Durham Public Schools does not discriminate on the basis of race, ethnic origin, gender or disability in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, and Title II of the 1990 Americans with Disabilities Act (ADA).

Durham Public Schools expects all employees, students and other members of the school community to conduct themselves in an appropriate manner with concern and respect for all members of the school community. Discrimination and harassment on the basis of race, sex, religion, creed, disability, national origin or language minority status will not be tolerated.
Welcome to high school! The time is now to prepare for your future.

The Durham Public Schools “Making the Move to High School” guide will help you to further understand course offerings, programs of study, graduation requirements, scheduling and other important high school information.

DPS is proud to offer students a variety of high school options. All of our high schools provide leadership opportunities and guidance to help students excel both academically and socially. In addition to our comprehensive high schools, the district has several smaller high schools that offer programs of study in a variety of areas including the arts, engineering, medicine, finance and technology.

This guide will give you an overview of our high schools: City of Medicine Academy (CMA), Durham School of the Arts (DSA), Early College High School (ECHS), Hillside High School (HHS), Hillside New Tech (HNT), Jordan High School (JHS), Middle College High School (MCHS), Northern High School (NHS), Performance Learning Center (PLC), Riverside High School (RHS), The School for Creative Studies (SCS) and Southern School of Energy and Sustainability (SSES).

You are encouraged to invest time to study the guide, visit schools and choose your courses carefully. Teachers and counselors are also available to answer questions and provide guidance to help you make decisions about your academic program.

We want your future to be filled with unlimited opportunities and we encourage you to take advantage of all Durham Public Schools has to offer to prepare you for a successful path to college and/or the world of work.

One Vision. One Durham.
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The 7 Key Steps for Selecting Your Courses for 2014-2015

**STEP 1:** Review the chart below. Make sure you fully understand the requirements needed to earn your high school diploma.

### Durham Public Schools Graduation Requirements

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Future-Ready Core: Course of Study Requirements For Ninth Graders Entering in 2012-13 and Later</th>
<th>Future-Ready Core: Course of Study Requirements For Ninth Graders Entering between 2009-2010 and 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 Credits required English I, II, III, IV</td>
<td>4 Credits required English I, II, III, IV</td>
</tr>
<tr>
<td>(North Carolina State Requirement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 Credits required Common Core Mathematics I, II, III plus 4th Math Course higher than Common Core Mathematics III</td>
<td>4 Credits required Algebra I, Geometry, Algebra II plus 4th Math Course aligned with the student's post high school plans</td>
</tr>
<tr>
<td>(North Carolina State Requirement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 Credits required A physical science course, Biology, Environmental Science</td>
<td>3 Credits required A physical science course, Biology, Environmental Science</td>
</tr>
<tr>
<td>(North Carolina State Requirement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>4 Credits required World History, American History I: Founding Principles, American History II, Civics and Economics <strong>A student who takes AP US History instead of American History I: Founding Principals and American History II must take an additional social studies course to meet the four credit requirement.</strong></td>
<td>3 Credits required Civics and Economics, US History, World History</td>
</tr>
<tr>
<td>(North Carolina State Requirement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>1 Credit required</td>
<td>1 Credit required</td>
</tr>
<tr>
<td>(North Carolina State Requirement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>6 Credits required 2 elective credits in any combination of the following: • Career and Technical Education (CTE) • Arts Education • World Languages DPS expects for all students to complete a 4 elective credit concentration from one of the following: • Career and Technical Education (CTE) • JROTC • Arts Education • Social studies • Science • Mathematics • English • World Languages • Health/ Physical education</td>
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</tr>
<tr>
<td>(North Carolina State Requirement)</td>
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<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>6 credits required <strong>Students can select electives offered at their school based on college/career plans and individual interest.</strong> (Durham School of the Arts - 2 credits required)</td>
<td>7 credits required <strong>Students can select electives offered at their school based on college/career plans and individual interest.</strong> (Durham School of the Arts - 3 credits required)</td>
</tr>
<tr>
<td>(Durham public Schools Requirement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>Not required for high school graduation. <strong>A two-credit world language minimum is required for admission to the UNC system and many other universities.</strong></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>28 Credits (Durham School of the Arts- 24 credits required)</td>
<td>28 Credits (Durham School of the Arts- 24 credits required)</td>
</tr>
<tr>
<td><strong>Durham Public Schools Graduation Requirements</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Future-Ready Occupational: Course of Study Requirements

**for select IEP students with EOC proficiency level exemption**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credits Required</th>
</tr>
</thead>
</table>
| **English**                       | 4 Credits required  
(North Carolina State Requirement) | 
OCS English I, II, III, IV |
| **Mathematics**                   | 3 Credits required  
(North Carolina State Requirement) | 
OCS Introduction to Mathematics, OCS Algebra I, OCS Financial Management |
| **Science**                       | 2 Credits required  
(North Carolina State Requirement) | 
OCS Applied Science, OCS Biology |
| **Social Studies**                | 2 Credits required  
(North Carolina State Requirement) | 
OCS Social Studies I (Government/US History), OCS Social Studies II (Self-Advocacy/Problem Solving) |
| **Health and Physical Education** | 1 Credit required  
(North Carolina State Requirement) | 
Health/Physical Education |
| **Electives**                     | 6 Credits Occupational Preparation required  
(North Carolina State Requirement) | 
OCS Preparation I, II, III, IV |
|                                  | 10 credits required through completion of the following:  
- 300 hours of school-based training  
- 240 hours of community-based training  
- 360 hours of paid employment. |
|                                  | *Elective credits/completion of IEP objectives/Career Portfolio required* |
| **Electives**                     | Recommended: at least one credit in an arts discipline  
(Durham Public Schools Requirement) | |
| **Total**                         | 28 Credits |

---

**DPS High School Course Guide**

3
**STEP 2:** Complete the course credit chart below using your transcript.

Talk to your school counselor and/or teachers if you need help understanding graduation requirements or reading your transcript. Your transcript is a complete record of all the high school courses you took, your grades and the credits you earned.

Your Name: ____________________________

Area of Concentration: ________________

Post Secondary Goal: __________________

### Courses Required for Graduation

<table>
<thead>
<tr>
<th>Course</th>
<th>English Standard</th>
<th>Mathematics Standard</th>
<th>Social Studies Standard</th>
<th>Science</th>
<th>Credit Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>English III</td>
<td></td>
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<td></td>
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<tr>
<td>English IV</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>List other English courses</td>
<td>Credit earned</td>
<td>List other Mathematics courses earned</td>
<td>Credit earned</td>
<td>List other Social Studies courses earned</td>
<td>Credit earned</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

**Heathful Living**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Earned</th>
<th>Credit Earned</th>
<th>Credit Earned</th>
<th>Credit Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthful Living</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**STEP 3:** **Be sure you understand your teachers’ recommendations.**

Courses can be offered on standard, enriched, honors, or Advanced Placement levels. You should follow your teachers’ recommendations concerning the level that would best support your academic success. However, if you, your parents/guardians, and your school counselor discuss other options and agree that a different plan would be appropriate for you, please request a level change.

As a general guideline, DPS encourages you to take the most challenging courses and levels that you can successfully complete. School counselors and teachers use a variety of data to help you make course and level decisions. These data include:

- your post secondary goals
- your grades
- your reading level
- your work ethic
- your standardized test scores

**STEP 4:** **Meet with your school counselor to discuss how your course selections can best help you progress towards graduation and meet your goals for post secondary education.**

**STEP 5:** **Complete your school’s registration form and return it by the due date as indicated on the form.**

Be sure that you request the courses you really want to take! Schools plan their master schedules based on their students’ requests; therefore, it is unlikely you will be able to make changes to your schedule after the school year begins.

**STEP 6:** **Review your course selections and final schedule when you receive them from your school.**

Make sure your schedule includes the required courses you need for graduation, the correct levels of each course, and the electives you requested.

**STEP 7:** **If you need to change any of the courses on your schedule, be sure to do so before the first day of school.**

High schools set aside schedule change sessions before the beginning of the school year. If you need a schedule change, be sure to attend one of these sessions.

**Schools must honor these requests from Seniors:**
- Requests for courses you need for graduation
- Requests for courses you need based on earning summer school credit(s)
- Requests for courses you need to complete a CTE cluster or other area of concentration

**School will not honor requests for:**
- Specific teachers
- Specific periods
- Specific semesters

Pending space availability, your school may or may not be able to honor requests for:
- Different electives
- Different levels
Information about Learning Opportunities

North Carolina Scholars Program

Students who wish to earn recognition as a North Carolina Scholar must successfully complete these requirements:

- All Future Ready Core course requirements
- A mathematics course that has Common Core Math III as a prerequisite
- A Chemistry or Physics course (to meet the physical science requirement)
- Two credits of the same World Language
- Two second level or advanced elective courses
- At least one arts course and one Career Technical Education course

In addition North Carolina scholars must earn an overall four-year un-weighted grade point average of 3.5.

University of North Carolina Admission Requirements

- Four credits in English
- A mathematics course that has Common Core Math III as a prerequisite
- A life science course such as Biology
- A physical science: Chemistry or Physics
- At least one science that is considered a laboratory course
- Two credits of the same World Language

Students should also talk to their school counselors about creating a resume of extracurricular activities, taking national tests such as the ACT or SAT, writing a compelling personal statement, and seeking appropriate recommendations from school personnel such as teachers or school counselors.

Distance Learning Opportunities (online courses)

Distance learning opportunities provide students with these opportunities:

- Flexible scheduling
- Individualized pacing
- Opportunity to earn high school and/or college credits
- Opportunity to enroll in courses not offered in your high school
- Opportunity to use your computer skills

Enrollment in these courses requires the approval of the school principal, the school counselor, and the student’s legal guardian. Please contact your school counselor for more information.

North Carolina Virtual Public Schools (NCVPS)

NCVPS awards high school course credits to students who successfully complete core courses, Advanced Placement courses, and/or honors courses. Students may use NCVPS courses to meet high school graduation requirements or enhance transcripts for college applications. Registration must occur through the NCVPS Distance Learning Advisors (DLA) at the school. For additional information and specific courses go to: www.ncvps.org.

Career and College Promise through Durham Technical Community College

Durham Public Schools high school students who meet eligibility requirements have the opportunity to enroll in community college courses that provide pathways leading to a credential, certificate, diploma, or a degree. Career and College Promise offers three pathways: Career and Technical Education, College Transfer, and Cooperative Innovative High Schools Program. Students are given the opportunity to earn college credit completely transferrable to all UNC System Institutions and many of North Carolina's Independent Colleges and Universities. Contact your school counselor or Career Development Coordinator for additional information.
Magnet Programs and Other High School Options

Durham Public Schools offers a variety of innovative magnet programs and other options for students. To attend one of these programs, students must apply for entry. For more information and to receive an application, call the Office of Student Assignment at 919560-2059 or visit http://magnet.dpsnc.net.

Magnet High Schools

City of Medicine Academy
Grades 9-12, www.cma.dpsnc.net

The City of Medicine Academy (CMA) is an academically rigorous high school that contributes to educating future health-care professionals in preparation for meeting the ever growing healthcare needs of the community. Students graduating from the Academy are prepared to enter the health-care workforce and/or post-secondary healthcare education. The City of Medicine Academy partners with several local universities, along with Durham Technical Community College and the Watts School of Nursing, to offer students opportunities for college credit and internships. Students can earn certification in several areas while still in high school.

Durham School of the Arts
Grades 6-12, www.dsa.dpsnc.net

The mission of Durham School of the Arts is to help students from diverse backgrounds to fully realize their individual academic and creative capacities through a rigorous educational program emphasizing visual and performing arts. Durham School of the Arts offers beginning through advanced arts courses in band, chorus, piano, strings, guitar, art, sculpture, photography, dance, theater, and creative writing. The school uses the A+ approach, which is based on research demonstrating that people possess multiple intelligences or talents which allow them to learn through a variety of activities. Interdisciplinary projects, cooperative learning, and discovery learning are examples of this philosophy.

Hillside New Tech High School
Grade 9 - 12, www.newtech.dpsnc.net

The cornerstone for Hillside New Tech High School (HNT) is project-based learning by capitalizing on novel technological resources. The school is partnered with the New Schools Project of North Carolina and the North Carolina Department of Instruction. Hillside New Tech will combine rigorous and relevant college preparatory curriculum with several integrated courses, problem-based learning opportunities, and an emphasis on content literacy. The program also will create unique learning opportunities through collaborative schoolwork with internships in local businesses and required community service hours. The school offers courses that focus on computer engineering, electronics, and advanced sciences. Students will graduate with a high school diploma and up to 12 semester hours of college credit.

International Baccalaureate Middle Years & Diploma Programme at Hillside High School
Grades 9-12
www.dpsnc.net/programs-services/international-baccalaureate

The International Baccalaureate (IB) Middle Years Programme (MYP) and Diploma Programme (DP) is a high quality program of international coursework developed and authorized by world renowned International Baccalaureate Organization (IBO). The IB Programme is designed to help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. Both programs offer rigorous academic challenge and critical thinking that draws connections among the subject areas and the real world. The Diploma Programme is a college preparatory coursework culminating in a series of internal assessments and examinations which may earn students college credits.

Josephine D. Clement Early College High School at North Carolina Central University
Grades 9-12, www.echs.dpsnc.net

The Josephine Dobbs Clement Early College High School (ECHS) is an innovative partnership with North Carolina Central University. Students will graduate with a high school diploma, plus up to two years of college credit toward a bachelor's degree. ECHS is designed to substantially increase the number of minority and female students who will pursue advanced studies and careers in Science, Technology, Engineering and Mathematics.

Middle College High School at Durham Technical Community College
Grades 11 & 12, www.mchs.dpsnc.net

The Middle College High School (MCHS) expands opportunities for academically capable high school juniors and seniors to earn a high school diploma and receive credit toward a post-secondary certificate, diploma, or associate's degree. It is a partnership among the Durham, Chapel Hill-Carrboro, and Orange County School Systems and Durham Technical Community College. Through this partnership, students will experience a rigorous program of study on the campus of a community college. Curriculum offerings include core honors level high school courses and community college courses that will count as career cluster credits or high school diploma elective credits.
Southern School of Energy and Sustainability
Grades 9-12, www.southern.dpsnc.net

Southern School of Energy and Sustainability is a large STEM (Science, Technology, Engineering, and Math) high school comprised of four smaller schools. The innovative new magnet school is the product of a partnership with the NC New Schools Project and offers students the advantages of a small personalized school environment while being able to participate in the athletics and extracurricular activities of a large high school. Students at the school select one of the following small schools in which to complete their high school education: Biomedical Technology, Business Management and Sustainability, Computer and Technology Engineering, or Infrastructure Engineering.

The School for Creative Studies
Grades 6-12, www.scs.dpsnc.net

The School for Creative Studies is a small secondary school that operates on a year round calendar and prepares students for the growing Creative Economy. The jobs that make up the Creative Economy demand people who are equipped with creative skill sets and who work comfortably and productively in collaborative environments. Instruction at the school is facilitated to develop creativity, divergent thinking, communication skills, and bring relevance to the curriculum. Students in the higher grades will customize their curriculum through specialized coursework, internships, and partnerships in a variety of areas such as media Arts, Graphic Design, Architectural Design, Broadcasting, Film and Documentary Production, Communication Arts and Entrepreneurship.

### Other High School Options

**Durham Performance Learning Center**
Grades 10-12, www.dplc.dpsnc.net

The Performance Learning Center (PLC) represents an innovative partnership among Durham Public Schools, Communities-in-Schools of Durham and Communities-in-Schools North Carolina, Inc. Students may supplement online learning through a variety of internships and job shadowing opportunities. PLC provides an ideal setting for students who need a more flexible schedule in order to complete their high school diploma. Please contact your base school’s counselor for more information.

**Holton Career and Resource Center**
Grades 9-12, www.HoltonCenter.dpsnc.net

Durham high school students have the opportunity to earn credit in career and technical areas not offered at their base school. Students may enroll in afternoon and evening courses to earn credit towards graduation and industry certifications. The curriculum focuses on specific skill areas which can be paired with small business/entrepreneurship classes giving students the know-how to become small business owners in Durham.

