Dear Parents and Students:

It is an honor to welcome all new students to our high school program. Our school system is proud of the various curricula opportunities afforded students, and we encourage you to take full advantage of these opportunities during your high school years. The expectation is that all students fulfill their potential by participating in rigorous courses, developing higher level thinking skills, and exploring career choices. It is the goal of Union County Public Schools that these expectations will establish the preparation necessary to meet requirements in order for students to experience success and to meet global standards of competition beyond high school.

Please review all course information carefully. There have been significant changes in the state graduation requirements over the past few years. It is important that each student is aware of the requirement associated with his / her graduating class. Students should collaborate first with parents, and then with teachers and counselors when making the course selections that best meet their present needs and future options. I encourage you to use the four-year planner found in the appendices of this document to ensure that you are on course for promotion and graduation.

Utilize the Program of Studies to take advantage of the challenging offerings available in the Union County High Schools in addition to online and distance learning opportunities. Each student is challenged to become a responsible, academically proficient, informed citizen. It is a goal of the Union County Public Schools to promote life-long learners and productive individuals in a constantly changing world. I wish for you a great school year and a beneficial high school career. Your future begins here.

Sincerely,

Mary Ellis
Superintendent
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## OPEN ENROLLMENT

Union County Public Schools does not discriminate on the basis of race, religion, national or ethnic origin, age, disability or gender. Male and female students may enroll in any course regardless of tradition in the respective area of training or employment.
PARENTS

The Board recognizes the critical role of parents in the education of their children. Parents are encouraged to become familiar with programs designed by schools for parental involvement and to actively participate. Each school will develop a parental involvement plan, which includes, at a minimum, the Board directives below. This policy applies to the parents, legal guardians, and legal custodians of students who are under the age of 18.

Annual Notification

Each school must notify parents each year of the following:

- Parental rights related to student records
- Grading practices to be followed at the school and, in high schools, the methods for computing the grade point average that will be used for determining class rank
- A description of the curriculum being offered
- Code of student conduct and school rules on conduct
- Any student performance standards of the Board and school district
- Grievance procedure

Opportunities to Withhold Consent

As part of the annual notification process, parents will be notified that consent may be withheld for the following:

- The release of student directory information about his/her child to outside organizations.
- A student’s participation in curriculum related to (1) prevention of sexually transmitted diseases, including AIDS, (2) the avoidance of out-of-wedlock pregnancy, reproductive health and safety education.
- A student’s use of guidance programs for individual counseling, small group counseling related to addressing specific problems, or referral to community resources on issues of a private nature, as well as information on where to obtain contraceptives or abortion referral services. Neither parental notification nor parental permission is required for large group sessions, initial consultations intended to identify the student’s needs or counseling where child abuse or neglect is suspected.
- Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose. Furthermore, parents, upon request, may inspect any instrument used in the collection of such information before the instrument is administered or distributed to students.
- The administration of any third party (non-Department of Education funded) survey containing one or more of the eight items described in Student Records policy 4-14.
- Any non-emergency, invasive physical examination (does not include hearing, vision or scoliosis screening) or screening that is:
  - Required as a condition of attendance
  - Administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or other students.

Parents will receive general notification on a yearly basis about routine screenings and notification on a case-by-case basis as needed. In addition, parents may inspect, upon request, any instructional material used as part of the educational curriculum for students by contacting the school principal. Furthermore, parents may opt for alternative assignments for their child(ren) (see policy 5-1).
Parental Permission Required

A parent wishing to withhold consent must do so in writing after receiving notice. Otherwise, consent to the program or activity is presumed. After the annual notification, the school is not required to provide further notice to the parent as to the manner in which student directory information is used, the curriculum is provided, or the guidance programs are made available.

Written parental permission is required prior to the following activities:

- Medicines administered to students by employees of the school district
- Any release of student records that are not considered directory information unless the release is allowed or required by law
- Providing treatment through the school district health services
- Field trips off campus

The complete policy 5-8 concerning Parental Involvement can be found in the Board of Education Policy Manual on www.ucps.k12.nc.us.

