ATTRIBUTES OF A FUTURE READY GRADUATE

- Science Savvy
- Strong Team Contributor
- Effective Problem Solver
- Critical Thinker
- Financially Literate Citizen
- Literate Consumer of Media
- Curious Researcher
- Capable Technology User
- Creative/Innovative Thinker
- Proficient Reader
- Effective Communicator
- Self-Directed Responsible Worker
- Skilled Mathematician
- Relationship Builder
- Knowledgeable Global Citizen
- Health-Focused Life-Long Learner
- Multi-Lingual

Image retrieved from NCPDI, Future Ready Graduate
To Edgecombe County High School Students & Parents

The purpose of the High School Course Guide is to give you information about graduation requirements, course listings, and other related matters that will help you make decisions about the course selections for next school year. The guide will also help you make choices about course selections for the remaining years in high school to prepare for post-secondary goals for higher education and/or work. It is very important that you discuss these decisions before making final selections in the registration process. The decisions made about the courses to be taken next year are very important so think and plan ahead. School counselors are available to help you in this process.

TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Information</td>
<td>6</td>
</tr>
<tr>
<td>Career &amp; College Promise</td>
<td>14</td>
</tr>
<tr>
<td>College Transfer Program Options</td>
<td>14</td>
</tr>
<tr>
<td>Career &amp; Technical Program Options</td>
<td>17</td>
</tr>
<tr>
<td>COURSE GUIDE</td>
<td></td>
</tr>
<tr>
<td>• English &amp; World Languages</td>
<td>20</td>
</tr>
<tr>
<td>• Mathematics</td>
<td>24</td>
</tr>
<tr>
<td>• Science</td>
<td>27</td>
</tr>
<tr>
<td>• Social Studies</td>
<td>30</td>
</tr>
<tr>
<td>• The Arts</td>
<td>33</td>
</tr>
<tr>
<td>• Physical Education &amp; Health</td>
<td>36</td>
</tr>
<tr>
<td>• ROTC</td>
<td>37</td>
</tr>
<tr>
<td>• Career Technical Education</td>
<td>41</td>
</tr>
<tr>
<td>• Special Interest Topics</td>
<td>59</td>
</tr>
<tr>
<td>Student/Parent Planning Guide Sheet</td>
<td>70</td>
</tr>
</tbody>
</table>

Notice of Non-Discrimination

It is the policy of the Edgecombe County Public School System not to discriminate on the basis of race, ethnic origin, sex, or disability in our educational programs, activities or employment policies as required by Title VI of the Civil Rights Act of 1964, 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).

Questions and/or concerns should be directed to:

Marc Whichard
Assistant Superintendent of Human Resources
2311 N. Main Street
Tarboro, NC 27886
(252) 641-2653
(252) 823-1006 - Fax

3
### For Ninth Graders Entering in 2012-13 and Later

#### Two Courses of Study Leading to One Diploma

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>FUTURE-READY CORE</th>
<th>FUTURE-READY OCCUPATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUTURE-READY CORE</strong></td>
<td>Course of Study Requirements</td>
<td>Course of Study Requirements</td>
</tr>
<tr>
<td>English</td>
<td>4 Credits</td>
<td>4 Credits</td>
</tr>
<tr>
<td></td>
<td>I, II, III, IV or</td>
<td>OCS English I, II, III, IV</td>
</tr>
<tr>
<td></td>
<td>a designated combination of 4 courses</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 Credits</td>
<td>3 Credits</td>
</tr>
<tr>
<td></td>
<td>Math I, II, III • a fourth mathematics course to be aligned with the student’s post high school plans Note: Students seeking to complete minimum application requirements for UNC universities must successfully complete four mathematics courses, which include a mathematics course with Math I</td>
<td>OCS Introduction to Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCS Algebra I*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCS Financial Management</td>
</tr>
<tr>
<td>Science</td>
<td>3 Credits</td>
<td>2 Credits</td>
</tr>
<tr>
<td></td>
<td>A physical science course, Biology, Environmental Science</td>
<td>OCS Applied Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCS Biology*</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 Credits</td>
<td>2 Credits</td>
</tr>
<tr>
<td></td>
<td>American History I: Founding Principles and American History II OR AP US History** Additional social studies course**</td>
<td>OCS Social Studies I (Government/US History)</td>
</tr>
<tr>
<td></td>
<td>American History: Founding Principles, Civics and Economics</td>
<td>OCS Social Studies II (Self-Advocacy/Problem Solving)</td>
</tr>
<tr>
<td>World Languages</td>
<td>Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.</td>
<td>Not required</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>1 Credit</td>
<td>1 Credit</td>
</tr>
<tr>
<td></td>
<td>Health/Physical Education</td>
<td>Health/Physical Education</td>
</tr>
<tr>
<td>Electives or other requirements***</td>
<td>6 Credits required</td>
<td>6 Credits</td>
</tr>
<tr>
<td></td>
<td>2 elective credits of any combination from either:</td>
<td>Occupational Preparation:</td>
</tr>
<tr>
<td></td>
<td>Career and Technical Education (CTE)</td>
<td>OCS Preparation I, II, III, IV****</td>
</tr>
<tr>
<td></td>
<td>Arts Education</td>
<td>Elective credits/ completion of IEP objectives/Career Portfolio required</td>
</tr>
<tr>
<td></td>
<td>World Languages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 elective credits strongly recommended (four course concentration) from one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career and Technical Education (CTE)****</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JROTC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts Education (e.g. dance, music, theater arts, visual arts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any other subject area (e.g. social studies, science, mathematics, English)</td>
<td></td>
</tr>
<tr>
<td>Career/Technical Education</td>
<td>4 Credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career/Technical Education electives</td>
<td></td>
</tr>
<tr>
<td>Arts Education (Dance, Music, Theatre Arts, Visual Arts)</td>
<td>Recommended: at least one credit in an arts discipline and/or requirement by local decision</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>22 Credits plus any local requirements</td>
<td>22 Credits plus any local requirements</td>
</tr>
</tbody>
</table>

---

* OCS courses aligned with Future Ready Core courses in English I, English II, Algebra I, Integrated Math I, and Biology (New Common Core State Standards and new NC Essential Standards implemented in the 2012-13 school year).

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

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

**** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at: [http://www.ncpublicschools.org/docs/cte/standards/careerclusters2012.pdf](http://www.ncpublicschools.org/docs/cte/standards/careerclusters2012.pdf).

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

Diploma and Promotion Requirements

To receive a high school diploma, you must complete all course of study requirements for graduation. To be classified as a freshman, a student must have been promoted from middle school to high school. Promotion or grade-level assignment in grades 9-12 is based on units of credit earned by successful completion of specific courses. In a four-course per semester, block scheduled sequence:

1. Promotion to grade ten is based upon successful completion of at least six (6) units of credit, one of which must be an English course required for graduation.
2. Promotion to grade eleven is based on successful completion of at least thirteen (13) units of credit, one of which must be an English course required for graduation.
3. Promotion to grade twelve is based on the successful completion of at least twenty (20) units of credit, two of which must be in English courses required for graduation.

A student may be promoted at mid-year providing he/she has met the required number of courses and can meet the required number of credits to be promoted at the end of the year to the next grade. (BOE Policy 3420).

Graduation Requirements and Four-Year Program Planning: In addition to the specific subjects and number of units specified, you must participate in the Future Ready Course of study in order to graduate from high school.

For admission to any university in the University of North Carolina System, you must complete a four-year course of study that will fulfill the minimum course requirements. You may also choose to complete the more rigorous North Carolina Academic Scholars Program that provides a special distinction to the high school diploma.

All other students, except for certain special education students, must meet the minimum graduation requirements for the Future Ready Core.

A special education student whose needs are not met by Future Ready Core may have courses that are specifically selected to meet his or her individual needs. In some specific cases, this could be the Occupational Course of Study and would include a combination of courses designed with the Individualized Education Plan in mind. It would also include supervised work experience.

Early Graduation

Seniors who have earned the required units of credit for graduation by the end of first semester may exit with an official transcript. During second semester, if authorized by the principal, they may participate in extracurricular activities with the exception of interscholastic athletics and may participate in graduation exercises at the end of the school year.

Seniors who have met graduation requirements and do not wish to attend second semester should submit to the principal or counselor an application for mid-year graduation at least ten school days before the end of the first semester. (Early graduates must be approved by the Board of Education.)

If a senior who is eligible for graduation after second semester has begun, the student will be assigned a grade of "WP" or "WF" (Withdrawn Passing or Withdrawn Failing) in each class with no quality point value, provided that the student withdraws from the school before the end of the first six weeks of the second semester. If a senior who is eligible for graduation after first semester withdraws from school after the last day of the first six weeks of the second semester, the student will be assigned a grade of “F” for each second semester class in which the student was enrolled and may not participate in any extracurricular activities, including graduation exercises. (BOE Policy 3460)
Enrollment Requirements

If you have not been officially assigned to a high school, you must meet the following requirements as outlined in Edgecombe County Public School Board Policies 4100, 4110, 4115, 4120 in order to become enrolled in a high school:
1. You must reside with your parents or with a legally appointed guardian within the school’s district.
2. You must be officially withdrawn from your previous school (All debts must have been paid and all textbooks returned.)
3. You must present an official school record of credits earned or a final report card from your previous school.
4. You must have proof of guardianship (i.e., birth certificate or court ordered custody papers).

Class Load Requirements and Early Release

It is the policy of the Edgecombe County Public Schools Board of Education that you must register for four (4) course units each semester, a total of eight (8) course units for the academic school year. If you feel that you have unusual circumstances that might justify an early release from school each day and a schedule of less than four courses per semester, you may apply to the policy committee of the ECPS Board of Education for an exemption to the requirement. Students who have been enrolled for more than four years in high school are exempted from this requirement. The policy does not affect you if your schedule includes early release for an on-the-job work experience as a part of the career technical education program. If necessary, the principal may make additional exceptions for modified schedules.

Planning for the Future

As you begin the process of making decisions about the courses you should take next year, there are several things you need to keep in mind.

1. Have you developed a plan that outlines your goal(s) for pursuing additional education or going to work immediately after high school?
2. Does your plan identify the courses you should take while in high school to help you reach your goal(s)?
3. Will the courses you plan to take next year help you reach the goal(s) you have set for yourself?

If you cannot answer “yes” to all three of these questions, you may need to contact your counselor and ask for assistance with this very important task. It is also very important for you to discuss this subject with your parents or guardians. Good planning can save you time, money, and frustration and give you a great start as you leave your high school program. For your reference there is a form in the back of this handbook to help parents and students think through this process (page 80-81).

It is extremely important that you make course selections carefully during the registration process. Registration is your commitment to take the courses selected. The only justifiable schedule changes are those resulting from unavoidable circumstances. Discuss your plans with your parents or guardians and then work with the counselors and teachers involved in the registration process as you make your selections.
Registration Process for the 4 X 4 Block Schedule

Each of our high schools utilizes block scheduling. The 4x4 curriculum permits you to take eight subjects per year.

By taking eight courses each academic year, you can earn as many as thirty-two units of credit during your four-year high school career. The additional subjects you decide to take could include more advanced electives, more technology-related subjects, additional cultural arts offerings, or career and technical courses. Through the 4X4 schedule, you will have more options to better prepare yourself for life after high school.

The school year is divided into two separate semesters with each school day made up of four instructional periods. In most cases you will complete four courses and earn one unit of credit per course at the end of the fall semester. You will take four additional courses (for one unit of credit each) for the spring semester. Some courses require enrollment for both semesters or are double blocked for two consecutive periods and thus award two credits.

In the spring of each school year, you will pre-register for eight classes and designate at least two alternates. As soon as a final school schedule has been developed, you will receive a copy of your personal schedule. If it is available prior to the last day of school it will be distributed at that time. If not, it will be mailed to your home during the summer or made available on a “Schedule Pick-Up Day.” When you receive your schedule, review it very carefully with your parents or guardians to make sure it reflects accurately the courses for which you registered.

Few, if any, schedule changes will be made after the school year starts. NO SCHEDULE CHANGES WILL BE MADE AFTER THE FIRST TEN DAYS OF EACH SEMESTER.

College Admission Requirements for UNC Campuses

In order to be considered for enrollment in any of the sixteen branches of the University of North Carolina System, you must meet certain minimum admission requirements. They are...

- A high school diploma or its equivalent
- Four course units in College/University Preparatory or higher English that emphasizes grammar, composition, and literature
- Four course units in mathematics, including Mathematics I, Mathematics II, Mathematics III, Geometry and a higher level mathematics course for which Algebra II is a prerequisite
- Three course units in social studies, including world history, American history I, American history II and civics and economics
- Three course units in science, including at least one unit in life science or biological science (for example, biology), at least one unit in a physical science (i.e., physical science, chemistry, or physics) and at least one laboratory science course
- It is recommended that one mathematics course be taken in the twelfth grade. All schools in the UNC system require two units of the same foreign language.
**Schools in the University of North Carolina System**

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

Note: Be sure you check with your counselor or contact the college or university you are considering to determine its specific admission requirements.

**NC Academic Scholars Program Requirements**

In March of 1983, the State Board of Education created what has become known as the North Carolina Academic Scholars Program. Students who complete requirements for an academically challenging high school program are named Academic Scholars and receive special recognition. If you qualify for this special recognition, you:

- Will be designated by the State Board of Education as a North Carolina Academic Scholar.
- Will receive a seal of recognition attached to your diploma.
- May use this special recognition in applying to post-secondary institutions.

To become an Academic Scholar, you must complete the course of study specified below and must achieve an overall 3.5 unweighted GPA or better.

### Academic Scholars Program

<table>
<thead>
<tr>
<th>2009-2010 (Class of 2015)</th>
<th>2012-2013 and beyond (Class of 2016 and beyond)</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Future-Ready Core Course of Study</strong></td>
<td><strong>Future-Ready Core Course of Study</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>Credits</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>English I, II, III, IV</td>
<td>English I, II, III, IV</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)</td>
<td>Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Mathematics I, II, III, and a higher level mathematics course with Mathematics III as prerequisite)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Studies (World History, Civics/Economics, and U.S. History)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Health and Physical Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Physical Education</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Two (2) elective credits in a second language required for the UNC System</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two (2) elective credits in a second language required for the UNC System</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- AP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- IB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Dual or college equivalent course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Advanced CTE/CTE credentialing courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- On-line courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Other honors or above designated courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- AP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- IB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Dual or college equivalent course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Advanced CTE/CTE credentialing courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- On-line courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Other honors or above designated courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>And</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completion of The North Carolina Graduation Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- AP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- IB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Dual or college equivalent course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Advanced CTE/CTE credentialing courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- On-line courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Other honors or above designated courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>And</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completion of The North Carolina Graduation Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increases credit required by one.</td>
<td></td>
</tr>
<tr>
<td>24 or 23+ NCGP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 or 24+ NCGP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Honors and Advanced Placement (AP) Course Criteria

You will have the opportunity to enroll in several different levels of courses. Selecting and enrolling in the proper level course should enable you to work at your own level of ability. Your decision to take Honors and/or AP courses should be based on your interests, your willingness to apply the increased time and effort required for these courses, and your previous success in school. Each of our high schools offers the following course levels.

For students enrolled PRIOR to 2015-2016, an extra quality point is assigned to passing grades in honors courses and two additional quality points are assigned to passing grades in advanced placement courses.