---

**Hillside High School**
International Baccalaureate Programme
Preferred Prerequisites & IB Courses by Grade*

<table>
<thead>
<tr>
<th>MYP Subject Groups</th>
<th>Language A</th>
<th>Language B</th>
<th>Humanities</th>
<th>Science</th>
<th>Math</th>
<th>Arts &amp;/or Elective</th>
<th>Technology or Elective</th>
<th>PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>English 1</td>
<td>Spanish 1</td>
<td>World History</td>
<td>Earth/Environmental Science</td>
<td>MYP</td>
<td>Group 4 SL/HL</td>
<td>Visual Arts 12</td>
<td>Health &amp; PE</td>
</tr>
<tr>
<td>Grade 10</td>
<td>English 2</td>
<td>Spanish 2</td>
<td>Civics &amp; Economics</td>
<td>Biology 1 MYP</td>
<td>Group 5 SL</td>
<td>IB History of the Americas</td>
<td>Group 6 SL/HL</td>
<td>Elective</td>
</tr>
<tr>
<td>Diploma</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 3</td>
<td>Group 4</td>
<td>Group 5</td>
<td>Group 6</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Grade 11</td>
<td>IB English A1 HL 11</td>
<td>IB English A1 HL 12</td>
<td>IB History of the Americas</td>
<td>IB Biology 1, IB Chemistry 1, and/or IB Physics 1</td>
<td>IB Math Studies or Math 3</td>
<td>IB Psychology 11, IB World Religions, IB Geography, IB Business Management, or IB Computer Science</td>
<td>Elective of Your Choice</td>
<td></td>
</tr>
<tr>
<td>Grade 12</td>
<td>IB English A1 HL 12</td>
<td>IB History of the Americas</td>
<td>IB Math Studies or Math 3</td>
<td>IB History of the Americas</td>
<td>IB Math Studies or Math 3</td>
<td>IB Psychology 11, IB World Religions, IB Geography, IB Business Management, or IB Computer Science</td>
<td>Elective of Your Choice</td>
<td></td>
</tr>
</tbody>
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*IB Diploma students must take 3 higher level (HL) subjects and 3 standard level (SL) subjects.
10th grade students must take 2 science courses, Biology and Chemistry.
Full Diploma students for 11th and 12th grades must take Theory of Knowledge (TOK), write an Extended Essay and complete 150 Creativity, Action, & Service (CAS) hours

courses & titles subject to change 2014 - 2015

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<td>Biology 1 MYP</td>
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<td>IB History of the Americas</td>
<td>Group 6 SL/HL</td>
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<td>Diploma</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 3</td>
<td>Group 4</td>
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<td>Group 6</td>
<td>Elective</td>
<td></td>
</tr>
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<td>Grade 11</td>
<td>IB English A1 HL 11</td>
<td>IB English A1 HL 12</td>
<td>IB History of the Americas</td>
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<td>IB English A1 HL 12</td>
<td>IB History of the Americas</td>
<td>IB Math Studies or Math 3</td>
<td>IB History of the Americas</td>
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Course Levels (Reference: State Board Policy 1028)

The information below explains how schools weight your grades to calculate your grade point average (GPA):

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>96%-100%</td>
<td>4.000</td>
</tr>
<tr>
<td>95%-96%</td>
<td>3.750</td>
</tr>
<tr>
<td>90%-95%</td>
<td>3.250</td>
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<tr>
<td>85%-90%</td>
<td>2.750</td>
</tr>
<tr>
<td>80%-85%</td>
<td>2.250</td>
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<tr>
<td>75%-80%</td>
<td>1.750</td>
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<tr>
<td>70%-75%</td>
<td>1.250</td>
</tr>
<tr>
<td>≤70%</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Weighting

For some courses, you may earn “quality points.” For example, a plus 1 means that if you earned an “88” in an Honors Level course, you would earn 4.000 points instead of 3.000 points toward your grade point average.

<table>
<thead>
<tr>
<th>Level of Course</th>
<th>Quality Points for Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard, Enriched or OCS Courses</td>
<td>No additional quality points</td>
</tr>
<tr>
<td></td>
<td>See chart above</td>
</tr>
<tr>
<td>Advanced, Honors, or IB MYP courses</td>
<td>Plus 1</td>
</tr>
<tr>
<td>Advanced Placement and IB courses</td>
<td>Plus 2</td>
</tr>
</tbody>
</table>

Academic Integrity

(Reference: Durham Public Schools Board Policy 3110)

Durham Public Schools expects all students to practice honesty, trust, fairness, respect, and responsibility. Students must maintain high academic standards by obeying their school’s honor code. The honor code will include specific expectations for academic integrity and consequences for plagiarism and cheating. Students must also adhere to Durham Public School’s Acceptable Use Policy for computers and electronic media.

Information about High School Courses

- Students earn 1 unit of credit for each successfully completed course. There are some courses that require a double period or full year to complete. You will find this information listed with the prerequisites. Students receive additional credits for these courses as noted.
- All courses use the NC approved Common Core and Essential Standards of Study.
- The 4X4 block schedule gives students the opportunity to take more than one course in a year in any content area.
- Important information about content areas is outlined at the beginning of each section.
- Honors courses require students to demonstrate a high level of academic rigor, manage complex assignments, and move at a faster pace.

Special Note about Advanced Placement Courses

Advanced Placement (AP) courses are designed to meet the College Board’s rigorous standards for an Advanced Placement class and be the equivalent of a college level course for which students may, depending on the AP Exam score, receive college credit. Extensive course guidelines are provided by the College Board, and teachers are required to maintain current AP authorization. The cost for an AP exam during the 2013-14 school year was $89. Students are expected to take the AP Exam as the culminating activity for AP courses per DPS Policy 3305.2. Fee reductions and assistance are available through College Board and state funds.

What If My School Does Not Offer A Particular Course?

Not all courses listed in the High School Program of Studies are offered at all schools. Check your school’s registration form to view the courses and special programs offered at your school.
Course Offerings

English
- Students earn 1 unit of credit for English I, II, III, and IV. Foundations of English I is not a credit bearing course.
- All courses use the NC Common Core State Standards for English.
- Honors courses require students to master more rigorous and complex material and skills at a faster pace. Honors courses are weighted plus one in the calculation of GPA.
- Advanced Placement courses require students to master college level material, skills, and pacing. Students are expected to take the AP exam. AP courses are weighted plus two in the calculation of GPA.

Possible English Course Sequences
Students may move from one sequence to another as their needs change.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Foundations of English</td>
<td>Standard English I</td>
<td>Standard English II</td>
<td>Standard English III</td>
<td>Standard English IV</td>
</tr>
<tr>
<td>B</td>
<td>Standard English I</td>
<td>Standard English II</td>
<td>Standard English III</td>
<td>Standard English IV</td>
<td>Optional English Elective Courses</td>
</tr>
<tr>
<td>C</td>
<td>Honors English I</td>
<td>Honors English II</td>
<td>Honors English III</td>
<td>Honors English IV</td>
<td>Optional English Elective Courses</td>
</tr>
<tr>
<td>D</td>
<td>Honors English I</td>
<td>Honors English II</td>
<td>Advanced Placement English III</td>
<td>Advanced Placement English IV</td>
<td>Optional English Elective Courses</td>
</tr>
</tbody>
</table>

English I & Honors English I
Prerequisite: None
English I students will study literature, informational texts, poetry, drama, biographical works, U.S. documents “of historical and literary significance,” excerpts from an entire Shakespearean play, and art from all genres to gain knowledge of culture, current events and themselves. They will gain the reading and writing skills necessary to write, analyze and evaluate detailed arguments. By the end of English I, students will read and understand increasingly complex texts at the upper end of ninth grade reading range.

English II & Honors English II
Prerequisite: English I
English II students will study literature, informational texts, poetry, drama, biographical works, U.S. documents “of historical and literary significance,” excerpts from an entire Shakespearean play and art from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East to come to a better understanding of world cultures, contemporary issues, and their world. They will fine tune the reading and writing skills necessary to write, analyze and evaluate detailed arguments. By the end of English II, students will read and understand increasingly complex texts at the upper end of the tenth grade reading range. Students are required to take the North Carolina English II Ready EOC.

English III & Honors English III
Prerequisite: English II
English III students will study literature, historical documents, informational texts, poetry, drama, biographical works, and art from American History to better gain an basic understanding of the influence of history on literature and culture. They will develop the complex literacy skills necessary to compile information from sources into a meaningful and well written original text. By the end of English III, students are expected to read and understand increasingly complex texts at the high end of the 11th grade reading range.

Advanced Placement English III
Prerequisite: English II
This intensive, college-level course emphasizes the rhetorical structures of effective writing. Students study American Literature and its relationship to the historical and cultural trends of American society.

English IV & Honors English IV
Prerequisite: English III
English IV students will study literature, historical documents, informational texts, poetry, drama, biographical works, U.S. documents “of historical and literary significance,” a Shakespearean play, and art from Great Britain and Europe to better gain a basic understanding of the influence of Great Britain’s history on world literature and culture. They will master the complex literacy skills necessary to gather and evaluate information into various kinds of original writing. By the end of English IV, students are expected to will read and understand increasingly complex texts at the upper end of the twelfth grade reading range.

Advanced Placement English IV
Prerequisite: English III
This intensive, college-level course emphasizes critical reading and the analysis of literature. Students will write analytical expository essays about the literature they read.
ENGLISH ELECTIVE COURSES

Foundations of English I
 Required by Durham Public Schools for identified students as a prerequisite to English I
Foundations of English students will be immersed in reading and writing that will accelerate the development of their literacy skills. Through the use of high interest fiction and non-fiction texts, students will develop their reading fluency, comprehension and vocabulary so reading becomes easier and enjoyable. Students will also work on organization, study skills, and test taking strategies.

Foundations of English II
Prerequisite: English I
Foundations of English II students will engage in a concentrated study of reading and writing non-fiction texts of all types. Non-fiction texts from all academic content area classes and student research will be accessed, explored, analyzed and evaluated as students sharpen the literary skills necessary to be a successful reader and writer in school, college, and the workplace.

Public Speaking I
Prerequisite: English I
This course will prepare students to become effective speakers in a variety of situations from personal to professional. By preparing several different types of speeches and presenting them to live audiences, students will gain confidence in their public speaking abilities.

Public Speaking II
Prerequisite: English I, Public Speaking I
This course continues to work begun in level I with a further emphasis on meeting specific goals, setting and keeping time limits, selecting meaningful topics, and setting personal goals for improvement. Students will develop greater fluency, learn to respond to their audience, and learn the art of giving constructive feedback to classmates.

Creative Writing
Prerequisite: English I
Students will take a look below the surface of the page and dig into the ways that creative writing can convey multiple meanings. Students will learn how the choice of words and the use of imagination can evoke hidden themes that will capture the reader’s interest. Journal writing, poetry, and short story assignments will give students a variety of writing experiences.

Writing the Critical Literary Analysis III
Prerequisite: English II (This is an honors level course)
Writing the Critical Literary Analysis IV
Prerequisite: English III (This is an honors level course)
These intensive writing seminars are designed for students who wish to extend and deepen their capacity to write college-level essays. Students will practice critical analysis by writing essays based on selected texts and by responding to document-based questions. Level IV continues developing these skills using more advanced text selections.

Mythology
Prerequisite: English I
Students study mythology, its symbols, purposes, and meaning. Topics will include stories about the gods and goddesses, the exploits of heroes and heroines, and myths about creation, fertility, initiation, love, and marriage. The course will also investigate how mythology influences art, architecture, literature, music, and even advertising.

Trends in Contemporary Literature
Prerequisite: None
This course will survey the major genres and themes of contemporary literature through high interest novels. Students will engage in multiple discussion forums such as literature circles and Socratic seminars as they discuss the contents of each novel.

African-American Literature
Prerequisite: English I and II
This course focuses on the literary contributions of African-Americans authors such as Phyllis Wheatley, Sojourner Truth, Dudley Randall, Paul Laurence Dunbar, James Weldon Johnson, Langston Hughes, Countee Cullen, Zora Neale Hurston, Maya Angelou, Alice Walker, August Wilson, and Toni Morrison.

Mass Communications
Prerequisite: English I
In this course, students explore the impact of mass media on our lives. They will learn how to become thoughtful, discriminating consumers of media such as film, advertising, newspapers, television, and more.

Shakespeare
Prerequisite: English II
In this course, students will study and write about Shakespeare’s comedies, histories, tragedies, and poetry. They will explore how other artists have depicted Shakespeare’s work through art, music, dance, and film.

Yearbook Journalism I
Prerequisite: None
As a member of the Yearbook staff, students learn to write and edit copy and captions, design layouts, take pictures, and develop themes. They will learn to use PageMaker or an alternative program for layout.
Newspaper Journalism I
Prerequisite: English I
This course provides an introduction to the history and jargon of newspaper journalism. Students will learn to write various types of articles such as news, sports, and editorials. They will study the function and style of newspapers, laws that regulate the press, and the language skills needed for quality newspaper writing.

Yearbook Journalism II
Yearbook Journalism III
Yearbook Journalism IV
Prerequisite: Yearbook Journalism I, II, or III
(These are full year courses)
As members of the Yearbook production staff, students learn leadership and develop high level skills in copy writing and editing, layout design, journalistic photography, marketing, and advanced desktop publishing. Students design specific yearbook pages and are graded on the product.

Newspaper Journalism II
Newspaper Journalism III
Newspaper Journalism IV
Prerequisites: Newspaper Journalism I, II, or III
Students comprise the staff of the school newspaper and are expected to master the skills required to write and edit stories, compose a page, design layouts, sell ads, and distribute the paper.

Honors Yearbook Journalism III
Honors Yearbook Journalism IV
Prerequisites: Yearbook Journalism II or III (After-school time is required.)
Students take full responsibility for the leadership aspect of publishing the school's yearbook including copy writing, layout design, editing, journalistic photography, advanced desktop publishing, business planning, advertising, marketing, and distribution of the book.

Honors Newspaper Journalism III
Honors Newspaper Journalism IV
Prerequisite: Newspaper Journalism II or III
(After-school time is required.)
Students master newspaper production including article conception, story/art/photo assignment, reporting, writing/editing/proofreading, layout, desktop publishing, communication with the printer, business planning, advertising, and distribution of the newspaper.
• Students earn 1 unit of credit for each successfully completed course.
• All courses use the Common Core State Standards for Mathematics.
• Honors courses require students to demonstrate rigor, manage greater complexity, and apply mathematics concepts more deeply. Honors courses are weighted +1.
• Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP exams. AP courses are weighted +2.
• All high school level mathematics courses will require the use of a graphing calculator. Students should have either a TI-83+ or TI-84+ graphing calculator to use outside of class.

With continued implementation in 2014-15 of the Common Core State Standards for Mathematics, high school learners can anticipate a rigorous curriculum which will adequately prepare them for further study and application of mathematics as they pursue college and various career options. Students can also expect a deliberate focus on the mathematical practices to facilitate their learning of this rigorous content:
• To make sense of problems and persevere in solving them
• To reason abstractly and quantitatively
• To construct viable arguments and critique the reasoning of others
• To model with mathematics
• To use appropriate tools strategically
• To attend to precision
• To look for and make use of structure
• To look for and express regularity in repeated reasoning.

These Mathematical Practices are applied throughout each course, and with the content standards of that course, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### Possible Mathematics Sequences

Students may move from one sequence to another as their academic needs change. Courses marked with an * meet the UNC fourth course requirement for admission.

<table>
<thead>
<tr>
<th>Sequence</th>
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<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequence A</strong></td>
<td>Introductory Mathematics</td>
<td>Common Core Mathematics I (CCM I)</td>
<td>Common Core Mathematics II (CCM II)</td>
<td>Common Core Mathematics III (CCM III)</td>
<td>Pre-Calculus* or AP Calculus AB*</td>
</tr>
<tr>
<td><strong>Sequence B</strong></td>
<td>Introductory Mathematics</td>
<td>Mathematics Foundations and Common Core Mathematics I (CCM I)</td>
<td>Mathematics Foundations II and Common Core Mathematics II (CCMII)</td>
<td>Mathematics Foundations III and Common Core Mathematics III</td>
<td>Pre-Calculus* or AP Calculus AB*</td>
</tr>
<tr>
<td><strong>Sequence C</strong></td>
<td>Common Core Mathematics I (CCM I)</td>
<td>Common Core Mathematics II (CCM II) or CCM II-Honors</td>
<td>Common Core Mathematics III (CCM III) or CCM III-Honors</td>
<td>Pre-Calculus* or Honors Pre-Calculus* or AFM*</td>
<td>AP Calculus* or AP Statistics*</td>
</tr>
<tr>
<td><strong>Sequence D</strong></td>
<td>Common Core Mathematics II (CCM II) or CCM II-Honors</td>
<td>Common Core Mathematics III (CCM III) or CCM III-Honors</td>
<td>Pre-Calculus* or Honors Pre-Calculus* or AFM*</td>
<td>AP Calculus AB* or AP Statistics*</td>
<td>AP Calculus BC*</td>
</tr>
<tr>
<td><strong>Sequence E</strong></td>
<td>Common Core Mathematics III (CCM III) or CCM III-Honors</td>
<td>Pre-Calculus* or Honors Pre-Calculus* or AFM*</td>
<td>AP Calculus AB* or AP Statistics*</td>
<td>AP Calculus BC*</td>
<td>Suggestions: Dual enrollment or approved online options</td>
</tr>
<tr>
<td><strong>Sequence F</strong></td>
<td>Introductory Mathematics</td>
<td>Algebra I</td>
<td>Geometry or Honors Geometry</td>
<td>Algebra II or Honors Algebra II</td>
<td>Pre-Calculus* Advanced Functions &amp; Modeling* Discrete Math*</td>
</tr>
<tr>
<td><strong>Sequence G</strong></td>
<td>Algebra I</td>
<td>Geometry or Honors Geometry</td>
<td>Algebra II or Honors Algebra II</td>
<td>Pre-Calculus* Advanced Functions &amp; Modeling* Discrete Math*</td>
<td>AP Calculus AB* or AP Statistics</td>
</tr>
</tbody>
</table>

*Sequences F and G are only available to students who have already earned credits in that sequence of courses toward graduation.
Introductory Mathematics
*Prerequisite: None. (This course is not available to students who have passed Algebra I.)*

Introductory Mathematics is designed for students who need additional preparation before entering Common Core Math I. It provides students a survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

Common Core Mathematics I
*(CCM I – satisfying the Algebra I requirement)*

This rigorous course is designed to formalize and extend the mathematics learned in the middle grades. The topics studied seek to deepen and extend the understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. CCM I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Culminating units of study tie together the algebraic and geometric ideas studied and also provide students opportunities to have experiences with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between two quantities. They further use graphical representations and knowledge of the context to make judgments about the appropriateness of the linear models. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

*Note: Students in this course must take the End-of-Course test for CCM I.*

Common Core Mathematics II (or CC Mathematics II-Honors)
*(CCM II – satisfying the Geometry requirement) or CCM II-Honors*

This rigorous course focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential functions from CCM I as a continuing study from CCM I. The need for extending the set of rational numbers arises, and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through the Pythagorean relationships. Circles, with their quadratic algebraic representations, complete the course. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

*Note: Students in this course must take the NC Final Exam for CCMII.*

Common Core Mathematics III (or CC Mathematics III-Honors)
*(CCM III – satisfying the Algebra II requirement) or CCM III-Honors*

This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

*Note: Students in this course must take the NC Final Exam for CCMIII.*

Pre-Calculus
*Prerequisite: Algebra III/Honors Algebra II (Pre-Calculus is an honors level course.)*

Pre-Calculus provides students an honors level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling will be included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

Advanced Functions and Modeling
*Prerequisite: Algebra III/Honors Algebra II (AFM is not an honors level course.)*

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications originate. Appropriate technology, from manipulatives to calculators and graphics software, will be used regularly for instruction and assessment.

