METEOROLOGY HONORS
Grade Level: 11, 12                     Credit: 1 unit
Prerequisite: Chemistry
Meteorology is an introductory course focusing on the application of scientific concepts and principles dealing with atmospheric, oceanic, and hydrologic sciences.

RESEARCH IN SCIENCE HONORS
Grade Level: 11, 12                     Credit: 1 unit
Prerequisite: Biology, Chemistry, Environmental Science or Earth/Environmental
This course is designed to allow students to pursue individual research problems in Biology, Chemistry, Physics, or Earth Science. Students learn to use resources, gain experience in scientific writing, receive supervised training in techniques commonly used in research, and receive instruction in laboratory safety and proper experimental design. Each student designs a carries out a research project under the supervision of the instructor.

ZOOLOGY HONORS
Grade Level: 11, 12                     Credit: 1 unit
Prerequisite: Biology
Co-requisite: Chemistry
This course is designed to give the student a more challenging and in-depth experience of Invertebrate and Vertebrate Zoology. Students will be expected to: design and carry out several investigations of biological concepts, distinguish between and identify various animals by their calls and physical characteristics. Students will also be expected to conduct field investigative studies and conduct comparative gross anatomy labs, which features selected representatives from various animal phyla.
ASTRONOMY HONORS
Grade Level: 11, 12  Credit: 1 unit
Co-requisite: Physics or Chemistry
This is an introductory course where the students survey the solar system. Topics include the history of astronomy, space probes, and the motions of the moon, stars, and planets in the night sky. Other topics include celestial coordinate systems, astronomical instruments, the natural light, and Kepler and Newton’s laws of motion. Students will participate in two night labs while learning to use the school's telescopes. Students will also use Internet controlled telescopes to obtain images for several astronomy projects.

BOTANY HONORS
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Biology
Co-requisite: Chemistry
This class offers an introduction to the structure, processes, and reproduction of higher plants, including the diversity of the plant kingdom and principles of inheritance and ecology. Fieldwork in a Carolina Bay will introduce students to vascular plant structures, field identification of plant species, population dynamics, biological communities, and energy flow in ecosystems.

GEOLOGY HONORS
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Earth/Environmental Science and Biology
Co-requisite: Chemistry
Studies include the composition of earth materials and the major processes that have produced and continue to modify the modern Earth such as plate tectonics, volcanoes, and glaciation. Areas of special emphasis include the geology of North Carolina, the Eastern Coastal Plain, and the Carolina Bays.

RESEARCH IN SCIENCE HONORS
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Biology
Co-requisite: Chemistry
This course is designed to give students exposure to original research problems in Biology, Chemistry, Physics, or Earth Science. Students learn to use resources, gain experience in scientific writing, receive supervised training in techniques commonly used in research, and receive instruction in laboratory safety and proper experimental design. Each student designs and carries out a research project under the supervision of the instructor.

ZOOLOGY HONORS
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Biology
Co-requisite: Chemistry
This course is designed to give students a more challenging and in-depth experience of Invertebrate and Vertebrate Zoology. Students will be expected to: design and carry out several investigations of biological concepts, distinguish between and identify various animals by their calls and physical characteristics. Students will also be expected to conduct field investigative studies and conduct comparative gross anatomy labs, which features selected representatives from various animal phyla.
THEATRE ARTS HONORS/IB THEATRE ARTS (HL)
Grade Level: 10, 11, 12  Credit: 2 units
Prerequisite: Theatre Arts I & II
This course is an in-depth study of practical play analysis. The Internal Assessment requires an audio recording of each candidate’s practical play analysis.

ENGLISH/LANGUAGE ARTS
PRE-IB ENGLISH I
Grade Level: 9  Credit: 1 unit
Prerequisite: Must be enrolled in the IB Academy
This course is designed to develop a global awareness through exposure to literature representing a variety of cultures.

PRE-IB ENGLISH II
Grade Level: 10  Credit: 1 unit
Prerequisite: Pre-IB English I
This course uses literature as the basis for developing higher level thinking skills through written and oral communication.

IB ENGLISH III (HL)
Grade Level: 11  Credit: 1 unit
Prerequisite: Enrollment in the IB Academy.
Pre-IB English I and Pre-IB English II
This course requires students to use close reading to evaluate the interrelatedness of patterns of rhetorical and stylistic devices that result in the student’s sophisticated understanding of selected world literature of poetry, drama, and novels. Students will develop a critical vocabulary in both oral and written work for internal and external assessments.

PRE-IB FOREIGN LANGUAGE I
Grade Level: 9, 10  Credit: 1 unit
Prerequisite: Enrollment in the IB Academy
FOREIGN LANGUAGE
Living languages include French, German, and Spanish. All languages are taught in the following sequence.

PRE-IB I & II
Standard Credit
IB III & IV
Honors Credit
IB V
AP Credit

PRE-IB FOREIGN LANGUAGE I
Grade Level: 9, 10  Credit: 1 unit
Prerequisite: Enrollment in IB Academy
This course introduces the fundamental elements of the language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading and writing skills.

PRE-IB FOREIGN LANGUAGE II
Grade Level: 9, 10  Credit: 1 unit
Prerequisite: Enrollment in IB Academy and completion of level I
This course expands students knowledge of vocabulary and grammar and increase their fluency in the language.

IB FOREIGN LANGUAGE III
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Enrollment in the IB Academy and Completion of levels I and II
Level III increases integration of the four language skills with emphasis on oral proficiency, written composition, and reading in preparation for the IB Language B examination.

IB FOREIGN LANGUAGE IV
Grade Level: 10, 11, 12  Credit: 1 unit
Prerequisite: Enrollment in the IB Academy and Completion of level III
Level IV expands student knowledge of diction, syntax, writing skills and oral proficiency. Students do advanced studies in literature and culture in preparation of the IB Language B examination.

IB FOREIGN LANGUAGE V
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Enrollment in the IB Academy, completion of Level IV, and teacher recommendation
Students at this level demonstrate advanced use of language skills as the course is taught by stressing literature, history and culture. The College Board Advanced Placement Test and IB curriculum outline form the basis of study for this course and prepare the student for the IB Foreign Language B examination.