Stay Informed

The Union County Public Schools website is designed to keep parents informed. For general information such as parent resources, lunch menus, calendars and school closings, log on to: www.ucps.k12.nc.us.

Click on Secondary Education for information pertaining to high school students such as Driver’s Education questions, graduation requirements, SAT, ACT, and Career and College Promise information.
A new Program of Studies is developed each year for incoming freshman. The Program of Studies a student receives his or her freshman year will follow the student throughout his or her high school career.

The site at which the Program of Studies information for students entering high school prior to 2015-2016 is located at the link below:

http://seced.ucps.k12.nc.us/php/handbooks.php
Central Academy of Technology and Arts
“Leading the Way”
600 Brewer Drive
Monroe, NC  28112-6110
704-296-3088
cata.ucps.k12.nc.us

Cuthbertson High School
“Connecting our Students to the World”
1400 Cuthbertson Road
Waxhaw, NC  28173
704-296-0105
chs.ucps.k12.nc.us

Forest Hills High School
“We Expect Success”
100 Forest Hills School Road S.
Marshville, NC  28103
704-296-3025
fhhs.ucps.k12.nc.us

Marvin Ridge High School
“Passport to the World”
2825 Crane Road
Waxhaw, NC  28173
704-290-1520
mrhs.ucps.k12.nc.us

Monroe High School
“Aspiring to Greater Heights”
1 High School Drive
Monroe, NC  28112
704-296-3130
mhs.ucps.k12.nc.us

Parkwood High School
“Learners Today...Leaders Tomorrow!”
3220 Parkwood School Road
Monroe, NC  28112
704-764-2900
pwhs.ucps.k12.nc.us

Piedmont High School
“Piedmont Academics Character Excellence”
3006 Sikes Mill Road
Monroe, NC  28110
704-296-3170
pmhs.ucps.k12.nc.us

Porter Ridge High School
“Rigor, Relevance, and Relationships”
2839 Ridge Road
Indian Trail, NC 28079
704-292-7662
prhs.ucps.k12.nc.us

South Providence School
“Rising from Adversity to Strength”
500 South Providence Street
Waxhaw, NC  28173
704-290-1580
sps.ucps.k12.nc.us

Sun Valley High School
“Celebrate Success”
5211 Old Charlotte Highway
Monroe, NC  28110
704-296-3020
svhs.ucps.k12.nc.us

Union County Early College
4209-A Old Charlotte Highway
Monroe, NC  28110
704-290-1565
ucec.ucps.k12.nc.us

Weddington High School
“Empowering Students to Reach Their Full Potential”
4901 Monroe-Weddington Road
Matthews, NC  28104
704-708-5530
wdhs.ucps.k12.nc.us

Wolfe School
722 Brewer Drive
Monroe, NC  28112
704-290-1568
wolfe.ucps.k12.nc.us
Program of Studies for Students Entering High School in 2015-2016

Future Ready Core Curriculum
Future Ready Occupational Prep Curriculum

There have been significant changes in the high school course of study and graduation requirements. The new requirements are assigned by the year a student enters the ninth grade for the first time. It is imperative that parents and students know and understand the graduation requirements associated with that class of students.

Every North Carolina high school student must:

• meet the course and credit requirements based on when they entered high school as a ninth grader for the first time (see course/credit requirements table)
• earn passing scores on three essential end-of-course tests: Math I, Biology, and English II per UCPS Board of Education Policy
• successfully complete Cardiopulmonary Resuscitation (CPR) training
• meet any additional requirements adopted by the local board of education

There are two courses of study that students will follow to meet graduation requirements. Students will be placed in the Future-Ready Core as a default option. The new graduation requirements include an increase in the level of math proficiency and an increase in the number of required courses. A detailed outline of graduation course requirements can be found in the following pages.

Occupational Prep is the course of study a student with specific learning disabilities may complete to graduate with a high school diploma in North Carolina. The Occupational Course of Study is intended to meet the needs of a small group of students with disabilities who require a greatly modified curriculum that focuses on post-school employment and independent living.

HIGH SCHOOL GRADUATION COURSE AND CREDIT REQUIREMENTS

From the time you enter kindergarten, you’re getting ready for high school graduation. Your school guidance counselor is available to answer questions you may have about what you need to reach your goal of high school graduation.