Discrete Mathematics or Honors Discrete Mathematics
*Prerequisite: Algebra III/Honors Algebra II*

Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making. The course extends students’ application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

Calculus or Honors Calculus
*Prerequisite: Pre-Calculus*

This course includes introductory college level work in calculus. It is expected, but not required, that Honors Calculus students will continue to AP Calculus AB the following semester.
Advanced Placement Calculus AB  
**Prerequisite: Pre-Calculus**  
*It is recommended that students who enroll in this course have completed or are enrolled in Physics I and earned at least a C average in Pre-Calculus.*  
This course emphasizes introductory calculus with elementary functions. Topics include properties of functions, limits, derivatives and their applications, techniques of integration, the definite integral, and applications of the integral.

Advanced Placement Calculus BC  
**Prerequisite: Honors Pre-Calculus**  
*It is recommended that students who enroll have completed or are enrolled in Physics I and have earned a B average in Pre-Calculus.*  
This course is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry. Calculus BC covers the topics of Calculus AB. In addition, sequences and series and elementary differential equations are covered in Calculus BC.

Advanced Placement Statistics  
**Prerequisite: Pre-Calculus**  
AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will observe patterns and departure from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to calculators and applications software, will be used regularly for instruction and assessment.

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### Computer Science

**Computer Programming I**  
**Prerequisite: Common Core Mathematics I**  
The first semester of this course emphasizes basic programming tools and structures: variables, constants, looping structures (recursion, sub-programs, parameter binding) and various program designs (modular and top-down design). Second semester covers advanced data structures: records, one-dimensional and multi-dimensional arrays. It also covers binary files, text files and the use of units for the creation of multi-file programs.

**Advanced Placement Computer Science**  
**Prerequisite: Demonstration of computer competencies**  
This is an intense course in computer programming that requires reading and writing actual code in JAVA. This course is intended to serve both as an introductory course for computer science majors and as a course for students who will major in other disciplines that require significant involvement with technology. Topics include programming methodology, basic language (JAVA) features and interacting objects, data structures and algorithms, as well as the ethical and social implications of computer use.

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• Students earn 1 unit of credit for each successfully completed course.  
• All courses use the NC Standard Course of Study.  
• Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace.  
• Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP exam. AP courses are weighted +2.
REQUIRED SCIENCE COURSES

Earth/Environmental Science
Honors Earth/Environmental Science
Prerequisite: None
This course investigates the four main branches of earth science: geology, meteorology, astronomy, and oceanography. Students learn about the interrelationships among living organisms and their physical environment through laboratory activities and fieldwork. The students study how people impact their environment and how their environment influences them.

Standard Biology I
Honors Biology I
Prerequisite: None for Standard. Honors level students must have completed or be concurrently enrolled in Geometry
Students survey the history and development of biology including an introduction to biochemistry, cellular biology, physiology, genetics, organisms, and life processes. In addition to reading, students will engage in laboratory activities to develop process and problem solving skills.

Physical Science
Prerequisite: Students should have successfully completed or be concurrently enrolled in Common Core Math I (Chemistry and Physics also meet the state physical science requirement.)
This course is a quantitative study of matter and energy and their interactions. Topics include mechanics, optics, heat, electricity, magnetism, sound, and radiation, as well as a study of the chemical structure and composition of matter. Students will be responsible for laboratory activities and will need to be able to use mathematical formulas and equations.

BIology ELECTIVES

Biology II
Honors Biology II
Prerequisites: Biology I and Chemistry I
This course builds on the knowledge and skills students gained in Biology and Chemistry. Extensive laboratory activities and keen problem solving skills will be essential to learning in this course.

Advanced Placement Biology II
Prerequisites: Biology I and Chemistry I
This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Three general areas covered in depth in this course are molecules and cells, heredity and evolution, and organisms and populations. Textbooks, resources and labs performed by AP students will be the equivalent of those of college students.

Botany
Prerequisite: Biology, Earth/Environmental, and a physical science (For elective credit only)
This elective course focuses on plant anatomy and physiology through extensive hands-on activities. Students will spend considerable time in the greenhouse while learning soil preparation, seed germination, transplanting, and proper care for a variety of plants.
Anatomy and Physiology

Honors Anatomy and Physiology

Prerequisite: Biology I, Chemistry I recommended
(For elective credit only)

This course focuses on the structures and functions of the human body. To help students understand the relationship of anatomical structures, they will participate in animal dissections. Students will use a college-level textbook to supplement class lectures. This is an excellent course for students interested in health field careers.

Forensic Science

Prerequisites: Biology and Chemistry (For elective credit only)

Forensic science is the application of scientific methods to criminal investigations and justice system. Students will learn how crime scenes are investigated including the use of trace evidence, fingerprint, DNA, and methods for determining the time of death. They will also get an overview of forensic anthropology, documentation analysis, forensic psychology, and other crime and lab detection methods.

Honors Molecular Biology

Prerequisites: Biology and Chemistry (For elective credit only)

This course is an inquiry based laboratory course focusing on DNA structure and function. Students will study colony transformation, purification and identification of plasmids, transformation of recombinant DNA, restriction analysis, and bacterial cultures.

Honors Scientific Research and Methodology

Prerequisite: Biology I (For elective credit only)

Students will study current methods for scientific research and learn how scientists design effective experiments. Laboratory investigations and keen problem solving skills will be integral as students engage in independent study and research.

Marine Science

Prerequisite: Biology I (For elective credit only)

Students learn about the world’s oceans and its inhabitants. The students will review some basic biological and ecological concepts before learning about the general aspects of marine biology including the physical and chemical properties of the oceans that make different marine zones and communities possible. Students will also survey marine organism diversity, explore the relationships between humans and the sea, and learn about careers in marine science.

PHYSICAL SCIENCE ELECTIVES

Physics I

Honors Physics I

Prerequisite: Students should have completed or be enrolled in Algebra II

Through laboratory activities and quantitative analysis, students learn about kinematics, dynamics, electricity, wave theory, and light. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems.

Physics II

Honors Physics II

Prerequisite: Physics I (Students may choose to take the AP exam)

This course extends the work begun in Physics I including mechanics, dynamics, electricity, wave theory, and light. Students will engage in laboratory work using their process and problem solving skills in order to solve a variety of real world problems.

Advanced Placement Physics II

Prerequisites: Physics I and concurrent enrollment in Calculus are recommended

This course includes in-depth study of rectilinear, circular, and simple harmonic motion; modern physics and light theory; and electricity and magnetism. Laboratory work, mathematical analysis, process skills, and problem solving are important components of AP Physics.

Chemistry I

Honors Chemistry I

Prerequisites: Students must have completed or be enrolled in Algebra II or Integrated Algebra/Geometry III

Students study a variety of chemistry topics including chemical equations and reactions; stoichiometry; the periodic table, atomic theory, molecular chemistry, kinetic theory, gas laws, solutions, and acid-base behavior. Students will use their mathematics and problem solving skills to complete laboratory activities.

Chemistry II

Honors Chemistry II

Prerequisite: Chemistry I (Students may choose to take the AP exam.)

Modeled after freshman college chemistry, this course includes in-depth treatment of molecular structure, reaction kinetics, thermodynamics, and equilibrium.

Advanced Placement Chemistry II

Prerequisite: Chemistry I

This course will include an in-depth study of the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics. Student will participate in comprehensive laboratory experiences and will need to spend extensive time outside the classroom for individual study.
EARTH / ENVIRONMENTAL SCIENCE ELECTIVES

Advanced Placement Environmental Science

**Prerequisites: Biology I and Chemistry I**

Students learn how organisms and their environment interact through field, laboratory, library, Internet, and classroom work. Through the scientific principles and concepts and methodologies, students will identify and analyze both natural and human-made environmental problems, evaluate the risks associated with those problems, and examine alternative solutions for resolving or preventing them.

Astronomy

**Honors Astronomy**

**Prerequisites: Geometry or Integrated Algebra/Geometry II (For elective credit only)**

This course provides laboratory experiences and a number of evening observation sessions. Students study Newtonian and Keplerian laws as they learn about the physics and chemistry of the universe as it evolved from the big bang and the creation of our solar system.

Meteorology

**Prerequisite: Biology I (For elective credit only)**

This course takes an in-depth look at the physical characteristics of the earth’s atmosphere, including weather, structure, and air quality. Students learn through daily weather observations using local media and digital weather instruments located on campus. Specific topics of study include tropical weather, El Nino, and climate change.

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**Social Studies**

- Students earn 1 unit of credit for each successfully completed course.
- Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace. They are weighted +1.
- Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP exam. AP courses are weighted +2.

**Possible Social Studies Sequences**

*Ninth graders entering in 2012-13 and later are required to earn 4 credits of social studies. They should consult the Future-Ready Core Course and Credit Requirements Checklist at the front of this booklet.*

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REQUIRED SOCIAL STUDIES COURSES

World History
Honors World History
Prerequisite: None
This course will address six (6) periods in the study of World History, with a key focus of study from the mid 15th century to the present. The progression is grouped around a basic core of chronologically-organized periods and events in history; students will study major turning points that shaped the modern world. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations of the past and societies around the world. They broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

American History I
Honors American History I
Prerequisite: World History
This course begins with the European exploration of the new world and covers American history 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. This course will also provide students the opportunity to study the establishment of political parties, America's westward expansion, the growth of sectional conflict and the Civil War, and Reconstruction.

American History II
Honors American History II
Prerequisites: World History and American History I
This course will guide students through American history from the late nineteenth century through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of Reconstruction era to modern times. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the U.S. in an interconnected world.

Civics and Economics
Honors Civics and Economics
Prerequisite: World History
This course teaches the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. It provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship, and concepts in macro and micro economics and personal finance. The course is organized under three strands – Civics and Government, Personal Financial Literacy and Economics. Students will gain a practical understanding of legal, political, and economic systems that affect their lives as consumers and citizens.

United States History
Honors United States History
Prerequisites: World History and Civics and Economics
This course is the continuation of Civics and Economics. It centers on economic and political developments, social and cultural trends, domestic and foreign policies, and important personalities and events that have shaped the United States. This course begins with the administration of George Washington and continues to the present. Student learning goes beyond memorization of isolated facts to higher order thinking using primary sources to support historical assessments.

SOCIAL STUDIES ELECTIVES

African-American Studies
Prerequisite: Civics and Economics
This course is designed to emphasize the significant contributions made by African Americans to the economic, political, social, and cultural development of the United States. Through this course, students discover how African-Americans have always been an integral part of the American experience. African-American history is taught within the broader context of United States history.

International Relations
Prerequisite: U.S. History
Students examine political systems, 20th and 21st century nationalism, human rights, the global economy, population issues, terrorism, and other international topics of interest. Emphasis is on discussion of current events as they are unfolding with examination of historical roots.

Minority Studies
Prerequisite: Completion of World History
This course explores the history and culture of minorities in the United States through an interdisciplinary study in the humanities, arts, and sciences. By creating an open learning environment, students will be able to appreciate the history and culture of minorities in America and dismiss negative myths and stereotypes about people of minority ancestry. Students will gain an understanding of the economic, psychological, and social situations of minorities in America past and present.

Advanced Placement United States History
Prerequisites: World History
This course meets state standards for US History as well as the College Board’s standards for AP US History. It emphasizes using analytical skills and factual knowledge to think critically about the issues and events central to US history. Students will read a variety of historical documents and interpretations of U.S. history, write essay responses to document based questions, and prepare to take the AP Exam.
Advanced Placement European History  
**Prerequisite: United States History**  
This course is equivalent to college level European History from 1450 to the present. It is a reading and writing intensive course that examines the cultural, economic, political, and social developments that played a fundamental role in shaping the world. The course lays the foundation for understanding the development of contemporary institutions, the role of conflict and continuity in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

Advanced Placement U.S. Government and Politics  
**Prerequisite: Civics and Economics**  
This course provides an analytical perspective on government and politics in the United States. It involves both general concepts used to interpret U.S. politics and the analysis of specific case studies. Familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality is required. Topics include public policy, civil rights and civil liberties, as well as political beliefs and behaviors.

Advanced Placement World History  
**Prerequisite: None**  
The purpose of the AP World History course is to develop greater understanding of the evolution of global processes, in interaction with different types of human societies. Students will read a variety of historical documents and interpretations of World History, write essay responses to document based questions, and prepare to take the AP Exam.

Advanced Placement Human Geography  
**Prerequisite: None**  
This course emphasizes the importance of geography as a field of inquiry. It shows how the discipline has evolved into the study of diverse peoples and areas organized around a set of concepts. Geographic concepts emphasized throughout the course are location, space, scale, pattern, regionalization, and place. Students learn how to use and make maps. They also learn to apply mathematical formulae, models, and qualitative data to geographical concepts. A significant outcome of the course is awareness of the relevance of academic geography to everyday life and decision making.

AP Macroeconomics  
**Prerequisite: None**  
AP Macroeconomics is designed to replicate the introductory macroeconomics course taught in a university setting. This class will engage students through the investigation of public policy issues like education, taxation, government spending, and foreign trade. Students will learn to analyze these principles and concepts in order to make better decisions in areas ranging from career choices to how to properly study for and prepare for a college level exam.

Contemporary Law and Justice  
**Prerequisite: Civics and Economics**  
This course is a practical study in the legal, judicial, law enforcement, and correctional systems of the United States. Students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law enforcement methods, court procedures, and corrective justice. Students will acquire information through direct observation of local courts and law enforcement practices, interviews with local and state officials, and visits to correctional facilities.

Psychology  
**Prerequisite: Classification as a junior or senior**  
This course engages students in the understanding, articulation, and dissemination of psychology as a science. Students study human development, learning, motivation, and personality with an emphasis on the empirical examination of behavior and mental processes. They examine the relationship between biology and behavior; how conditioning, learning and cognition affect behavior; and how interaction with others influences thoughts, feelings, perceptions, and behaviors. They analyze human development throughout the lifespan and study human differences and strategies for coping when those differences create dysfunction.

Advanced Placement Psychology  
**Prerequisite: Classification as a junior or senior**  
This course is a reading systematic and scientific study of the behavior and mental processes of human beings and other animals. Students explore the psychological facts, principles, and phenomena of the major sub fields, and the methods psychologists use in their science and practice.

World Humanities  
**Prerequisite: None**  
This course is an integrated study of the ideas and values inherent in the human journey throughout history. Humanities studies demonstrate the way that human beings historically create and share meaning as individuals, as communities, and as cultures through what they document and produce. The integrated study of the humanities offers content and skills necessary for an engaged global citizenship.

21st Century Global Geography  
**Prerequisite: None**  
This geography course will emphasize the increasing interconnectedness of Earth’s people due to globalization, as well as the notion of “spatial variation”—how and why things differ from place to place both physically and culturally on the earth’s surface. This course is a study of people, places, and environment from a physical and cultural perspective. Students will explore the various regions of the world and gain a greater understanding of how people interact with their physical environment as well as how the environment shapes culture and influences the development of civilizations. Using texts, globes, maps, charts, and variety of other resources, students will gain a greater understanding of the diverse communities around the globe.
Sociology
Prerequisite: Classification as a junior or senior
This course concentrates on the systematic study of human society and human interaction. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made. They will analyze human behavior in terms of conformity and deviance, human relationships in terms of inequality and stratification, and the changing nature of society and the collective responses to change.

Poverty in America
Prerequisite: Completion of U.S. History
This course focuses on the history, causes, and effects of poverty in the United States, and the role that poverty plays in American society today. In addition to building a strong foundation of factual knowledge, emphasis will be placed on the development of analytical thinking, reading, and writing skills.

World Religions
Prerequisite: World History
(The course is designed to follow DPS Board Policy 3030.)
This is a survey course that introduces the basic perspectives and practices of major world religious traditions. Topics include Hinduism, Buddhism, Judaism, Christianity, Confucianism, Taoism, and Islam. The course will also explore the impact of these religions on society.

