

# **HIGH SCHOOL COURSE GUIDE**

**2018 — 2019**



## **Edgecombe County Public Schools**

**Focused, Connected, Ready**

Edgecombe Early College High School  
North Edgecombe High School  
South West Edgecombe High School  
Tarboro High School



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.

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## 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:

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**For Ninth Graders Entering in  
2012-13 and Later  
Two Courses of Study Leading to One Diploma**

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

\* 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>.

\*\*\*\*\* 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" (Withdrew Passing or Withdrew 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)

# REGISTRATION INFORMATION

## 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. 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

The following revised plan is effective for students who enter the ninth grade for the first time in or after 2012-2013. Students must:

- Begin planning for the program before entering ninth grade to ensure they obtain the most flexibility in their courses.
- Complete all the requirements of this North Carolina Academic Scholars Program.
- Have an overall four-year un-weighted grade point average of **3.500**
- Complete all requirements for a North Carolina high school diploma.

2009-2010 (Class of 2015)		2012-2013 and beyond (Class of 2016 and beyond)		Changes
Future-Ready Core Course of Study		Future-Ready Core Course of Study		
Credits		Credits		
4	English I, II, III, IV	4	English I, II, III, IV	
4	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)	4	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)	

3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	
3	Social Studies (World History, Civics/Economics, and U.S. History)	4	Social Studies (World History, American History: Founding Principles, Civics and Economics, <u>American History I: The Founding Principles and American History II</u> )*	* Addition of fourth unit of social studies
1	Health and Physical Education	1	Health and Physical Education	
6	Two (2) elective credits in a second language required for the UNC System  Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area	6	Two (2) elective credits in a second language required for the UNC System  Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area	
3	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses	3	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses	
<b>OR</b>		<b>OR</b>		
2	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses  And  Completion of The North Carolina Graduation Project	2	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses  And  Completion of The North Carolina Graduation Project	
24 or 23+ NCGP		25 or 24+ NCGP		Increases credit required by one.

## 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.

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

# 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.

# NC Career and College Promise High School Programs

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 8<sup>th</sup> 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.

Test	PLAN**	PSAT 2014 and earlier**	PSAT 2015 and Future**	Asset (NCCCS Cut Score)	COMPASS (NCCS Cut Score)	Accuplacer (NCCS Cut Score)	NC DAP (NCCCS Cut Score)
English	15	45	26	41 Writing	70 Writing	86 Sentence Skills	Composite Score of 151 or higher***
Reading	18	47	26	41 Reading	81 Reading	80 Reading	

Mathematics	19	47	24.5	41 Numerical Skills and 41 Int. Algebra	47 Pre-Algebra and 66 Algebra	55 Arithmetic and 75 Elem. Algebra	7 on each assessment for DMA 010 thru 060
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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:\*

SAT (Pre-March 2016)		SAT (March 2016 and Future)		Pre-ACT		ACT	
English	500	Evidence-Based Reading and Writing	480	English	18	English	18
Critical Reading	500			Reading	22	Reading	22
Mathematics	500	Mathematics	530	Mathematics	22	Mathematics	22

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:

- Have a cumulative weighted GPA of 3.5;
- Have completed two years of high school English with a grade of 'C' or higher;
- Have completed high school Algebra II (or a higher level math class) with a grade of 'C' of higher;
- Obtain the written approval of the high school principal or his/her designee; and,
- 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)

Courses	Hours
ENG 111 Writing and Inquiry	3 SHC
ENG 112 Writing/Research in the Disciplines	3 SHC
COM 231 Public Speaking	3 SHC
ART 111 Art Appreciation	3 SHC
ENG 231 American Literature I	3 SHC
ENG 232 American Literature II	3 SHC
MUS 110 Music Appreciation	3 SHC
PHI 240 Introduction to Ethics	3 SHC
ECO 251 Principles of Microeconomics	3 SHC