- **Academic** - Students earn 4 quality points for an A. These courses are designed for students who are planning to pursue education beyond high school or want to enter the workplace immediately after high school.
- **Honors** - Students earn 5 quality points for an A. Honors courses include the same competencies taught in the academic courses, but they are taught in greater depth and at a much faster pace. Homework, research, outside assignments, and advanced-level reading lists are demanding and require a great deal more of a student's time than academic courses. Strong parental support is important. In order to enroll in an honors course, several prerequisites (identified with the course description) must be met and students must have parental approval.
- **Advanced Placement (AP)** - Students earn 6 quality points for an A. AP courses are designed for motivated students who want to receive college credit by taking an advanced placement exam. The Edgecombe County Public Schools Board of Education pays the fee to take the required Advanced Placement examination. The decision to grant college credit and give college-level placement is made entirely by the colleges and universities participating in the Advanced Placement Program. Students must meet the college's or university's requirements for the credit and/or placement to be awarded.

For students enrolled in 2015-2016 and beyond, an extra 1/2 quality point (0.5) is assigned to passing grades in honors courses, and one (1) additional quality points are assigned to passing grades in advanced placement (AP), community college and college courses.

- **Academic** – Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study (NCSCoS). Standard courses provide credit toward a high school diploma and require the end-of-course test for those courses identified as such in the NC accountability program. Quality points for the GPA calculation are assigned according to the standard 4.0 scale and receive no additional quality points.
- **Honors** - Course content, pace and academic rigor place high expectations on the student, demanding greater independence and responsibility. Such courses are more challenging than standard level courses and are distinguished by a difference in the depth and scope of work required to address the NCSCoS. These courses provide credit toward a high school diploma and require the end-of-course test for those courses identified as such in the NC accountability program. The state course weighting system awards the equivalent of one (1) quality point to the grade earned in Honors courses. Effective with the freshman class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point.
• **Advanced Placement (AP)** - Course content, pace and academic rigor are considered college-level as determined by the College Board and are designed to enable students to earn high scores on the AP test, potentially leading to college credit. These courses provide credit toward a high school diploma and require an EOC in cases where the AP course is the first course taken by a student in a subject where an EOC is required by the NC accountability program. The state weighting system awards the equivalent of two (2) quality points to the grade earned in an AP course. Effective with the freshman class of 2015-16, the weight for AP courses shall be one (1) quality point.

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

The availability of AP courses depends upon the number of students who pre-register and are identified through the AP potential data. In addition to the exams given for any AP courses that might be offered through your high school, the College Board offers Advanced Placement exams in other areas. Quality points are often revised and may change based on state policy. Where possible, extra quality points are also awarded for eligible college transfer courses articulated by Edgecombe Community College.

**North Carolina Standardized Transcript**

All public high schools in North Carolina have been required to adopt a standardized format for student transcripts that includes a standardized method of weighting course grades. It groups high school college/university preparatory courses into three levels: academic, honors, and advanced placement. As described earlier, passing grades in honors classes are “weighted” and given one additional quality point in calculating the grade point average while passing grades in advanced placement courses are given two additional quality points.

**10 Point Grading Scale**

In accordance with the NC Department of Public Instruction, high schools 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 and effective for all high school students in 2015-2016, 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.

*Standard scale -- Numeric Grades with a letter grade legend.*

<table>
<thead>
<tr>
<th>Entry Date</th>
<th>Grading Scale Info</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior to 2015-2016</strong></td>
<td>93-100 = 4.0</td>
</tr>
<tr>
<td></td>
<td>85-92 = 3.0</td>
</tr>
<tr>
<td></td>
<td>77-84 = 2.0</td>
</tr>
<tr>
<td></td>
<td>70-76 = 1.0</td>
</tr>
<tr>
<td></td>
<td>≤ 69 = 0.0</td>
</tr>
<tr>
<td></td>
<td>WF = 0.0</td>
</tr>
<tr>
<td>FF = 0.0</td>
<td>WP = 0.0</td>
</tr>
<tr>
<td>INC = 0.0</td>
<td>AUD = 0.0</td>
</tr>
<tr>
<td>AUD = 0.0</td>
<td>P = 0.0</td>
</tr>
<tr>
<td><strong>2015-2016 and beyond</strong></td>
<td>90-100 = 4.0</td>
</tr>
<tr>
<td></td>
<td>80-89 = 3.0</td>
</tr>
<tr>
<td></td>
<td>70-79 = 2.0</td>
</tr>
<tr>
<td></td>
<td>60-69 = 1.0</td>
</tr>
<tr>
<td></td>
<td>≤ 59 = 0.0</td>
</tr>
<tr>
<td></td>
<td>WF = 0.0</td>
</tr>
<tr>
<td>FF = 0.0</td>
<td>WP = 0.0</td>
</tr>
<tr>
<td>INC = 0.0</td>
<td>AUD = 0.0</td>
</tr>
<tr>
<td>AUD = 0.0</td>
<td>P = 0.0</td>
</tr>
</tbody>
</table>
Academic Honors

The eligibility requirements for academic honors are as follows:

- **Honor Graduate**: Must have a 3.830 GPA or better on the weighted GPA *.
- **Marshal**: Qualifications for this designation are determined at each high school.
- **National Honor Society**: Must have a weighted GPA of 3.630 to be eligible for induction spring semester of 10th grade or enter in the 11th or 12th grade and maintain that average.

Academic Honor Rolls:
- **Principal’s List** - All A’s
- **A Honor Roll** - A average; no grade lower than B
- **B Honor Roll** - B average; no grade lower than C
- *The weighted grading system will be used to determine grade point averages (GPA) in honors and AP Courses for the purpose of determining academic honors.

Class Rank

Each high school will provide a rank in class for all students. Rank in class will be based on the cumulative grade point average (GPA). To determine class rank, the GPA for each student will be calculated to the third decimal place. A student’s rank will be calculated as “1” plus the number of students in the same grade whose GPA is greater than the student’s GPA.

End-of-semester grades shall be converted to GPAs according to the Standards for Calculating the Weighted Grade Point Average and Class Rank of North Carolina Public High School Transcripts as specified in North Carolina State Board of Education Policy.

Extra quality points shall be assigned to courses according to State Board policy and procedure. See page 10 for more details.

The student(s) with the highest rank in the graduating class shall be named the valedictorian(s) of the graduating class. The student(s) with the second highest rank in the graduating class shall be named the salutatorian(s) of the graduating class. To be declared the valedictorian or the salutatorian, a student must have been enrolled in the school the final two semesters during which credit toward selection is earned. The student(s) will have the option of taking early graduation or continue to be enrolled in the school for the remainder of the final semester of their senior year. The valedictorian and salutatorian will be determined at the end of the second six weeks grading period of the second semester of the senior year.

If, after calculating GPA to the third decimal point, students are tied for valedictorian or salutatorian, the school shall name all students eligible as valedictorian or salutatorian. If there is a tie for valedictorian, the student with the next highest weighted GPA will be named the salutatorian. This policy shall be effective with the graduating class of 2010/2011. (BOE Policy 3450)
Scholastic Requirements for Athletes

In order for you to be eligible to participate in athletics, you must meet ALL of the following requirements:

- You must pass a minimum of three (out of four) courses for the semester prior to the sport for which you are trying out. Winter sport eligibility will be lost if you do not pass three courses at the end of the first semester. Summer school work may be used to make up part of the minimum and may be applied to the most recent semester (spring).
- You must have been in attendance at least 85% of the previous semester (You may not miss more than 13 days of school for any reason.)

Students must meet all promotion standards and be promoted to the next grade level.

Seniors who are in their last semester must be enrolled in at least two classes to participate in high school athletics.

The NC Driver’s License Law

North Carolina has a law that revokes the driving permit or license of a student under the age of 18 if the student (1) is unable to maintain adequate academic progress (passing 3 out of 4 courses each semester), (2) is suspended for a period of 10 days or longer, (3) is assigned to an alternative setting for disciplinary reasons, or (4) drops out of school.

Edgecombe Early College High School

Edgecombe Early College High School is a small high school located on the Tarboro campus of Edgecombe Community College. Students are able to take high school and community college classes without having to travel between area high schools and the college. EECHS offers smaller high school class sizes, a wide variety of community college degree and diploma programs, a flexible schedule, and the more mature environment of a college campus.

Edgecombe Early College High School is a part of the Edgecombe County Public Schools and students graduating from the early college will earn the same high school diploma as students enrolled at any of the three other district high schools; however, Edgecombe Early College High School students are expected to complete all courses required for high school graduation and take college courses that earn a high school diploma along with an Associate’s Degree. The early college is designed to meet the needs of students who will benefit from a learning environment different from that found at the traditional high school. This includes students who need the flexible schedule of a college campus and who are highly motivated and committed to attending high school for a five-year period in order to earn the Associate’s Degree.
 Qualified North Carolina juniors and seniors can begin their two or four year college work, tuition free, while they are in high school. This will allow them to get a head start on their workplace and college work. Through a partnership of the Department of Public Instruction, the N.C. Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college at NO cost to them or their families.

Career and College Promise provides three pathways to help eligible students:

- **College Transfer Pathways (CTP)** -Earn tuition free college credits toward a four year degree through Edgecombe Community College. This requires the completion of at least 30 semester hours of transfer courses including English and mathematics. **This is for students enrolled in Traditional schools or Charter Schools.**

- **Career and Technical Education Pathways (CTE)** -Earn tuition free college credits at Edgecombe Community College toward an entry-level job, certificate or diploma in a technical field. These courses are aligned with a high school career cluster. **This is for students enrolled in Traditional Schools or Charter Schools.**

- **Cooperative Innovative High Schools (CIHSP)** -Students can earn tuition free college credits as a high school freshman by attending Edgecombe Early College. Students are given opportunities to complete an associate degree or earn up to two years of college credit within five years. Students must apply in February of their 8th grade year. **This is for students enrolled in Early College only.**

### College Transfer

**Who is eligible?**

- High school juniors and seniors
- Students with at least a weighted GPA of 3.0
- Students who have demonstrated college readiness on placement tests.

### College Readiness Placement Scores

To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 19 on PLAN math with an 86 and an 80 on Accuplacer sentence skills and reading to demonstrate college readiness.

<table>
<thead>
<tr>
<th>Test</th>
<th>PLAN**</th>
<th>PSAT 2014 and earlier**</th>
<th>PSAT 2015 and Future**</th>
<th>Asset (NCCCS Cut Score)</th>
<th>COMPASS (NCCS Cut Score)</th>
<th>Accuplacer (NCCS Cut Score)</th>
<th>NC DAP (NCCCS Cut Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>15</td>
<td>45</td>
<td>26</td>
<td>41 Writing</td>
<td>70 Writing</td>
<td>86 Sentence Skills</td>
<td>Composite Score of 151 or higher***</td>
</tr>
<tr>
<td>Reading</td>
<td>18</td>
<td>47</td>
<td>26</td>
<td>41 Reading</td>
<td>81 Reading</td>
<td>80 Reading</td>
<td>7 on each assessment for DMA 010 thru 060</td>
</tr>
<tr>
<td>Mathematics</td>
<td>19</td>
<td>47</td>
<td>24.5</td>
<td>41 Numerical Skills and 41 Int. Algebra</td>
<td>47 Pre-Algebra and 66 Algebra</td>
<td>55 Arithmetic and 75 Elem. Algebra</td>
<td></td>
</tr>
</tbody>
</table>
In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores recommended by the testing companies as benchmarks for college readiness:

<table>
<thead>
<tr>
<th>SAT (Pre-March 2016)</th>
<th>SAT (March 2016 and Future)</th>
<th>Pre-ACT</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 500</td>
<td>Evidence-Based Reading and Writing 480</td>
<td>English 18</td>
<td>English 18</td>
</tr>
<tr>
<td>Critical Reading 500</td>
<td></td>
<td>Reading 22</td>
<td>Reading 22</td>
</tr>
<tr>
<td>Mathematics 500</td>
<td>Mathematics 530</td>
<td>Mathematics 22</td>
<td>Mathematics 22</td>
</tr>
</tbody>
</table>

A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet the following criteria:

a. Have a cumulative weighted GPA of 3.5;

b. Have completed two years of high school English with a grade of ‘C’ or higher;

c. Have completed high school Algebra II (or a higher level math class) with a grade of ‘C’ of higher;

d. Obtain the written approval of the high school principal or his/her designee; and,

e. Obtain the written approval of the community college president or his/her designee.

A Provisional Status student may register only for college mathematics (MAT) and college English (ENG) courses within the chosen Pathway. To be eligible to register for other courses in the Pathway, the student must first successfully complete mathematics and English courses with a grade of ‘C’ or higher.

Edgecombe Community College offers 2 pathways for College Transfer.

The following pathways for College Transfer have been approved:

This pathway will lead to the Associate in Arts (P1012C)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 Writing and Inquiry</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ENG 112 Writing/Research in the Disciplines</td>
<td>3 SHC</td>
</tr>
<tr>
<td>COM 231 Public Speaking</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ART 111 Art Appreciation</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ENG 231 American Literature I</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ENG 232 American Literature II</td>
<td>3 SHC</td>
</tr>
<tr>
<td>MUS 110 Music Appreciation</td>
<td>3 SHC</td>
</tr>
<tr>
<td>PHI 240 Introduction to Ethics</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ECO 251 Principles of Microeconomics</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ECO 252 Principles of Macroeconomics</td>
<td>3 SHC</td>
</tr>
<tr>
<td>HIS 111 World Civilizations I</td>
<td>3 SHC</td>
</tr>
<tr>
<td>HIS 112 World Civilizations II</td>
<td>3 SHC</td>
</tr>
<tr>
<td>HIS 131 American History I</td>
<td>3 SHC</td>
</tr>
<tr>
<td>HIS 132 American History II</td>
<td>3 SHC</td>
</tr>
<tr>
<td>POL 120 American Government</td>
<td>3 SHC</td>
</tr>
<tr>
<td>Courses</td>
<td>Hours</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>PSY 150 General Psychology</td>
<td>3 SHC</td>
</tr>
<tr>
<td>SOC 210 Intro to Sociology</td>
<td>3 SHC</td>
</tr>
<tr>
<td>MAT 143 Quantitative Literacy</td>
<td>3 SHC</td>
</tr>
<tr>
<td>MAT 152 Statistical Methods I</td>
<td>4 SHC</td>
</tr>
<tr>
<td>MAT 171 Precalculus Algebra</td>
<td>4 SHC</td>
</tr>
<tr>
<td>AST 111/111A Descriptive Astronomy and Lab</td>
<td>4 SHC</td>
</tr>
<tr>
<td>BIO 110 Principles of Biology</td>
<td>4 SHC</td>
</tr>
<tr>
<td>BIO 111 General Biology I</td>
<td>4 SHC</td>
</tr>
<tr>
<td>CHM 151 General Chemistry I</td>
<td>4 SHC</td>
</tr>
<tr>
<td>GEL 111 Intro to Geology</td>
<td>4 SHC</td>
</tr>
<tr>
<td>PHY 110/110A Conceptual Physics and Lab</td>
<td>4 SHC</td>
</tr>
<tr>
<td>ACA 122 College Transfer Success</td>
<td>2 SHC</td>
</tr>
</tbody>
</table>

This pathway will lead to Associate in Science (P1042C)
Once in the College Transfer Pathway, students must continue to make progress toward high school graduation and maintain college GPA of 2.0. A student may change his or her program of study with the approval of the high school principal or designee and the college’s chief student development administrator. A student may enroll in a College Transfer Pathway and a Career and Technical Program of Study.