MATHEMATICS

IB MATHEMATICS (SL)
Grade Level: 11, 12  Credit: 2 units
Prerequisite: Enrollment in the IB Academy, B or better in Pre-Calculus, or IB Math Studies (SL). Requires Enrollment in AP Calculus to complete the units in a second semester
The aim of Mathematical Methods is to provide students who will continue to study mathematics at university with a background of mathematical thought and a reasonable level of technical ability. The course will require two semesters to complete since the course encompasses Calculus as well as other topics. Both semesters are to be scheduled in the same year. Course topics include: logarithms; sequences and series; linear and quadratic functions and equations; the binomial theorem; arcs and sectors; trigonometry; calculus, vectors and matrices; and probability and statistics.

IB MATH STUDIES (SL)
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Enrollment in the IB Academy, B or better in Pre-IB Algebra II Honors. Designed for students of varied backgrounds and abilities who wish to major in an area that does not require significant involvement with mathematics.
This course will develop the skills needed to cope with the mathematical demands of a technological society with an emphasis on the application of mathematics to real-life, everyday situations. Course topics include: linear, quadratic, and exponential functions; approximations and error; algorithms; probability and statistics; sets and logic; simple sequences and finance; linear programming; vectors, matrices; and trigonometry. A personal research project involving the collection, analysis, and evaluation of data is a requirement of the course.

MISCELLANEOUS

CAS
Grade Level: 11, 12  Credit: 0 unit
Prerequisite: Enrollment in the IB Academy
This course fulfills the requirement of Creativity, Action, and Service for the IB diploma. Students must complete 150 hours divided equally among these three areas. This requirement begins the summer after the sophomore year and is noted on the transcript upon completion of the requirement in the senior year.

EXTENDED ESSAY
Grade Level: 11, 12  Credit: 0 unit
Prerequisite: Enrollment in the IB Academy
This course fulfills the requirement for the extended essay for the IB Diploma. The extended essay of some 4,000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university level. The extended essay begins second semester of the junior year and is noted on the transcript upon completion of the requirement in the senior year.

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (ITGS) (SL)
Grade Level: 11, 12  Credit: 1 unit
Prerequisite: Be enrolled in the IB Academy, Microsoft Word, Excel & Publisher; Microsoft Excel & Access; Multimedia & Webpage Design
The main focus of ITGS course of study is to consider how two aspects, the social significance of Information Technology (IT) and the ethical considerations arising from IT, influence individuals, communities (including nations), institutions and organizations. ITGS is a standard level course that aims to prepare students to meet the following challenges:
1. Understanding the uses of Information Systems
2. Evaluating the consequences of those technologies on society
IB THEORY OF KNOWLEDGE (TOK) (SL)

Grade Level: 11                  Credit: 1 unit
Prerequisite: Enrollment in the IB Academy
This course is taught during the spring semester of the students’ junior year. TOK stresses integration of previous material from the various disciplines combined with reflective study of the ways that knowledge and its origins differ among disciplines.

SCIENCE

IB BIOLOGY (HL)

Grade Level: 11, 12                  Credit: 2 units
Prerequisite: Enrollment in the IB Academy Biology I Honors, Chemistry I Honors
This course will provide an in-depth study of biological principles. Advanced topics will include biochemistry, genetic concepts and applications, ecological diversity, human health and physiology, neurobiology and behavior, evolution, cellular mechanics, and classification and diversity. Advanced laboratory investigations will constitute a major portion of the course. All students will participate in a required interdisciplinary science research project.

IB ENVIRONMENTAL SCIENCE (SL)

Grade Level: 11, 12                  Credit: 1 unit
Prerequisite: Enrollment in the IB Academy Biology and Chemistry
IB Environmental Science is a rigorous course that examines the fundamental structure and functioning of natural systems and the broad impacts of human activities, with a balance of local and global material. Emphasis is placed on tab and fieldwork. Students will evaluate scientific, political, and ethical aspects of environmental issues.

SOCIAL STUDIES

PRE-IB WORLD HUMANITIES

Grade Level: 10                  Credit: 1 unit
Prerequisite: Concurrent enrollment in Pre-IB English II
This is an interdisciplinary curriculum that incorporates knowledge, skills and processes from literature, the social studies, and the English performance standards. Students who successfully complete this course satisfy the 10th grade World History requirement.

IB PSYCHOLOGY (SL)

Grade Level: 11, 12                  Credit: 1 unit
Prerequisite: Enrollment in the IB Academy
This course will introduce the learner to the scientific study of human behavior. The student will be allowed to explore human behavior from the behavioral, humanistic, biological, and phenomenological perspectives. Through hands on activities and internal assessments, the learner will have a better understanding of the psychological make-up of human beings.

IB HISTORY OF THE AMERICAS

Grade Level: 11                  Credit: 1 unit
Prerequisite: Enrollment in IB Academy, Pre-IB World Humanities
IB History of the Americas 1 is a study of the Americas with focus on United States, Mexico, and Canada from colonialism through 1900.

IB 20TH CENTURY WORLD TOPICS

Grade Level: 12                  Credit: 1 unit
Prerequisite: Enrollment in IB Academy, Pre-IB World Humanities, IB History of the Americas
IB History of the Americas 2 is a study of the Americas with focus on United States, Mexico, and Canada from 1900 through today.
ARC 112 CONSTRUCTION MATERIALS & METHODS  H.S. unit: 1 S
This course introduces construction materials and their methodologies. Topics include construction terminology, materials and their properties, manufacturing processes, construction techniques, and other related topics. Upon completion, students should be able to detail construction assemblies and identify construction materials and properties.

ARC 114 ARCHITECTURAL CAD  H.S. unit: N/A
This course introduces basic architectural CAD techniques. Topics include basic commands and system hardware and software. Upon completion, students should be able to prepare and plot architectural drawings to scale within accepted architectural standards.

ART 114 ART HISTORY SURVEY I  H.S. unit: 1 AP
This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate and historical understanding of art as a product reflective of human social development.

ART 131 DRAWING I  H.S. unit: 1 AP
This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes.

ASL 111 American Sign Language I  H.S. unit 1 AP
This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students will be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness.

ASL 112 American Sign Language II  H. S. unit 1 AP
Prerequisite: ASL 111 American Sign Language I
This course is a continuation of ASL 111 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, the students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness.

AUB 111 PAINTING AND REFINISHING  H.S. unit: 1 S
This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations, personal safety, refinishing equipment and materials, surface preparation, masking, application techniques, and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards.