REQUIRED HEALTH & PE COURSES

Health/Physical Education
Prerequisite: None
The health component of this course teaches students the habits and practices that will help them maintain a healthy lifestyle now and in the future. Topics include: stress management, substance abuse, nutrition, weight management, self protection, and relationships. Students also learn how to avoid serious health risks, manage their own behavior, and build self-esteem. Sex education stresses the benefits of abstinence until marriage, the importance of avoiding out-of-wedlock pregnancy, and the need to prevent sexually-transmitted diseases. The physical education component includes personal fitness, recreational dance, game and sport skills, and gymnastics. Students must dress out and participate actively if they are to acquire a better understanding of and appreciation for the importance of lifetime fitness. Physical Education teachers will administer fitness testing.

ELECTIVE HEALTH & PE COURSES

Combination Sports
Prerequisite: Physical Education I
(This course may not be repeated for credit.)
This course focuses on physical conditioning; self-testing exercises; officiating, and assuming responsibility for organizing and directing activities. Individual, dual, and team sports depend on the availability of facilities, equipment, and staff at each school.

General Physical Conditioning/Fitness I
Prerequisite: Physical Education I
(Course may not be repeated for credit.)
This course is designed to develop and test strength, endurance, speed, agility, and flexibility. Students will gain self-confidence as they participate in calisthenics, running, weight training, plyometrics, and stretching.

• Students earn 1 unit of credit for each successfully completed course.
• All courses use the NC Standard Course of Study.
• All students must take and pass 1 unit of Health/Physical Education for graduation. If a medical or religious reason will prohibit your participation, talk to your principal about an exemption.
• Female students are encouraged to participate in the elective courses listed below.

Health and Physical Education

DPS High School Course Guide 21
Weight Training  
Prerequisite:  General Physical Conditioning/Fitness I  
(Course may not be repeated for credit.)
This course is designed to develop and maintain higher levels of physical strength and conditioning. Students participate in weight training, strength assessment, aerobic testing, and exercise routines.

Advanced Weight Training  
Prerequisite:  Weight Training  
(This course may not be repeated for credit.)
This course is designed to develop maximum muscular strength. Students participate in a variety of weight lifting routines to build bulk and light sprint work to stay fit. Students will monitor their weight and muscular gains quarterly.

Advanced Physical Conditioning  
Prerequisite:  Advanced Weight Training  
(Course may be repeated for one unit of credit.)
This course is designed to develop maximum muscular strength. Students participate in a variety of weight lifting routines to build bulk and light sprint work to stay fit. Students will monitor their weight and muscular gains quarterly. Athletes are encouraged to sign up for the advanced classes.

Responding to Emergencies  
Prerequisite:  Health I and Physical Education I
Students learn how to respond to emergencies by studying first aid and CPR, and by becoming more knowledgeable about the impact of alcohol and drugs. By successfully completing this course, students can earn American Red Cross certification.

Sports Medicine I  
Prerequisite:  Biology I
The purpose of this course is to provide students with a basic understanding of athletic training and sports medicine. Students learn emergency first aid treatment, rehabilitation, anatomy, and physiology. Students will also learn taping and wrapping procedures for acute athletic injuries. Practical experience hours after school may be required.

Sports Medicine II  
Prerequisite:  Sports Medicine I
The purpose of this course is to provide students with a practical understanding of sports medicine and athletic training. Topics include first aid and CPR, injury recognition and evaluation, injury management and treatment, and organization and administration. Students have opportunities to continue improving their athletic taping and wrapping proficiencies and will continue their study of emergency first aid, anatomy, and physiology. Students will help care for athletes and be required to contribute after school hours.

Sports Medicine Practicum (Sports Medicine III)  
Prerequisite:  Sports Medicine II and Teacher Approval
The purpose of this course is to provide students with an understanding of athletic training from both a theoretical and practical viewpoint. Topics include upper/lower extremity injuries, head/facial injuries, spinal injuries, and abdominal injuries. Students will continue to learn how to prevent and manage injuries including recognizing specific injuries and learning how to treat and rehabilitate them. Students will also learn how to organize and administer athletic programs including understanding how to educate and counsel athletes. Students help design and implement health care programs for sports injuries. Practical experience hours after school may be required.

Sports Medicine Internship (Sports Medicine IV)  
Prerequisite:  Sports Medicine Practicum and Teacher Approval
This course is a self-paced study of advanced athletic training skills. Students investigate current trends in sports medicine and experience practical application of advanced skills. Students are expected to serve as trainers for various sports teams after school.

Fitness for Life  
Prerequisite:  Health and Physical Education
Students work with a physical education instructor to plan, and implement a self-created fitness program using a wide variety of activities. The following is a list of some of the activities/exercises: jump rope, aerobics, dance, circuit training, distance/sprint running, isotonic exercises, and agility drills. Students will also learn how to monitor their heart rate and ensure proper nutrition for specific sports or training programs. Students evaluate their fitness program, monitor their progress, and modify their fitness plan and/or goals as needed.

Outdoor Education I  
Prerequisite:  Health/Physical Education, junior or senior status
In this experiential course, students participate in a variety of activities including: outdoor cooking, rappelling, orienteering, kayaking/canoeing, adventure trip planning, and initiative games. Through these experiences, students gain self-confidence and learn how to trust, cooperate, and communicate more effectively. Field experience will be optional with space limitations considered.

Outdoor Education II  
Prerequisite:  Outdoor Education, senior status
Outdoor Education I activities will be enhanced in level II. Additional activities may include an extensive snowshoe project, advanced kayaking, fly fishing, and backcountry trip planning. Students will leave campus for various activities including a conservation project focused on the Mountains-to-Sea Trail. Optional overnight and day trips involving backpacking, kayaking, fly fishing or caving will be offered with space limitations considered.
• Students earn 1 unit of credit for each successfully completed course.
• All courses use the NC Essential Standards.
• Level I and II are standard courses.
• Level III and above are honors courses which require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace. They are weighted +1.
• Advanced Placement courses are designed to provide rigorous intermediate college level world language instruction. Students are required to take the AP Exam. They are weighted +2.

**World Languages**

**Level I: Modern World Languages Courses**
This course introduces students to the target language and its culture. Class activities develop listening, speaking, reading, and writing using the students’ experiences to practice these skills. Grammar is integrated throughout the course. Students learn about the target culture through its literature, laws, foods, games, attitudes, values, and patterns of social interaction. Students develop an appreciation for how languages and cultures work by comparing the target language and culture(s) to their own.

**Level II: Modern World Languages Courses**
Students further develop their listening, speaking, reading and writing skills. They participate in simple conversational situations and write short paragraphs which narrate, describe, compare and summarize topics from the target culture. By the end of the course, students will be able to interact with others on issues of everyday life. Students also continue to learn about the differences between languages and cultures, and how different cultures influence each other.

**Level III: Modern World Languages Courses**
Students’ skills with listening, speaking, reading, and writing progress to allow them to participate in conversations, read short literary texts and other material about familiar topics, and write short cohesive passages using the present, past, and future tenses. In discussions, presentations, and written texts, students will be able to identify the main ideas and significant details. As they continue to build their knowledge of the target culture, students develop a deeper understanding of the interrelationships of other cultures to their own and will be able to exhibit behaviors appropriate to the target culture.

**Level IV: Modern World Languages Courses**
Students learn to communicate in writing and in extended conversations on a variety of topics. As they become more proficient in independent reading, they will be able to narrate, discuss, and support increasingly complex ideas and concepts. Short stories, poetry, excerpts from various periods of literature, and current events are included. Students study the finer points of grammar to aid oral and written communication along with a more in-depth study of the target culture(s) and their influence throughout the world. Students develop the ability to interact in culturally appropriate ways in most social situations they will encounter in the target culture(s).

**AP: Modern World Languages Courses**
Advanced Placement courses emphasize the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines rather than focusing on any specific subject matter. Emphasis is placed on comprehension of the spoken and written target language in various contexts; coherent and resourceful communication; and the organization and writing of compositions. Extensive course guidelines are provided by the College Board, and teachers are required to maintain current AP authorization.
Modern World Languages Instruction

Effective instruction in modern world languages requires that teachers and their students use the target language as exclusively as possible.

Students at all levels should be aware that their teachers will speak the target language about 90% of the time.

Teachers have many strategies to help students adjust to having 90% of their instruction given in the target language.

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Modern World Languages Offerings

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Prerequisites for Modern World Languages Offerings:

- French I: None
- French II, Honors French III, Honors French IV, Honors French V: Modern World Language I
- Honors French III, Honors French IV, Honors French V: Modern World Language II
- AP French Language: Modern World Language IV

ADDITIONAL LANGUAGE COURSES

Latin I
Prerequisite: None

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. Students will learn basic functions of the language, become familiar with some elements of its culture and increase their understanding of English vocabulary and grammar. Students will learn to read and understand adapted Latin texts.

Latin II
Prerequisite: Latin I

This course continues the study of the Latin language and Greco-Roman culture. Through continued reading of adapted Latin texts, students learn more complex grammar and syntax, gain a greater understanding of the culture, and continue to gain insight into English vocabulary and grammar.

Honors Latin III
Prerequisite: Latin II

This course focuses on advanced Latin grammar and introduces students to Latin literature through authentic Latin texts. Students also examine the interrelationships between Greco-Roman cultures and their own culture and continue to gain insight into English grammar and vocabulary.

Honors Latin IV
Prerequisite: Honors Latin III

A major focus of Latin IV is on reading authentic Latin texts which includes a more in-depth study of grammar. Students will study figures of speech; analyze what they read, write essays, and study the influence of Greco-Roman culture throughout the world.

AP Latin: Vergil:
Prerequisite: Latin IV

Students will study excerpts from Vergil's epic the Aeneid as selected by the College Board. To better understand the Aeneid, students will study Early Roman history, the reign of Augustus, and the major events that led to the downfall of the Republic. Students will also need to develop excellent skills with translating and interpreting Latin poetry. The AP exam will draw upon all of these topics.

American Sign Language I
Prerequisite: None

This course introduces students to the study of American Sign Language and its Deaf culture. The emphasis is placed on the development of the three skills of expressive, receptive, and written language within a given context that focuses on the students' lives and experiences. Grammar is integrated throughout the course, and there is a general introduction to Deaf cultural norms.

American Sign Language II
Prerequisite: ASL I

Students continue to develop their expressive, receptive, and written language skills by participating in simple conversational situations and combining and recombining learned elements of the language. They are able to satisfy basic survival needs, and interact on issues of everyday life in the present and the past. They compose related sentences which narrate, describe, compare, and summarize familiar topics.

Honors American Sign Language III
Prerequisite: ASL II

Students expand their expressive, receptive, and written language skills as they create with the language. They study short literary texts and authentic materials, initiate and maintain face-to-face communication, and identify main ideas and significant details in discussions, presentations, and written texts in present, past, and future time. They demonstrate behaviors appropriate to the target culture by applying their knowledge and skills inside and outside of the classroom setting.

Honors American Sign Language IV
Prerequisite: ASL III

Students communicate in extended conversations on a variety of topics. They will study short stories, poetry, and excerpts from various periods of literature, current events, and authentic materials. Mastery of the finer points of grammar enhances and expands expressive and receptive communication. There is more in-depth study of the target culture and its influence throughout the world.
Spanish for Native Speakers I
Prerequisite: Native oral proficiency in Spanish
This course is designed specifically for native/heritage speakers of Spanish who already have substantial oral language proficiency. Students develop, maintain, and enhance proficiency in Spanish as they listen, speak, read, and write in a variety of contexts and for a variety of audiences. Students explore the cultures of the Hispanic world and gain a better understanding of the nature of their own language. This course is taught entirely in Spanish.

Honors Spanish for Native Speakers II
Prerequisite: Native oral proficiency in Spanish
This course is designed specifically for native/heritage speakers of Spanish who have good reading and writing skills in Spanish as well as substantial oral proficiency. Students study the Spanish language in the context of Hispanic literature and cultures. Reading, writing, and speaking skills are taught at an advanced academic level through the acquisition of more extensive vocabulary, application of advanced grammar concepts, and mastery of all verb tenses. This course is taught entirely in Spanish.

- Students earn 1 unit of credit for each successfully completed course.
- All courses use the NC Arts Education Essential Standards.
- Students may repeat courses for credit within a given proficiency level.
- All Proficient or Advanced courses in each arts discipline receive Honors credit. They are weighted +1.
- Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP exam. AP courses are weighted +2.

The NC Arts Education Essential Standards reflect four levels of proficiency for high school courses for credit. Arts Education no longer has a numerical sequence of courses due to the new organization by proficiency levels. Mastery of the standards for each proficiency level is the criteria for advancement. Therefore students may repeat courses for credit within a given proficiency level before moving to the next level. Students who take coursework at the Proficient or Advanced levels enter those studies having completed a minimum of 270-300 hours of instruction within that arts discipline (dance, music, theatre arts, or visual arts). Proficient or Advanced level courses include Honors, AP, and/or IB courses.

**High School Proficiency Levels**

**Beginning**
Standards are for students with no or limited K-8 progression in the arts education discipline (dance, music, theatre arts, or visual arts).

**Intermediate**
Standards are for students who have had a complete K-8 progression or who have achieved beginning level standards in the discipline at the high school level.

**Proficient**
Standards are for students who have achieved intermediate level standards in the discipline at the high school level.

**Advanced**
Standards are for students who have achieved proficient level standards in the discipline at the high school level.

**High School Sequencing**

**If the student has had a complete K-8 progression or has achieved beginning level standards in dance, music, theatre arts, or visual arts**

- **Beginning** (Entering) or (Introductory)
- **Intermediate**
- **Proficient**
- **Advanced**

**If the student has no or limited K-8 progression in the arts discipline (dance, music, theatre arts, or visual arts)**

- **Introductory/Beginning Coursework in Dance, Music, Theatre Arts, or Visual Arts**
- **Arts Electives in an Arts Discipline**
- **Honors Courses**
- **AP Courses**
- **IB Courses**
VISUAL ARTS

Visual Arts (Beginning) 5415
Prerequisite: None
Students will experience 2D media, such as drawing, painting, and design, and basic 3D media. Using the elements of art and principles of design, they will complete technique assignments and create their own work. Students will learn to analyze visual images, critique their own artwork and the artwork of others, and write short essays about a variety of visual art topics while studying the basics of Art History.

Visual Arts (Intermediate) 5416
Prerequisite: Mastery of Beginning Visual Arts
Students will learn to use more sophisticated techniques as they complete projects using 2D and 3D media. Assigned projects will develop the students’ artistic problem solving abilities and call upon them to use their use their design skills with greater inventiveness. Written work focuses on art criticism, topics in art history, and aesthetic awareness.

Visual Arts (Proficient) [Honors] 5417
Prerequisite: Mastery of Intermediate Visual Arts
Students will begin building a portfolio of their work using a variety of media. In building a portfolio, students create work that demonstrates their increasing command of the elements of art and design principles and conveys a clear sense of their developing personal style. Students will continue their study of art appreciation, criticism, and aesthetics. Students will also study individual artists with the goal of analyzing how they reflect the historical conditions and arts trends of their time.

Visual Arts (Advanced) [Honors] 5418
Prerequisite: Mastery of Proficient Visual Arts
Students will work to assemble a high quality portfolio suitable for submission as part of an art school application. Students will refine their artistic problem solving skills using a variety of media and techniques as they create 20 high quality works by the end of the class. Students will also continue their study of contemporary art and should expect to spend time outside of class working on their portfolios and completing written assignments.

Visual Arts Specialization (Beginning) 5461
General Interest Arts
Prerequisite: None
(This course does not serve as a prerequisite for Intermediate Visual Arts. Students interested in pursuing upper level art courses should register for one Beginning Visual Arts.)
In this introductory course, students will learn how the elements of art combine to make a work of art effective. Students will also learn about the basic principles of design. By the end of this course, students will have a greater appreciation of visual arts.

Visual Arts Specialization (Beginning) 5461
Digital Photography
Prerequisite: None (This course does not serve as a prerequisite for any darkroom based photography courses.)
This course introduces students to digital photography as a 21st century art form. Students will explore traditional and innovative techniques and concepts.

Visual Arts Specialization (Intermediate) 5462
Fine Crafts—Applied Arts
Prerequisite: Mastery of Beginning Visual Arts
The focus of this class is the design process. Beginning with an idea or concept, students will first create and refine sketches/models, and then figure out how to make an effective final product using 2D or 3D media. To solve structural and other design issues central to applied arts projects, students will learn new technical skills. As they study applied arts, students will investigate and write about traditional and contemporary sculptors and craftspeople.

Visual Arts Specialization (Intermediate) 5462
3-D Media Sculpture Design
Prerequisite: Mastery of Beginning Visual Arts
This course focuses on creating sculptures using 3D media, such as clay, cardboard, found objects, metal, and more. Students will explore hand-building skills and will learn construction techniques that can be used with a variety of materials.

AP Studio Art Drawing 5452
AP Studio Art: 2D Design 5453
AP Studio Art: 3D Design 5454
Prerequisite: Mastery of Intermediate Visual Arts (Students are responsible for all expenses the incur in creating their portfolio.)
AP Studio Art requires students to create a portfolio. Students will submit slides of their work (25-40 slides) to the College Board in May of their senior year. Pending the College Board review and approval of the college or university, students may receive college credit.