**Career and Technical Pathway**

Who is eligible?

- High School junior or senior
- Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee
- Meet the prerequisites for the career pathway

The following Career and Technical Pathways have been approved:

**Collision Repair and Refinishing Technology**
Non-Structural Damage Certificate (C60130AH)

<table>
<thead>
<tr>
<th>Courses for Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUB 121 Non-Structural Damage I</td>
<td>3 SHC</td>
</tr>
<tr>
<td>TRN 110 Intro to Transport Tech</td>
<td>2 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUB 111 Painting and Refinishing</td>
<td>4 SHC</td>
</tr>
<tr>
<td>TRN 180 Basic Welding for Transp</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

**Total Hours** 12 SHC

**Automotive Systems Technology**
Basic Automotive Servicing Certificate (C60160AH)

<table>
<thead>
<tr>
<th>Courses for Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRN 110 Intro to Transport Tech</td>
<td>2 SHC</td>
</tr>
<tr>
<td>AUT 116 Engine Repair</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRN 120 Basic Transp Electricity</td>
<td>5 SHC</td>
</tr>
<tr>
<td>AUT 151 Brake Systems</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

**Total Hours** 13 SHC

**Criminal Justice Technology Certificate** (CC55180AH)

<table>
<thead>
<tr>
<th>Courses for Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC 131 Criminal Law</td>
<td>3 SHC</td>
</tr>
<tr>
<td>CJC 112 Criminology</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC 111 Intro to Criminal Justice</td>
<td>3 SHC</td>
</tr>
<tr>
<td>CJC 221 Investigative Principles</td>
<td>4 SHC</td>
</tr>
</tbody>
</table>

**Total Hours** 13 SHC

**Business Administration**
Business Leadership Certificate (C25120CH)

<table>
<thead>
<tr>
<th>Courses for Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 115 Business Law I</td>
<td>3 SHC</td>
</tr>
<tr>
<td>MKT 120 Principles of Marketing</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 137 Principles of Management</td>
<td>3 SHC</td>
</tr>
<tr>
<td>CIS 110 Intro to Computers</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

**Total Hours** 12 SHC

**Early Childhood Education Certificate** (C55220BH)

<table>
<thead>
<tr>
<th>Courses for Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 119 Intro to Early Childhood Education</td>
<td>4 SHC</td>
</tr>
<tr>
<td>EDU 151 Creative Activities</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classes for Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 131 Child, Family, and Community</td>
<td>3 SHC</td>
</tr>
<tr>
<td>EDU 153 Health, Safety, and Nutrition</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

**Total Hours** 13 SHC
### Electrical Systems Technology
**AMP Certificate (C35130GH)**

<table>
<thead>
<tr>
<th>Courses for Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 112 DC/AC Electricity (articulated credit)</td>
<td>5 SHC</td>
</tr>
<tr>
<td>ELC 113 Basic Wiring I</td>
<td>4 SHC</td>
</tr>
<tr>
<td>ISC 112 Industrial Safety</td>
<td>2 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC126 Electrical Computations</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ELC 117 Motors and Controls</td>
<td>4 SHC</td>
</tr>
</tbody>
</table>

**Total Hours** 18 SHC

### Medical Office Administration Certificate
**Medical Office Administration Certificate (C25310AH)**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 121 Medical Terminology I</td>
<td>3 SHC</td>
</tr>
<tr>
<td>MED 122 Medical Terminology II</td>
<td>3 SHC</td>
</tr>
<tr>
<td>OST 131 Keyboarding</td>
<td>2 SHC</td>
</tr>
<tr>
<td>OST 148 Medical Coding Billing &amp; Insurance</td>
<td>3 SHC</td>
</tr>
<tr>
<td>OST 149 Medical Legal Issues</td>
<td>3 SHC</td>
</tr>
<tr>
<td>OST 243 Medical Office Simulation</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

**Total Hours** 17 SHC

### Electrical Systems Technology
**Industrial Controls Certificate (C35130FH) Taught at SWE**

<table>
<thead>
<tr>
<th>Courses for Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 112 DC/AC Electricity (articulated credit)</td>
<td>5 SHC</td>
</tr>
<tr>
<td>ELN 229AA Industrial Electronics Part I (articulated credit)</td>
<td>2 SHC</td>
</tr>
<tr>
<td>ELC 126 Electrical Computations</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for Spring (at SWE)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ELN 231 Industrial Controls</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ELN 229AB Industrial Electronics Part II</td>
<td>2 SHC</td>
</tr>
</tbody>
</table>

**Total Hours** 15 SHC

### Cosmetology Certificate
**Cosmetology Certificate (C55140AH)**

<table>
<thead>
<tr>
<th>Courses for Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 111AB Cosmetology Concepts I</td>
<td>2 SHC</td>
</tr>
<tr>
<td>COS 112AB Salon I</td>
<td>4 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 111BB Cosmetology Concepts II</td>
<td>2 SCH</td>
</tr>
<tr>
<td>COS 112BB Salon II</td>
<td>4 SCH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other classes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 113 Cosmetology Concepts II</td>
<td>4 SHC</td>
</tr>
<tr>
<td>COS 114 Salon II</td>
<td>8 SHC</td>
</tr>
<tr>
<td>COS 115 Cosmetology Concepts III</td>
<td>4 SHC</td>
</tr>
<tr>
<td>COS 116 Salon III</td>
<td>4 SHC</td>
</tr>
<tr>
<td>Cos 117 Cosmetology Concepts IV</td>
<td>2 SCH</td>
</tr>
</tbody>
</table>

**Total Hours** 34 SHC

### Manicuring/Nail Technology Certificate
**Manicuring/Nail Technology Certificate (C55400AH)**

<table>
<thead>
<tr>
<th>Courses for Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 121 Manicuring/Nail Technology</td>
<td>6 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 222 Manicuring/Nail Technology</td>
<td>6 SHC</td>
</tr>
</tbody>
</table>

**Total Hours** 12 SHC

### Human Services Technology Certificate
**Human Services Technology Certificate (C45380AH)**

<table>
<thead>
<tr>
<th>Courses for Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSE 110 Introduction to Human Services</td>
<td>3 SHC</td>
</tr>
<tr>
<td>HSE 123 Interviewing</td>
<td>3 SHC</td>
</tr>
<tr>
<td>PSY 150 General Psychology</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SAB 110 Substance Abuse Overview</td>
<td>3 SHC</td>
</tr>
<tr>
<td>SOC 210 Introduction to Sociology</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

**Total Hours** 15 SHC

### Nurse Aide I Certificate
**Nurse Aide I Certificate (C45840AH) (Only rising seniors who meet local requirements for their respective high schools are eligible to enroll in this certificate.)**

<table>
<thead>
<tr>
<th>Courses for Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 120 CPR</td>
<td>1 SHC</td>
</tr>
<tr>
<td>NAS 101 Nurse Aide I</td>
<td>6 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NAS 102 Nurse Aide II</td>
<td>6 SHC</td>
</tr>
<tr>
<td>HSC 110 Orientation to Health Careers</td>
<td>1 SHC</td>
</tr>
</tbody>
</table>

**Total Hours** 14 SHC
Historic Preservation Technology Certificate (C35110AH)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPT 110 Historic Cultural Landscape</td>
<td>3 SHC</td>
</tr>
<tr>
<td>HPT 116 Historical Drafting</td>
<td>2 SHC</td>
</tr>
<tr>
<td>HPT 233 Historic Construction Methods</td>
<td>4 SHC</td>
</tr>
<tr>
<td>CST 244 Sustainability Building Design</td>
<td>3 SHC</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>12 SHC</strong></td>
</tr>
</tbody>
</table>

Computer Technology Integration
Information Systems Foundation (C25500FH)

<table>
<thead>
<tr>
<th>Courses for Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS 110 Operating Systems Concepts</td>
<td>3 SHC</td>
</tr>
<tr>
<td>CTI 120 Network and Sec. Foundation</td>
<td>3 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses for Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110 Intro To Computers</td>
<td>3 SHC</td>
</tr>
<tr>
<td>CIS 115 Intro To Programming and Logic</td>
<td>3 SHC</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>12 SHC</strong></td>
</tr>
</tbody>
</table>

Mechanical Drafting Technology
Engineering Design Certificate (C50340BH)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFT 151 CAD I</td>
<td>3 SHC</td>
</tr>
<tr>
<td>DFT 152 CAD II</td>
<td>3 SHC</td>
</tr>
<tr>
<td>DFT 154 Intro Solid Modeling</td>
<td>3 SHC</td>
</tr>
<tr>
<td>MEC 180 Engineering Materials</td>
<td>3 SHC</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>12 SHC</strong></td>
</tr>
</tbody>
</table>

Facility Maintenance Worker
Construction Building Certificate (C50170BH)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMW 102 Practical Wiring I</td>
<td>4 SHC</td>
</tr>
<tr>
<td>FMW 105 Basic Heating</td>
<td>3 SHC</td>
</tr>
<tr>
<td>FMW 107 Intro to Carpentry</td>
<td>3 SHC</td>
</tr>
<tr>
<td>MAS 140 Intro to Masonry</td>
<td>2 SHC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Major Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BPR 130 Blueprint Reading/Construction</td>
<td>3 SHC</td>
</tr>
<tr>
<td>ISC 115 Construction Safety</td>
<td>2 SHC</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>17 SHC</strong></td>
</tr>
</tbody>
</table>

Welding Certificate (C50420AH)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ISC 112</td>
<td>2 SHC</td>
</tr>
<tr>
<td>WLD 112</td>
<td>1 SHC</td>
</tr>
<tr>
<td>WLD 115</td>
<td>5 SHC</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>WLD 110</td>
<td>2 SHC</td>
</tr>
<tr>
<td>WLD 121</td>
<td>4 SCH</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>14 SHC</strong></td>
</tr>
</tbody>
</table>

Once in the Career and Technical Pathway, students must continue to make progress toward high school graduation and maintain college GPA of 2.0. A student may change his or her program of study with the approval of the high school principal or designee and the college’s chief student development administrator. A student may enroll in a College Transfer Pathway and a Career and Technical Program of Study.

To take advantage of these opportunities, students need to speak with their high school counselor, Career Coaches or their career development counselor. You can also call Shawn Dawes at 823-5166 ext. 205. Students will need to obtain the appropriate forms for each semester they plan to attend. Depending on their high school schedules, students can take ECC classes during high school hours or in the evenings, however if they take courses outside of the school day they must purchase their own textbook.

For more information about Career and College Promise program, and what ECC has to offer, please feel free to call Shawn Dawes at 252-823-5166 ext. 205.
English

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

1. Regular practice with complex texts and their academic language
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
3. Building knowledge through content-rich nonfiction

PRE-ENGLISH (ELA LOCAL ELECTIVE) – 10252XOPEN (N)
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: Pre-English is designed for ninth grade students whose reading and English skills need strengthening. This course includes intensive instruction in reading comprehension for the student who has not passed the high school competency test (8th Grade End-of Grade Reading Test). It will also address the basics of grammar, writing, and general English communication skills in preparation for taking English I.

ENGLISH I – 10212XOE1 (N, SW, T)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: In English I ninth grade students study types of literature and literary works according to literary terms, poetic devices, reading skills, grammatical conventions, vocabulary strategies, and writing styles. Basic elements of drama, poetry, mythology, short stories, reading comprehension, and grammar are also studied.

ENGLISH I HONORS – 10215XOE1H (E, N, SW, T)
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: In English I Honors ninth grade students will analyze, synthesize, and evaluate types of literature and literary works according to elements of plot, theme, tone, style, and characterization. Emphasis is on figurative language; poetic devices; essays; fiction; mythology; PSAT/SAT vocabulary; grammatical conventions; writing styles; and elements of drama, poetry, essays, and short stories. Research skills in note taking, documentation, editing and revision will be utilized in writing short reports in the content areas.

ENGLISH II – 10222XOE2 (N, SW, T)
Prerequisites: English I
Length: 1 Semester
Credit: 1
Description: English II emphasizes reading and writing about world writers and their literature. Grammar and writing concentrate on analysis of literature and expository essays. This 10th grade course builds on the literary elements and vocabulary skills introduced in English I. Research reports and responding to prompts serve as a basis for point of view, expository, and informational writing. Students in this course are required to take the state EOC exam.
ENGLISH II HONORS – 10225XOE2H  (E, N, SW, T)
Prerequisites:  English I & Teacher/Counselor/Administrator Recommendation
Length:  1 Semester
Credit:  1
Description: English II Honors builds on the literary and vocabulary skills introduced in English I Honors, with emphasis on works by world writers, contemporary as well as classic. Grammar is incorporated in the study of the techniques of writing. Research projects will be required as per ECPS guidelines. Summer and outside supplementary reading are required for this 10th grade honors course. Students in this course are required to take the state EOC exam.

ENGLISH III – 10232XOE3  (N, SW, T)
Prerequisites:  English II
Length:  1 Semester
Credit:  1
Description: In English III the reading of American literature, chronologically and thematically, concentrates on vocabulary, reading comprehension, the American historical perspective of literature, the American culture, and literary movements and techniques. Strategies for preparing for the PSAT/SAT, including vocabulary skills, are reviewed and practiced. Research projects will be required as per ECPS guidelines.

ENGLISH III HONORS – 10235XOE3H  (E, N, SW, T)
Prerequisites:  English II & Teacher/Counselor/Administrator Recommendation
Length:  1 Semester
Credit:  1
Description: English III Honors emphasizes rigorous reading and writing about American literature, contemporary and classic. Summer and outside supplementary reading, selected from the American classics, are required. Research projects will be required as per ECPS guidelines. A career unit may also be included. Strategies for preparing for the PSAT/SAT, including vocabulary skills, are stressed.

ENGLISH IV – 10242XOE4  (N, SW, T)
Prerequisites:  English III
Length:  1 Semester
Credit:  1
Description: English IV studies a survey of British literature, history, and language. Reading and writing about the literature will be emphasized, with the conventions of grammar and writing emphasized and incorporated in response to literary works. Students concentrate on vocabulary, research, critiques, literary criticism, and literary analysis. Research projects may include a senior project/paper/presentation. Communication skills are stressed in business and professional writing, as well as oral presentation.

ENGLISH IV HONORS – 10245XOE4H  (E, N, SW, T)
Prerequisites:  English III & Teacher/Counselor/Administrator Recommendation
Length:  1 Semester
Credit:  1
Description: English IV Honors is a briskly paced, rigorous course that involves the reading and writing of British literature and authors, classic and contemporary. Summer and outside supplementary reading relating to British literature are required. Research projects will be required as per ECPS guidelines. Literary writing builds on the vocabulary and analysis of literary elements mastered in Honors English I, II, and III.
AP ENGLISH LANGUAGE & COMPOSITION – 1A007XELA (SW)
Blended Course meets English IV graduation requirement
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: AP English Language and Composition adheres to the common core state standards requirements for English IV as well as the College Board recommendations for an approved advanced placement courses. The course teaches students how to identify, analyze, and utilize the power of rhetoric to persuade an audience. This course is presented as a chronological survey of American literature. The genre of the nonfiction essay is explored extensively as support to the themes presented in the literature. Students will learn to analyze the audience, purpose and rhetorical strategies used by a wide variety of authors, and they will also learn how to employ those strategies in their own writing as they develop their purpose and identify their audience.

AP ENGLISH LITERATURE & COMPOSITION – 1A017XOELI (SW, T)
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The writing assignments will focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language.