AUB 121 NON-STRUCTURAL DAMAGE I  H. S. unit: 1 S
This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards.

AUM 112 EMERGING TRENDS-AUTO IND  H. S. unit: 1 S
This course will cover emerging trends in the automotive industry. Topics will include an overview of management styles, manufacturing processes, technological advances, and current and future trends affecting the automotive industry. Upon completion, students should be able to discuss and analyze the current and future trends affecting the automotive industry.

AUN 151/A BRAKE SYSTEMS AND LAB  H.S. unit: 1 S
This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hyda-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

BIO 111 GENERAL BIOLOGY I  H.S. unit: 1 H
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

BIO 168 ANATOMY & PHYSIOLOGY I  H.S. unit: 1 AP
This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO 169 ANATOMY & PHYSIOLOGY II  H.S. unit: 1 AP
Prerequisite: BIO 168 Anatomy & Physiology I
This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BUS 110 INTRODUCTION TO BUSINESS  H.S. unit: 1 AP
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

BUS 115 BUSINESS LAW I  H.S. unit: 1 AP
This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

BUS 137 PRINCIPLES OF MANAGEMENT  H.S. unit: 1 AP
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

CAR 111/AA & CAR 111/BB CARPENTRY I  H.S. units: 2 S
This course introduces the theory and construction methods associated with the building industry, including framing, materials, tools, and equipment. Topics include safety, hand/power tool use, site preparation, measurement and layout, footings, and foundations, construction framing, and other related topics. Upon completion, students should be able to safely lay out and perform basic framing skills with supervision.

CCT 250 NETWORK VULNERABILITIES I  H.S. unit: 1 S
This course introduces students to penetration testing, network vulnerabilities, and hacking. Topics include an overview of traditional network security, system hardening, and known weaknesses. Upon completion, students should be able to evaluate weaknesses of traditional and wireless network for the purpose of incident response, reconstruction, and forensic investigation.
This course introduces the methods and techniques used in the Geographic Information Systems (GIS) and Global Navigation Satellite Systems (GNSS) professions. Emphasis is placed on data collection and mapping using GIS software. Upon completion, students should be able to use GNSS technologies to collect field data and create GIS maps.

**CEG 151 CAD FOR ENGINEERING TECHNOLOGY**  
**H.S. unit: 1 S**

This course introduces computer-aided drafting (CAD) software. Topics include file and data management, drafting, editing, dimensioning commands, plotting, and related topics. Upon completion, students should be able to create and plot basic drawings and maps using CAD software.

**CHM 151 GENERAL CHEMISTRY I**  
**H.S. unit: 1 AP**  
**Prerequisite: MAT 171 Precalculus Algebra**

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochmistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.

**CHM 152 GENERAL CHEMISTRY II**  
**H.S. unit: 1 AP**  
**Prerequisite: CHM 151 General Chemistry**

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate and understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields.

**CIS 115 INTRO TO PROGRAMMING & LOGIC**  
**H.S. unit: 1 AP**

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language.

**CJC 111 INTRODUCTION TO CRIMINAL JUSTICE**  
**H.S. unit: 1 AP**

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

**CJC 115 CRIME SCENE PHOTOGRAPHY**  
**H.S. unit: 1 S**

This course covers methodologies for photographing crime scenes including their application to forensic sciences, the legal system, and the proper use of digital cameras and accessories. Topics include digital cameras, operational functions required to properly photograph physical evidence and crime scenes, factors affecting admissibility of crime scene photographs, and methods and techniques specific to photographing crime scenes. Upon completion, students should be able to operate digital cameras using appropriate settings to control exposure and depth of field, properly compose various types of crime scene photographs, and use specialized techniques to properly graph key items of evidence.

**CJC 120 INTERVIEWS/INTERROGATIONS**  
**H.S. unit: N/A**

This course covers basic and special techniques employed in criminal justice interviews and interrogations. Emphasis is placed on the interview/interrogation process, including interpretation of verbal and physical behavior and legal perspectives. Upon completion, students should be able to conduct interviews/interrogations in a legal, efficient, and professional manner and obtain the truth from suspects, witnesses, and victims.

**CJC 132 COURT PROCEDURE & EVIDENCE**  
**H.S. unit: 1 S**

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

**CJC 151 INTRO TO LOSS PREVENTION**  
**H.S. unit: 1 S**

This course introduces the concepts and methods related to commercial and private security systems. Topics include the historical, philosophical, and legal basis of security, with emphasis on security surveys, risk analysis, and associated functions. Upon completion, students should be able to demonstrate and understand security systems, risk management, and the laws relative to loss prevention.

**CJC 131 CRIMINAL LAW**  
**H.S. unit: 1 S**

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

**CJC 221 INVESTIGATIVE PRINCIPLES**  
**H.S. unit: 1 S**

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

**CJC 231 CONSTITUTIONAL LAW**  
**H.S. unit: 1 S**

This course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

**CJC 260 THREAT ASSESSMENT**  
**H.S. unit: N/A**

This course prepares students to perform extensive security audits for private corporations and for local and state government, identifying weaknesses in their overall security programs. Emphasis will be placed on risk analysis studies that examine the methods, procedures, and systems for security gaps and vulnerabilities. Upon completion, students should be able to evaluate all facets of a protective program from corporate disaster response planning to security teams guarding local/state officials.

**CJC 262 HIGH-RISK EVENT PLANNING**  
**H.S. unit: N/A**

This course introduces students to the principles of high-risk executive protection and the planning associated with security during visits from government officials and other dignitaries. Emphasis will be placed on conducting advance surveys, residential security, restaurant and banquet security, surveillance detection, and counter surveillance operations. Upon completion, students should be able to demonstrate the ability to write security plans for high-risk events.

**CMT 120 CODES AND INSPECTIONS**  
**H.S. unit: 1 S**

This course covers building codes and the code inspections process used in the design and construction of residential and commercial buildings. Emphasis is placed on commercial, residential, and accessibility (handicapped) building codes. Upon completion, students should be able to understand the building code inspections process and apply building code principals and requirements to construction projects.

**COM 231 PUBLIC SPEAKING**  
**H.S. unit: 1 S**

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

**COS 121 MANICURE/NAIL TECHNOLOGY I**  
**H.S. units: 2 S**

This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship,
COS 121 MANICURE/NAIL TECHNOLOGY I  (Continued)
manicures, artificial applications, pedicures, massage, and other related
topics. Upon completion, students should be able to safely and competently
perform nail care, including manicures, pedicures, massage, decorating,
and artificial applications in a salon setting.