AP Art History 5448
Prerequisite: World History
In the AP art history course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. Students will learn to analyze works of art within their historical context and to articulate what they see or experience in a meaningful way. AP Art History is not a studio class. It involves extensive reading, writing, and research.

PHOTOGRAPHY

Special Notes for Photography Students:
Although not required, it is strongly recommended that students have access to a film or digital camera. Equipment specifications vary by school. Check with the instructor.
Class size may be limited based on the number of enlargers. (Three students will share one enlarger.)

Visual Arts Specialization (Beginning) 5461
Digital Photography
Prerequisite: None (This course does not serve as a prerequisite for any darkroom based photography courses.)
This course introduces students to digital photography as a 21st century art form. Students will explore traditional and innovative techniques and concepts.
Visual Arts Specialization (Beginning) 5461
Beginning Photography
Prerequisite: Classification as a sophomore (junior at NHS)
This course introduces students to photography as an important art form, from its beginning in the 1800’s to today. Students will learn how to use 35mm cameras, develop film, and make prints using traditional black and white darkroom techniques.

Visual Arts Specialization (Intermediate) 5462
Intermediate Photography
Prerequisite: Mastery of Beginning Photography
Students further develop their picture taking and darkroom skills through independent projects. Class discussion will focus on understanding photography as an art form and on learning how to use design principles to critique their own and their classmates' photographs.

Visual Arts Specialization (Proficient) [Honors] 5463
Proficient Photography [Honors]
Prerequisite: Mastery of Intermediate Photography
This course continues the work begun in Intermediate Photography. In addition, students will focus on making darkroom decisions that will make their work more expressive and on developing personal style.

Visual Arts Specialization (Proficient) [Honors] 5464
Advanced Photography [Honors]
Prerequisites: Senior Status and Mastery of Proficient Photography
Students develop a high quality portfolio that they will be able to use as part of their application to an art school or art department. The focus of the course will be on developing keen problem solving skills and using a variety of picture taking and darkroom techniques.

Performing Arts Courses

Performing Arts students must attend rehearsals, which may be scheduled before or after school. Students must participate in all performances and wear costumes as required.

If on block schedule, some music courses are offered only in the spring or fall. Check your school’s registration form.

If on block schedule, performing arts students will benefit from studying their art form both semesters in order to maintain their technical skills and progress to more proficient levels.

THEATRE ARTS

Theatre Arts (Beginning) 5315
Prerequisite: None
Students will experience creative dramatics, mime, reader’s theater, interpretive movement, and oral interpretation as they explore the actor’s craft. In addition, they will learn how directing, theatre history, and theatre management contribute to a stage production. Behind the scenes, students explore how costumes, make-up, props, and scenery along with special effects, lighting, and sound bring magic to the stage.

Theatre Arts (Intermediate) 5316
Prerequisite: Mastery of Beginning Theatre Arts or audition with the teacher.
This course further develops the skills and vocabulary learned in Beginning Theatre. Through classroom scene work and the study of acting techniques in different historical periods, students will refine their acting skills. Participating in ensemble acting and student directed plays will provide additional opportunities to portray a variety of roles. Students will learn how to critique their own and others’ performances and will continue learning about technical theatre and theatre management. They will perform scene work and original work.

Theatre Arts (Proficient) [Honors] 5317
Prerequisites: Mastery of Intermediate Theatre Arts, classification as a junior or a senior, or placement audition with the instructor
The focus of this class is on learning how to direct. Once students select their scene, they will analyze the script, audition actors from among their classmates, plan rehearsals, make decisions about blocking, and develop a plan for set and lighting design. Each student directed scene will be showcased for a live audience. This course involves in-depth application of theater arts knowledge, skills, and processes. Students will study a variety of playwrights and different historical periods.

Theatre Arts (Advanced) [Honors] 5318
Prerequisites: Mastery of Proficient Theatre Arts or audition with the teacher
These advanced acting ensembles focus on student-created productions which include writing scripts, acting in each other’s productions, developing the assigned characters, learning advanced movement techniques, and overseeing all aspects of their productions. Students will continue their study of the different styles of theater, film, and television and learn more about the business of professional acting. Students continue to refine adapting works from different historical periods, and researching different acting styles. Students have opportunities to prepare a performance for competition and/or for a showcase. Students function as a performance and production ensemble.

History of Film

Theater Arts Specialization (Beginning) 5361
Prerequisite: None
Students study films representative of each decade. They study the work of actors and directors. They study how films reflect American culture in any given point of our history.

TECHNICAL THEATER

Theatre Arts Specialization (Beginning) 5361
Beginning Technical Theatre
Prerequisite: None
In this hands-on course, students study current trends in technical theatre and learn how to design lighting, sound, sets, props, and costumes. Some time outside of class is required for school related productions.
Theatre Arts Specialization (Intermediate) 5362
Intermediate Technical Theatre
Prerequisite: Mastery of Beginning Technical Theatre
Students refine Beginning Technical Theatre skills and perform in leadership positions on production crews, which will require time outside of class.

Theatre Arts Specialization (Proficient) [Honors] 5362
Proficient Technical Theatre [Honors]
Prerequisite: Mastery of Intermediate Theatre Arts or 90 hours after school crew work or teacher recommendation
Students refine their skills with lighting and sound, sets, props, and costumes. They will select one of these crew fields to be their specialization. Participation on a tech crew requires time outside of class.

Theatre Arts Specialization (Advanced) [Honors] 5362
Advanced Technical Theatre [Honors]
Prerequisites: Mastery of Proficient Theatre Arts, teacher recommendation for Crew Chief position
Students will specialize in a crew/designer position and will be responsible for all the duties of their position for the entire production season. Students will demonstrate increased leadership, inventiveness in solving problems and creating designs responsive to the artistic vision of the director. Participation on a tech crew requires time outside of class.

DANCE

Dance (Beginning) 5115
Prerequisite: None
Students study the body in motion by exploring the elements of dance: space, time, and energy. Students develop an awareness of the body as an instrument for self-expression, learn about the benefits of dance for healthful living, and study the role of dance in other cultures and in different historical periods.

Dance (Intermediate) 5116
Prerequisite: Mastery of Beginning Dance or audition with the teacher
Students focus on developing their dance technique, exploring dance as a performing art, and learning about anatomy as it applies to technique and injury prevention. Group and solo choreographic assignments help students apply their knowledge of dance: its technique, history, and connection to other art forms.

Dance (Proficient) [Honors] 5117
Prerequisite: Mastery of Intermediate Dance or audition with the teacher
The emphasis in this class is on technical development and on learning how to combine movements and perform them rhythmically and fluidly using a variety of dynamic qualities. Through more complex choreographic studies and improvisation, students learn to construct expressive phrases and combine them to create short dances. This course focuses on more advanced technique, building choreography, and the study of dance history.

Dance (Advanced) [Honors] 5418
Prerequisite: Mastery of Proficient Dance or audition with the teacher
These courses continue to focus on technique, improvisation, and choreography. Students study dance history, learn to describe, analyze, and critique dance works from different cultures and times. Dance research focuses on how dance reflects the culture and time period in which they originate. Students will study 20th Century dance by exploring traditional approaches to Choreography and interdisciplinary dance works using media technology. Students are becoming dance artists: performers and choreographers. They will create solo and group choreographic works that include costuming, production, and lighting. Teachers will assist students with audition videos, as needed for application to dance schools or departments.

GENERAL MUSIC

Music Specialization (Beginning) 5216
Adventures in Listening
Prerequisite: None
Students get an overview of music from the Renaissance through today’s top hits. They will increase their knowledge and understanding of composers, musical styles, and music theory as they listen and analyze a variety of musical styles. This course will be valuable to students who have musical training and to students who do not.

Music Specialization (Intermediate) 5217
Music Theory/History
Prerequisite: Prior musical experience
Music Theory explores advanced topics including ear training; rhythmic, harmonic and melodic dictation; four-part writing; sight singing; advanced rhythmic training; active listening; score study; and music history. Students with prior musical training will benefit from this opportunity to become more knowledgeable musicians.

Advanced Placement Music Theory 5215
Prerequisites: Two years experience in a music ensemble and ability to read music. Teacher interview and audition will ensure correct placement. Students are required to take the AP Exam.
This course prepares students for university-level music theory and ear-training classes. Students will learn to recognize, understand, and describe the materials and processes of the music they hear or see in a score. Study topics will focus on developing aural, sight-singing, written, compositional, and analytical skills.
VOCAL MUSIC

Vocal Music (Beginning) 5230
Beginning Women's Choir
Beginning Men's Choir
Beginning Mixed Choir
Prerequisite: None, but students may sing for the instructor to ensure correct placement
In these courses students will sing songs from today's popular music as well as songs from other times and other cultures. Students will develop skills with music reading and ear training as they learn to listen critically to music and evaluate its significance.

Vocal Music (Intermediate) 5231
Intermediate Women's Choir
Intermediate Men's Choir
Intermediate Mixed Choir
Prerequisite: Mastery of Beginning Vocal Music or audition with the teacher
These courses continue to build on the comprehensive music education program introduced in Beginning Vocal Music. Students broaden their knowledge of different musical genres and will have opportunities to perform alone and in ensembles.

Vocal Music (Proficient) [Honors] 5232
Proficient Women's Choir
Proficient Men's Choir
Proficient Mixed Choir
Prerequisite: Mastery of Intermediate Vocal Music or audition with the teacher
These courses are for students who want to improve their vocal technique and increase their knowledge of music. Students will perform music of varying degrees of difficulty and work to improve accuracy in sight singing. Singers may perform alone and in ensembles.

Vocal Music (Advanced) [Honors] 5233
Advanced Women's Choir
Advanced Men's Choir
Advanced Mixed Choir
Prerequisite: Mastery of Proficient Vocal Music or audition with teacher
In these courses, students refine their musical skills through the rigorous study of music theory, history, appreciation, and analysis. Students will improve their vocal technique, accuracy with sight singing, and ability to perform solo and ensemble music. In addition to class work, students will attend musical events, complete special projects, and write reports.

Music Specialization (Beginning) 5216
Musical Theater
Prerequisite: None or audition with the teacher
In this introduction to musical theater, students will explore vocal and acting techniques and learn about the roles of the director, musician, choreographer, make-up artist, and technical director. In addition, students will learn about the history of musical theater through the work of some of the leading lyricists and composers. Students may have opportunities to perform in a musical theater production or participate in the behind-the-scenes work.

Music Specialization (Proficient) 5217
Music Specialization (Advanced) 5216
Independent Study in Music
Prerequisites: Mastery of Intermediate or Proficient (respectively) Vocal Music, Band, or Orchestra and permission from the teacher
This course is designed for students who wish to major or minor in music at a college level. Students will strengthen their knowledge of music theory and music history.

BAND

Music Specialization (Beginning) 5216
Ninth Grade Band
Prerequisite: Three years of band or audition with the band director
Musical training in Ninth Grade Band focuses on reading, notating, listening, and analyzing. Students will also study different styles of music to expand their understanding of the role music plays in culture and history. Development of technical competence, discipline, and responsibility are important aspects of this course.

Band (Beginning) Marching Band 5255
Band (Intermediate) Marching Band 5256
Band (Proficient) Marching Band [Honors] 5257
Band (Advanced) Marching Band [Honors] 5258
Prerequisites: For Beginning - Ability to play a band instrument and audition with the band director; For the other levels - Mastery of the preceding course and audition with the band director
The Marching Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

Band (Beginning) Symphonic Band 5255
Band (Intermediate) Symphonic Band 5256
Band (Proficient) Symphonic Band [Honors] 5257
Band (Advanced) Symphonic Band [Honors] 5258
Prerequisites: For Beginning - Ability to play a band instrument and audition with the band director; For the other levels - Mastery of the preceding course and audition with the band director
The Symphonic Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. Students will build skills with listening, appreciation, and historical understanding culminating in written reports and musical compositions. Students will have opportunities to work with existing music technologies. The level of
discipline, responsibility, and difficulty all increase as students progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

**Band (Beginning) Percussion Ensemble 5255**  
**Band (Intermediate) Percussion Ensemble 5256**  
**Band (Proficient) Percussion Ensemble [Honors] 5257**  
**Band (Advanced) Percussion Ensemble [Honors] 5258**

*Prerequisites: For Beginning - Audition with the band director; For the other levels - Mastery of the preceding course and audition with the band director*

Students in this class serve as the band’s percussion section. As students progress in proficiency levels, they will strengthen their technical skills and have the opportunity to play more demanding music. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

**Band (Beginning) Concert Band 5255**  
**Band (Intermediate) Concert Band 5256**  
**Band (Proficient) Concert Band [Honors] 5257**  
**Band (Advanced) Concert Band [Honors] 5258**

*Prerequisites: For Beginning - Three years of band or audition with band director; For the other levels - Mastery of the preceding course and audition with the band director*

The concert Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels.

**Band (Beginning) Jazz Ensemble 5255**  
**Band (Intermediate) Jazz Ensemble 5256**  
**Band (Proficient) Jazz Ensemble [Honors] 5257**  
**Band (Advanced) Jazz Ensemble [Honors] 5258**

*Prerequisites: For Beginning - Audition with the band director; For the other levels - Mastery of the preceding course and audition with the band director*

Singers and Instrumentalists will work together on a wide range of musical styles and perform in small vocal groups, string ensembles, jazz combos, and as soloists. As students progress in proficiency levels, they will play an increasingly advanced level of music selections which will require them to refine their skills with reading, notating, composing, conducting, critiquing, and improvising.

**Band (Beginning) Wind Ensemble 5255**  
**Band (Intermediate) Wind Ensemble 5256**  
**Band (Proficient) Wind Ensemble [Honors] 5257**  
**Band (Advanced) Wind Ensemble [Honors] 5258**

*Prerequisites: For Beginning - Ability to play a band instrument and audition with the band director; For the other levels - Mastery of the preceding course and audition with the band director*

The Wind Ensemble courses focus on developing skills with music performance, reading, notating, listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

**String Orchestra**

**Band (Beginning) Strings 5255**  
**Band (Intermediate) Strings 5256**  
**Band (Proficient) Strings [Honors] 5257**  
**Band (Advanced) Strings [Honors] 5258**

*Prerequisites: For Beginning – Depending on the school, from 0-2 years of prior experience playing the violin, viola, cello or bass; for the other levels - Mastery of the preceding course and audition with the teacher*

Students will learn to play the violin, viola, cello or bass. The String Orchestra courses focus on developing skills with reading, notating, listening, analyzing, and evaluating musical styles from different cultures and time periods. The level of discipline, responsibility, and difficulty increase at each proficiency level. String orchestra students will present and present concerts locally and may participate in district and state-wide festivals and competitions. Proficient and Advanced courses have demanding standards for performance, mastery of music theory, notating, appreciation, and history. Proficient and Advanced students will perform as members of one or more chamber ensembles and as soloists.
Career and Technical Education (CTE)

- Students earn 1 unit of credit for each successfully completed course.
- All courses use the NC Essential Standards.
- Honors courses are weighted + 1.
- Completer courses are listed in the course title.
- Future Ready Core students may choose to complete 4 credits in a career cluster with one being a completer course to meet the elective requirement for a CTE concentration.
- Some CTE courses coordinate with Community College degree requirements.
- Some CTE courses must be taken for two consecutive semesters. Students will earn 2 credits for these courses. Check under prerequisites for this information.

Check the CTE Pyramid below to understand how the North Carolina CTE Program is organized.

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**Completer Courses (Level II)**
Completer Courses focus on advanced level topics. Students must take and pass at least one Completer Course in their Career Cluster.

**Foundational Courses**
Foundational Courses work together to prepare students in the Career Cluster of their choice. Foundational courses begin with introductory levels of instruction and progress to advanced topics. Students must earn at least three Foundational credits to complete a Career Cluster.

**Enhancement Courses**
Enhancement Courses are offered in each Career Cluster and provide students with basic skills that are useful in almost any occupation. Students may take one enhancement course as part of the four credit requirement for a CTE elective concentration.

9th grade students who want to keep all their career options open should begin their CTE program with Career Management - an enhancement course offered in each cluster that prepares students to locate, secure, keep, and change careers.

**Career Clusters**
Career Clusters are broad occupational areas made up of career options that share key skills and knowledge.

Students must earn four credits in a Career Cluster to meet the CTE elective concentration requirement in the Future Ready Core course of study.
Cooperative Education ("Co-Op")

Prerequisite: Classified as a junior or senior and enrolled in a Career and Technical Education course. Some Career and Technical Education Program Areas offer a Co-Op opportunity for students.

Students electing to take cooperative courses receive classroom instruction each day and work in related on-the-job training, for which they are paid by their employers. Students must work a minimum of 150 hours to receive an academic credit for the cooperative work experience. The teacher/coordinator and employer develop a training plan for each student which is the basis for evaluating the student’s progress on the job and in the classroom.