CREATIVE WRITING – 10252XOECW (N, T)
Prerequisites: English III or English IV
Length: 1 Semester
Credit: 1
Description: Creative Writing is an advanced study of and practice in various methods of writing. Methods include journalism and editing as applied to non-fiction books, periodicals, and news articles; writing for business and industry (i.e., memos, resumes, and press kits); poetry writing, postmodern poetry, and song lyrics; fiction writing, with focus on prose and methods of publication; script writing (i.e., stage and screenplays); public policy, legal documents, and practice. Students in Creative Writing read and critically examine different styles in order to creatively produce original works and self-contained portfolios.

ELA Local Elective – 10255XO (E)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Early College scholars in this ELA seminar develop foundational skills in reading, writing, thinking, and speaking that prepare them for the next level English course and the world of college and work.

Journalism I Honors – 10315XO (E)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Journalism scholars develop real-world writing and project management skills with particular emphasis on journalism, digital texts, and yearbook.
Journalism II Honors – 10325XO
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Journalism scholars develop advanced writing and project management skills related to journalism, digital texts, and yearbook.

SPANISH I – 11412XOS1
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course is an introduction to the study of the Spanish language and its culture. It allows the students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students’ lives and experiences and includes exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs. A general introduction to the culture, its products (e.g., literature, laws, foods and games), perspectives (e.g., attitudes, values and beliefs) and practices (e.g., patterns of social interaction) is integrated throughout the course.

SPANISH II – 11422XOS2
Prerequisites: Spanish 1
Length: 1 Semester
Credit: 1
Description: This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact with issues of everyday life inside and outside the classroom setting. They compose related sentences that narrate, describe, compare and summarize familiar topics from the Spanish culture. Focus is placed on understanding main ideas. Students develop a better understanding of the similarities and differences between cultures and languages, and they examine the influence of the beliefs and values on the Spanish culture.

SPANISH III HONORS – 11435XOS3H
Prerequisites: Spanish II & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands; they initiate and maintain face-to-face communication. They identify main ideas and significant details in discussions, presentations, and written texts within a cultural context, read and interpret authentic materials, narrate and describe in sentences, groups or related sentences, and short cohesive passages in present, past, and future time. They compose messages, announcements, personal notes, and advertisements. The students continue to refine their knowledge and understanding of the Spanish language and culture and
their own by examining the interrelationship of cultures and by demonstrating behaviors appropriate in Spanish culture.

**SPANISH IV HONORS – 11445XOS4H**  
(SW)  
Prerequisites: Spanish III & Teacher/Counselor/Administrator Recommendation  
Length: 1 Semester  
Credit: 1  
Description: A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in past, present and future time. They satisfy routine social demands and meet most social requirements. Another emphasis of the course is on culture and literature. Short stories, poetry, excerpts from various pieces of literature, current events and authentic materials are included. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication. There is also more in-depth study of the Spanish culture and its influence throughout the world. Students are comfortably able to use the language inside and outside the classroom.

---

**Mathematics**

Starting in 2012-2013, the high school mathematics course of study is based upon the national Common Core State Standards for Mathematics (CCSS-M) adopted by the North Carolina State Board of Education in June, 2010. The Common Core Standards specify the mathematics that all students should study in order to be college and career ready. They represent a significant shift in both content and delivery. To see a complete list of standards, please go to [www.corestandards.org](http://www.corestandards.org). The standards are divided into two equally important parts: the Standards for Mathematical Practice and the Standards for Mathematical Content. The Practice Standards describe the characteristics and habits of mind that all mathematically proficient students exhibit. The Standards for Mathematical Practice are:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

The Practice Standards will be applied throughout each course and, together with the Content Standards will ensure that students experience mathematics as a coherent, useful, and logical subject.

The Standards for Mathematical Content for high school are divided into six conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability.
Future Ready Core Graduation Requirements
For all 9th graders entering in 2009-2010 and later:

- All students (except OCS) must complete 4 math courses to graduate
- Future Ready Core – Math I, Math II, and Math III (formerly Algebra I, Geometry, Algebra II) and a 4th math course beyond Math III (Algebra II) to be aligned with the student’s post high school plans.
- In the instance that a principal grants an exception to a student from the Future Ready Core math sequence, see Options Chart at: http://maccss.ncdpi.wikispaces.net/file/view/Math%20Options%20Chart%209.5.2014.pdf/522504358/Math%20Options%20Chart%209.5.2014.pdf
- For students recommended for the substitution option, please follow the ECPS substitution process with appropriate documentation.

FOUNDATIONS OF MATH I – 20502SOFM1
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Foundations of Math I provides students a more in-depth study of introductory mathematics skills and builds a solid foundation in algebraic reasoning. This course is designed to prepare students to advance successfully into the Math I course. Successful completion of this course requires a passing score in the class and on a comprehensive final exam. This course provides one unit of elective credit, but does not count as one of the four math credits required for graduation.

MATH I – 21032XOM1
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The geometry standards that appear in this course formalize and extend students’ geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The final exam is the North Carolina End-of-Course Test based on the Common Core Math 1 Standards.

FOUNDATIONS OF MATH II – 20512XOFM2
Prerequisites: Math I & Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: Foundations of Math II is designed as a bridge course between Math I and Math II. In addition to the reinforcement of common core concepts from Math I, this course also introduces students to various principles and concepts of higher level mathematics specifically designed to prepare students for Math II as well as designed to help in a successful transition. This course provides one unit of elective credit, but does not count as one of the four math credits required for graduation.
MATH II – 22012XOM2 (N, SW, T)
Prerequisites: Math I
Length: 1 Semester
Credit: 1
Description: This course is the second of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives.
Skills include: Further develop the understanding of the concepts of algebra, geometry, probability, and statistics, integrated with an introduction to trigonometry, exponential and logarithmic functions, sequences and series.

MATH II HONORS – 22015XOM2H (E, N, SW, T)
Prerequisites: Math I & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: Math II Honors continues students’ study of topics from algebra, geometry, and statistics. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach. Functions, matrix operations, and algebraic representations of geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology should be used regularly for instruction and assessment.

MATH III – 23012XOM3 (N, SW, T)
Prerequisites: Math II
Length: 1 Semester
Credit: 1
Description: This course is the second of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives.
Skills include: Review and further develop the understanding of concepts for algebra, geometry, functions, probability, statistics, sequences/series, logarithmic and exponential functions, and trigonometry, using an integrated approach.

MATH III HONORS – 23015XOM3H (E, N, T, SW)
Prerequisites: Math II & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: Math III Honors continues students’ study of topics from algebra, geometry, and statistics. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach. Functions, matrix operations, and algebraic representations of geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology should be used regularly for instruction and assessment.
ADVANCED FUNCTIONS & MODELING – 24002XOAFM  
Prerequisites: Math III  
Length: 1 Semester  
Credit: 1  
Description: Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Work, recreation, consumer ideas, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology from manipulative to calculators and application software should be used regularly for instruction and assessment.

PRE-CALCULUS HONORS – 24035XOPCH  
Prerequisites: Math III & Teacher/Counselor/Administrator Recommendation  
Length: 1 Semester  
Credit: 1  
Description: Pre-Calculus is designed to prepare juniors for AP Calculus or seniors for college mathematics in more technical programs. Topics include coordinate geometry of points, lines, conic sections, inequalities and their graphs, functions, circle and triangle trigonometry, exponents and logarithms, trigonometric addition formulas, complex numbers, sequences and series, mathematical induction, and matrices.

INTRO TO COLLEGE MATH – 96102XOICM  
Prerequisites: None  
Length: 1 Semester  
Credit: 1  
Description: Early college scholars in Intro to College Math receive support and preparation for their current and next level college math courses.

EARTH & ENVIRONMENTAL SCIENCE – 35012XOEE  
Prerequisites: None  
Length: 1 Semester  
Credit: 1  
Description: This course focuses on the function of the earth’s systems. It studies the geologic and environmental systems of our dynamic earth. Students study the relationships of matter and energy and geochemical cycles. Emphasis is placed on environmental awareness and sustention efforts. Students will explore the classic environmental problems and issues as well as new ideas and solutions to problems. Research and independent investigation is required and classroom discussion of related issues is emphasized.

EARTH & ENVIRONMENTAL SCIENCE HONORS– 35015XOEHH  
Prerequisites: Teacher/Counselor/Administrator Recommendation  
Length: 1 Semester  
Credit: 1  
Description: This course focuses on the function of the earth’s systems. It studies the geologic and environmental systems of our dynamic earth. Students study the relationships of matter and energy and geochemical cycles. Emphasis is placed on environmental awareness and sustention efforts. Students will explore the classic environmental problems and issues as well as new ideas and solutions to problems. Research and independent investigation is required. On the honors level, emphasis will be placed on independent research and comparative analysis of earth’s interacting systems.
PHYSICAL SCIENCE – 34102XOPS
Prerequisites: Earth & Environmental Science
Length: 1 Semester
Credit: 1
Description: Physical Science is a lab-based course designed to acquaint students with concepts pertinent to the structure of atoms, structure, and properties of matter; motion and forces; and conservation of energy, matter, and change. This course satisfies the physical science credit required for graduation.

BIOLOGY – 33202XOB
Prerequisites: Earth & Environmental Science
Length: 1 Semester
Credit: 1
Description: Biology is a lab-based course designed to acquaint students with the basic principles of biological science. This is accomplished by guiding the students through experiences in the scientific method, genetics, evolution, ecology, multi-cellular plants and animals, and human anatomy and physiology. The student is expected to participate in outside projects and computer tutorials. This course has a state mandated end-of-course test.

BIOLOGY HONORS – 33205XOBH
Prerequisites: Earth & Environmental Science & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: This lab based course deals with living organisms and vital processes. The course is divided into four major areas of study: cellular structure and biochemistry, genetics, ecology, and anatomy and physiology. This course is designed for the student who is self-motivated and self-disciplined. Subject related projects, computer tutorials, independent studies, and outside readings and critiques are required. This course has a state mandated end-of-course test.

ADVANCED BIOLOGY HONORS – 33215XOB2H
Biology II – 2nd Year
Prerequisites: Biology & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: This is the one semester course for AP Biology. Students will conduct in-depth studies on a variety of advanced biology topics that prepare them for the rigorous AP Biology curriculum.

AP BIOLOGY – 3A007XBAPB
Prerequisites: Advanced Biology Honors & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: The AP Biology course is designed to be the equivalent of the general biology course taken during the first year of college. Students will conduct in-depth studies on topics including molecular biology, cellular biology, genetics, taxonomy, anatomy and physiology, and ecology. This course is an intensive lab-based course with twelve recommended AP laboratory exercises in addition to field research and data analysis. Students will take the AP exam in May upon completion of the course.

CHEMISTRY – 34202XOC
Prerequisites: Biology & Math 1
Length: 1 Semester
Credit: 1
Description: The aim of this course is to enable students to develop a better understanding of the world around them. It concerns itself with the structure of properties of matter. It combines the theories and
concepts of chemistry with practical applications. Subject related projects and independent study are required with emphasis on research and higher-level cognition.

**CHEMISTRY HONORS – 34205XOCH**  
(E, N, SW, T)  
Prerequisites: Biology, Math 1, & Teacher/Counselor/Administrator Recommendation  
Length: 1 Semester  
Credit: 1  
Description: Chemistry honors is designed to acquaint the college-bound student with the chemical environment. Students will study the structure and states of matter, physical and chemical reactions, balancing and writing chemical formulas and equations, and atomic and molecular theory. Students will spend approximately one class period per week in laboratory experiments. Out of class subject-related projects and independent study are required.

**CHEMISTRY II – 34212XOC2**  
(SW)  
Prerequisites: Chemistry & Math 3  
Length: 1 Semester  
Credit: 1  
Description: Chemistry II provides the study of inorganic matter and ionization ability, reaction with other matter, and an in-depth view of organic chemistry and its relationship to current living standards. Outside research papers and projects will be required.

**ADVANCED CHEMISTRY HONORS – 34215CCH**  
(SW)  
Prerequisites: Chemistry & Math 3  
Length: 1 Semester  
Credit: 1  
Description: Advanced Chemistry (H) is a one semester prerequisite course for AP Chemistry. Students will conduct in-depth studies on a variety of advanced chemistry topics that prepare students for the rigorous AP chemistry curriculum.

**PHYSICS – 34302XOP**  
(N, SW)  
Prerequisites: Math III  
Length: 1 Semester  
Credit: 1  
Description: Physics offers students the ability to explore the concepts of mechanical laws, heat and its transfer, wave motion, basic electricity, and magnetism through demonstrations and lab activities. Concepts are investigated on a mathematical level within the classroom.

**PHYSICS HONORS – 34305XOPH**  
(E, N, SW)  
Prerequisites: Math III, Chemistry, Teacher/Counselor/Administration Recommendation  
Length: 1 Semester  
Credit: 1  
Description: Physics (H) offers the college-bound student the opportunity to investigate the physical laws governing our universe. Students will study mechanical laws, heat and its transfer, wave motion, basic electricity, and magnetism through demonstrations and lab activities. Mathematical analysis of these concepts is emphasized requiring a high level of student motivation and self-discipline.
In 2011 the NC State Board of Education (SBE) revised the State graduation requirements (Policy GCS- N-004) to increase the graduation requirement for social studies from three courses to four. This new requirement begins with the freshmen who enter high school for the first time during 2012-13.

These courses include World History, American History I, American History II and American History: Founding Principles, Civics and Economics (formerly named Civics and Economics).

Students may substitute AP US History for American History I and American History II, but they are required to take a fourth social studies course.

*If a student elects to take the AP United States History course as a substitute for the required American History I and II courses, then the student is not required to take a social studies course in the 10th grade. The student will take Studies in American History (43042X0) during the fall semester of his or her junior year and AP United States History (4A077X0) in the spring of his or her junior year.

**WORLD HISTORY – 43032XOWH**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: World History emphasizes the origins of world civilizations and the impact of nonwestern civilizations on the west and upon world culture. Beginning with the rise of social organizations among isolated peoples to the complex interdependence of today’s world, this course emphasizes important events, people, and trends as they affected the world of the past and the contemporary world. Economic, political, and social developments are stressed; and each epoch studied is examined through its art, architecture, literature, music, and system of beliefs.

**WORLD HISTORY HONORS – 43035XOWHH**
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: In addition to the regular world history requirements, this honors class will utilize Socratic seminars, independent studies, and varied research. This course is designed for the student who is willing to do extensive reading and writing.

**AMERICAN HISTORY I – 43042XOH1**
Prerequisites: World History
Length: 1 Semester
Credit: 1
Description: This course will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution.
AMERICAN HISTORY I HONORS – 43045XOH1H  
Prerequisites: World History & Teacher/Counselor/Administrator Recommendation  
Length: 1 Semester  
Credit: 1  
Description: This honors class is a survey course designed to give students an academic understanding of American history in which textbook, with supplementary readings in the form of documents, essays, or books on special themes, provides chronological and thematic coverage. The course stresses political history, foreign affairs, economic and social development, and literary and cultural history from exploration through Reconstruction.

AMERICAN HISTORY II – 43052XOH2  
Prerequisites: American History I  
Length: 1 Semester  
Credit: 1  
Description: This course will guide 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 end of the Reconstruction era to present times.

AMERICAN HISTORY II HONORS – 43055XOH2H  
Prerequisites: American History I & Teacher/Counselor/Administration Recommendation  
Length: 1 Semester  
Credit: 1  
Description: This honors class is a survey course designed to give students an academic understanding of American history in which textbook, with supplementary readings in the form of documents, essays, or books on special themes, provides chronological and thematic coverage. The course stresses political history, foreign affairs, economic and social development, and literary and cultural history from the end of the Reconstruction era to present times.