COS 222 MANICURE/NAIL TECHNOLOGY II  H.S. units: 2 S
Prerequisite: COS 121 Manicure/Nail Technology I
This course covers advanced techniques of nail technology and hand and
arm massage. Topics include OSHA/safety, product knowledge, customer
service, salesmanship, artificial applications, nail art, and other related
topics. Upon completion, students should be able to demonstrate
competence necessary for the licensing examination, including advanced
nail care, artificial enhancements, and decorations.

CSC 121 PYTHON PROGRAMMING  H.S. unit: 1 S
Prerequisite: CTI 110
This course introduces computer programming using the Python
programming language. Emphasis is placed on common algorithms and
programming principles utilizing the standard library distributed with
Python. Upon completion, students should be able to design, code, test,
and debug Python language programs.

CSC 221 ADVANCED PYTHON PROGRAMMING  H.S. unit: 1 S
Prerequisite: CSC 121
This course introduces advanced computer programming using the Python
programming language. Emphasis is placed on the advanced
programming concepts including advanced algorithms and programming
principles utilizing standard and third party library tools. Upon completion,
students should be able to design, code, test, and debug advanced Python
language programs.

CST 131 OSHA/SAFETY/CERTIFICATION  H.S. unit: 1 S
This course covers the concepts of work site safety. Topics include OSHA
regulations, tool safety, and certifications which relate to the construction
industry. Upon completion, students should be able to identify and maintain
a safe working environment based on OSHA regulations and maintain
proper records and certifications.

CTI 110 WEB, PGM, DB FOUNDATION  H.S. unit: 1 S
This course covers the introduction of the tools and resources available to
students in programming, mark-up language and services on the Internet.
Topics include standard mark-up language Internet services, creating web
pages, using search engines, file transfer programs; and database design
and creation with DBMS products. Upon completion students should be
able to demonstrate knowledge of programming tools, deploy a web-site
with mark-up tools, and create a simple database table.

CTS 120 HARDWARE/SOFTWARE SUPPORT  H.S. unit: 1 S
Prerequisite: CIS 110 Introduction to Computers
This course covers the basic hardware of a personal computer, including
installation, operations and interactions with software. Topics include
component identification, memory-system, peripheral installation and
configuration, preventive maintenance, hardware diagnostics/repair,
installation and optimization of system software, commercial programs,
system configuration, and device-drivers. Upon completion, students
should be able to select appropriate computer equipment and software,
upgrade/maintain existing equipment and software, and
troubleshoot/repair non-functioning personal computers.

CTS 220 ADVANCED HARDWARE/SOFTWARE SUPPORT  H.S. unit: 1 S
Prerequisite: CTS 120 Hardware/Software Support
This course provides advanced knowledge and competencies in hardware
and operating system technologies for computer technicians to support
personal computers. Emphasis is placed on: configuring and upgrading;
diagnosis and troubleshooting; as well as preventive maintenance
of hardware and system software. Upon completion, students should be
able to install, configure, diagnose, perform preventive maintenance, and
maintain basic networking on personal computers.

CUL 110 SANITATION & SAFETY  H.S. unit: N/A
This course introduces the basic principles of sanitation and safety and
their relationship to the hospitality industry. Topics include personal
hygiene, sanitation and safety regulations, use and care of equipment, the
principles of food-borne illness, and other related topics. Upon completion,
students should be able to demonstrate an understanding of sanitation and
safety procedures in the hospitality industry.

CUL 140 BASIC CULINARY SKILLS  H.S. units: 2 S
This course introduces the fundamental concepts, skills, and techniques
involved in basic cookery. Emphasis is placed on recipe conversion,
measurements, terminology, knife skills, safe food handling, cooking
methods, flavorings, seasonings, stocks/sauces/soups, and other related
topics. Upon completion, students should be able to exhibit the basic
cooking skills used in the food service industry.

CUL 160 BAKING I  H.S. units: 1 S
This course covers basic ingredients, techniques, weights and measures,
baking terminology and formula calculations. Topics include
yeast/chemically leavened products, laminated doughs, pastry dough
batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and
basic sauces. Upon completion, students should be able to demonstrate
proper scaling and measurement techniques, and prepare and evaluate a
variety of bakery products.

CUL 170 GARDE-MANAGER I  H.S. unit: 1 S
Prerequisite: CUL 110 Sanitation & Safety
This course introduces basic cold food preparation techniques and pantry
production. Topics include salads, sandwiches, appetizers, dressings,
and basic garnishes, cheeses, cold sauces, and related food items. Upon
completion, students should be able to lay out a basic cold food display and
exhibit an understanding of the cold kitchen and its related terminology.

DFT 170 ENGINEERING GRAPHICS  H.S. unit: 1 AP
This course introduces basic engineering graphics skills and applications.
Topics include sketching, selection and use of current methods and tools,
and the use of engineering graphics applications. Upon completion,
students should be able to demonstrate an understanding of basic
engineering graphics principles and practices.

DME 110 INTRO TO DIGITAL MEDIA  H.S. unit: 1 S
This course introduces students to key concepts, technologies, and issues
related to digital media. Topics include emerging standards, key
technologies and related design issues, terminology, media formats, career
paths, and ethical issues. Upon completion, students should be able to
demonstrate the various media formats that are used in digital media
technology.

DME 115 GRAPHIC DESIGN TOOLS  H.S. unit: 1 S
This course provides students with an introduction to creative expression
and design/design techniques in a digital environment. Emphasis is placed on
designing, creating, editing and integrating visual components consisting
of vector-based and vector-based images, drawings, banners, text, sound,
simple animations, and multiple layers. Upon completion, students should be
able to design and produce a range of visual products using digital processing
techniques.

DME 120 INTRO TO MULTIMEDIA APPL  H.S. unit: 1 S
This course introduces storyboarding and multimedia application design.
Topics include vector and bit-mapped graphics, interactive multimedia
interfaces, layering techniques, image and animation libraries, and
scripting. Upon completion, students should be able to produce basic high-
quality interactive multimedia applications.