Student Certifications and Credentialing

Students interested in earning an Industry Certification should meet with their school’s career counselor. Students who complete an Industry Certification will have the qualifications to apply for a variety of jobs after graduation. Below is a list of the Industry Certifications that CTE programs prepare students for:

- Adobe Photoshop, InDesign, Illustrator
- ASE automotive technician - NATEF certified
- Barbering and Cosmetology state licenses
- Certified Nursing Assistant (CNA)
- CompTIA A+® computer engineering technician
- CPR/First Aid
- EverFi Certification
- IC³ Certification (Internet & Computing Core)
- Lead Teacher Equivalency Certification
- Microsoft Office Specialist (Word/Publisher/PowerPoint and Access/Excel)
- NCCER Credential
- OSHA 10-Hour COstruction Industry Certification
- ServSafe Food Safety®
- WorkKeys Career Readiness Certification

Apprenticeships

DOL Apprenticeships CS96

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Labor, Apprenticeships 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.

Internships

CTE Internship CS97

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.

Community College Courses

CTE Community College 8598

Students may include one or more Community College courses, either online or face-to-face, in their program of studies that leads to a concentration in a Career Cluster. The course must meet requirements of the Operating Procedures for the Enrollment of High School Students in Community College Courses.

University Courses

CTE University 8599

Students may include one or more courses from a four-year college or university, either online or face-to-face, in their program of studies that leads to a concentration in a Career Cluster.
### Agricultural, Food & Natural Resources Cluster

**Special Notes about this Cluster**

Work-based learning strategies are appropriate for Agricultural and Natural Resources Technologies courses. FFA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

### Enhancement Courses for this Cluster

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<th>Course Code</th>
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<td>Career Management</td>
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<tr>
<td>BM10</td>
<td>Microsoft Word, PowerPoint, &amp; Publisher</td>
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<td>Microsoft Excel &amp; Access</td>
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<td>MM21</td>
<td>Marketing</td>
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<td>BF10</td>
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**FOUNDATIONAL COURSES**

**Agriscience Applications  AU10**

*Prerequisite: none*

Students study the environment, natural resources, food production, and agribusiness using the principles of biology and the physical sciences as they apply to agriscience technology. Topics include pest management, plant science, landscaping, animal science, agricultural engineering, leadership and agriscience careers. *(Jordan, Northern)*

**Biotechnology and Agriscience Research I  AU71**

*Prerequisites: Biology recommended, AU10*

This course provides instruction in the technologically advanced world of agriculture and life sciences. Students learn about the latest techniques in plant and animal biotechnology. Topics include applied genetics, microbiology, DNA, laboratory safety, and protocol. *(Jordan)*

**Biotechnology and Agriscience Research II AU72**

*(Completer Course)*

*Prerequisite: AU71*

Students study genetic engineering, plant tissue culture, hydroponics, integrated pest management, environmental science, food science, agrimedicine, and ethics. Much of the learning is hands-on using advanced laboratory techniques as an integral component of individual and class research projects. *(Jordan)*

**Animal Science I  AA21**

*Prerequisite: Biology*

Students learn the basic scientific principles and processes involved in animal physiology, breeding, genetics, diseases, and nutrition. They also learn the role showmanship and marketing play in animal science careers. *(Jordan)*

**Animal Science II - Small Animal  AA23**

*(Completer Course)*

*Prerequisite: AA21*

This course focuses on small animals that are served by veterinarians. Students learn animal husbandry including topics such as breeding, grooming, housing, nutrition, healthcare, anatomy, and physiology. *(Jordan)*

**Environmental & Natural Resources I  AN51**

*Prerequisite: None*

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

**Environmental & Natural Resources II  AN52**

*(Completer Course)*

*Prerequisite: AN51*

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

**Foods I - Fundamentals  FN41**

*Prerequisite: None*

This course examines the nutritional needs of human beings with a special focus on how diet impacts health. Students learn kitchen and meal management along with food preparation. *(Hillside, Jordan, Northern, Riverside)*
Architecture and Construction Cluster

Special Notes about this Cluster
Work-based learning strategies are appropriate for the Architecture and Construction Cluster. FCCLA or SkillsUSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

Enhancement Courses for this Cluster

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Foods II - Enterprise FN42
**Prerequisite:** FN41 or FN21
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. (Hillside, Jordan, Northern, Riverside)

Horticulture I AP41
**Prerequisite:** None
This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. (Northern)

Horticulture II AP42
**Prerequisite:** AP41
This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turfgrass management, and personal development. (Northern)

Teen Living FC10
**Prerequisite:** None
This course examines life management skills in the areas of personal and family living, wellness, nutrition and foods, financial management, living environments, appropriate child development practices, fashion and clothing, and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. (Northern, Riverside)

Personal Finance BF05
**Prerequisite:** None
This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

(CMA, Hillside, Northern, Jordan, Riverside, Southern, PLC)

CTE Advanced Studies CS95
**Prerequisite:** Two technical credits in one Career Cluster
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (Hillside, Northern, Jordan, Riverside, Southern, PLC)
FOUNDATIONAL COURSES

Interior Design I  F151
Prerequisite: BF10
Students focus on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. (Jordan)

Interior Design II  F152 (Completer Course)
Prerequisite: F151
This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. (Jordan)

Drafting I  IC61
Prerequisite: None
Students learn to use graphic tools such as sketching, geometric construction, Computer Assisted Design (CAD), orthographic projection and 3-D modeling. These visual communication skills are valuable tools for representing ideas in the fields of architecture, manufacturing, and engineering. (Southern)

Drafting II – Architectural  IC62 (Completer Course)
Prerequisite: IC61
This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings. (Southern)

Drafting III-Architectural  IC63
Prerequisite: IC61
This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of computer assisted design (CAD) tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. (Southern)

Core and Sustainable Construction  IC00
Prerequisite: none
This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and “Your Role in the Green Environment.” (Southern)

Carpentry I  IC21
Prerequisite: IC00
This course provides a basic introduction to construction work and the technical aspects of carpentry. Topics include learning how to use a variety of tools, equipment, fasteners, and lumber. As part of their construction education, students also learn to read construction plans and elevations, use construction math, and take accurate measurements. (Southern)

Carpentry II  IC22 (Completer Course)
Prerequisite: IC21
Students learn more advanced carpentry techniques and continue to develop their problem solving skills using construction math. Topics include plans, framing, footings, foundations, roofing, flashing, wall sheathing, insulation, vapor barriers, gypsum board, wall and ceiling framing, and underlayment. (Southern)

Carpentry III  IC23
Prerequisite: IC22
This course develops advanced technical aspects of carpentry with emphasis on development of skills. The course content includes roofing applications, thermal and moisture protection, exterior finishing, cold formed steel framing and drywall installations. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. (Southern)

Principles of Business and Finance  BF10
Prerequisite: None
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. (CMA, Hillside, Jordan, New Tech, PLC, Northern, Riverside, Southern)

Personal Finance  BF05
Prerequisite: None
This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities and information, protect personal and family resources, and apply procedures for managing personal finances. (CMA, Hillside, Northern, Jordan, Riverside, Southern, PLC)
Art, Audio/Video Technology & Communications Cluster

Special Notes about this Cluster
Work-based learning strategies are appropriate for the Art, Audio/Video Technology & Communications Cluster. FCCLA or Skills USA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

Enhancement Courses for this Cluster

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<tr>
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<td>Career Management</td>
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<tr>
<td>F151</td>
<td>Interior Design I</td>
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<tr>
<td>BF10</td>
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FOUNDATIONAL COURSES

Multimedia and Web Page Design   BD10  
**Prerequisite: None**
This revised 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. (DSA, Hillside, Jordan, New Tech, Northern, Riverside, Southern)

Microsoft Word, PowerPoint, & Publisher   BM10  
**Prerequisite: None**
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. (CMA, Hillside, Jordan, Northern, Riverside, Southern)

Marketing   MM51  
**Prerequisite: None**
In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. (Hillside, Jordan, Northern, PLC, Riverside, Southern)

Fashion Merchandising   MI21  
**Prerequisite: None**
Students study the history of fashion and learn how today’s fashion industry operates. Topics include merchandizing, promotion, and fashion show production. Students also learn about careers possibilities in fashion. (Hillside, Northern)

Teen Living   FC10  
**Prerequisite: None**
Students in this class learn how to get along and get ahead in an adult world. Topics include: staying healthy through proper nutrition and preventive medical care, becoming job-ready, managing personal finances, and building a family and raising children. Through simulated experiences, students practice the skills they will need to fulfill their responsibilities at home and in the community. (Riverside, Northern, Southern)
Digital Media IA31
**Prerequisite: None**
Students use a variety of digital media technologies to develop audio and video products. As they develop proficiency with these media, they will explore product design concepts and learn non-linear editing. (DSA)

Advanced Digital Media IA32 (Completer Course)
**Prerequisite: IA31**
This course focuses on more advanced topics in audio and video media and on the skills needed for a career in interactive technology (IT) communication industries. Students become proficient with non-linear editing and learn to use web-based interactive media. (DSA)

Scientific and Technical Visualization I TS21
**Prerequisite: None**
This state-of-the-art course introduces students to the use of complex graphic tools for visualizing technical, mathematical, and scientific ideas. Visualization activities include creating models for molecular structures, topographical maps, stratospheric and climate changes, and statistical analysis. (DSA, Hillside)

Game Art Design TS31 (Completer Course)
**Prerequisite: TS21**
This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. (DSA, Hillside)

Advanced Game Art and Design TS32 (Completer Course)
**Prerequisite: TS31**
This course is a continuation in the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting and networking protocols, and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3D game project. (Hillside)

Adobe Visual Design II31
**Prerequisite: None**
This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, In-design, and Illustrator certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. (Jordan)

Adobe Digital Design II32
**Prerequisite: II31**
This course is a project-based course that develops ICT, career, and communication skills in Web design and animation using Adobe tools. This course is aligned to Adobe Dreamweaver and Flash certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. (Jordan)

Scientific Visualization II TS22 (Completer Course)
**Prerequisite: TS21**
Students use statistical, graphic, and conceptual visualization computer applications as they work with increasingly complex data and mathematical/scientific models. They learn to analyze and communicate a variety of phenomena and explore careers that rely on this technology. (Hillside)

Entrepreneurship I ME11
**Prerequisite: MM51 or BF10 or BF05**
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. (CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)
Special Notes about this Cluster
Work-based learning strategies are appropriate for the Business, Management & Administration Cluster. FBLA or DECA leadership activities are integral components of each course and provide many opportunities for practical application of instructional competencies.

Enhancement Courses for this Cluster

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<td>MMS1</td>
<td>Marketing</td>
</tr>
<tr>
<td>AB21</td>
<td>Agribusiness Management Trends &amp; Issues I</td>
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FOUNDATIONAL COURSES

Microsoft Word, PowerPoint, & Publisher

**BM10**
**Prerequisite:** None
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. *(CMA, Hillside, Jordan, Northern, PL, Riverside, Southern)*

Accounting I **BA10**
**Prerequisite:** None
This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. *(Hillside, Southern)*

Principles of Business and Finance **BF10**
**Prerequisite:** None
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. *(CMA, Hillside, Jordan, New Tech, PL, Northern, Riverside, Southern)*

Business Law **BB30** (Completer Course)
**Prerequisite:** BF10
Students learn how laws impact their lives when they purchase insurance, rent or own real estate, sign a contract, or buy something on credit. They also learn how businesses develop hiring and firing guidelines, write contracts, and maintain business practices. *(Hillside, Jordan, Northern, Southern, Riverside, PL)*

Business Management **BB40** (Completer Course)
**Prerequisite:** BF10
This course expands student understanding of management, including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the course. *(Hillside, Jordan, Southern)*

Entrepreneurship I **ME11** (Completer Course)
**Prerequisite:** MMS1 or BF10 or BF05
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. *(CMA, Hillside, Jordan, New Tech, Northern, PL, Riverside, Southern)*

Entrepreneurship II **ME12**
**Prerequisite:** ME11
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. *(Hillside, Southern, Northern, Riverside)*

Project Management I **CS11**
**Prerequisite:** None
This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. *(Riverside, Southern)*

Project Management II **CS13**
**Prerequisite:** CS11
This project-based course focuses on the use of information technology to increase the effectiveness and efficiency of project management and integrated enterprise. Students will learn operational strategies for managing advanced technology and innovation as well as how to map the high technology operations environment to business settings. *(Riverside, Southern)*
This course includes financial accounting, managerial accounting, and financial statement analysis topics. Compared to the traditional 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. (CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)

Prerequisite: None

Personal Finance BF05
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. (CMA, Hillside, Northern, Jordan, Riverside, Southern, PLC)

Prerequisite: None

Microsoft Excel & Access BM20
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to create spreadsheets as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. (Hillside, Jordan, Northern, Riverside, Southern, PLC)

Prerequisite: None

Business Law BB30
Students learn how laws impact their lives when they purchase insurance, rent or own real estate, sign a contract, or buy something on credit. Students also learn how businesses develop hiring and firing guidelines, write contracts, and maintain ethical business practices. (Hillside, Jordan, Riverside, Southern)
Entrepreneurship I ME11
Prerequisite: MMS1 or BF10 or BF05
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. (CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)

Project Management I CS11
Prerequisite: None
This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. (Riverside, Southern)

Project Management II CS13
Prerequisite: CS11
This project-based course focuses on the use of information technology to increase the effectiveness and efficiency of project management and integrated enterprise. Students will learn operational strategies for managing advanced technology and innovation as well as how to map the high technology operations environment to business settings. (Riverside, Southern)

CTE Advanced Studies CS95
Prerequisite: Two technical credits in one Career Cluster
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster: The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (Hillside, Northern, Jordan, Riverside, Southern, PLC)

ACADEMY OF FINANCE COURSES

AOF Principles of Finance CN10
Prerequisite: None
This is the first course students take in the Academy of Finance and introduces students to the financial world. Students develop financial literacy as they learn about the function of finance in society. They study income and wealth; examine financial institutions; learn how businesses raise capital; and study key investment-related terms and concepts. They also research how innovations have changed the financial services field. Finally, students explore careers that exist in finance today. (Hillside)

AOF Business Economics CN11
Prerequisites: CN20 or CN14
Business Economics introduces students to the key concepts of economics as they pertain to business. This course discusses the American economy and the factors that influence the success of businesses and products. It describes forms of business ownership, discusses the relationship of labor and business, and provides a broad overview of the global economy. Students also examine careers in business, both as employees and as business owners. (Hillside)

AOF Principles of Accounting CN12
Prerequisite: None
Principles of Accounting provides students with an understanding of the accounting process and how it facilitates decision making by providing data and information to internal and external stakeholders. Students learn that accounting is an integral part of all business activities. They learn how to apply technology to accounting by creating formulas and inputting data into spreadsheets. (Hillside)

AOF Financial Planning CN13
Prerequisite: None
Financial Planning provides students with an overview of the job of a financial planner. Students learn to consider how all aspects of financial planning might affect a potential client, and learn about the importance of financial planning in helping people reach their life goals. This course includes lessons on saving, borrowing, credit, and all types of insurance, and covers various types of investments. Students also examine careers in financial planning. (Hillside)

AOF Entrepreneurship CN14
Prerequisite: None
Entrepreneurship introduces students to the critical role entrepreneurs play in the national and global economy. Students learn the skills, attitudes, characteristics, and techniques necessary to become successful entrepreneurs. They explore starting a business and learn about the operational issues and financial risks that new businesses face. Students examine ethical issues and develop a framework for managing them. (Hillside)

AOF Insurance CN15
Prerequisite: CN12 or CN19
This course introduces students to the insurance industry and to its critical role in the financial services sector and in society. It covers common types of insurance, including life, health and disability, property, liability, and forms of commercial insurance. Students examine the business model underlying the industry and how underwriting, actuarial science, and investment practices affect an insurance company's financial success. (Hillside)

AOF Business in a Global Economy CN16
Prerequisite: CN20 or CN14
Business in a Global Economy provides students with an understanding of how and why businesses choose to expand their operations into other countries. This course exposes students to the unique challenges facing firms doing business internationally and to the potential opportunities available to those businesses. (Hillside)

AOF Financial Services CN18
Prerequisite: CN12 or CN19
This course gives students an overview of banks and other financial services companies. It introduces students to the origins of money and banking and examines the early history of banking in the United States. Students study the financial services industry and the types of companies it includes in depth. They learn about the services offered by such companies and analyze the ways these companies earn profits. Finally, students examine careers in financial services. (Hillside)
AOF Managerial Accounting CN19  
**Prerequisite: None**  
Managerial Accounting introduces the fundamentals of management accounting, including manufacturing and cost accounting, budgeting, accounting for managerial decision-making, and financial statement analysis. Students learn how to use accounting information for internal decision-making and planning and control. Regardless of the career path they choose, this course gives students the financial acumen necessary to make informed personal and business decisions. (Hillside)

AOF Ethics in Business CN20  
**Prerequisite: None**  
This course introduces the importance of ethics in business. Students focus on the significance of ethics to stakeholders; examine who bears responsibility for monitoring ethics; and explore ethical situations common in organizations. Students examine how ethics affects various business disciplines and consider the impact of organizational culture. Students also explore ethics as social responsibility, the evolution of ethics in international business, and how the free market and ethics can coexist. (Hillside)

AOF Applied Finance CN17  
**Prerequisite: CN10**  
Students learn to identify the legal forms of business organization and continue to develop an understanding of profit. They learn about various financial analysis strategies and the methods by which businesses raise capital. Students also have the chance to explore, in depth, topics of high interest in the field of finance, and explore the types of careers that exist in finance today. (Hillside)