ECO 252 Principles of Macroeconomics	3 SHC
HIS 111 World Civilizations I	3 SHC
HIS 112 World Civilizations II	3 SHC
HIS 131 American History I	3 SHC
HIS 132 American History II	3 SHC
POL 120 American Government	3 SHC
PSY 150 General Psychology	3 SHC
SOC 210 Intro to Sociology	3 SHC
MAT 143 Quantitative Literacy	3 SHC
MAT 152 Statistical Methods I	4 SHC
MAT 171 Precalculus Algebra	4 SHC
AST 111/111A Descriptive Astronomy and Lab	4 SHC
BIO 110 Principles of Biology	4 SHC
BIO 111 General Biology I	4 SHC
CHM 151 General Chemistry I	4 SHC
GEL 111 Intro to Geology	4 SHC
PHY 110/110A Conceptual Physics and Lab	4 SHC
ACA 122 College Transfer Success	2 SHC

This pathway will lead to Associate in Science (P1042C)

<b>Courses</b>	<b>Hours</b>
ENG 111 Writing and Inquiry	3 SHC
ENG 112 Writing/Research in the Disciplines	3 SHC
COM 231 Public Speaking	3 SHC
ART 111 Art Appreciation	3 SHC
ENG 231 American Literature I	3 SHC
ENG 232 American Literature II	3 SHC
MUS 110 Music Appreciation	3 SHC
PHI 240 Introduction to Ethics	3 SHC
ECO 251 Principles of Microeconomics	3 SHC
ECO 252 Principles of Macroeconomics	3 SHC
HIS 111 World Civilizations I	3 SHC
HIS 112 World Civilizations II	3 SHC
HIS 131 American History I	3 SHC
HIS 132 American History II	3 SHC
POL 120 American Government	3 SHC
PSY 150 General Psychology	3 SHC
SOC 210 Intro to Sociology	3 SHC
MAT 171 Precalculus Algebra	4 SHC
MAT 172 Pre-calculus Trigonometry	4 SHC
MAT 271 Calculus I	4 SHC
BIO 110 Principles of Biology	4 SHC
BIO 111 General Biology I	4 SHC
BIO 112 General Biology II	4 SHC
CHM 151 General Chemistry I	4 SHC
CHM 152 General Chemistry II	4 SHC
GEL 111 Intro to Geology	4 SHC
PHY 110/110A Conceptual Physics and lab	4 SHC

PHY 151 College Physics I	4 SHC
PHY 152 College Physics II	4 SHC
PHY 251 General Physics I	4 SHC
PHY 252 General Physics II	4 SHC
ACA 122 College Transfer Success	2 SHC

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)

Courses For Fall	Hours
AUB 121 Non-Structural Damage I	3 SHC
TRN 110 Intro to Transport Tech	2 SHC
Courses for Spring	Hours
AUB 111 Painting and Refinishing I	4 SHC
TRN 180 Basic Welding for Transp	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

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

Courses for Fall	Hours
TRN 110 Intro to Transport Tech	2 SHC
AUT 116 Engine Repair	3 SHC
Courses for Spring	Hours
TRN 120 Basic Transp Electricity	7 SHC
AUT 151 Brake Systems	5 SHC
<b>Total Hours</b>	<b>17 SHC</b>

### Criminal Justice Technology Certificate (CC55180AH)

Courses for Fall	Hours
CJC 131 Criminal Law	3 SHC
CJC 112 Criminology	3 SHC
Courses for Spring	Hours
CJC 111 Intro to Criminal Justice	3 SHC
CJC 221 Investigative Principles	4 SHC
<b>Total Hours</b>	<b>13 SHC</b>

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

<b>Courses for Fall</b>	<b>Hours</b>
BUS 115 Business Law I	3 SHC
MKT 120 Principles of Marketing	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
BUS 137 Principles of Management	3 SHC
CIS 110 Intro to Computers	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Early Childhood Education Certificate (C55220BH)**

<b>Courses for Fall</b>	<b>Hours</b>
EDU 119 Intro to Early Childhood Education	4 SHC
EDU 151 Creative Activities	3 SHC
EDU 151 A Creative Activities Lab	1 SHC
<b>Classes for Spring</b>	<b>Hours</b>
EDU 131 Child, Family, and Community	3 SHC
EDU 153 Health, Safety, and Nutrition	3 SHC
EDU 153 A	1S HC
<b>Total Hours</b>	<b>15 SHC</b>

**Medical Office Administration Certificate (C25310AH)**

<b>Courses</b>	<b>Hours</b>
MED 121 Medical Terminology I	3 SHC
MED 122 Medical Terminology II	3 SHC
OST 131 Keyboarding	2 SHC
OST 148 Medical Coding Billing & Insurance	3 SHC
OST 149 Medical Legal Issues	3 SHC
OST 243 Medical Office Simulation	3 SHC
<b>Total Hours</b>	<b>17 SHC</b>