High School Exit Standards - UCPS Local Requirements

Students entering the ninth grade for the first time in 2015-2016 and beyond will be required to meet the UCPS Local High School Exit Standards. Students are required to score Level III, IV or V on the three end-of-course tests: Math I, Biology and English II.

Students are required to complete training in Cardiopulmonary Resuscitation (CPR).

Students must successfully complete all Course and Credit Requirements - Listed in the chart and organized according to the Future Ready Core and Occupational Course of Study requirements for high school as determined by the maximum potential minus four formula.
## Future Ready Course of Study For Ninth Graders Entering in 2015-16 and Later

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>FUTURE-READY CORE</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Credits</td>
<td>English I, English II, English III, English IV</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 Credits</td>
<td>Math I, Math II, Math III and an additional math course</td>
</tr>
<tr>
<td>Science</td>
<td>3 Credits</td>
<td>Physical Science or Chemistry or Physics, Biology, Earth Science or AP Environmental Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 Credits</td>
<td>World History, American History: Founding Principles, Civics and Economics, American History I: Founding Principles, American History II or AP US History</td>
</tr>
<tr>
<td>World Language</td>
<td>Not required for graduation</td>
<td>Two World Language courses required to meet MAR (minimum application requirements) for UNC</td>
</tr>
<tr>
<td>Health / Physical Education</td>
<td>1 Credit</td>
<td>Health / Physical Education</td>
</tr>
<tr>
<td>Academic Electives</td>
<td>6 Credits</td>
<td>2 – Any combination from: Career and Technical Education (CTE), Arts Education, World Languages, 4 – recommended (four course concentration from one of the following): Career and Technical Education (CTE), JROTC, Arts Education (e.g. dance, music, theater arts, visual arts), Other academic subject area (e.g. Mathematics, Science, Social Studies or English)</td>
</tr>
</tbody>
</table>

Maximum potential equals the total number of credits for which a student could register during the normal school day. A 4x4 block schedule allows 32 credits in 4 years. Graduation Requirement is calculated by subtracting four from the maximum potential for a student. 32 credits – 4 courses = 28 courses to fulfill the graduation requirement from Union County Public Schools.

**Exceptions:** South Providence High School and the CASPS diploma path require 22 credits for students entering 9th grade in 2015-16. Students attending South Providence for a part of their high school career need to consult a counselor to determine if their requirements differ based on the number of courses completed. A student on a block schedule for less than four years or transferring from a school with a different maximum potential is still subject to the maximum potential minus four formula.
### Occupational Course of Study for students entering the 9th grade in 2015-2016

| 9th Grade | First Semester       |  |  |
|-----------|----------------------|  |  |
| CTE Elective | OCS Applied Science | OCC Prep I | PE/Health |
| **9th Grade** | **Second Semester** |  |  |
| OCS English I | OCS Introduction to Math | Elective | CTE Elective |

| 10th Grade | First Semester   |  |  |
|------------|------------------|  |  |
| OCS Mod English (UCPS) | OCS Pre-Algebra (UCPS) | OCC Prep II | Elective |
| **10th Grade** | **Second Semester** |  |  |
| OCS English II (EOC English II) | OCS Math I (EOC Math I) | OCC Prep II | Elective |

| 11th Grade | First Semester |  |  |
|------------|----------------|  |  |
| OCS English III | OCS General Science (UCPS) | OCC Prep III | Elective |

| 11th Grade | Second Semester |  |  |
|------------|-----------------|  |  |
| OCS Financial Management  
*Personal Finance is substitution for OCS Financial Management Course.* | OCS Biology I (EOC Biology) | OCC Prep III | CTE Elective |

| 12th Grade | First Semester |  |  |
|------------|----------------|  |  |
| OCS English IV | OCS Social Studies I | Elective | CTE Elective |
| **12th Grade** | **Second Semester** |  |  |
| OCS Social Studies II | Elective | OCC Prep IV | CTE Elective |
Courses for Credit (Teacher taught or online courses)

A credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day must follow content guidelines in the locally developed North Carolina Standard Course of Study curriculum guides, Advanced Placement or International Baccalaureate syllabi in which high school students are enrolled.