Health Science Cluster

**Special Notes about this Cluster**  
This cluster is only offered at the City of Medicine, which is a choice school. Work-based learning strategies are appropriate for Health Sciences Cluster courses. HOSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

**Enhancement Courses for this Cluster**

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FOUNDATIONAL COURSES

**Health Sciences I  HU40**  
**Prerequisite: None**  
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. (CMA)

**Health Sciences II  HU42 (Completer Course)**  
**Prerequisite: HU40**  
Through classroom study and a 65 hour clinical internship, students become proficient with the skills needed to become valued health care team members. Students learn emergency care and safety skills as well as the record keeping skills required by a medical facility. (CMA)

**Biomedical Technology  HB10**  
**Prerequisite: None**  
Students survey current medical and health care practices using computerized databases, the internet, the media, and by visiting health care professionals. They become fluent with the language and terminology of medicine and get an overview of biomedical technology, specialties and ethics. (CMA)

**Health Team Relations  HU10**  
**Prerequisite: None**  
It takes a team of health care professionals to provide quality patient care. Students learn how to be productive, valued health care team members by becoming aware that patients have different needs and cultural preferences. A study of medical terminology, the history of health care, and the services offered by different health care agencies will help students to understand the roles and responsibilities of health care team members. (CMA)

**Nursing Fundamentals  HN43**  
**Prerequisites: HU42**  
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 NC NAI Registry. (CMA)
Hospitality And Tourism Cluster

Special Notes about this Cluster
Work-based learning strategies are appropriate for Hospitality and Tourism Cluster courses. FCCLA or DECA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

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FOUNDATIONAL COURSES

Foods I - Fundamentals FN41
Prerequisite: None
This course examines the nutritional needs of human beings with a special focus on how diet impacts health. Students learn kitchen and meal management along with food preparation. (Hillside, Jordan, Northern, Riverside, Southern)

Foods II - Enterprise FN42
Prerequisite: FN41 or FH21
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. (Hillside, Jordan, Northern, Riverside)

Introduction to Culinary Arts and Hospitality FH20
Prerequisite: None
In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, smallwares, culinary math, and basic knife skills in a commercial foodservice facility are taught. (Northern)

Culinary Arts and Hospitality I FH21
Prerequisite: FH20.
This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills. (Northern)

Culinary Arts and Hospitality II FH22 (Completer Course)
Prerequisite: FH21
This course provides advanced experiences in cold and hot food production, management (front and back of the house), and service skills. Topics include menu planning, business management, and guest relations. (Northern)

Marketing I MM51
Prerequisite: None
Students learn the basic concepts that contribute to effective marketing including product distribution, pricing for maximum profits, advertising and promotion, selling, and product service management. (Hillside, Jordan, Northern, PLC, Riverside, Southern)
Hospitality and Tourism  MH42 (Completer Course)
Prerequisite: MMSI or MH31
Students already familiar with marketing basics learn how to apply them to the travel and tourism industry. Students learn how to manage customer relations, seek out travel destinations, and promote tours and travel. (Northern)

Sports and Entertainment Marketing I MH31
Prerequisite: None
Students learn how to market sports, entertainment, and special events. They study branding, licensing, and naming rights along with on-site merchandising, concessions, promotion, and safety and security requirements. (Hillside, Jordan, Northern, Southern)

Sports and Entertainment Marketing II MH32
(Completer Course)
Prerequisite: MH31
Students expand their knowledge of sports and entertainment marketing through simulations and projects that demonstrate their knowledge of event and facilities management, legal issues and contracts, and promotion. (Hillside, Jordan, Northern, Southern)

CTE Advanced Studies  CS95
Prerequisite: Two technical credits in one Career Cluster
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (Hills, Jordan, Northern, Southern, PLC)

Entrepreneurship I ME11
Prerequisite: MMSI or BF05 or BF10
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. (CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)

Entrepreneurship II ME12
Prerequisite: ME11
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. (Hillside, Northern, Southern)

Human Services Cluster

Special Notes about this Cluster
Work-based learning strategies are appropriate for Human Services Cluster courses. FCCLA or SkillsUSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

Enhancement Courses for this Cluster

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FOUNDATIONAL COURSES

Teen Living  FC10
Prerequisite: None
Students examine life management skills in the areas of personal and family living, wellness, nutrition and foods, financial management, living environments, appropriate child development practices, fashion and clothing, and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. (Northern, Riverside)

Parenting and Child Development  FE60
Prerequisite: None
Students study how children develop from infancy through their teen years and discuss the emotional, social, and physical needs of children as they grow and mature. Students learn about the critical role parents and caretakers play and the kinds of practices that can best nurture a child at each stage. (Hillside, Jordan, Northern, Riverside)

Cosmetology I  IL09
Prerequisite: None — Students are required by the NC State Board of Cosmetic Arts to wear a clean white or school color uniform, white shoes, and a name badge. Students must purchase a supply kit and mannequin. Students earn 4 credits for this course.
This 4 credit course gives students extensive experience with salon techniques. Students learn and practice giving facials, manicures, and pedicures and style hair through a variety of hair cutting techniques, chemical relaxing, wet hair styling, roller techniques, pin curls, and hair coloring. Students also learn cosmetology ethics, grooming, hygiene, and salon safety including sterilization and sanitation. (Holton)
Cosmetology II   IL10  (Completer Course)  
**Prerequisite:** Cosmetology I — Students are required by the NC State Board of Cosmeti- c Arts to wear a clean white or school color uniform, white shoes, and a name badge.  
Students earning 1200/1500 hours of training may sit for the Cosmetology Licensing Board Exam. Students earn 4 credits for this course.  
The course continues the work from Cosmetology I while adding additional salon techniques such as wig styling, facial massage, hair analysis, artificial nails, hair removal, and permanent waving. Classroom instruction will give students the foundation and practice to pass the Cosmetology Licensing Board Exam. (Holton)

Barbering I   IL24  
**Prerequisite:** None—Students earn 4 credits for this course.  
Students learn the basics of working in a barber shop. Topics include: implements and tools, haircutting and styling, shaving, facial massage and an overview of safety, sanitation and infection control techniques. Students also explore career information required for the barbering industry. (Holton)

Barbering II   IL25  (Completer Course)  
**Prerequisite:** Barbering I — Students earning 1528 hours of combined instruction and clinical can sit for the NC Apprentice Barber Examination. Students earn 4 credits for this course.  
Students build on the barbering skills they learned in Level I and add skills such as hair coloring, chemical servicing, hair piece styling, women’s hair cutting, and manicuring. Students also learn how to identify and treat disorders of the skin, scalp, and hair and explore barbershop management and licensing laws. This course will prepare students to take the State Barber Board Exam. (Holton)

Early Childhood Education I   FE11  
**Prerequisite:** None  
This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. (Holton)

Early Childhood Education II   FE12  
(Completer Course)  
**Prerequisite:** FE11  
This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. (Holton)

CTE Advanced Studies    CS95  
**Prerequisite:** Two technical credits in one Career Cluster  
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper; producing a product, developing a portfolio, and delivering a presentation. (Hillside, Northern, Jordan, Riverside, Southern, PLC)

Personal Finance   BF05  
**Prerequisite:** None  
Students learn the financial skills they will need to live independently as adults. Topics include financial planning, shopping skills, managing a bank account and credit/debit cards, and managing assets. (CMA, Hillside, Jordan, Northern, Riverside, Southern)

Principles of Business and Finance   BF10  
**Prerequisite:** None  
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. (CMA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)
Information Technology Cluster

**Special Notes about this Cluster**
Work-based learning strategies are appropriate for the Business Management and Administration Cluster. FBLA or DECA leadership activities are integral components of each course and provide many opportunities for practical application of instructional competencies.

**Enhancement Courses for this Cluster**

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**FOUNDATIONAL COURSES**

**Microsoft Excel & Access BM20**
*Prerequisite: None*

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data.

In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. *(CMa, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)*

**Multimedia & Webpage Design BD10**
*Prerequisite: None*

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. *(DSA, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)*

**Computer Programming I BP10**
*Prerequisite: None*

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Basic environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including event-driven input, logical decision making and processing, and useful output. *(Northern)*

**CTE Advanced Studies CS95**
*Prerequisite: Two technical credits in one Career Cluster*

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. *(Hillside, Northern, Jordan, Riverside, Southern, PLC)*

**SAS Programming I BP20 (Completer Course)**
*Prerequisite: BP10*

This course is the entry point for students to learn SAS programming. Students will learn how to plan and write SAS programs to solve common data analysis problems. Instruction provides practice running and debugging programs. The emphasis is placed on reading input data, creating list and summary reports, defining new variables, executing code conditionally, reading raw data files and SAS data sets, and writing the results to SAS data sets. *(Jordan)*

**Computer Engineering Technology II21**
*Prerequisite: Recommend BI10*

This course includes basic computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. *(Hillside, Southern)*

**Computer Engineering Technology II22 (Completer Course)**
*Prerequisite: II21*

This course includes advanced computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. *(Hillside, Southern)*

**Principles of Business & Finance BF10**
*Prerequisite: None*

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. *(CMa, Hillside, Jordan, New Tech, Northern, PLC, Riverside, Southern)*
Law, Public Safety, Corrections & Security Cluster

Special Notes about this Cluster

Work-based learning strategies are appropriate for Law, Public Safety, Corrections and Security Cluster courses. SkillsUSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

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FOUNDATIONAL COURSES

Public Safety I IP11

Prerequisite: None

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

Public Safety II IP12 (Completer Course)

Prerequisite: IP11

This course covers additional career information in public safety and advanced skills in corrections, emergency and fire management, security and protection, law enforcement, and legal services. The course includes advanced skills in each area, using resources from the community to help deliver instruction to the students. (Holton)

Computer Systems CN34

Prerequisite: None

This course walks students through the intricacies of setting up hardware, installing software, connecting to a network, and connecting to the Internet. Students get hands-on practice upgrading operating systems. They get practice assembling and disassembling computer hardware including peripherals, motherboards, FRUs, and connectors. Students also learn troubleshooting techniques. (Hillside)

CTE Advanced Studies CS95

Prerequisite: Two technical credits in one Career Cluster

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (Hillside, Northem, Jordan, Riverside, Southern, PLC)

Additional foundational courses will be offered through Career and College Promise.
Manufacturing Cluster

Special Notes about this Cluster
Work-based learning strategies are appropriate for Manufacturing Cluster courses. SkillsUSA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

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<td>MM51</td>
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Introduction to Robotics and Advanced Manufacturing  IMU10
Prerequisite: None
This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing careers. Skill sets specific to Trade and Industry careers will be provided to include key concepts from the systems used in robotics/manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities associated with the major program areas of Trade and Industrial Education will provide practical applications to enhance student learning. (Holton)

Additional foundational courses will be offered through Career and College Promise.

Marketing Cluster

Special Notes about this Cluster
Work-based learning strategies are appropriate for Marketing Cluster courses. DECA leadership activities are an integral component of each course and provide many opportunities for practical application of instructional competencies.

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<td>BB30</td>
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<td>AB21</td>
<td>Agribusiness Management, Trends &amp; Issues I</td>
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Foundational Courses

Marketing MM51
Prerequisite: None
Students learn the basic concepts that contribute to effective marketing including product distribution, pricing for maximum profits, advertising and promotion, selling, and product service management. (Hillside, Jordan, Northern, PLC, Riverside, Southern)

Fashion Merchandising MI21
Prerequisite: None
In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. (Northern)

Marketing Management MA52 (Completer Course)
Prerequisite: MM51 or MI21
This course is designed to build on the concepts students learned in Marketing or Fashion Merchandising. Students learn how to recruit, hire, train and evaluate employees and study information management, purchasing, pricing, ethics, sales management, and financing. (Southern)

Entrepreneurship ME11 (Completer Course)
Prerequisite: MM51 or BF05 or BF10
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. (CMA, Hillside, Jordan, PLC, New Tech, Northern, Riverside, Southern)
Entrepreneurship II  ME12  
Prerequisite:  ME11  
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. (Hilside, Northern, Southern)

Principles of Business & Finance  BF10  
Prerequisite: None  
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. (CMA, Hilside, Jordan, New Tech, Northern, PLC, Riverside, Southern)

Honors Marketing Management  MA52  
Prerequisite: MMS1 or M121  
This honors course extends the Essential Standards to a higher, more challenging level. Students can expect to complete extensive research project assignments and conduct a Marketing Management project with a local or nationally recognized business. Regular presentations of a student’s work will be made to other students in class and to local business leaders. (Southern)

Honors Strategic Marketing  MU92  
Prerequisite: It is suggested that a student be at least a Junior or Senior who has successfully completed a Marketing Education Course.  
This fast-paced course challenges students by combining into one course the concepts taught in the Marketing and Marketing Management courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. The Strategic Marketing course focuses on the impact of marketing on society, procedures used in buying behavior, procedures to manage marketing information, procedures to develop and manage products, pricing procedures, promotion, marketing channels, supply chain management, retail operations, and global marketing. (Southern)

Virtual Enterprises  MU81  
Prerequisite: BA10 or BB40 or ME11  
In this two-credit year-long course a simulated business is set up and operated by students with the guidance of a teacher/facilitator and a business partner. Virtual Enterprises I allows students to experience all facets of being an employee in a firm in an actual business environment. Students are involved in every aspect of running a business, including human resources, accounting, product development, production, distribution, marketing and sales, and they engage in trade with other practice firms (VEs) around the world. This simulation enables students to understand how employees, workgroup teams, and departments interact with each other and work together for the goal of the company. In addition, the simulation conveys the expectations of the workplace. (Southern)

CTE Advanced Studies  CS95  
Prerequisite: Two technical credits in one Career Cluster  
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (Hilside, Northern, Jordan, Riverside, Southern, PLC)
FOUNDATIONAL COURSES

Drafting I  IC61  
Prerequisite: None  
Students learn to use graphic tools such as sketching, geometric construction, Computer Assisted Design (CAD), orthographic projection and 3-D modeling. These visual communication skills are valuable tools for representing ideas in the fields of architecture, manufacturing, and engineering. (Riverside)

Drafting II - Engineering  IV22  
(Completer Course)  
Prerequisite: IC61  
This course introduces students to engineering graphics including symbol libraries and sectioning techniques. Students learn how to use coordinate systems and study the principles of machine processes including cams and gears. Students will construct 3-D wire frame models using Computer Assisted Design (CAD). (Riverside)

Drafting III – Engineering 7973  
Prerequisite: IV22  
This course introduces the student to advanced engineering concepts using computer assisted design (CAD) tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. (Riverside)

Scientific and Technical Visualization I  TS21  
Prerequisite: None  
This state-of-the-art course introduces students to the use of complex graphic tools for visualizing technical, mathematical, and scientific ideas. Visualization activities include creating models for molecular structures, topographical maps, stratospheric and climate changes, and statistical analysis. (DSA, Hillside)

Scientific Visualization II  8007  
(Completer Course)  
Prerequisite: TS21  
Students use statistical, graphic, and conceptual visualization computer applications as they work with increasingly complex data and mathematical/scientific models. They learn to analyze and communicate a variety of phenomena and explore careers that rely on this technology. (Hillside)

Technology Engineering and Design  TE11  
Prerequisite: None  
Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. (Holton, Hillside, New Tech, Riverside)

Technological Design  TE12  (Completer Course)  
Prerequisite: TE11  
This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. (Holton, New Tech, Riverside, Hillside).