DME 130 DIGITAL ANIMATION I  H.S. unit: 1 S
This course introduces concepts for planning and developing animation
sequences. Emphasis will be placed on review of digital animation
programming language. Emphasis is placed on recipe conversion,
techniques involved in basic cookery. Emphasis is placed on recipe conversion,
measurements, terminology, knife skills, safe food handling, cooking
methods, flavorings, seasonings, stocks/sauces/soups, and other related
topics. Upon completion, students should be able to exhibit the basic
cooking skills used in the food service industry.

ECO 251 PRINCIPLES OF MICROECONOMICS  H.S. unit: 1 AP
This course introduces economic analysis of individual, business, and
industry in the market economy. Topics include the price mechanism,
supply and demand, optimizing economic behavior, costs and revenue,
market structures, factor markets, income distribution, market failure, and
government intervention. Upon completion, students should be able to
identify and evaluate consumer and business alternatives in order to
efficiently achieve economic objectives.
EDU 119 INTRO TO EARLY CHILDHOOD  H.S. unit: 1 S
This course covers the foundations of the education profession, types of programs, professionalism, and planning quality programs for children. Topics include historical foundations, career options, types of programs, professionalism, observational skills, and planning developmentally appropriate schedules, environments, and activities for children. Upon completion, students should be able to identify appropriate schedules and environments, develop activity plans, and describe influences on the profession. This course is also available through the Virtual Learning Community (VLC).

EDU 131 CHILD, FAMILY & COMMUNICATIONS  H.S. unit: 1 S
This course covers the development of partnerships between families, inclusive programs for children/schools that serve young children with and without disabilities, and the community. Emphasis is placed on requisite skills and benefits for successfully establishing, supporting, and maintaining respectful collaborative relationships between today’s diverse families, centers/schools, and community resources. Upon completion, students should be able to describe appropriate relationships with parents/caretakers, enter/school colleagues, and community agencies that enhance the educational experiences/wellbeing of all children. This course is also available through the Virtual Learning Community (VLC).

EDU 144 CHILD DEVELOPMENT I  H.S. unit: 1 AP
This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on development sequences in physical/cognitive, emotional/social, and language/communication domains. Upon completion, students should be able to analyze causes of typical/atypical development characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. This course is also available through the Virtual Learning Community (VLC).

EDU 145 CHILD DEVELOPMENT II  H.S. unit: 1 S
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.

EDU 146 CHILD GUIDANCE  H.S. unit: 1 S
This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children’s social, emotional and cognitive development.

EDU 153 HEALTH, SAFETY, & NUTRITION  H.S. unit: 1 S
This course focuses on promoting and maintaining the health and wellbeing of all children. Topics include health-related nutritional guidelines, childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, implement safe learning environments, and adhere to state regulations.

EDU 234 INFANTS, TODDLERS, & TWOS  H.S. unit: 1 S
Prerequisite: EDU 119 Intro to Early Childhood
This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

EDU 115 INTRODUCTION TO TECHNOLOGY  H.S. unit: 1 S
This course introduces the basic skills and career fields for technicians. Topics include career options, technical vocabulary, dimensional analysis, measurement systems, engineering graphics, calculator applications, professional ethics, safety practices, and other related topics. Upon completion, students should be able to demonstrate an understanding of the basic technologies, prepare drawings and sketches, and perform computations using a scientific calculator.

EDG 150 INTRO TO ENGINEERING  H.S. unit: N/A
This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals.

ELC 112 DC/AC ELECTRICITY  H.S. units: 2 S
This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment, and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

ELC 117 MOTORS AND CONTROLS  H.S. unit: 1 S
This course introduces the fundamental concepts of motors and motor controls. Topics include basic DC/AC circuits. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 118 NATIONAL ELECTRICAL CODE  H.S. unit: N/A
This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

ELC 128 INTRO TO PLC  H.S. unit: 1 S
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.

ELC 220 PHOTOVOLTAIC SYSTEMS TECHNOLOGY  H.S. unit: 1 S
This course introduces the concepts, tools, techniques, and materials needed to understand systems that convert solar energy into electricity with photovoltaic (pv) technologies. Topics include site analysis for system integration, building codes, and advances in photovoltaic technology. Upon completion, students should be able to demonstrate an understanding of the principles of photovoltaic technology and current applications.

ELC 221 ADVANCED PHOTOVOLTAIC SYS DESIGNS  H.S. unit: 1 S
Prerequisite: ELC 220 Photovoltaic Systems Technology
This course introduces specific elements in photovoltaic (pv) systems technologies including efficiency, modules, inverters, charge controllers, batteries, and system installation. Topics include National Electrical Code (NEC), electrical specifications, photovoltaic system components, array design and power integration requirements that combine to form a unified structure. Upon completion, students should be able to demonstrate an understanding of various photovoltaic designs and proper installation of NEC compliant solar electric power systems.

ELC 229 APPLICATIONS PROJECT  H.S. unit: N/A
This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

EMS 110AA & EMS 110AB EMT-BASIC  H.S. units: 1.5 S EACH
This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT-Basic certification.
EMI 140 RESCUE SCENE MANAGEMENT  H.S. unit: N/A
This course introduces rescue scene management and is required for paramedic certification. Topics include response to hazardous material conditions, medical incident command, and extraction of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment.

ENG 111 WRITING & INQUIRY  H.S. unit: 1 AP
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

ENG 112 WRITING/RESEARCH IN THE DISCIPLINES  H.S. unit: 1 AP
Prerequisite: ENG 111 Writing & Inquiry
This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

EPT 120 SOCIOLOGY OF DISASTER  H.S. unit: 1 S
This course is designed to overview sociological disaster research, disaster systems, and alternative research approaches. Topics include human and organizational behaviors, long disaster impact on communities, disaster warning, and evacuation considerations. Upon completion, students should be able to assess and predict the impact of disaster-related human behavior.

EPT 130 MITIGATION & PREPAREDNESS  H.S. unit: 1 S
This course introduces the mitigation and preparation techniques and methods necessary to minimize the impact of natural, technological, and man-made disasters. Topics include hazard identification and mapping, design and construction applications, financial incentives, insurance, structural controls, preparation, planning, assessment, implementation, and exercises. Upon completion students should be able to develop a mitigation and preparedness plan.

EPT 210 RESPONSE & RECOVERY  H.S. unit: 1 S
This course introduces the basic concepts, operational procedures, and authorities involved in response and recovery efforts to major disasters. Topics include federal, state, and local roles and responsibilities in major disaster, response, and recovery work, with an emphasis on governmental coordination. Upon completion, students should be able to implement a disaster response plan and assess the needs of those involved in a major disaster.