**Electrical Systems Technology                      Taught at NEHS & ECC  
AMP Certificate (C35130GH)**

<b>Courses for Fall</b>	<b>Hours</b>
ELC 112 DC/AC Electricity (articulated credit)	5 SHC
ELC 113 Basic Wiring I	4 SHC
ISC 112 Industrial Safety	2 SHC
<b>Courses for Spring</b>	
ELC126 Electrical Computations	3 SHC
ELC 117 Motors and Controls	4 SHC
<b>Total Hours</b>	<b>18 SHC</b>

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

<b>Courses for Fall</b>	<b>Hours</b>
ELC 112 DC/AC Electricity (Articulated credit)	5 SHC
ELN 229AA Industrial Electronics Part I (Articulated credit)	2 SHC
ELC 126 Electrical Computations(articulated credit)	3 SHC
<b>Courses for Spring (at SWE)</b>	
ELN 231 Industrial Controls	3 SHC
ELN 229AB Industrial Electronics Part II	2 SHC
<b>Total Hours</b>	<b>15 SHC</b>

**Cosmetology Certificate (C55140AH)**

<b>Courses for Fall</b>	<b>Hours</b>
COS 111AB Cosmetology Concepts I	2 SHC
COS 112AB Salon I	4 SHC
<b>Courses for Spring</b>	<b>Hours</b>
COS 111BB Cosmetology Concepts II	2 SCH
COS 112BB Salon II	4 SCH
<b>Other classes</b>	
COS 113 Cosmetology Concepts II	4 SHC
COS 114 Salon II	8 SHC
COS 115 Cosmetology Concepts III	4 SHC
COS 116 Salon III	4 SHC
Cos 117 Cosmetology Concepts IV	2 SHC
<b>Total Hours</b>	<b>34 SHC</b>

**Human Services Technology Certificate (C45380AH)**

<b>Courses for Fall</b>	<b>Hours</b>
HSE 110 Introduction to Human Services	3 SHC
HSE 123 Interviewing	3 SHC
PSY 150 General Psychology	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
SAB 110 Substance Abuse Overview	3 SHC
SOC 210 Introduction to Sociology	3 SHC
<b>Total Hours</b>	<b>15 SHC</b>

**Nurse Aide I Certificate (C45840AH)**

(Only rising seniors who meet local requirements for their respective high schools are eligible to enroll in this certificate.)

<b>Courses for Fall</b>	<b>Hours</b>
HSC 120 CPR	1 SHC
NAS 101 Nurse Aide I	6 SHC
<b>Courses for Spring</b>	<b>Hours</b>
NAS 102 Nurse Aide II	6 SHC
HSC 110 Orientation to Health Careers	1 SHC
<b>Total Hours</b>	<b>14 SHC</b>

**Historic Preservation Technology Certificate (C35110AH)**

<b>Courses for Fall</b>	<b>Hours</b>
HPT 116 Historical Drafting	2 SHC
HPT 233 Historic Construction Methods	4 SHC
<b>Courses for Spring</b>	
HPT 110 Historic Cultural Landscape	3 SHC
CST 244 Sustainability Building Design	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Computer Technology Integration  
Information Systems Foundation (C25500FH)**

<b>Courses for Fall</b>	<b>Hours</b>
NOS 110 Operating Systems Concepts	3 SHC
CTI 120 Network and Sec. Foundation	3 SHC
<b>Courses for Spring</b>	
CIS 110 Intro To Computers	3 SHC
CIS 115 Intro To Programming and Logic	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Mechanical Drafting Technology  
Engineering Design Certificate (C50340BH)**

<b>Courses for Fall</b>	<b>Hours</b>
DFT 151 CAD I	3 SHC
DFT 154 Intro Solid Modeling	3 SHC
<b>Courses for Spring</b>	
DFT 152 CAD II	3 SHC
MEC 180 Engineering Materials	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Facility Maintenance Worker  
Construction Building Certificate (C50170BH)  
Taught at THS & ECC**