Robotics I  TL18  
Prerequisite: TE11  
The Robotics course is a modular and project-based curriculum that introduces students to the design process in an engaging and hands-on manner. By applying STEM principles to actual engineering projects, the curriculum helps students quickly understand the relevance of what they are learning, and mastering the fundamentals of engineering. No prior robotics experience is required; beginners
are able to advance sequentially through the units to gradually increase their knowledge and skill level. The Autodesk VEX Robotics Curriculum meets content standards for Science, Technology, Engineering, and Math (STEM). Vex Robotics competitions will be available for students through TSA. (New Tech)

Robotics II TLI9 (Completer Course)
Prerequisite: TLI8
This course is a modular and project-based curriculum that engages students in advanced robotic design processes. Programming and engineering concepts are reinforced as students design and build robots to compete in simulated robotic competitions. (New Tech)

CTE Advanced Studies CS95
Prerequisite: Two technical credits in one Career Cluster
This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. (Hillside, Northern, Jordan, Riverside, Southern, PLC)

PROJECT LEAD THE WAY COURSES

Honors Introduction to Engineering Design (IED) TP11
Weighted plus 2 quality points
Prerequisites: Successful completion of Algebra and/or Geometry is highly recommended.
Students learn the process of product design using computer modeling software and solve design problems by developing, creating, and analyzing product models. This is one of three foundation courses required for the pre-engineering cluster and is a pre-requisite for all subsequent engineering courses. (Riverside, Southern)

Honors Principles of Engineering (POE) TP12
Weighted plus 2 quality points
Prerequisite: TP11. Successful completion of Algebra and/or Geometry is highly recommended.
Students explore engineering careers, technology systems and manufacturing processes. Through project-based studies, they learn how to strategies for solving problems using math, science, and technology. This is one of three foundation courses required for the pre-engineering cluster. (Riverside, Southern)

Honors Digital Electronics (DE) TP21 (Completer Course)
Weighted plus 2 quality points
Prerequisite: TP12
Students learn the fundamentals of electricity and electronics and use computer simulation software to design, test, and build various circuits and devices. This is one of three foundation courses required for the pre-engineering cluster: (Riverside, Southern)

Honors Civil Engineering and Architecture (CEA) TP23 (Completer Course)
Weighted plus 2 quality points
Prerequisite: TP12
Students collaborate on the development of community-based building projects and work on the entire process from conceptual design to project presentations. (Riverside, Southern)

Honors Aerospace Engineering (AE) TP25 (Completer Course)
Weighted plus 2 quality points
Prerequisite: TP12
Students design problems related to aerospace information systems, astronautics, robotics, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Using 3-D design software, students work in teams utilizing hands-on activities, projects, and problems and are exposed to various situations encountered by aerospace engineers. (Riverside)

Honors Computer Integrated Manufacturing (CIM) TP22 (Completer Course)
Weighted plus 2 quality points
Prerequisite: TP12
In this course, students answer the questions: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics, and automation. The course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software, robotics, and flexible manufacturing systems. (Riverside)

Honors Computer Science and Software Engineering (CSE) Pilot – TP90 (Completer Course)
Weighted plus 2 quality points
Prerequisite: TP12
This course is project- and problem-based with students working in teams to develop computational thinking and solve open-ended, practical problems that occur in the real world. The course is not a programming language course; it aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. Students completing the course will be well-prepared for a first course in Java or other object-oriented language. (Riverside)
## TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CLUSTER

### FOUNDATIONAL COURSES

#### Automotive Service IT11
**Prerequisite:** None

This course introduces basic automotive skills and job opportunities in the auto repair industry. Topics include engine theory, automotive service preventive maintenance, brake repair, electrical systems troubleshooting, safety, test equipment, and measuring. (Northern, Southern)

#### Automotive Brakes IT12
**Prerequisite:** 7511

This course teaches installation, inspection, and troubleshooting of automotive brake systems. Automotive Service Technology programs in North Carolina are National Automotive Technician Education (NATEF) certified. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, and job shadowing. (Northern, Southern)

#### Automotive Computer Systems Diagnostics IT13 (Completer Course)
**Prerequisite:** IT11

This course is based upon the use of computer system diagnostic tools to read and diagnose computer codes in a variety of automotive types. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. (Northern, Southern)

#### Automotive Electrical IT14
**Prerequisite:** IT11

This course emphasizes automotive electrical/electronics and is basic for electrical/electronic automotive preparation. Basic inspection, troubleshooting, and repair of automotive electrical/electronic systems will be included in this course. (Northern, Southern)

#### Automotive Advanced IT15 (Course Completer)
**Prerequisite:** IT14

This course emphasizes advanced electrical/electronics. Advanced inspection, troubleshooting, and repair of automotive electrical/electronic systems will be included in this course. This course helps prepare students for the Automotive Service Excellence (ASE) certification in electrical/electronics. (Northern, Southern)
ARMY ROTC at Hillside

The curriculum includes academic instruction, military drills, leadership development and supervised athletic activities. Students make trips to military facilities to observe military operations and to other schools for color guard, drill team and other competitive events. Students who complete two or more years of JROTC may receive advanced placement after completion of Army Basic Training.

Army Junior ROTC I
Prerequisite: None
This beginning course in Leadership Development introduces students to ROTC and the Army. Students learn drills and ceremonies, first aid, and map reading while building their ability to communicate and become leaders. Students will also discuss current events.

Army Junior ROTC II
Prerequisite: Army Junior ROTC I
Leadership Development continues to be an important aspect of ROTC II. Students learn intermediate drills and ceremonies and study first aid, map-reading, and communication skills in greater depth. Students study biographical sketches and historical campaigns and discuss opportunities for scholarships and other career benefits.

Army Junior ROTC III
Prerequisite: Army Junior ROTC II
Army JROTC III stresses military leadership and managerial techniques, including a review of the duties of a leader/manager. Students increase their skills with applied map reading, land navigation, and techniques of communication and study of the role of the Army in United States history. Students will also discuss opportunities available to today's soldier in the area of vocational knowledge and skills.

Army Junior ROTC IV
Prerequisite: Army Junior ROTC III
ROTC IV is the culmination of the JROTC program. Students learn advanced leadership techniques as they study the psychological and moral aspect of leadership and examine group relations and behavior. In a special seminar focusing on leadership and management, students gain insight into decision making as it applies to implementing new ideas, maintaining discipline, and managing people. Cadets have multiple opportunities to assume leadership roles including preparing and presenting a lesson to the class, leading everyday functions of the corps, and reviewing how staff responsibilities are organized and carried out.

AIR FORCE JUNIOR ROTC (AFJROTC) at Northen and Riverside

AFJROTC students are engaged in two periods per week of academic instruction, two periods per week of military drills and leadership development, and one period a week of physical fitness. Students will have the opportunity to visit military installations and facilities to observe military operations and life first hand. They may also be able to take orientation flights aboard military aircraft. AFJROTC units will perform color guard and drill demonstrations at school and community events.

After graduation, students with three years of AFJROTC who qualify to serve in the military will be offered these opportunities:

1. They may enlist in one of the Armed Forces in an advanced grade.
2. They may have the first year of college ROTC waived upon request.
3. They may compete for a four year ROTC scholarship with paid tuition, fees and books. The scholarship includes a tax free stipend each month for the scholarship recipient.

Aerospace Science I
Prerequisite: Approval by Senior Aerospace Science Instructor (SASI)
Cadets explore the subject of aviation from ancient times until present day, to include rocketry, astronomy and space exploration. The leadership portion of this course includes topics pertaining to AFJROTC organization, Air Force traditions and customs, citizenship, and character development. In addition, cadets learn about and practice drill and ceremonies. Character building and physical fitness are important aspects of this course. Cadets also learn about substance abuse, CPR, first aid and techniques for stress reduction and weight management.

Aerospace Science II and Aerospace Science III
Prerequisite: Approval by Senior Aerospace Science Instructor (SASI)
The subject matter taught in the Aerospace Science portion of the curriculum will rotate between three different subject areas: Science of Flight, Space Exploration and Global/Cultural Awareness.

Science of Flight: Topics include the atmospheric environment, human requirements of flight, the physics of flight, and basic navigation methods.

Space Exploration: Topics include history of astronomy and space flight, the solar system, space exploration and technology, manned and unmanned flights, space missions and various types of space vehicles.

Global/Cultural Awareness: Topics include historical, geographic, religious, ethnic, economic and political issues that have shaped and continue to impact the six major regions of the world.
The Leadership Education portion of this course builds students’ knowledge and ability to successfully participate in squadron drill and larger formations. In addition, students will be given opportunities to develop and practice both written and oral communication skills. Students will also begin to investigate various career opportunities including college, vocational and work force options. Students will take part in one day of physical fitness per week. Self esteem building and physical fitness are both important aspects of this course. Cadets will learn techniques for stress and weight management.

Aerospace Science IV
Prerequisite: Approval by Senior Aerospace Science Instructor (SASI)
In this course, cadets focus on developing advanced leadership skills. They will have multiple opportunities to organize activities, schedule staff meetings, give briefings to the corps, and prepare lessons for classroom presentation. Students will take part in one day of physical fitness per week. Self esteem building and physical fitness are important aspects of this course. Cadets will also learn stress reduction techniques and weight management.

Aerospace Science Drill and Ceremonies (Riverside only)
Prerequisite: Approval by Senior Aerospace Science Instructor (SASI)
Students will learn advanced techniques in both regulation and exhibition military drill. Cadets will have the opportunity to compete in several drill meets against other JROTC drill teams both in state and out of state. There is a cost associated with this class to attend the drill meets. The course meets after school each day and is a fall semester class only. Students receive one credit upon successful completion.

ESL Courses

ESL Level IA (10382S1A)
(Jordan – 10382Y1A)
Prerequisite: None
This course is for English Language Learners, new to the English Language, within the first year in US schools. The course will focus on listening, reading, speaking and writing skills in English to prepare students’ transition to content area classes. It is also an introduction to U.S. schools and American culture.

ESL Level IB (10382S1B)
(Jordan 10382Y1B)
Prerequisite: None (preferred ESL Level IA)

ESL Level II A (10382S1B)
This course is a continuation of ESL Level IA for English Language Learners who are within the first two years in US schools and beginning to understand language and use it in a limited capacity. The course will include a focus on listening, speaking, reading and writing skills to help students progress in social and academic contexts in English.

ESL Level II B (10382S2)
Prerequisite: ESL Level IA or IB
This course is for high beginners and/or low intermediate for English Language Learners who are in the process of further developing language skills pertaining to familiar topics, whose language needs are in comprehending and using academic vocabulary in English. The course will focus on listening, speaking, reading and writing skills to help students progress in social and academic contexts in English.

ESL Level III (10382S3)
Prerequisite: Level II or Recommendation by ESL Teacher
This course is a continuation of ESL Level II and is for intermediate or high intermediate English Language Learners. These students participate well in most everyday situations whose language needs are with academic and idiomatic language. This course would include a focus on developing listening, speaking, reading and writing skills to help students progress mainly in academic context in the core content areas.

ESL Level IV (10382S4)
Prerequisite: Level III or Recommendation from the ESL teacher/content teacher
This course is for advanced English Language Learners whose academic language skills are expanding. These students need support with complicated literary text and academic writing. The course will emphasize reading and writing skills to help students succeed in academic contexts in the core content areas.

Advanced Reading and Writing
10292NES
Prerequisite: Level IV or recommendation from content and/or ESL teacher
This course focuses on refining reading and writing skills to help English Language Learners with the goal of exiting students from ESL Services.

Advanced Reading and Writing in the Content Area
(10292NCS)
Prerequisite: Level IV or recommendation by content and/or ESL teacher
This course focuses on refining reading and writing skills to help English Language Learners with the goal of bridging the gaps in Science and Social Studies content areas and preparing them for college.
ESL Sheltered English Courses

These English courses have the same requirements as their versions for native English speakers and are offered at every high school. These courses may be taught by an ESL teacher or a certified English teacher trained in ESL strategies.

ESL English I (10212S)  
Prerequisite: Complete ESL Level I (10382S)

ESL English III (10232S)  
Prerequisite: ESL English II

ESL English II (10222S)  
Prerequisite: ESL English I

ESL English IV (10242S)  
Prerequisite: ESL English III

Additional ESL Sheltered Courses
Mathematics, Health/PE, Science, Social Studies, and Career Technical Course

These courses are not offered at every school. Check with your guidance counselor or ESL teacher for information about specific courses.

ESL Sheltered Math Courses

These mathematics courses have the same requirements as their non-sheltered versions. See the math section for complete course descriptions.

ESL Math I  
Prerequisite: None, all students take the Math I End-of-Course Test

ESL Math II  
Prerequisite: Math I

ESL Math III  
Prerequisites: Math I and Math II, all students take the Math II End-of-Course Test.

ESL Sheltered Health/PE Course

ESL Health/PE has the same requirements as its non-sheltered version. See the Health/PE section for a complete course description.

ESL Health/PE  
Prerequisite: None

ESL Sheltered Science Courses

These Science courses have the same requirements as their non-sheltered versions. See the science section for complete course descriptions.

Earth/Environmental Science  
Prerequisite: None

ESL Biology I  
Prerequisite: None

Physical Science  
Prerequisite: Students should have successfully completed or be concurrently enrolled in Math I (Chemistry and Physics also meet the state physical science requirement.)

ESL Sheltered Social Studies Courses

These Social Studies courses have the same requirements as their non-sheltered versions. See the math section for complete course descriptions.

World History  
Prerequisite: None

United States History  
Prerequisite: World History

ESL American History I  
Prerequisite: ESL World History

ESL American History II  
Prerequisite: ESL World History and American History I
Occupational English I
Students in English I will study literature, informational texts, poetry, drama, biographical works, and art from all genres to gain knowledge of culture, current events and themselves. They will gain the reading and writing skills necessary to write, analyze and evaluate detailed arguments.

Occupational English II
English II students will study literature, informational texts, poetry, drama, biographical works, and art from around the world to come to a better understanding of world cultures, contemporary issues, and their world. They will fine tune the reading and writing skills necessary to write, analyze and evaluate detailed arguments.

Occupational English III
Students in English III analyze United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is critical analysis of texts through reading, writing, speaking, listening, and using media.

Occupational English IV
Students in English IV will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British Literature. The emphasis in English IV is an argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media.

Occupational Intro to Mathematics
Introductory Mathematics provides students a survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry. Appropriate technology, from manipulatives to calculators, should be used regularly for instruction and assessment.

Occupational Common Core Mathematics I (CCM I – formerly Algebra I)
This rigorous course is designed to formalize and extend the mathematics learned in the middle grades. The topics studied seek to deepen and extend the understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. CCM I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Culminating units of study tie together the algebraic and geometric ideas studied and also provide students opportunities to have experiences with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between two quantities. They further use graphical representations and knowledge of the context to make judgments about the appropriateness of the linear models. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

Occupational Financial Management
Financial Management assists with preparing 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.

Occupational Applied Science
Students learn about energy, the environment, conservation, and chemical exposure. The students also study human body systems and learn how they work together to regulate health. Students explore these topics through hands-on activities and by applying the concepts they learn to real world situations.

Occupational Biology
Students survey the history and development of biology including an introduction to biochemistry, cellular biology, physiology, genetics, organisms, and life processes. In addition to reading, students will engage in laboratory activities to develop process and problem solving skills.

Occupational Social Studies I
This course provides students with the basic economic, government, and political knowledge they will need to become responsible citizens and consumers. Beginning with the history of the United States including the Constitution and its amendments, the three branches of government, and the major laws that impact citizens, students will move on to learn about local government, its role and jurisdiction, and issues of personal citizenship.

Occupational Social Studies II
This course teaches students the skills they will need to achieve the independence and self-determination essential for successful adult outcomes. Students will have opportunities to apply these skills to situations they will face after they graduate from high school.

Occupational Preparation I
This course introduces students to the attitudes, behaviors, and habits needed to obtain employment, become a valued employee, and be considered for career advancements. Students will participate in school-based learning activities to develop a positive work ethic including on-campus vocational training in school factories, work-based enterprises, and the operation of small businesses. To pursue their career interests, students will be able to gain hands-on vocational training through Workforce Development Education courses. Students will begin the process of formal career planning.
**Occupational Preparation II**
This course provides students with a repertoire of basic skills that will serve as a foundation for future career application. Basic skills include the ability to manage resources, use technology, solve problems, learn new job skills, and regulate one's energy to stay productive throughout the work day. Students also learn how to communicate their own needs and ideas, get along with people from different backgrounds, and work productively on teams. Students will expand their school-based learning activities to include on-campus jobs and refine their job-seeking skills.

**Occupational Preparation III**
Students refine the skills they learned in Occupational Preparation I and II through community-based training, job shadowing, internships, job sampling, situational assessment, cooperative education, and apprenticeships. Students will have multiple opportunities to demonstrate effective work habits, develop leadership skills, and practice self-determination.

**Occupational Preparation IV**
This course gives students the opportunity to synthesize the skills they acquired in previous Occupational Preparation courses and apply them to their personal career choice. Students solve work related problems, practice self-advocacy, and learn about the theoretical and practical aspects of their career choice. To earn an Occupational Course of Study diploma, students must complete 360 hours of competitive employment in a community setting. As the final step to securing employment, students will develop a job placement portfolio that includes an educational and vocational record of their high school experience.

**Decision-Making (first semester) 95202DM1**
**Decision-Making (second semester) 95202DM2**
The goal of this course is to help students respond flexibly and appropriately to a variety of life situations. By understanding the consequences of their decisions, taking ownership of their choices, and learning to solve problems, students gain control of their lives. Special education students in any grade or course of study may enroll in this course to improve their social skills.

**Learning Strategies (first semester) 95202LS1**
**Learning Strategies (second semester) 95202LS2**
**Prerequisite: 9th grade classification**
9th grade students learn strategies to help them achieve success with their academic courses. Students learn to organize their notebooks, use their academic agenda books, and take effective notes. They also learn strategies for increasing their vocabulary, writing sentences, and constructing paragraphs. Students may spend part of each class period implementing the learned strategies in their current coursework.

**Skills for Success 95202SS**
This course focuses on helping students succeed in many areas of teenage life. Topics include leadership development, self-esteem building, personal problem solving, and relationships. Class participation is a must.

**Library/Media Center Assistant 96082X0**
**This course may be repeated for a total of two credits.**
Students are expected to master the competencies outlined in the curriculum standards approved by the State Board of Education for the Student Library Media Assistants Program. Among other skills, students will demonstrate a working knowledge of the media center’s organization and collections, will learn to select and use materials and equipment for specific purposes, will design and/or produce instructional materials, and will demonstrate an understanding of computers, digital media and other innovative technologies and their application to solving relevant problems. Students provide support for users of the media center and its technologies.

**Computer Media Assistant 96080X0**
**This course may be repeated for a total of two credits.**
This is an exciting elective for students who like computers and like helping others learn about them. Students are expected to master competencies outlined in the curriculum standards. In addition to integrating digital media and other applications and related skills, students demonstrate the use of the computer as a research tool, a productivity tool, and a communication tool. Students provide support for users of computer technologies.