EPT 220 TERRORISM AND EMER. MGMT.  H.S. unit: 1 S
This course covers preparing for, responding to, and safely mitigating terrorism incidents. Topics include the history of terrorism, scene hazards, evidence preservation, risk assessment, roles and responsibilities, explosive recognition, and terrorism planning. Upon completion, students should be able to recognize the threat of terrorism and operate within the emergency management framework at a terrorism incident.

FIP 120 INTRODUCTION TO FIRE PROTECTION  H.S. unit: 1 S
This course provides an overview of the development, methods, systems and regulations that apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and related subjects. Upon completion, students should be able to demonstrate a broad understanding of the fire protection field.

FIP 124 FIRE PREVENTION & PUBLIC ED  H.S. unit: 1 S
This course introduces fire prevention concepts as they relate to community and industrial operations referenced in NFPA standard 101. Topics include the development and maintenance of fire prevention programs, educational programs, and inspection programs. Upon completion, students should be able to research, develop, and present a fire safety program to a citizens or industrial group.

FIP 132 BUILDING CONSTRUCTION  H.S. unit: 1 S
This course covers the principles and practices referenced in NFPA standard 220 related to various types of building construction, including residential and commercial, as impacted by fire conditions. Topics include types of construction and related elements, fire resistive aspects of construction materials, building codes, collapse, and other related topics. Upon completion, student should be able to understand and recognize various types for construction and their positive or negative aspects as related to fire conditions.

FIP 220 FIRE FIGHTING STRATEGIES  H.S. unit: 1 S
This course provides preparation for command of initial incident operations involving emergencies within both the public and private sector referenced in NFPA standards 1561, 1710, and 1720. Topics include incident management, fire-ground tactics and strategies, incident safety, and command/control of emergency operations. Upon completion, students should be able to describe the initial incident system as it relates to operations involving various emergencies in fire and non-fire situations.

FRE 111 ELEMENTARY FRENCH I  H.S. unit: 1 AP
This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness.

FRE 112 ELEMENTARY FRENCH II  H.S. unit: 1 AP
Prerequisite: FRE 111 Elementary French I
This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness.

GRD 121 DRAWING FUNDAMENTALS I  H.S. unit: N/A
This course increases observation skills using basic drawing techniques and media in graphic design. Emphasis is placed on developing the use of graphic design principles, media applications, spatial considerations, drawing styles, and approaches. Upon completion, students should be able to show competence and proficiency in finished works.

GRD 141 GRAPHIC DESIGN I  H.S. unit: 1 S
This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles and visual elements to projects.

GRD 151 COMPUTER DESIGN BASICS  H.S. unit: 1 S
This course covers designing and drawing with various types of software applications for advertising and graphic design. Emphasis is placed on creative and imaginative use of space, shapes, value, texture, color, and typography to provide effective solutions to advertising and graphic design problems. Upon completion, students should be able to use the computer as a creative tool.

GRD 152 COMPUTER DESIGN TECH I  H.S. unit: 1 S
Prerequisite: GRD 151 Computer Design Basics
This course covers complex design problems utilizing various design and drawing software applications. Topics include the expressive use of typography, image, and organization to communicate a message. Upon completion, students should be able to use appropriate computer software to professionally present their work.

HFS 110 EXERCISE SCIENCE  H.S. unit: 1 S
This course is a survey of scientific principles, methodologies, and research as applied to exercise and physical adaptations to exercise. Topics include the basic elements of kinesiology, biomechanics, and motor learning. Upon completion, students should be able to identify and describe physiological responses and adaptations to exercise.

HFS 111 FITNESS & EXERCISE TESTING I  H.S. unit: 1 S
This course introduces the student to graded exercise testing. Topics include various exercise testing protocols with methods for prescribing exercise programs based on exercise tolerance tests and the use of various equipment and protocols. Upon completion, students should be able to conduct specific exercise tests and the use of various equipment.
HIS 131 AMERICAN HISTORY I  H.S. unit: 1 AP
This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

HIS 132 AMERICAN HISTORY II  H.S. unit: 1 AP
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.

HOR 134 GREENHOUSE OPERATIONS  H.S. unit: 1 S
This course covers the principles and procedures involved in the operation and maintenance of greenhouse facilities. Emphasis is placed on the operation of greenhouse systems, including the environmental control, production practices. Upon completion, students should be able to demonstrate the ability to operate greenhouse systems and facilities to produce greenhouse crops.

HOR 162 APPLIED PLANT SCIENCE  H.S. unit: 1 S
This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture.

HOR 168 PLANT PROPAGATION  H.S. unit: 1 S
This course is a study of sexual and asexual reproduction of plants. Emphasis is placed on seed propagation, grafting, stem and root propagation, micro-propagation, and other propagation techniques. Upon completion, students should be able to successfully propagate ornamental plants.

HSC 120 CPR  H.S. unit: N/A
This course covers the basic knowledge and skills for the performance of infant, child, and adult CPR and the management of foreign body airway obstruction. Emphasis is placed on recognition, assessment, and proper management of emergency care. Upon completion, students should be able to perform infant, child, and adult CPR and manage foreign body airway obstructions.

LOG 110 INTRODUCTION TO LOGISTICS  H.S. unit: 1 S
This course provides an overview of logistics. Topics include traffic management, warehousing, inventory control, material handling, global logistics, and the movement and storage of goods from raw materials sources to end consumers. Upon completion, students should be able to identify the different segments of logistics and use the terminology of the industry.

LOG 125 TRANSPORTATION LOGISTICS  H.S. unit: 1 S
Prerequisite: LOG 110 Introduction to Logistics
This course covers the role and importance of the transportation industry. This is an overview of transportation emphasizing its environmental and sociological aspects, economic impact, services, regulatory guidelines, policies, and its future. Upon completion, students should be able to identify modes of transportation, interpret governing regulations, and describe the principles and terminology used in the transportation industry.

LOG 211 DISTRIBUTION MANAGEMENT  H.S. unit: 1 S
Prerequisite: LOG 110 Introduction to Logistics
This course covers the functions, techniques, and tools utilized in warehousing and distribution centers and their role in business and logistics. Emphasis is placed on warehouse and distribution center management, operations, productivity, software systems, picking, automation, cross docking, safety, security, material handling, benchmarking, and cost. Upon completion, students should be able to describe the role of warehouses and distribution centers, apply industry principles and terminology, and understand distribution productivity measures.