Courses taken to complete high school graduation requirements are allowed via the Career and College Promise Program; however, if the high school course requires an end-of-course test, that test must be taken in order to get credit for the course.

A superintendent may grant a waiver to allow students to take courses not listed in the Career and College Promise Program at the Public University, Community College, or Private College, if these courses are not available to the student at his or her local high school.

Credit by Demonstrated Mastery

Section 13 of the State Board of Education Policy GCS-M-001 provides a Credit by Demonstrated Mastery policy. Credit by Demonstrated Mastery (CDM) is the process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction. “Mastery” is defined as a student’s command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the End of Course exam where applicable, or a final exam (provided by the state or developed locally) and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks.

Students who demonstrate mastery, through the process as determined and allowed by the NC Department of Public Instruction, shall receive credit for the course toward graduation requirements. Credit shall be indicated on the student’s transcript as a Level 3 (College Preparatory) course with a grade of “pass”. The school shall not grant a numeric or letter grade for the course and shall not include the grade in the student’s grade point average (GPA) calculation.

The following courses are excluded from Credit by Demonstrated Mastery:

- Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship)
- CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood Education I / II and Nursing Fundamentals
- CTE Advanced Studies courses
- English Language Learner (ELL) courses
- Healthful Living courses
- Advanced Placement or International Baccalaureate courses
- Occupational Course of Study (OCS) Occupational Preparation I, II, III, and IV courses.

Middle school students may participate in the CDM Process for those high school courses which may be taught in middle school, as listed in the North Carolina State Board of Education Policy Manual: GCS-M-001: English I, Math, Science, Social Studies or World Language I or II.

High School Courses Taken at the Middle School

Students in grades 6-8 who pass English I and/or mathematics, science, social studies, or world language courses that are described in and aligned to the North Carolina Standard Course of Study for grades 9-12 may use the course(s) to meet high school graduation requirements. Such course(s) shall count toward meeting graduation requirements and the number of credits required to graduate, and shall appear on the high school transcript. These courses shall not be included in the calculation of student’s high school Grade Point Average (GPA). Student GPA shall be computed only with courses taken during the high school years.

Students transferring to UCPS from an out-of-state middle school with high school credit listed on their transcripts will be given credit for the high school courses meeting N.C graduation requirements and NC State Board of Education Policy.
Requirements for a High School Certificate of Achievement/Graduation Certificate

OCS students who have completed all graduation requirements of the Occupational Course of Study except the competitive hours of employment may exit school with a Certificate of Achievement and transcript. Upon completion of the competitive hours of employment requirements, the student would then receive a High School Diploma.

Students in the Exceptional Children’s Program as defined by G.S. 115C-109 (excluding gifted and pregnant) who do not meet the requirements for a high school diploma will receive a graduation certificate and shall be allowed to participate in graduation exercises if they have successfully completed 22 course units by general subject area (4 English, 3 Math, 2 Science, 2 Social Studies, 1 Health and Physical Education, 6 local electives and 4 Career and Technical Education electives) under paragraph (e) of this Rule.

Classification/Promotion Standards

A student’s grade classification is determined by his or her English class as well as the number of units earned. These promotion standards apply to all students and are used in determining athletic eligibility. For example, any student who has completed the required number of units, including the required English unit for the previous grade level, may be classified as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4 x 4 Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Promoted from 8th Grade</td>
</tr>
<tr>
<td>Grade 10</td>
<td>6 units including English I</td>
</tr>
<tr>
<td>Grade 11</td>
<td>13 units including English II</td>
</tr>
<tr>
<td>Grade 12</td>
<td>20 units including English III</td>
</tr>
</tbody>
</table>

Additional standards are:

- Students who have transferred into UCPS must meet the graduation requirements for Union County and North Carolina prior to graduation.
- North Carolina high school students are required to successfully complete CPR training before earning their diplomas. This training may be given in middle school but must be designated on the transcript as completed before final graduation requirements are met.
- Students must successfully complete all graduation requirements prior to the day of graduation to participate in graduation exercises.