STUDIES IN AMERICAN HISTORY HONORS – 8005XOSHH  
Prerequisites: American History II & Teacher/Counselor/Administration Recommendation  
Length: 1 Semester  
Credit: 1  
Description: Students will examine selected topics in American history from the exploration of the New World until the end of the Civil War and Reconstruction. Additionally, students will learn to use primary and secondary sources to evaluate the impact of past events. Students will be expected to develop skills in using documents to draw conclusions regarding historical issues. Students will also be expected to develop skills in recognizing and explaining bias and/or point of view in historical documents as a means for clear interpretation. Students will write extensively using the language and conventions of historians. Writing assignments will be both analytical and interpretive, communicating the student’s understanding of the historical period with the use of primary and secondary sources as evidence.

AP US HISTORY – 4A077XOAUS  
Prerequisites: American History I & Teacher/Counselor/Administration Recommendation  
Length: 1 Semester  
Credit: 1  
Description: The AP US History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in US History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to access historical materials, apply their relevance to a given interpretive problem, and weigh the evidence and interpretations presented in historical scholarship. The AP US History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and present reasons and evidence clearly and persuasively in essay form.
Global Studies is a study of world regions, cultures and global issues that will help students develop research, writing and analytical, and critical thinking skills. The purpose of Global Studies is to give students an understanding and appreciation of major geographic and cultural areas of the world and the issues and challenges that unite and divide them. The essential social studies concepts and skills in this course provide a foundation for continuing study in social studies. The areas of study will include Latin America, the Middle East, Africa and Asia. In each area, an emphasis will be placed upon regional characteristics, challenges and cultural heritage. Students will be expected to understand global interdependence as it relates to culture, resource management, conflict and human rights. Moreover, students will explore the relationship between diverse cultures and the world in which they live. Students will read, write, discuss, analyze and take positions on multiple topics in order to frame and defend arguments. Students will use a variety of print and non-print sources to analyze and suggest solutions to real-world problems and to analyze environmental and societal issues. Students will develop critical thinking skills and perspectives to better understand the world around them. Global Studies prepares students to be knowledgeable of geo-political, socio-economical, and governmental History and happening around the globe. It also plants the seeds to produce global minded 21st Century Thinkers.
VISUAL ARTS I – 54152XOA1  (N, SW, T)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Art I is an introduction to developing skills in the areas of drawing, design, painting, and printmaking. Drawing outside of class in sketchbooks may be required. The history of art is explored.

VISUAL ARTS II – 54162XOA2  (N, SW, T)
Prerequisites: Visual Arts I
Length: 1 Semester
Credit: 1
Description: Art II is an in-depth exploration of media and techniques and may include the areas of drawing, painting, design, printmaking, and sculpture. Drawing outside of class in sketchbooks is required.

VISUAL ARTS III HONORS – 54175XOA3H  (N, SW, T)
Prerequisites: Visual Arts II & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: Art III is an advanced level course for those students considering art as a career. Areas presented may include drawing, design, painting, printmaking, jewelry fabrication, and sculpture. Drawing in sketchbooks outside of class and a research paper are required.

VISUAL ARTS IV HONORS – 54185XOA4H  (N, SW, T)
Prerequisites: Visual Arts III & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: This course is the most advanced art course offered. It is for students who are definitely making art a career. Advanced design, painting, drawing, printmaking, and commercial art are presented. Drawing in a sketchbook outside of class is required, and the development of a portfolio is emphasized.

VISUAL ARTS SPECIALIZATION BEGINNING (POTTERY) – 54612XOVAP  (SW)
Prerequisites: Visual Arts I & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: Students will learn the basic process of creating and glazing pottery. Students will use various methods and tools in creation of three-dimensional work.

VOCAL MUSIC (BEGINNING) – 52302XOMI  (SW)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Vocal Music I is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. Vocal Music I will provide students with opportunities to develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument.
VOCAL MUSIC (INTERMEDIATE) – 52312XOM2 (SW)
Prerequisites: Vocal Music (Beginning)
Length: 1 Semester
Credit: 1
Description: Vocal Music II continues to build on the comprehensive music education students have received in Vocal Music I. Students participating in a Vocal Music II course are expected to meet all of the goals and objectives provided in the North Carolina Essential Standards for Music.

VOCAL MUSIC HONORS (PROFICIENT) – 52325XOM3 (SW)
Prerequisites: Vocal Music (Intermediate) & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: Vocal Music III continues to build on the comprehensive music education students have received in Vocal Music II. Students participating in a Vocal Music III course are expected to meet all of the clarifying objectives in the North Carolina Essential Standards for Music.

VOCAL MUSIC HONORS (ADVANCED) – 52335XOM4 (SW)
Prerequisites: Vocal Music (Proficient) & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: Vocal Music IV continues to build on the comprehensive music education students have received in Vocal Music III. Students participating in a Vocal Music IV course are expected to meet all of the objectives provided in the North Carolina Essential Standards for Music. Vocal Music IV will provide students with opportunities to sing with increased technical accuracy and expression; sing difficult vocal literature which requires advanced technical and interpretive skills; and ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic.

MUSIC HISTORY / APPRECIATION – 52162XOMHA (N, T)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course is a general survey of musical styles and history from pre-Renaissance to the present. Topics will include an overview of musical styles, composers, and significant works in all genres of music.

BAND I (INSTRUMENTAL MUSIC I) – 52552XOB1 (N, SW, T)
BAND I (COLOR GUARD) – 52552XOCG1
BAND I (CONCERT BAND) - 52552X0CB1
BAND I (MARCHING BAND) - 52552X0MB1
JAZZ ENSEMBLE - 52552X0JE1
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Instrumental Music I is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. Students participating in an instrumental I course are expected to meet all of the objectives provided in the North Carolina Essential Standards for Music. Instrumental Music I will provide students with opportunities to develop and demonstrate appropriate instrumental practices; develop skills in improvising, composing, and arranging music; and apply reading and notating skills, etc. Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work.
BAND II (INSTRUMENTAL MUSIC II) – 52562XOB2  (N, SW, T)
BAND II (COLOR GUARD) – 52562XOCG2
BAND II (CONCERT BAND) - 52562X0CB2
BAND II (MARCHING BAND) - 52562X0MB2
JAZZ ENSEMBLE - 52562X0JE2
Prerequisites: Band I
Length: 1 Semester
Credit: 1
Description: Instrumental Music II continues to build on the comprehensive music education students have received in Instrumental Music I. Students participating in an Instrumental II course are expected to meet all of the objectives of the North Carolina Essential Standards for Music. Instrumental Music II will provide students with opportunities to develop and demonstrate appropriate instrumental practices, play with increased technical accuracy and expression, refine sight-reading and ear training skills, etc. Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work.

BAND III (INSTRUMENTAL MUSIC III) – 52575XOB3  (N, T)
BAND III (COLOR GUARD) – 52575XOCG3
BAND III (CONCERT BAND) - 52575X0CB3
BAND III (MARCHING BAND) - 52575X0MB3
JAZZ ENSEMBLE - 52575X0JE3
Prerequisites: Band II
Length: 1 Semester
Credit: 1
Description: Instrumental Music III continues to build on the comprehensive music education students have received in Instrumental Music II. Examples of courses which may be offered as a level III instrumental class include: Concert Band, Symph9nic Band, Wind Ensemble, Jazz Band, String Ensemble, Orchestra, Concert Orchestra, etc. Students participating in an Instrumental III course are expected to meet all of the objectives in the North Carolina Essential Standards for Music. Instrumental Music III will provide students with opportunities to develop and demonstrate advanced instrumental practices, play with increased technical accuracy and expression, play moderately difficult instrumental literature which requires well-developed technical skills, and give attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

BAND IV (INSTRUMENTAL MUSIC IV) – 52585XOB4  (N, T)
BAND IV (COLOR GUARD) – 52585XOCG4
BAND IV (CONCERT BAND) - 52585X0CB4
BAND IV (MARCHING BAND) - 52585X0MB4
JAZZ ENSEMBLE - 52585X0JE4
Prerequisites: Band II
Length: 1 Semester
Credit: 1
Description: Instrumental Music IV continues to build on the comprehensive music education students have received in Instrumental Music III. Students participating in an instrumental IV course are expected to meet all objectives in the North Carolina Essential Standards for Music. Instrumental Music IV will provide students with opportunities to apply reading and notating skills with traditional and non-traditional music; develop skills in reading and interpreting a variety of music. Students will perform in an ensemble, and analyze and evaluate musical experiences. Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work.
HEALTH & PHYSICAL EDUCATION – 60492XOHPE  (N, SW, T)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This class is designed to give students both classroom work and physical activities in health and physical education on an alternating basis. The primary objective of this study is to help students become more aware of their physical and emotional wellbeing through intensive study of the human body and other areas of human health. In addition to health each student will participate in a variety of team and individual sports. This course is required for graduation.

LIFETIME SPORTS – 60392XOLS  (N, T)
Prerequisites: Health & PE
Length: 1 Semester
Credit: 1
Description: This course is designed for students who desire to develop intermediate and advanced skills in lifetime activities such as badminton, bowling, cross training sports, Frisbee, golf, and tennis. Evaluation of student performance will be based on daily participation, skill tests, and written tests.

STRENGTH & CONDITIONING – 60392XOSC  (N, SW)
Prerequisites: Health & PE
Length: 1 Semester
Credit: 1
Description: Strength & Conditioning offers strength training, cardiovascular exercise, and nutritional training. Varsity and junior varsity female athletes are strongly encouraged to participate in this course.

PHYSICAL CONDITIONING – 60392XOPC  (N, SW)
Prerequisites: Health & PE
Length: 1 Semester
Credit: 1
Description: This program is designed for the student who desires to learn the fundamentals and foundations of weight lifting. The student will also be taught cardiovascular conditioning and proper nutrition.

WEIGHTLIFTING I – 60392XOW1  (N, SW, T)
Prerequisites: Health & PE
Length: 1 Semester
Credit: 1
Description: This program is designed for the sophomore or junior who demonstrates a proper knowledge of weight lifting techniques and principles. This course is more intensive and in-depth than Physical Conditioning I requiring the student to perform higher-level lifts and exercises.

WEIGHTLIFTING II – 60392XOW2  (N, SW, T)
Prerequisites: Weightlifting I
Length: 1 Semester
Credit: 1
Description: This course is designed for the junior or senior who desires to develop maximum skill in weight training, cardiovascular conditioning and nutritional development. This course is designed to meet the training needs and strength requirements of the varsity-level athlete.
WEIGHTLIFTING III – 60392XOW3  (N, SW, T)
Prerequisites: Weightlifting II
Length: 1 Semester
Credit: 1
Description: This course is designed for the junior or senior who desires to develop maximum skill in weight training, cardiovascular conditioning and nutritional development. This course is designed to meet the training needs and strength requirements of the varsity-level athlete.

WEIGHTLIFTING IV – 60392XOW4  (N, SW, T)
Prerequisites: Weightlifting III
Length: 1 Semester
Credit: 1
Description: This course is designed for the senior who desires to continue to develop maximum skill in weight training, cardiovascular conditioning and nutritional development. Emphasis will be placed on power lifting and lifetime maintenance for the weightlifting enthusiast.

PHYSICAL EDUCATION I – 60292XOP1  (N, SW)
Prerequisites: Health & PE and Grade 10-12
Length: 1 Semester
Credit: 1
Description: This program is designed to place emphasis on P.E. skills and techniques. A variety of games will be taught and exercises will be performed daily.

PHYSICAL EDUCATION II – 60292XOP2  (N, SW)
Prerequisites: Physical Education I
Length: 1 Semester
Credit: 1
Description: This program provides organized, sequential, and systematic means for students to develop knowledge, skills, attitudes and understanding of sports and team play while promoting physical health and fitness. Emphasis is placed on lifetime sports.

PHYSICAL EDUCATION III – 60292XOP3  (N, SW)
Prerequisites: Physical Education II
Length: 1 Semester
Credit: 1
Description: This program is a continuation of Physical Education II.

Air Force and Army Junior ROTC

AFJROTC
Air Force Junior ROTC is a citizenship program for high school students in the ninth through twelfth grades. AFJROTC encourages its' students to get involved in their local communities to produce well informed and helpful citizens. Each year's aerospace science course work relates to a different theme, like aviation history, the science of flight, and cultural studies. To enhance classroom learning, students participate in extracurricular and social activities such as field trips, drill teams, color guards, and model rocketry.
AEROSPACE SCIENCE I – 95012XOAS1
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: SW- Aerospace I is an introduction course to the aerospace sciences, leadership education, and military drills and ceremonies. Students will develop follower-ship skills and self-discipline through class instruction, hands-on activities and military drill. The Health and Wellness Program is designed to acquaint the cadet with the importance of a lifelong individual physical wellness program. Students are required to wear the Air Force JROTC uniform one day per week. Uniforms are provided at no cost but must be returned clean and complete to avoid replacement costs. This course does not incur future military service.

T- Aerospace Science 1 combines aviation history, leadership education, and a health and wellness program. The aviation history course focuses on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. Leadership education supports the academic course of study. Cadets will develop proper study habits and time management, learn proper wear of the US Air Force uniform, Air Force customs and courtesies and basic military drill. The Health and Wellness Program is designed to acquaint the cadet with the importance of a lifelong individual physical wellness program. Students are required to wear the Air Force JROTC uniform one day per week. Uniforms are provided at no cost but must be returned and complete to avoid replacement costs. This course does not incur future military service.

AEROSPACE SCIENCE II – 95022XOAS2
Prerequisites: Aerospace Science I and Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: SW- This course is a continuation of the study of aerospace sciences and leadership education. The academic emphasis is on the aerospace environment, human requirements of flight and the principles of flight and navigation. The leadership education block of instruction consists of understanding individual and group behavior, improving communication skills and introduction to leadership theory. The Health and Wellness Program is designed to acquaint the cadet with the importance of a lifelong individual physical wellness program. Students are required to wear the Air Force Junior ROTC uniform one day per week. Uniforms are provided at no cost but must be returned clean and complete to avoid replacement costs. This course does not incur future military service.

T- Aerospace Science 2 is an introductory course that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight aviation. This course also stresses communication skills, group dynamics, and cadet corps activities. Written reports, military briefings, and current events compliment academic materials. Cadet corps activities include positions of greater responsibility in the planning and execution of corps projects. The Health and Wellness Program is a continuation of the Aerospace Science One Air Force Health and Wellness Program. Students are required to wear the Air Force JROTC uniform one day per week. Uniforms are provided at no cost but must be returned and complete to avoid replacement costs. This course does not incur future military service.

AEROSPACE SCIENCE III – 95032XOAS3
Prerequisites: Aerospace Science II and Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: SW- This course is a continuation in the study of the aerospace sciences. The academic emphasis is on cultural studies. These studies include general studies of geography, religion, ethnic groups, and U.S. interests. The leadership education block of instruction consists of life skills, and career opportunities. The Health and Wellness Program is designed to acquaint the cadet with the importance of a lifelong individual physical wellness program. Students are required to wear the Air Force Junior ROTC uniform one day per week. Uniforms are provided at no cost but must be returned clean and complete to avoid replacement costs.
This course does not incur future military service.