LOG 215 SUPPLY CHAIN MANAGEMENT  H.S. unit: 1 S
Prerequisite: LOG 110 Introduction to Logistics
This course covers all activities involved in the flow of products and information between the suppliers, customers, producers, and service providers. Topics include acquiring, purchasing, manufacturing, assembling, and distributing goods and services throughout the supply chain organizations. Upon completion, students should be able to identify the supply chain units, describe the materials management processes, and prepare for the APICS CPIM examination.

LSG 111 BASIC LANDSCAPE TECHNOLOGY  H.S. unit: 1 S
This course introduces basic principles essential to sustainable landscape gardening. Topics include soils, propagation, watering, fertilizing, pruning, pest control, and planting. Upon completion, students should be able to perform basic sustainable gardening techniques essential to maintaining a sustainable landscape.

MAC 111 MACHINING TECHNOLOGY I  H.S. units: 2 S
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

MAC 131 BLUEPRINT READING/MACH I  H.S. unit: N/A
This course covers the basic principles of blueprint reading and sketching. Topics include orthographic and multi-view drawings; interpretation of conventional lines and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches.

MAC 151 MACHINING CALCULATIONS  H.S. unit: N/A
This course introduces basic calculations as they relate to machining operations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.

MAT 152 STATISTICAL METHODS  H.S. unit: 1 AP
This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.

MAT 171 PRECALCULUS ALGEBRA  H.S. unit: 1 AP
This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.

MAT 172 PRECALCULUS TRIGONOMETRY  H.S. unit: 1 AP
Prerequisite: MAT 171 Precalculus Algebra
This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

MAT 271 CALCULUS I  H.S. unit: 1 AP
Prerequisite: MAT 172
This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.
MED 120 SURVEY OF MED TERMINOLOGY  
H.S. unit: N/A  
This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms.

MKT 120 PRINCIPLES OF MARKETING  
H.S. unit: 1 S  
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MUS 110 MUSIC APPRECIATION  
H.S. unit: 1 AP  
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.

NAS 101 NURSE AIDE I  
H.S. unit: 2 S  
This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nurse Aide I with the North Carolina Nurse Aide I Registry. This is a certificate-level course.

NAS 102 NURSE AIDE II  
H.S. unit: 2 S  
Prerequisite: NAS 101 Nurse Aide I  
This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trachea care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nurse Aide II with the North Carolina Board of Nursing. This is a certificate-level course.

NET 110 NETWORKING CONCEPTS  
H.S. unit: 1 S  
This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, sub netting, and TCP/IP Protocols. This course is also available through the Virtual Learning Community (VLC).

NET 175 WIRELESS TECHNOLOGY  
H.S. unit: 1 S  
This course introduces the student to wireless technology and interoperability with different communication protocols. Topics include Wireless Application Protocol (WAP), Wireless Mark-up language (WML), link manager, service discovery protocol, transport layer and frequency band. Upon completion, students should be able to discuss in written and oral form protocols and procedures required for different wireless applications.

OST 137 OFFICE SOFTWARE APPLICATION  
H.S. unit: 1 S  
This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands-on approach. Upon completion, students should be able to use software in a business environment.

OST 141 MEDICAL TERMS I – MED OFFICE  
H.S. unit: 1 S  
Prerequisite: OST 141 Medical Terms I – Medical Office  
This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

OST 142 MEDICAL TERMS II – MED OFFICE  
H.S. unit: 1 S  
Prerequisite: OST 141 Medical Terms I – Medical Office  
This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

OST 146 MEDICAL CODING, BILLING & INSURANCE  
H.S. unit: 1 S  
Prerequisite: OST 141 Medical Terms I – Medical Office  
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of the medical insurance claim. This course is also available through the Virtual Learning Community (VLC).

OST 149 MEDICAL LEGAL ISSUES  
H.S. unit: 1 S  
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

OST 155 LEGAL TERMINOLOGY  
H.S. unit: 1 S  
This course covers the terminology appropriate to the legal profession. Topics include legal research, court systems, litigation, civil and criminal law, probate, real and personal property, contracts and leases, domestic relations, equity, and corporations. Upon completion, students should be able to spell, pronounce, define, and accurately use legal terms.

OST 181 OFFICE PROCEDURES  
H.S. unit: 1 S  
This course introduces the skills and abilities needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision making abilities essential for functioning in the total office context.

OST 247 PROCEDURE CODING  
H.S. unit: 1 S  
Prerequisites: OST 141 Medical Terms I and OST 148 Medical Coding, Billing & Insurance  
This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

OST 263 HEALTHCARE CUSTOMER RELATIONS  
H.S. unit: 1 S  
Prerequisite: OST 148 Medical Billing and Insurance  
This course provides the soft skills necessary for effective communication and maintaining customer satisfaction in healthcare. Emphasis is placed on the importance of positive attitudes, techniques for handling difficult/angry customers, rephrasing blunt communication for better results, and the communication skills required to discuss topics such as insurance and billing issues with the patient and other medical personnel. Upon completion, students should be able to communicate information in a professional manner.
PHI 240 INTRODUCTION TO ETHICS     H.S. unit: 1 AP
Prerequisite: ENG 111 Writing & Inquiry
This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies.

PHY 251 GENERAL PHYSICS I     H.S. unit: 1 AP
Prerequisite: MAT 271
Corequisite: MAT 272
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

PHY 252 GENERAL PHYSICS II     H.S. unit: 1 AP
Prerequisite: MAT 272 and PHY 251
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

PLU 110 MODERN PLUMBING     H.S. units: 3 S
This course introduces the tools, equipment, and materials associated with the plumbing industry. Topics include safety, use and care of tools, recognition and assembly of fittings and pipes, and other related topics. Upon completion, students should be able to safely assemble various pipes and fittings in accordance with state code requirements.

PLU 140 INTRO TO PLUMBING CODES     H.S. unit: 1 S
This course covers plumbing industry codes and regulations. Emphasis is placed on North Carolina regulations and the minimum requirements for plumbing materials and design. Upon completion, students should be able to research and interpret North Carolina plumbing codes.