<b>Courses for Fall</b>	<b>Hours</b>
FMW 107 Intro to Carpentry	3 SHC
BPR 130 Blueprint Reading/Construction	3 SHC
<b>Courses for Spring</b>	
FMW 102 House Wiring	4 SHC
ISC 112 Industrial Safety	2 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Facility Maintenance Worker  
Construction Building Certificate (C50170BH)  
Taught at SWE**

<b>Courses for Fall</b>	<b>Hours</b>
FMW 102 House Wiring	4 SHC
ISC 112 Industrial Safety	2 SHC
<b>Courses for Spring</b>	
FMW 107 Intro to Carpentry	3 SHC
BPR 130 Blueprint Reading/Construction	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

### Welding Certificate (C50420AH)

<b>Courses</b>	<b>Hours</b>
<b>Fall</b>	
WLD 112 Basic Welding Processes	1 SHC
WLD 110 Cutting Processes	2 SHC
ISC 112 Industrial Safety	2 SHC
<b>Spring</b>	
WLD115 SMAW (Stick) Plate	5 SHC
WLD 121 GMAW (MIG) Plate FCAW/Plate	4 SHC
<b>Total Hours</b>	<b>14 SHC</b>

### Networking Foundations Certificate (C25590AC)

<b>Courses</b>	<b>Hours</b>
<b>Fall</b>	
CTI 115 Computer Systems Foundations	3 SHC
CTI 120 Networking & Sec Foundations	3 SHC
<b>Spring</b>	
NET 110 Networking Concepts	3 SHC
NOS 230 Windows Admin I	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

### Support Foundations Certificate (C25590AB)

<b>Courses</b>	<b>Hours</b>
<b>Fall</b>	
CTI 115 Computer Systems Foundations	3 SHC
CTS 155 Tech Support Functions	3 SHC
<b>Spring</b>	
CTS 120 Hardware/Software Support	3 SHC
NOS 230 Windows Admin I	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

### Exploration Certificate (C25590AA)

<b>Courses</b>	<b>Hours</b>
<b>Fall</b>	
CTI 115 Computer Systems Foundations	3 SHC
CTI 120 Networking & Sec. Foundations	3 SHC
<b>Spring</b>	
CTI 110 Web, Pgm, & DB Foundations	3 SHC
CTS 115 Info Sys. Business Concepts	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

### Geospatial Technology (C40220BH)

<b>Courses</b>	<b>Hours</b>
<b>Fall</b>	
GIS 111 Intro to Geographic Info. Systems	3 SHC
GIS 120 Introduction to Geodesy	3 SHC
<b>Spring</b>	
GIS 112 Introduction to GPS	3 SHC
GIS 121 Georeferencing and Mapping	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

### CCENT Prep Certificate (C25590BA)

<b>Courses</b>	<b>Hours</b>
<b>Fall (1<sup>st</sup> semester)</b>	
CTI 115 Computer Systems Foundations	3 SHC
CTI 120 Networking & Sec Foundations	3 SHC
<b>Spring (2<sup>nd</sup> semester)</b>	
NET 125 Networking Basics	3 SHC
<b>Fall (3<sup>rd</sup> semester)</b>	
NET 126 (NET 125 Pre-req)	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

### Software Development Foundations Certificate (C25590CB)

<b>Spring (1<sup>st</sup> semester)</b>	
CIS 115 Intro to Programming and Logic (Math pre req)	3 SHC
CTI 110 Web, Pgm, & DB Foundations	3 SHC
<b>Fall (2<sup>nd</sup> semester)</b>	
CSC 134 C++ Programming	3 SHC
<b>Spring (3<sup>rd</sup> semester)</b>	
CSC 151 JAVA Programming	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

### Web and Mobile Development Foundations (C25590CA)

<b>Spring (1<sup>st</sup> semester)</b>	
CTI 110 Web, Pgm, & DB Foundations	3 SHC
<b>Fall (2<sup>nd</sup> semester)</b>	
CTI 150 Mobile Device Concepts	3 SHC
<b>Spring (3<sup>rd</sup> semester)</b>	
WEB 115 Web Markups & Scripting (CTI 110 pre req)	3 SHC
WEB 141 Mobile Interface Design (CTI 110 pre req)	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

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

### **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 – 102450XE4H****(E, N, SW, T)**

Prerequisites: English III &amp; 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)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: 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)**

Blended Course meets English IV graduation requirement

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: AP English Literature 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 course. This 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, N)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: 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 – 10315X0****(E, SW)**

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 – 10325X0****(E, SW)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: Journalism scholars develop advanced writing and project management skills related to journalism, digital texts, and yearbook.