T-Aerospace Science 3 consists of a science course that includes the latest information available in space science and space exploration. It provides an in-depth study of the earth, sun, stars, moon, and solar system, including the terrestrial and the outer planets. It also introduces cadets to personal financial information, managing resources, career opportunities, college information, career skills, and more. The Health and Wellness Program is a continuation of the Aerospace Science two Air Force Health and Wellness Program. Students are required to wear the Air Force JROTC uniform one day per week. Uniforms are provided at no cost but must be returned and complete to avoid replacement costs. This course does not incur future military service.

AEROSPACE SCIENCE IV – 95052XOAS4

Prerequisites: Aerospace Science I and Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: Aerospace Science IV is the final course in the study of aerospace sciences and leadership education. The academic emphasis in this course is on the basic elements of survival. The leadership education block of instruction consists of the basic elements of management such as planning, organizing and leading. The Health and Wellness Program is designed to acquaint the cadet with the importance of a lifelong individual physical wellness program. Also, our curriculum allows for select cadets who are chosen by their instructors to manage the corps of cadets as an alternate Aerospace Science IV class. Students are required to wear the Air Force Junior ROTC uniform one day per week. Uniforms are provided at no cost but must be returned clean and complete to avoid replacement costs. This course does not incur future military service.

T-Aerospace Science 4 introduces cadets to the elements of survival, personal protection, and necessities to maintain life, and orientation and travelling. This course also introduces cadets to management philosophy with information about the basics of management, the management environment, planning, decision making, organizing, leading, and more. The Health and Wellness Program is a continuation of the Aerospace Science three Air Force Health and Wellness Program. Students are required to wear the Air Force JROTC uniform one day per week. Uniforms are provided at no cost but must be returned and complete to avoid replacement costs. This course does not incur future military service.

AJROTC

The JROTC curriculum contains academic, vocational, core, and elective subjects that are appropriate to students’ interests and the academic community. The emphasis of JROTC is leadership, education, and training (LET). The scope, focus, and content of the curriculum are sequential, building upon the previous year’s instruction. JROTC places emphasis on the acquisition of leadership and management fundamentals, problem-solving, and decision-making skills. In addition to this, JROTC emphasizes citizenship, leadership, service to the community, and personal responsibility, all which are essential to growth in both the military and civilian communities. JROTC does not require future military obligations. Successful completion of at least six units of credits in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

LET I (ROTC I) – 95012XO

Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course includes classroom instruction and physical training in the history, customs, traditions and purpose of the Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. The course teaches concepts of good leadership, developing values, and defining positive qualities of one’s character. Fitness, nutrition, healthy life styles, first aid assistance, and awareness of substance abuse are all introduced topics in the class. The course will emphasize both writing and verbal communication techniques. An overview of geography and the globe are introduced.
Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards of this class are identified in the curriculum for the U.S. Army ROTC.

**LET II (ROTC II) – 95022XO**
Prerequisites: LET I & Teacher Recommendation  
Length: 1 Semester  
Credit: 1  
Description: This course includes classroom instruction and laboratory instruction in teamwork, Maslow’s hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem, and personal values, creating one’s own success, setting goals, developing personal hygiene, and learning how to study search for a career. The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC.

**LET III (ROTC III) – 95032XO**
Prerequisites: LET II & Teacher Recommendation  
Length: 1 Semester  
Credit: 1  
Description: This course includes classroom instruction as well as laboratory instruction expanding on skills taught in JROTC I and II. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides basic principles of management, self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness, and introduces map-reading skills. It discusses the significant events to help shape the development of the Constitution and government.

**LET IV (ROTC IV) – 95042XO**
Prerequisites: LET III & Teacher Recommendation  
Length: 1 Semester  
Credit: 1  
Description: This course includes classroom instruction as well as laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes. Students will study character education and development and perform a community service project based on what they have learned. Students can earn two college credits from the University of Colorado for completing studies in character education and performing related service projects. The college credit expense is incurred by the student.

**LET V (ROTC V) – 95052XO**
Prerequisites: LET IV & Teacher Recommendation  
Length: 1 Semester  
Credit: 1  
Description: This course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC 1-4. This course allows cadets to experience leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as execution of service learning activities. It teaches how to create a career portfolio and plan for college work. Financial management principles are studied further and skills for orienteering and/or land navigation are developed.

**LET VI (ROTC VI) – 95062XO**
Prerequisites: LET V & Teacher Recommendation  
Length: 1 Semester  
Credit: 1  
Description: This course includes classroom instruction and laboratory instruction in economics. Students
will learn how to manage their finances, budget, save, invest, purchase insurance, and manage credit. Once they have completed the course in financial management/economics and performed a related service, they can earn two college credits from the University of Colorado. The college credit expense is incurred by the student.

**LET VII (ROTC VII) – 95072XO**

Prerequisites: LET VI & Teacher Recommendation
Length: 1 Semester
Credit: 1

Description: This course focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning and demonstrating leadership potential in an assigned command or staff position within the cadets’ battalion organization structure. It includes how to use emotional intelligence, instruction on etiquette, daily planning, financial planning, and careers. Concepts of democracy and freedom and how to influence local governments are discussed.

**LET VIII (ROTC VIII) – 95082XO**

Prerequisites: LET VII & Teacher Recommendation
Length: 1 Semester
Credit: 1

Description: This course includes classroom instruction and laboratory instruction in writing and advanced citizenship. Students will learn the basic components of writing to prepare for college English or their career. They will use citizenship action groups to perform community service projects related to government processes. Upon completion, students can earn two college credits from the University of Colorado at Colorado Springs (UCCS). The college credit expense is incurred by the student.

---

**Career Technical Education**

CAREER-TECHNICAL STUDENT ORGANIZATIONS (CTSO) are organizations for individuals enrolled in career development programs and are designed and conducted as an integral part of instruction. They contribute significantly to the motivation, education, and total development of the students through activities that develop leadership skills, citizenship skills, social competencies, and a wholesome attitude about life. Students are encouraged to join the career-technical student organization associated with their career choice.

In addition, with the state articulation agreement, students who score a 93 or above on their CTE post-assessment and have a grade of A or B in the course can receive community college credit for certain courses. High School career development counselors can help students identify these courses.
Agriculture Technology

AGRICIENCE APPLICATIONS – AU10XO (N, SW)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: 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.

HORTICULTURE I – AP412XO (N, SW)
Prerequisites: Agriscience is recommended
Length: 1 Semester
Credit: 1
Description: This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Articulation Credit: HOR 150 Introduction to Horticulture. Must make an A or B in course and score a 93 or better on exam.

HORTICULTURE II TURF GRASS – AP432XO (N)
Prerequisites: Horticulture I
Length: 1 Semester
Credit: 1
Description: This course provides hands-on instruction and emphasizes eight units of instruction including fundamentals of soils and pests, environmental issues related to turf management, landscape basics, lawn care and turf production, golf course management, sports turf and turf irrigation, turf equipment and maintenance, and human resources and financial management. Safety skills will be emphasized. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course 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 II LANDSCAPING – AP422XO (SW)
Prerequisites: Horticulture I
Length: 1 Semester
Credit: 1
Description: This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Nursery and Landscape Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Articulation Credit: HOR-114 Landscaping Construction, OR LSG-111 Basic Landscaping Technique. Must make an A or B in course and score a 93 or better on exam.

ANIMAL SCIENCE I – AA212XO (SW)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: 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, 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) – AA222XO (SW)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: 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.

PROJECT MANAGEMENT – CS112XO (SW, T)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: 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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), SkillsUSA, and 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.

CTE ADVANCED STUDIES – CS952XO
Prerequisites: Two technical credits in one career cluster
Length: 1 Semester
Credit: 1
Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other School-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), SkillsUSA, and 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.

CTE INTERNSHIP – CS972XOCI
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

Business Technology

ACCOUNTING I – BA102XO
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: 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 – BA205XO
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. In addition to the above course guidelines, there are honors requirements that must be satisfied.

MICROSOFT WORD, POWERPOINT, & PUBLISHER – BM102XO
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, 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. This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint, http://www.microsoft.com/learning/en/us/certification/mos.aspx.

MULTIMEDIA & WEBPAGE DESIGN – BD102XO
Prerequisites: Microsoft Word, PPT, Publisher
Length: 1 Semester
Credit: 1
Description: This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, 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.

Articulation Credit: WEB 110 Internet/Web Fundamentals or WEB 120 Introduction to Internet Multimedia. Must make an A or B in course and score a 93 or better on exam.
ENTREPRENEURSHIP I – ME112XO  (N, SW, T)
Prerequisites: Marketing OR Personal Finance OR Principles of Business & Finance
Length: 1 Semester
Credit: 1
Description: 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 II HONORS – ME125XO  (SW)
Prerequisites: Entrepreneurship I
Length: 1 Semester
Credit: 1
Description: In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. 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.


PERSONAL FINANCE – BF052XO  (N, SW, T)
Prerequisites: 11th or 12th Grade
Length: 1 Semester
Credit: 1
Description: 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), 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.

Articulation Credit: BUS-125 Personal Finance. Must make an A or B in course and score a 93 or better on exam.
PRINCIPLES OF BUSINESS & FINANCE – BF102XO  
Prerequisites: None  
Length: 1 Semester  
Credit: 1  
Description: This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

FOUNDATIONS OF INFORMATION TECHNOLOGY – BI102XO  
Prerequisites: None  
Length: 1 Semester  
Credit: 1  
Description: 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. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) and SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE ADVANCED STUDIES – CS952XO  
Prerequisites: Two technical credits in one career cluster  
Length: 1 Semester  
Credit: 1  
Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other School-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), SkillsUSA, and 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.

CTE INTERNSHIP – CS972XOC1  
Prerequisites: None  
Length: 1 Semester  
Credit: 1  
Description: A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.
Career Development

CAREER MANAGEMENT – CC452XO
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. Student participation in Career and Technical Student Organization, (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE INTERNSHIP – CS972XOCI
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

Family and Consumer Science

FOODS I – FN412XO
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: 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.

FOODS II ENTERPRISE – FN422XO
Prerequisites: Foods I
Length: 1 Semester
Credit: 1
Description: 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,
authentic experiences, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Go to http://www.servsafe.com/ for information on the student credentialing program and testing information.

Articulation Credit: CUL 112 Nutrition for Food Service. Must make an A or B in course and score a 93 or better on Exam in Both Foods I and Foods II Enterprise.
Articulation Credit: CUL 110 Sanitation & Safety Plus Lab. Must make an A or B in course and score a 93 or better on Foods II Enterprise exam and receive ServeSafe certification.

PERSONAL FINANCE – BF052XO (N, SW, T)
Prerequisites: 11th or 12th Grade
Length: 1 Semester
Credit: 1
Description: 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), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Articulation Credit: BUS-125 Personal Finance. Must make an A or B in course and score a 93 or better on exam.

PRINCIPLES OF FAMILY & HUMAN SERVICES – FC102XO (N, SW, T)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: The course is designed for students to learn core functions of the human services field; individual, family, and community systems; and life literacy skills for human development. Emphasis is placed on professional skills, human ecology, diversity, analyzing community issues, and life management skills. Activities engage students in exploring various helping professions, while building essentials life skills that can apply in their own lives to achieve optimal well-being. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career, and Community Leaders of America (FCCLLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PARENTING & CHILD DEVELOPMENT – FE602PXO (N, T)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care
of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CTE ADVANCED STUDIES – CS952XO**

*Prerequisites:* Two technical credits in one career cluster  
*Length:* 1 Semester  
*Credit:* 1  
*Description:* This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other School-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), SkillsUSA, and 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.

**CTE INTERNSHIP – CS972XOCI**

*Prerequisites:* None  
*Length:* 1 Semester  
*Credit:* 1  
*Description:* A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

**Health Occupations**

**HEALTH TEAM RELATIONS – HU102XO**

*Prerequisites:* None  
*Length:* 1 Semester  
*Credit:* 1  
*Description:* This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.
HEALTH SCIENCE I – HU402XO  
Prerequisites: Health Team Relations  
Length: 1 Semester  
Credit: 1  
Description: This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. 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. Biology is recommended as preparation for this course.  
Articulation Credit: MED 121 Medical Terminology I and MED 122 Medical Terminology II. Must make an A or B in course and score a 93 or better on exam.

HEALTH SCIENCE II – HU422XO  
Prerequisites: Health Science I  
Length: 1 Semester  
Credit: 1  
Description: This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. 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.  
Articulation Credit: HSC 110 Orientation to Health Careers and CPR Certification. Must make an A or B in course and score a 93 or better on exam.

NURSING FUNDAMENTALS HONORS – HN435XO  
Prerequisites: Health Science I  
Length: 1 Semester  
Credit: 2  
Description: This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NCNAI Registry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. 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.  
Articulation Credit: NAS 101 Nursing Assistant I. Must make an A or B in course and score a 93 or better on exam.  
In addition to the above course guidelines, there are honors requirements that must be satisfied.
PHARMACY TECHNICIAN HONORS – HH325XO (N, SW, T)
Prerequisites: Health Science II
Length: 1 Semester
Credit: 1
Description: This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, internship, or mentorship. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is accredited by the Accreditation Council for Pharmacy Education (APCE). Upon successful completion of this course and after graduation, the student is eligible to take the Pharmacy Technician Certification Board (PTCB) exam.
In addition to the above course guidelines, there are honors requirements that must be satisfied.

ENTREPRENEURSHIP I – ME112XO (N, SW, T)
Prerequisites: Marketing OR Personal Finance OR Principles of Business & Finance
Length: 1 Semester
Credit: 1
Description: 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 II HONORS – ME125XO (SW)
Prerequisites: Entrepreneurship I
Length: 1 Semester
Credit: 1
Description: In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. 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.
CTE ADVANCED STUDIES – CS952XO  (N, SW, T)
Prerequisites: Two technical credits in one career cluster
Length: 1 Semester
Credit: 1
Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other School-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), SkillsUSA, and 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.

CTE INTERNSHIP – CS972XOC1  (N, SW, T)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

Marketing Education

ENTREPRENEURSHIP I – ME112XO  (N, SW, T)
Prerequisites: Marketing OR Personal Finance OR Principles of Business & Finance
Length: 1 Semester
Credit: 1
Description: 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. The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A*S*K), http://www.askinstitute.org/, credential.

ENTREPRENEURSHIP II HONORS – ME125XO  (SW)
Prerequisites: Entrepreneurship I
Length: 1 Semester
Credit: 1
Description: In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business
regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. 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. The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A*S*K), http://www.askinstitute.org/, credential.

**MARKETING – MM512XO**

Prerequisites: None  
Length: 1 Semester  
Credit: 1  
Description: 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.

Professional Certification http://www.nrffoundation.com  

Articulation Credit: ETR 230 Entrepreneur Marketing or MKT 110 Principles of Fashion or MKT 120 Principles of Marketing. Must make an A or B in course and score a 93 or better on exam.

**SPORTS & ENTERTAINMENT MARKETING – MH312XO**  
Prerequisites: Marketing  
Length: 1 Semester  
Credit: 1  
Description: 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.

**PERSONAL FINANCE – BF052XO**  
Prerequisites: 11th or 12th Grade  
Length: 1 Semester  
Credit: 1  
Description: 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), 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.

Articulation Credit: BUS-125 Personal Finance. Must make an A or B in course and score a 93 or better on exam.

**PRINCIPLES OF BUSINESS & FINANCE – BF102XO**
(N, SW, T)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CTE ADVANCED STUDIES – CS952XO**
(N, SW, T)
Prerequisites: Two technical credits in one career cluster
Length: 1 Semester
Credit: 1
Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other School-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), SkillsUSA, and 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.