PLU 150 PLUMBING DIAGRAMS     H.S. unit: 1 S
Prerequisite: PLU 110 Modern Plumbing
This course introduces sketching diagrams and interpretation of blueprints applicable to the plumbing trades. Emphasis is placed on plumbing plans for domestic and/or commercial buildings. Upon completion, students should be able to sketch plumbing diagrams applicable to the plumbing trades.

POL 120 AMERICAN GOVERNMENT     H.S. unit: 1 AP
This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

PSY 150 GENERAL PSYCHOLOGY     H.S. unit: 1 AP
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

SEC 110 SECURITY CONCEPTS     H.S. unit: 1 S
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

SGD 111 INTRODUCTION TO SGD     H.S. unit: 1 S
This course provides students with an introduction to simulation and game development. Topics include setting, storytelling, narrative, character design, interface design, game play, internal economy, care mechanics, and gameplay. Emphasis is placed on programming concepts used to create simulations and games. Upon completion, students should be able to program simple games and/or simulations.

SGD 112 SGD DESIGN     H.S. unit: 1 S
This course introduces the fundamentals of simulation and game design. Topics include industry standards and design elements for simulations and games. Upon completion, students should be able to design simple simulations and/or games.

SGD 113 SGD PROGRAMMING     H.S. units: 1 S
This course introduces the fundamentals of programming languages and tools employed in simulation and game development. Emphasis is placed on programming concepts used to create simulations and games. Upon completion, students should be able to program simple games and/or simulations.

SGD 114 3D MODELING     H.S. units: 1 S
This course introduces the tools required to create three dimensional (3D) models. Emphasis is placed on exploring tools used to create 3D models. Upon completion, students should be able to create and animate 3D models using 3D modeling tools.

SGD 116 GRAPHIC DESIGN TOOLS     H.S. unit: 1 S
This course introduces students to computer-based graphic design tools and their use within the context of simulation and game design. Topics include texture creation, map creation, and introduction to advanced level graphic design techniques. Upon completion, students should be able to competently use and explain industry-standard graphic design software.

SGD 162 SG 3D ANIMATION     H.S. unit: 1 S
Prerequisite: SGD 114 3D Modeling
This course introduces the fundamental principles of 3D animation used in simulation and game development. Emphasis is placed on a historical survey of 3D animation, aspects of the 3D animation techniques. Upon completion, students should be able to produce 3D character sketches, morph simple objects, create walk and run cycles and develop professional storyboards.

SGD 210 3D DATA CAPTURE     H.S. unit: 1 S
Prerequisite: SGD 114 3D Modeling
This course introduces students to the tools used to capture data in a 3D environment. Emphasis is placed on capturing data from motion capture and/or 3D scanning devices for use in 3D models and animations. Upon completion, students should be able to capture data from a 3D environment and import for use in 3D models, simulations, and animations.

SOC 210 INTRODUCTION TO SOCIOLOGY     H.S. unit: 1 AP
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

SPA 111 ELEMENTARY SPANISH I     H.S. unit: 1 AP
This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.
SPA 112 ELEMENTARY SPANISH II  
Prerequisite: SPA 111 Elementary Spanish I  
H.S. unit: 1 AP  
This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

SST 140 GREEN BLDG & DESIGN CONCEPTS  
H.S. unit: 1 S  
This course is designed to introduce the student to sustainable building design and construction principles and practices. Topics include sustainable building rating systems and certifications, energy efficiency, indoor environmental quality, sustainable building materials and water use. Upon completion, students should be able to identify the principles and practices of sustainable building design and construction.

TRF 110 INTRO TURFGRASS CULT & ID  
H.S. unit: 1 S  
This course provides an in-depth study of turfgrass. Topics include principles of reproduction, growth development, species characteristics, establishment and maintenance of golf courses and sports fields, and lawn applications. Upon completion, students should be able to identify turfgrass species through characteristics and reproductive stages and develop an establishment and maintenance plan for high quality turf areas.

SRV 110 SURVEYING I  
Co-requisite: MAT 171 PRECALCULUS ALGEBRA  
H.S. unit: 1 S  
This course introduces surveying and the theory and practice of plane surveying. Topics include the precise measurement of distances, angles, and elevations; bearing, azimuth and traverse computations; topography and mapping. Upon completion, students should be able to use/care for surveying equipment, collect field survey data, perform traverse computations and create a contour map.

WEB 110 WEB MARKUP AND SCRIPTING  
Prerequisite: WEB 110 Internet/Web Fundamentals  
H.S. unit: 1 S  
This course introduces Worldwide Web Consortium (W3C) standard client-side Internet programming using industry-established practices. Topics include client-side Internet programming using industry-established practices. Topics include JavaScript, markup elements, style sheets, validation, accessibility, standards, and browsers. Upon completion, students should be able to develop hand-coded web pages using current markup standards.

WEB 120 INTRO TO INTERNET MULTIMEDIA  
Prerequisite: WEB 110 Internet/Web Fundamentals  
H.S. unit: 1 S  
This course introduces the creation of rich media for the Internet. Topics include the design, production and delivery of interactive content, rich media, digital video, and digital audio. Upon completion, students should be able to create multimedia projects incorporating graphics, text, video, and audio using industry standard authoring software or web standards.

WEB 151 MOBILE APPLICATION DEVELOPMENT I  
Prerequisite: WEB 151  
H.S. unit: 1 S  
This course introduces students to programming technologies, design and development related to mobile applications. Topics include accessing device capabilities, industry standards, operating systems, and programming for mobile applications using an OS Software Development Kit (SDK). Upon completion, students should be able to create basic applications for mobile devices.

WEB 251 MOBILE APPLICATION DEVELOPMENT II  
PREREQUISITE: WEB 151  
H.S. unit: 1 S  
This course covers advanced applications and custom programming to develop applications for mobile devices. Topics include device capabilities, OS specific Software Development Kits (SDK), scripting for functionality and designing interactivity. Upon completion, students should be able to demonstrate effective programming techniques to develop advanced mobile applications.

WLD 110 CUTTING PROCESSES  
H.S. unit: 1 S  
This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

WLD 115 SMAW (Stick) PLATE  
H.S. units: 2 S  
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD 121 GMAW (MIG) FCAW/PLATE  
H.S. unit: 1 S  
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

WLD 131 GTAW (TIG) PLATE  
H.S. unit: 1 S  
This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTA fillet and groove welds with various electrodes and filler materials.
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