**READING – 10012X0****(N)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: In this Reading seminar, North Edgecombe scholars will develop foundational skills in reading that are focused on the psychology of reading and reading development, analysis of complex texts, and knowledge of language structure and its application.

# World Languages

**SPANISH I – 11412XOS1****(E, N, SW, T)**

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****(E, N, SW, T)**

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**

**(SW)**

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 9<sup>th</sup> 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**

**(E, SW, T)**

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**

**(E, N, SW, T)**

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**

**(SW)**

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**

**(E, N, SW, T)**

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**

**(N, SW, T)**

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**

**(E)**

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.

### **MATH LOCAL ELECTIVE – 28002X0**

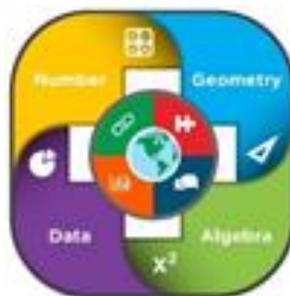
**(N)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: In this Math seminar, North Edgecombe scholars develop a conceptual understanding and communication of mathematical topics.



# Science

## **EARTH & ENVIRONMENTAL SCIENCE – 35012XOEE**

**(N, SW, T)**

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- 35015XOEEH**

**(E, N, SW, T)**

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**

**(E, N, SW, T)**

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**

**(N, SW, T)**

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**

**(E, N, SW, T)**

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**

**(N)**

Biology II – 2<sup>nd</sup> 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**

**(N)**

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**

**(N, SW, T)**

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.

### **ANATOMY & PHYSIOLOGY – 33302X0**

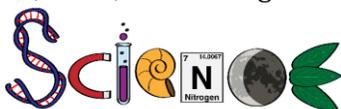
**(SW)**

Prerequisites: Earth Science, Physical Science, Biology, Chemistry

Length: 1 Semester

Credit: 1

Description: This is a semester long course designed for students who plan to enter careers that require extensive knowledge of the human body. Through this course, we will investigate the structure and function of the human body, as it pertains to organization, adaptations, and homeostasis. Coursework will include but is not limited to reading material, laboratory activities, projects, dissections, models, diagrams, notes, online assignments, and unit tests.



**SCIENCE LOCAL ELECTIVE – 30202X0INB****(N)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: In this Science seminar, North Edgecombe scholars will develop a conceptual understanding and communication of scientific topics.

## Social Studies

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****(N, SW, T)**

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****(E, N, SW, T)**

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****(N, SW, T)**

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****(E, N, SW, T)**

Prerequisites: World History &amp; 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****(N, SW, T)**

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****(E, N, SW, T)**

Prerequisites: American History I &amp; 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****(SW)**

Prerequisites: American History II &amp; 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****(SW, T)**

Prerequisites: American History I &amp; 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.

**AMERICAN HISTORY: – 42092XOCE  
FOUNDING PRINCIPLES, CIVICS, & ECONOMICS****(N, SW, T)**

Prerequisites: American History II

Length: 1 Semester

Credit: 1

Description: Students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. As informed decision-makers, students will apply acquired knowledge to real life experience. When studying legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

**AMERICAN HISTORY: – 42095XOCEH  
FOUNDING PRINCIPLES, CIVICS, & ECONOMICS HONORS****(E, N, SW, T)**

Prerequisites: American History II &amp; Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: Honors American History: Founding Principles, Civics and Economics students will acquire the skills and knowledge to prepare them to identify, analyze, and problem-solve issues that face our current diverse culture in an increasingly interdependent society. Students will need a practical understanding of the systems of civics and economics that affect their lives as consumers and citizens. As informed decision-makers, students will apply acquired knowledge to real life experiences. Through the study of legal and political systems, students will become aware of their rights and responsibilities and put this information into daily practice. The goals and objectives are drawn from the disciplines of political science, history, economics, and jurisprudence. Students will be expected to utilize various methods of critical thinking instruction with special emphasis on projects, research, and group and independent study.

**GLOBAL STUDIES – 48002XOGS****(T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: 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.