**CTE INTERNSHIP – CS972XOC1**
(N, SW, T)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.
Trade & Industrial Education

CTE APPRENTICESHIP – CS962XO  
(N, SW, T)  
Prerequisites: Two technical credits in one career cluster  
Length: 1 Semester  
Credit: 1  
Description: Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Labor, Apprenticeship and Training Bureau can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. This course is appropriate for occupations that do not require a college degree but require a high level of skill and knowledge. Students must earn a minimum of 150 hours of On-The-Job training for credit. There are four levels of Apprenticeship available – Apprenticeship I, Apprenticeship II, Apprenticeship III, and Apprenticeship IV. Each is one credit.

ELECTRONICS I – IM312XO  
(SW)  
Prerequisites: None  
Length: 1 Semester  
Credit: 1  
Description: This course covers Direct Current (DC) Basics and is aligned to the Electronic Technicians Association (ETA) EM1 certification. Topics include a) basic electrical theory, b) magnetism, c) Safety, d) electronic equipment, e) electronic components, f) Ohms Law. Mathematics for electronics, g) electronic measurements, h) series circuits, i) parallel circuits, j) series/parallel circuits, and k) battery power supplies. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for ETA certification in Direct Current. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Algebra I is recommended as good preparation for this course.

ELECTRONICS II – IM322XO  
(SW)  
Prerequisites: None  
Length: 1 Semester  
Credit: 1  
Description: This course covers Digital Basics and is aligned to the Electronic Technicians Association (ETA) EM4 certification. Topics include: a) numbering systems and conversions, b) block diagrams—schematics—wiring diagrams, c) test equipment and measurements, d) safety, e) theory of digital logic functions and circuitry, and f) computer electronics. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for ETA certification in Digital Basics. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Algebra I is recommended as good preparation for this course.

Articulation Credit: ELC 112 DC/AC Electricity and ELC 126 Electrical Computations or EGR 131 Introduction to Electronics Technology. Must make an A or B in course and score an 83 or better on both Electronics I and Electronics II exams.

For articulation to Edgecombe Community College (ECC), student must make an A or B in course and score an 85 or better on both Electronics I and Electronics II exams.
ECC's ELN 229 (INDUSTRIAL ELECTRONICS) & ELN 231 (INDUSTRIAL CONTROLS)  (SW)
Prerequisites: Electronics II; 11th Grade or 12th Grade
Length: 1 Semester
Credit: 1
Description: SouthWest Edgecombe High School instructor will teach ELN 229 Industrial Electronics and ELN 231 Industrial Controls in lieu of Electronics III H. Students will receive high school and community college credit. ELN 229 Industrial Electronics covers semiconductor devices use in industrial applications. ELN 231 Industrial Controls introduces the fundamental concepts of control of rotating machinery and associated peripheral devices. This is a two part course taken in 1 semester. Upon successful completion, student will earn Edgecombe Community College Industrial Electronics Certificate.

CTE ADVANCED STUDIES – CS952XO  (N, SW, T)
Prerequisites: Two technical credits in one career cluster
Length: 1 Semester
Credit: 1
Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other School-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), SkillsUSA, and 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.

CTE INTERNSHIP – CS972XOCI  (N, SW, T)
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

The Advanced Manufacturing Program is a collaboration between Edgecombe County Public Schools, Edgecombe Community College and local manufacturing industries to provide an educational opportunity for a high wage and high demand career in advanced manufacturing.
Students will be able to complete one certificate in Electrical Systems Technology at SouthWest Edgecombe after completing Electronics 1 and 2. After completion of the Electrical Systems Technology certificate, the student can enroll in the second certificate, Electrical Systems Technology-AMP, on the campus at Edgecombe Community College. Students will need to apply for the Advanced Manufacturing Program as early as their ninth grade year. Students are required to make a “C” or better in all community college courses to be able to continue to take other community college courses. Courses in the Electrical Systems Technology-Amp Certificate are now available to high school students in grades 9 to 12.

Students will need to apply for the Advanced Manufacturing Program. Students are required to make a “C” or better in all community college courses to be able to continue to take other community college courses.

<table>
<thead>
<tr>
<th>Course Code (electrical)</th>
<th>Course Code (mechanical)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELC 117 (MOTORS &amp; CONTROLS) – IX712XO and IY642XO</strong></td>
<td><strong>(SW)</strong></td>
</tr>
<tr>
<td>Prerequisites: Electronics 1 and 2</td>
<td></td>
</tr>
<tr>
<td>Length: 1 Semester</td>
<td></td>
</tr>
<tr>
<td>Credit: 1</td>
<td></td>
</tr>
<tr>
<td>Description: This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ISC 112 (INDUSTRIAL SAFETY) – IY602XO</strong></th>
<th><strong>(SW)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: Electronics 1 and 2</td>
<td></td>
</tr>
<tr>
<td>Length: 1 Semester</td>
<td></td>
</tr>
<tr>
<td>Credit: 1</td>
<td></td>
</tr>
<tr>
<td>Description: ISC 112 Industrial Safety introduces the principles of industrial safety. Emphasis is place on industrial safety, OSHA, and environmental regulations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ELC 128 (INTRO TO PLC) – IX772XO</strong></th>
<th><strong>(SW)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: Electronics 1 and 2</td>
<td></td>
</tr>
<tr>
<td>Length: 1 Semester</td>
<td></td>
</tr>
<tr>
<td>Credit: 1</td>
<td></td>
</tr>
<tr>
<td>Description: 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</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MEC 151 (MECHANICAL MFG SYSTEMS) – IR422XO</strong></th>
<th><strong>(SW)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: Electronics 1 and 2</td>
<td></td>
</tr>
<tr>
<td>Length: 1 Semester</td>
<td></td>
</tr>
<tr>
<td>Credit: 1</td>
<td></td>
</tr>
<tr>
<td>Description: This course covers mechanical systems and sub-systems including timing cams, cam followers, timing belts, servo-motors, mechanical drive units, bearings, and mechanical linkage. Emphasis will be placed on the understanding of these components and their integration into operating systems. Upon completion, students should be able to diagnose mechanical problems using a structured approach to troubleshooting mechanical systems and sub-systems.</td>
<td></td>
</tr>
</tbody>
</table>

58
ELC 112 (DC/AC ELECTRICITY) – IX672XO
Prerequisites: Electronics 1 and 2
Length: 1 Semester
Credit: 1
Description: 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.

IMPORTANT INFORMATION about AMP:
Students will receive articulated credit for ELC 112 provided they make an A or B in electronics 1 and 2 and a score of 85 or better on the exam.
Upon entering, Edgecombe Community College Manufacturing Program or Electrical Systems Technology Program, students may apply for the Cummins Rocky Mount Engines Plant’s Work Study Scholarship Program. Students maintaining a 3.0 GPA can interview and if successful, Cummins hires them to work 15-20 hours per week while attending school. Cummins pays for students’ tuition, books and fees while in the program. Students must maintain 3.0 GPA and meet requirements of job assignments of Cummins with monthly manager documented reviews.

Special Interest Topics

LIBRARY SCIENCE – 96102XOLS
Prerequisites: Grades 11 and 12
Length: 1 Semester
Credit: 1
Description: The purpose of Library Science is to provide students with the skills necessary for using a variety of media for personal growth and vocational pursuits. Students develop proficiency in media materials and equipment in order to render service to the school population. Students will also explore possible career choices in library science. Grades will be computed and assigned on a Satisfactory or Unsatisfactory Scale (S or U) and WILL NOT be computed with the student’s GPA. Word processing is required.

INDEPENDENT STUDY – 96102XIS
Prerequisites: Written recommendation of Instructor
Length: 1 Semester
Credit: 1
Description: This class is designed to give students guided individual study of a special interest topic for which the student has exceptional aptitude. The course will be designed around specific interest clusters with input from both the instructor and the student. Grading procedures will be contractual. This class is designed to be an in depth study of a narrow topic and is project oriented.

YEARBOOK – 96102XOYB
Prerequisites: Teacher/Counselor Recommendation
Length: 1 Semester
Credit: 1
Description: Recommended prerequisite(s): The introductory yearbook course offers the student total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copy writing, and proofing.
TEACHER CADET I HONORS – 96045XO
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Early College Teacher Cadet I scholars begin to develop the knowledge, skills, and dispositions needed to become exemplary teachers.

TEACHER CADET II HONORS – 96065XO
Prerequisites: Teacher Cadet I Honors
Length: 1 Semester
Credit: 1
Description: Early College Teacher Cadet II scholars continue to develop the knowledge, skills, and dispositions from the previous course with additional emphasis on leadership development, pedagogy, and personal development.

SEMINAR – 96102XOCSS
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Early college scholars taking seminar engage in project-based learning, service learning, and the Early College Reads Program.

COMPUTER SCIENCE PRINCIPLES HONORS – BL085XO
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: An Introductory AP course designed and taught primarily online to broaden participation in computer science. Units include, “The Internet”, “Digital Information”, “Algorithms and Programming”, “Big Data and Privacy”, Building Apps”, and “Performance Tasks”.

![Image of a smiling emoji reading a book]
# 2017-2018 – N.C. Career Clusters

**Completer of a Cluster:** 4 courses in a pathway; at least 3 from Foundation Courses; one Foundation Course must be a completer marked with an *, one may be from Enhancement Courses.

## Agriculture, Foods & Natural Resources Cluster

### Food Products & Processing Systems Pathway

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>7015 Teen Living (N, SW, T)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8726 Personal Finance (N, SW, T)</td>
</tr>
<tr>
<td></td>
<td>7045 Foods I (N, SW, T)</td>
</tr>
<tr>
<td></td>
<td>7045 Foods II Enterprise* (N, SW, T)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhancement Courses</th>
<th>6145 Career Management (N, T)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6417 Microsoft Word, PowerPoint, Publisher (N, SW, T)</td>
</tr>
<tr>
<td></td>
<td>8721 Entrepreneurship I (N, SW, T)</td>
</tr>
<tr>
<td></td>
<td>8585 CTE Advanced Studies (N, SW, T)</td>
</tr>
<tr>
<td></td>
<td>8598 CTE Apprenticeship (N, SW, T)</td>
</tr>
<tr>
<td></td>
<td>8597 CTE Internship (N, SW, T)</td>
</tr>
</tbody>
</table>

### Plant Systems Pathway

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>6810 Agriscience Applications (N, SW)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6841 Horticulture 1 (N, SW)</td>
</tr>
<tr>
<td></td>
<td>6843 Horticulture 2 – Landscpaing* (SW)</td>
</tr>
<tr>
<td></td>
<td>6871 Biotechnology &amp; Agriscience (N, SW)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhancement Courses</th>
<th>6145 Career Management (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6417 Microsoft Word, PowerPoint, Publisher (N, SW)</td>
</tr>
<tr>
<td></td>
<td>8721 Entrepreneurship I (N, SW)</td>
</tr>
<tr>
<td></td>
<td>8585 CTE Advanced Studies (N, SW)</td>
</tr>
<tr>
<td></td>
<td>8598 CTE Apprenticeship (N, SW)</td>
</tr>
<tr>
<td></td>
<td>8597 CTE Internship (N, SW)</td>
</tr>
<tr>
<td>Architecture &amp; Construction Cluster</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Construction Pathway – Career &amp; College Promise at Edgecombe Community College</strong></td>
<td></td>
</tr>
<tr>
<td>(Available to all high school students during their 11th &amp; 12th grade)</td>
<td></td>
</tr>
<tr>
<td>Completer* after passing four of the following. Student must maintain at least a “C” in all courses to remain in the program.</td>
<td></td>
</tr>
<tr>
<td><strong>Facility Maintenance Worker – Construction Building Certificate (N, T)</strong></td>
<td></td>
</tr>
<tr>
<td>FMW 102 Practical Wiring I (ECC)</td>
<td>MAS 140 Intro to Masonry (ECC)</td>
</tr>
<tr>
<td>FMW 105 Basic Heating (ECC)</td>
<td>FMW 107 Intro to Carpentry (ECC)</td>
</tr>
<tr>
<td>BPR 130 Blueprint Reading plus ISC 115 Construction Safety (ECC)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Management &amp; Administration Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Management Pathway</strong></td>
</tr>
<tr>
<td><strong>Foundational Courses</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Enhancement Courses</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| General Management Pathway – Career & College Promise at Edgecombe Community College |
| (Available to all high school students during their 11th & 12th grade) |
| Completer* after passing four of the following. Student must maintain at least a “C” in all courses to remain in the program. |
| **Business Administration – Business Leadership Certificate (N, T)** |
| BUS 115 Business Law I (ECC) | BUS 137 Principles of Management (ECC) |
| CIS 110 Intro to Computers (ECC) | MKT 120 Principles of Marketing (ECC) |

<table>
<thead>
<tr>
<th>Arts, A/V Technology &amp; Communications Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audio &amp; Video Technology &amp; Film Pathway</strong></td>
</tr>
<tr>
<td><strong>Foundational Courses</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Enhancement Courses</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Health Science Cluster

#### Therapeutic Services Pathway

| Foundational Courses | 7210 Health Team Relations (N, T)  
7240 Health Science I (N, T)  
7242 Health Science II * (N, T)  
7243 Nursing Fundamentals (2 credits) (N, T) |
|----------------------|------------------------------------------------------------------|
| Enhancement Courses  | 6145 Career Management (N, T)  
6417 Microsoft Word, PowerPoint, Publisher (N, T)  
6621 Marketing (T)  
7065 Parenting & Child Development (N, T)  
8716 Entrepreneurship I (N, T)  
8726 Personal Finance (N, T)  
8585 CTE Advanced Studies (N, T)  
8598 CTE Apprenticeship (N, T)  
8597 CTE Internship (N, T) |

#### Support Services Pathway – Career & College Promise at Edgecombe Community College

(Available to all high school students during their 11th & 12th grade)
Completeer* after passing four of the following. Student must maintain at least a “C” in all courses to remain in the program.

<table>
<thead>
<tr>
<th>Medical Office Administration Certificate (N, T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 121 Medical Terminology I (ECC)</td>
</tr>
<tr>
<td>MED 122 Medical Terminology II (ECC)</td>
</tr>
<tr>
<td>OST 131 Keyboarding (ECC)</td>
</tr>
</tbody>
</table>

### Business Management & Administration Cluster

#### General Management Pathway

| Foundational Courses | 8721 Principles of Business (SW)  
6417 Microsoft Word, PowerPoint, Publisher (SW, 6311 Accounting I (SW)  
8716 Entrepreneurship I* (SW)  
8717 Entrepreneurship II (SW) |
|----------------------|------------------------------------------------------------------------------------|
| Enhancement Courses  | 6414 Multimedia Webpage Design (SW)  
6621 Marketing (SW)  
8726 Personal Finance (SW)  
8585 CTE Advanced Studies (SW)  
8598 CTE Apprenticeship (SW)  
8597 CTE Internship (SW) |

#### General Management Pathway – Career & College Promise at Edgecombe Community College

(Available to all high school students during their 11th & 12th grade)
Completeer* after passing four of the following. Student must maintain at least a “C” in all courses to remain in the program.