## The Arts

### **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, and 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, Symphonic 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) - 52585XOCB4****BAND IV (MARCHING BAND) - 52585XOMB4****JAZZ ENSEMBLE - 52585XOJE4**

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 listening to, analyzing, and evaluating musical experiences; play instrumental literature representing diverse genres, styles, and cultures; and use singing techniques as appropriate. 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

**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 &amp; 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 &amp; 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 &amp; 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 &amp; 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 &amp; 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.

### **AIR FORCE JUNIOR ROTC I - 95012XOAS1**

**(T, SW)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: The AFJROTC program is a 4-year/term program for high school students. Each term is divided into two categories: Aerospace Science (AS) and Leadership Education (LE). AS-1 is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. LE-1 is intended for students who are entering the AFJROTC program and beginning their high school studies. It will introduce cadets to history, organization, mission, traditions, goals, and objectives of JROTC for all services. It introduces key military customs and courtesies, how to project a positive attitude, and examines the principles of ethical and moral behavior. It provides strategies for effective note taking and study skills for academic success, introducing cadets to AFJROTC providing a basis for progression through the rest of the program. The course introduces the student to cadet and Air Force organizational structure, uniform wear, customs, courtesies and other military traditions, health and wellness, and individual self-control and citizenship.

### **AIRFORCE JUNIOR ROTC II - 95022XOAS2**

**(T, SW)**

Prerequisites: Aerospace Science I and Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: The AFJROTC program is a 4-year/term program for high school students. Each term is divided into two categories: Aerospace Science (AS) and Leadership Education (LE). AS-II is an introductory course that focuses on how airplanes fly, how weather conditions affect flight and the human body, and flight navigation. LE-2 stresses communications skills and cadet corps activities. A great deal of information is taught on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Cadets will continue to wear the uniform and learn advanced drill and ceremony skills.

### **AIRFORCE JUNIOR ROTC III - 95032XOAS3**

**(T, SW)**

Prerequisites: Aerospace Science II and Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: The AFJROTC program is a 4-year/term program for high school students. Each term is divided into two categories: Aerospace Science (AS) and Leadership Education (LE). AS-III focuses on Cultural Studies. This course will introduce students to various regions of the world from a geographic, historical and cultural perspective. Leadership Education III familiarizes students with the various paths available after high school. LE-3 offers information on how to apply for admission to college, how to begin the job search, developing a

resume, developing a budget and financial plan etc. Additionally, cadets will continue to wear their uniforms and learn more advanced drill skills.

**AIR FORCE JUNIOR ROTC IV – 95052XOAS4**

**(T, SW)**

Prerequisites: Aerospace Science III and Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: The AFJROTC program is a 4-year/term program for high school students. Each term is divided into two categories: Aerospace Science (AS) and Leadership Education (LE). AS-IV focuses on Wilderness Survival. This course will provide training in skills, knowledge and attitudes necessary to successfully perform fundamental tasks needed for survival. LE-IV provides the fundamentals of management and familiarizes students with the various paths available after high school. LE-4 offers information on how to apply for admission to college, how to begin the job search, developing a resume, developing a budget and financial plan etc. Additionally, cadets will continue to wear their uniforms and learn more advanced drill skills.

**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**

**(N)**

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**

**(N)**

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****(N)**

Prerequisites: LET II &amp; 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****(N)**

Prerequisites: LET III &amp; 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****(N)**

Prerequisites: LET IV &amp; 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****(N)**

Prerequisites: LET V &amp; 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****(N)**

Prerequisites: LET VI &amp; 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) - 95082X0**

**(N)**

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**

**AGRISCIENCE APPLICATIONS - AU10X0**

**(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, 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**

**(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**

**(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.

## **Business Technology**

### **ACCOUNTING I – BA102XO**

**(SW)**

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.

Articulation Credit: ACC 115 College Accounting or ACC 118 Accounting Fundamentals I. Must make an A or B in course and score a 93 or better on exam.

### **ACCOUNTING II – BA205XO**

**(SW)**

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 (N, SW, T)**

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 (N, SW, T)**

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.

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 – ME125X0**

**(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.

**PERSONAL FINANCE – BF052X0**

**(N, SW, T)**

Prerequisites: None

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 – BF102X0**

**(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.

**FOUNDATIONS OF INFORMATION TECHNOLOGY – BI102XO****(SW)**

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****(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.