<table>
<thead>
<tr>
<th>Business Administration – Business Leadership Certificate (SW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 115 Business Law I (ECC)</td>
</tr>
<tr>
<td>BUS 137 Principles of Management (ECC)</td>
</tr>
</tbody>
</table>
### CIS 110 Intro to Computers (ECC)

### MKT 120 Principles of Marketing (ECC)

#### Finance Cluster

##### Business Finance Pathway

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Enhancement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>8721 Principles of Business &amp; Finance (SW)</td>
<td>6417 Microsoft Word, PowerPoint, Publisher (SW)</td>
</tr>
<tr>
<td>8726 Personal Finance</td>
<td>6621 Marketing (SW)</td>
</tr>
<tr>
<td>6311 Accounting I 6312 Accounting II H * (SW)</td>
<td>8585 CTE Advanced Studies 8598 CTE Apprenticeship (SW)</td>
</tr>
<tr>
<td>8716 Entrepreneurship I (SW)</td>
<td>8597 CTE Internship (SW)</td>
</tr>
</tbody>
</table>

#### Health Science Cluster

##### Therapeutic Services Pathway

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Enhancement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>7210 Health Team Relations (SW)</td>
<td>6417 Microsoft Word, PowerPoint, Publisher (SW)</td>
</tr>
<tr>
<td>7240 Health Science I</td>
<td>6621 Marketing (SW)</td>
</tr>
<tr>
<td>7242 Health Science II * (SW)</td>
<td>7065 Parenting &amp; Child Development (SW)</td>
</tr>
<tr>
<td>7243 Nursing Fundamentals (2 credits) (SW)</td>
<td>8716 Entrepreneurship I</td>
</tr>
<tr>
<td></td>
<td>8726 Personal Finance (SW)</td>
</tr>
<tr>
<td></td>
<td>8585 CTE Advanced Studies</td>
</tr>
<tr>
<td></td>
<td>8598 CTE Apprenticeship (SW)</td>
</tr>
<tr>
<td></td>
<td>8597 CTE Internship (SW)</td>
</tr>
</tbody>
</table>

#### Support Services Pathway – Career & College Promise at Edgecombe Community College

(Available to all high school students during their 11th & 12th grade)
Completer* after passing four of the following. Student must maintain at least a “C” in all courses to remain in the program.

**Medical Office Administration Certificate** (SW)

<table>
<thead>
<tr>
<th>MED 121 Medical Terminology I (ECC)</th>
<th>OST 148 Medical Coding Billing &amp; Insurance (ECC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 122 Medical Terminology II (ECC)</td>
<td>OST 149 Medical Legal Issues (ECC)</td>
</tr>
<tr>
<td>OST 131 Keyboarding (ECC)</td>
<td>OST 243 Medical Office Simulation (ECC)</td>
</tr>
</tbody>
</table>
## Hospitality & Tourism Cluster

### Travel & Tourism Pathway

<table>
<thead>
<tr>
<th>Foundational Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>6621 Marketing (SW, T)</td>
</tr>
<tr>
<td>6670 Sports &amp; Entertainment Marketing I (SW, T)</td>
</tr>
<tr>
<td>6671 Sports &amp; Entertainment Marketing II * (SW, T)</td>
</tr>
<tr>
<td>8716 Entrepreneurship I (SW, T)</td>
</tr>
<tr>
<td>8717 Entrepreneurship II H (SW,T)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhancement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>6417 Microsoft Word, PowerPoint, Publisher (SW, T)</td>
</tr>
<tr>
<td>6414 Multimedia Webpage Design (SW, T)</td>
</tr>
<tr>
<td>8716 Entrepreneurship I (SW, T)</td>
</tr>
<tr>
<td>7065 Parenting &amp; Child Development (T)</td>
</tr>
<tr>
<td>8585 CTE Advanced Studies (SW, T)</td>
</tr>
<tr>
<td>8598 CTE Apprenticeship (SW, T)</td>
</tr>
<tr>
<td>8597 CTE Internship (SW, T)</td>
</tr>
</tbody>
</table>

## Human Services Cluster

### Early Childhood Development Services Pathway

<table>
<thead>
<tr>
<th>Foundational Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>7015 Teen Living (N, SW)</td>
</tr>
<tr>
<td>8726 Personal Finance (N, T)</td>
</tr>
<tr>
<td>8721 Principles of Business &amp; Finance (N, SW, T)</td>
</tr>
<tr>
<td>7065 Parenting &amp; Child Development (N)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enhancement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>6145 Career Management (N, T)</td>
</tr>
<tr>
<td>6417 Microsoft Word. PowerPoint, Publisher (N, SW, T)</td>
</tr>
<tr>
<td>7045 Foods I (N, SW, T)</td>
</tr>
<tr>
<td>8716 Entrepreneurship I (N, SW, T)</td>
</tr>
<tr>
<td>8585 CTE Advanced Studies (N, SW, T)</td>
</tr>
<tr>
<td>8598 CTE Apprenticeship (N, SW, T)</td>
</tr>
<tr>
<td>8597 CTE Internship (N, SW, T)</td>
</tr>
</tbody>
</table>

### Early Childhood Development Pathway – Career & College Promise at Edgecombe Community College  
(Available to all high school students during their 11th & 12th grade)  
Completer* after passing three of the following. Student must maintain at least a “C” in all courses to remain in the program.

### Early Childhood Education Certificate (N, SW, T)

<table>
<thead>
<tr>
<th>EDU 119 Intro to Early Childhood Education (ECC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 145 Child Development II (ECC)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDU 131 Child, Family, and Community (ECC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 153 Health, Safety, and Nutrition plus EDU 153A Lab (ECC)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDU 144 Child Development I (ECC)</th>
</tr>
</thead>
</table>

### Consumer Services Pathway – Career & College Promise at Edgecombe Community College  
(Available to all high school students during their 11th & 12th grade)  
Completer* after passing both of the following. Student must maintain at least a “C” in all courses to remain in the program.

### Manicuring/Nail Technology Certificate (N, SW)

<table>
<thead>
<tr>
<th>COS 121 Manicuring/Nail Technology (ECC) (2 credit block)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 222 Manicuring/Nail Technology* (ECC) (2 credit block)</td>
</tr>
</tbody>
</table>
### Information Technology Cluster

#### Web & Digital Communications Pathway

| Foundational Courses          | 8721 Principles of Business & Finance (T)  
|                              | 6414 Multimedia & Webpage Design (T)  
|                              | 6415 e-Commerce I * (T)  
|                              | 6416 e-Commerce II (T)  
| Enhancement Courses           | 6145 Career Management (T)  
|                              | 6417 Microsoft Word, PowerPoint, Publisher(T)  
|                              | 8716 Entrepreneurship I (T)  
|                              | 8726 Personal Finance (T)  
|                              | 8585 CTE Advanced Studies (T)  
|                              | 8598 CTE Apprenticeship (T)  
|                              | 8597 CTE Internship (T)  

#### Information Support & Services Pathway – Career & College Promise at Edgecombe Community College  
(Available to all high school students during their 11th & 12th grade)  
Completer* after passing four of the following. Student must maintain at least a “C” in all courses to remain in the program.  
*The course offering are subject to change based upon state level decisions.

#### Computer Information Technology – Linux Certificate (N, SW, T)

| CIS 110 Intro to Computers (ECC) | SEC 110 Security Concepts (ECC)  
| NOS 120 Linux/Unix Single User (ECC) | NOS 220 Linux/Unix Administration I (ECC)  

#### Computer Information Technology – PC Troubleshooting Certificate (N, SW)

| CIS 110 Intro to Computers (ECC) | COS 130 Windows Single User (ECC)  
| CTS 120 Hardware/Software Support(ECC) | NOS 110 Operating Systems Concepts (ECC)  
| NOS 120 Linux/Unix Single User (ECC) |  

### Law, Public Safety, Corrections & Security Cluster

#### Information Support & Services Pathway – Career & College Promise at Edgecombe Community College  
(Available to all high school students during their 11th & 12th grade)  
Completer* after passing four of the following. Student must maintain at least a “C” in all courses to remain in the program.

#### Criminal Justice Technology Certificate (N, SW, T)

| CJC 112 Criminology (ECC) | CJC 111 Intro to Criminal Justice (ECC)*  
| CJC 131 Criminal Law (ECC) | CJC 111 Intro to Criminal Justice (ECC)*  

---

66
### Manufacturing Cluster
### Maintenance Installation & Repair Pathway

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Enhancement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>8721 Principles of Business &amp; Finance (SW)</td>
<td>6417 Microsoft Word, PowerPoint, Publisher (SW)</td>
</tr>
<tr>
<td>7631 Electronics I (SW)</td>
<td>6621 Marketing (SW)</td>
</tr>
<tr>
<td>7632 Electronics II* (SW)</td>
<td>8716 Entrepreneurship I (SW)</td>
</tr>
<tr>
<td>ELN 229 ELN 231 (SW)</td>
<td>8585 CTE Advanced Studies (SW)</td>
</tr>
<tr>
<td></td>
<td>8598 CTE Apprenticeship (SW)</td>
</tr>
<tr>
<td></td>
<td>8597 CTE Internship (SW)</td>
</tr>
</tbody>
</table>

### Manufacturing Cluster
### Maintenance Installation & Repair Pathway - SouthWest

**Maintenance Installation & Repair Pathway – Career & College Promise at Edgecombe Community College** (Available to all high school students during their 11th & 12th grade)

Completer* after passing four of the following. Student must maintain at least a “C” in all courses to remain in the program.

#### Electrical/Electronic Technology – Electrical Wiring Certificate

<table>
<thead>
<tr>
<th>ELC 112 DC/AC Electricity (ECC)</th>
<th>ELC 126 Electrical Computations (ECC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ELC 112 and ELC 126 can be articulated by 7631 Electronics I and 7632 Electronics II at SWE</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELC113 Basic Wiring I (ECC)</th>
<th>ELN 117 Motors and Controls (ECC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISC 112 Industrial Safety (ECC)</td>
<td></td>
</tr>
</tbody>
</table>

#### Electrical/Electronic Technology – Industrial Electronics Certificate

<table>
<thead>
<tr>
<th>ELC 112 DC/AC Electricity (ECC)</th>
<th>ELC 126 Electrical Computations (ECC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ELC 112 and ELC 126 can be articulated by 7631 Electronics I and 7632 Electronics II at SWE</em></td>
<td></td>
</tr>
</tbody>
</table>

<p>| ELN 229 Industrial Electronics (ECC)                                                    | ELN 231 Industrial Controls (ECC)                                                    |</p>
<table>
<thead>
<tr>
<th>Science, Technology, Engineering &amp; Mathematics Cluster</th>
</tr>
</thead>
</table>
| **Engineering & Technology Pathway – Career & College Promise at Edgecombe Community College**  
(Available to all high school students during their 11th & 12th grade)  
Completer* after passing four of the following. Student must maintain at least a “C” in all courses to remain in the program. |
| **Mechanical Drafting Technology Diploma- SW, T** |
| ENG 102 Applied Communications I (ECC) | MAT 101 Applied Mathematics I (ECC) |
| DFT 111 Technical Drafting I (ECC) | DFT 112 Technical Drafting II (ECC) |
| DFT 151 CAD I (ECC) | DFT 152 CAD II (ECC) |
| MEC 111 Machine Process I (ECC) | CIS 110 Intro to Computers (ECC) |
| DFT 119 Basic CAD (ECC) | ISC 112 Industrial Safety (ECC) |
| ISCC 132 Manufacturing Quality Control (ECC) | MEC 181 Intro to CIM plus MEC 231 Computer-Aided Manufacturing I (ECC) |

<table>
<thead>
<tr>
<th>Transportation, Distribution &amp; Logistics Cluster (N, SW), T</th>
</tr>
</thead>
</table>
| **Facility & Mobile Equipment Maintenance Pathway – Career & College Promise at Edgecombe Community College**  
(Available to all high school students during their 11th & 12th grade)  
Completer* after passing four of the following. Student must maintain at least a “C” in all courses to remain in the program. |
| **Collision Repair and Refinishing – Non-Structural Damage Certificate** |
| AUB 121 Non-Structural Damage I (ECC) | AUB 122 Non-Structural Damage II (ECC) |
| AUB 134 Autobody MIG Welding (ECC) | AUB 136 Plastics and Adhesives (ECC) |
| **Collision Repair and Refinishing – Painting and Refinishing Certificate** |
| AUB 111 Painting and Refinishing I (ECC) | AUB 112 Painting and Refinishing II (ECC) |
| AUB 114 Special Finishes (ECC) | AUB 121 Non-Structural Damage I (ECC) |
| **Automotive Systems Technology-Basic Automotive Servicing** Certificate (Revision from State level not approved yet. This certificate will change) |
| AUT 141 Suspension and Steering Systems (ECC) | AUT 151 Brake Systems (ECC) |
| AUT 161 Basic Auto Electricity (ECC) | AUT 181 Engine Performance I (ECC) |

*Please see your school counselor for more information on CTE Career Clusters.*
Course Planning Guide

Please see the following pages (70-71) to help you determine which courses you want to take for the 2017-2018 school year.

Be sure to contact your school guidance counselor if you have any questions about your schedule.
Name: ________________________________

9th grade entry year: 2013/2014 or later

Future Ready Graduation Checklist

Notes:

_____ 4 Year College  _____ Community College  _____ Workforce  _____ Military

English:
_____ English I  _____ English II  _____ English III  _____ English IV

Math:

_____ Math I  _____ Math II

Science:
_____ Earth/Env.  _____ Physical Science  _____ Biology

Social Studies:

Health & PE:
_____ Health/PE  _____ Spanish I  _____ Spanish II

Spanish: (*required for 4 year college admission)

Electives: (CTE, Arts, ROTC, Core Subjects) (12 Total Elective Credits):

_____ 1. _____________________________  _____ 10. _____________________________

_____ 2. _____________________________  _____ 11. _____________________________

_____ 3. _____________________________  _____ 12. _____________________________

_____ 4. _____________________________  _____ 13. _____________________________

_____ 5. _____________________________  _____ 14. _____________________________

_____ 6. _____________________________  _____ 15. _____________________________

_____ 7. _____________________________  _____ 16. _____________________________

_____ 8. _____________________________  _____ 17. _____________________________

_____ 9. _____________________________  _____ 18. _____________________________

TOTAL CREDITS PASSED: _________ of 28 needed for graduation
Graduation Checklist: Occupational Course of Study

Name: ___________________________ 9th grade entry year: ______

Notes:

____ 4 Year College  ____ Community College  ____ Workforce  ____ Military

English:
____ OCS English I  ____ OCS English II  ____ OCS English III  ____ OCS English IV

Math:

Science:
____ OCS Applied Science  ____ OCS Biology

Social Studies:
____ OCS American History I  ____ OCS American History II

Preparation:
____ OCC Prep I  ____ OCC Prep II (2 credits)  ____ OCC Prep III (2 credits)  ____ OCC Prep IV

Physical Education:
____ Health/PE

Career Technical Education:
*must have 4 credits, no concentration required*

___________________________________________

___________________________________________

Electives:
___________________________________________

___________________________________________

___________________________________________

_______ Total Credits Passed of 28 needed for graduation |
Edgecombe Early College High School
2009 West Wilson St (ECC Campus)
Tarboro, NC 27886
(252) 823-5166 ext. 192

North Edgecombe High School
7589 NC 33-NW
Tarboro, NC 27886
(252) 823-3562

SouthWest Edgecombe High School
5912 NC 43 North
PineTop, NC 27886
(252) 827-5016

Tarboro High School
1400 Howard Avenue
Tarboro, NC 27886
(252) 823-4284

Edgecombe County Public Schools
2311 N. Main Street
PO Box 7128
Tarboro, NC 27886
(252) 641-2600
www.ecps.us