## **Career Development**

**CAREER MANAGEMENT – CC452XO****(N, SW, T)**

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**

**(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.

## **Family and Consumer Science**

**FOODS I – FN412XO**

**(N, SW, T)**

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**

**(N, SW, T)**

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 (FCCLA) 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: None

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 FAMILY & HUMAN SERVICES – FC112XO**

**(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 American (FCCLA) 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, SW, 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****(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.

## **Health Occupations**

**HEALTH TEAM RELATIONS – HU102XO****(N, SW, T)**

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****(N, SW, T)**

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**

**(N, SW, T)**

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.

### **NUSING FUNDAMENTALS HONORS – HN435XO**

**(N, SW)**

Prerequisites: Health Science II

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.

### **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.

## **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 – ME125X0****(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 – MM512X0****(T)**

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.

The Marketing and Marketing Management courses can help prepare students for credentials: Assessment of Skills and Knowledge (A\*S\*K) <http://www.askinstitute.org/>  
Professional Certification <http://www.nrffoundation.com>  
Sales & Marketing Executives International, <http://www.smei.org>

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 – MH312X0****(T)**

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 – BF052X0****(N, SW, T)**Prerequisites: 11<sup>th</sup> or 12<sup>th</sup> 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 – BF102X0****(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 – CS952X0****(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.

## **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 a 93 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; 11<sup>th</sup> Grade or 12<sup>th</sup> 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.



# Special Interest Topics

## **LIBRARY SCIENCE - 96102XOLS**

**(N, SW, T)**

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**

**(N, SW, T)**

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**

**(N, T)**

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**

**(E)**

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**

**(E)**

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.

**TEACHER CADET III HONORS - 96105X0TC3**

**(E)**

Prerequisites: Teacher Cadet II 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 in the internship setting.

**TEACHER CADET IV HONORS - 96105X0TC4**

**(E)**

Prerequisites: Teacher Cadet III 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 application and extension of leadership development, pedagogy, and personal development in the internship setting.

**SEMINAR - 96102XOCSS**

**(E)**

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.

**ACT PREP -96072X0**

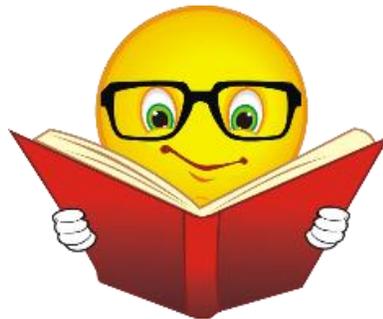
**(N)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: In this ACT Seminar, North Edgecombe scholars develop study skills, explore test taking strategies, increase writing levels, and strengthen reading stamina to globally compete with other students who are taking the college entrance exam.



# **Course Planning Guide**

**Please see the following pages to help you determine which courses you want to take for the 2018-2019 school year.**

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

Name: \_\_\_\_\_ 9<sup>th</sup> 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    \_\_\_ Math III    \_\_\_ Adv. Math: \_\_\_\_\_ OR

\_\_\_ Math I    \_\_\_ Math II    \_\_\_\_\_

**Science:**

\_\_\_ Earth/Env.    \_\_\_ Physical Science    \_\_\_ Biology

**Social Studies:**

\_\_\_ World Hist.    \_\_\_ American Hist. I    \_\_\_ American Hist. II    \_\_\_ AH: FPCE/CE

**Health & PE:**

\_\_\_ Health/PE

**Spanish: (\*required for 4 year college admission)**

\_\_\_ Spanish I    \_\_\_ Spanish II

**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**

Name: \_\_\_\_\_ 9<sup>th</sup> grade entry year:

**Graduation Checklist: Occupational Course of Study**

Notes:

\_\_\_ 4 Year College    \_\_\_ Community College    \_\_\_ Workforce    \_\_\_ Military

**English:**

\_\_\_ OCS English I    \_\_\_ OCS English II    \_\_\_ OCS English III    \_\_\_ OCS English IV

**Math:**

\_\_\_ OCS Intro to Math    \_\_\_ Locally Dev. Math Elective    \_\_\_ Math I    \_\_\_ Financial Mgmt.

**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**  
**Pinetops, NC 27886**  
**(252) 827-5016**



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

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