Career Academy of South Providence

This program offers students at risk for dropping out of school an opportunity to complete the requirements for high school graduation in a non-traditional setting. UCPS recognizes that some students need to work to support families and tend to drop out of school to meet these obligations. The program is designed to offer flexibility around school and work hours, which provides the motivation to continue schooling while working. Additionally, the program is designed to exclude students who are on track for a 28 credit diploma. Career Academy Diploma program is a highly structured and limited opportunity for a select number of students whose circumstances may prevent graduation from high school. Students must complete 22 required and elective credits in order to receive a North Carolina high school diploma. The program is coordinated through the home school in conjunction with South Providence School.

Referrals are submitted by the school principal and reviewed by a committee of school system staff. Only students who demonstrate a high degree of motivation and cooperation will be accepted into the program.

Guidelines:

- Students should have (unsuccessfully) completed 3 semesters and be 16 years old before admission to the program. Students entering high school for the first time at the age of 16 will be considered for the Career Academy. The school counselor and the principal will determine the appropriateness of placement into the program prior to the end of the 3rd semester of high school.
• A plan for graduation will be developed for every student admitted to the program by the Dropout Prevention Counselor.

• The school principal will have the authority to dismiss any student from the diploma program who is disruptive, uncooperative, or not making progress toward graduation. Only students displaying a significant hardship that will impede their ability to graduate from high school in the traditional fashion or who are strongly considering dropping out of school will be admitted.

• The principal and the Dropout Prevention Committee reserve the right to deny admission to any student who does not meet the set criteria.

• Students participating in the Career Academy of South Providence program must complete all courses required for graduation by the North Carolina State Department of Public Instruction.

Students who are enrolled in South Providence High School or in the Career Academy of South Providence will adhere to the following promotion standards:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4 x 4 Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Promoted from 8th Grade</td>
</tr>
<tr>
<td>Grade 10</td>
<td>6 units including English I</td>
</tr>
<tr>
<td>Grade 11</td>
<td>13 units including English II</td>
</tr>
<tr>
<td>Grade 12</td>
<td>20 units including English III</td>
</tr>
</tbody>
</table>

**Fifth Year Seniors and Returning Students**

A student who has completed four years of high school, but has not completed the required number of courses for a certificate or a diploma, may return to high school as a full-time student up to the age of twenty-one (21). A fifth year senior will have the same maximum potential as a fourth year senior taking the normal course load each year. The principal and Superintendent for Instruction must approve any exceptions. Any student who has received a certificate may return to high school for a diploma as described above. A fifth year senior may take a modified schedule of less than four classes.

OCS students who have completed all graduation requirements of the Occupational Course of Study except the competitive hours of employment may choose not to exit high school and instead return in the Fall semester to complete the competitive hours of employment requirement with the assistance of school personnel.

This option is available to OCS students who have not yet reached their 22nd birthday.

**Early Graduation - At the End of the Junior Year**

Students and parents will meet with the student’s guidance counselor prior to beginning the application process for early graduation. Students applying for early graduation will meet the standard of maximum potential minus four as required of all high school graduates and must follow the guidelines outlined below:

• The application with parent signature must be filed with the school principal no later than the first 10 days of school in the junior year. The application can be downloaded from the UCPS website.

• The school principal will appoint a standing committee each year to examine all requests for accelerated graduation and make a final decision as to the validity of the request.

Factors to be considered in judging requests include:

• The stated reason(s) why permission for accelerated graduation is being requested.

• The recommendation of two of the student’s current or former high school teachers. It is the applicant’s responsibility to secure these recommendations.

• The academic qualifications of the applicant. It is recommended the student have a “B” average. Eighth grade test data and high school end-of-course test data should reflect an achievement rate at or above grade level.
The committee established as stated previously shall render its decision on the request no later than 20 days after the submission date. If denied, the committee will justify the decision in writing to the parent or guardian of the student, with a copy to the school principal. In the event of a negative ruling, the parties making the request will have the right to appeal the decision by first meeting with the high school principal and then by submitting an appeal in writing to the Superintendent for Instruction. The written appeal to the Superintendent for Instruction must be made within ten school days of the committee’s decision.

**Mid-Year Graduation for Seniors**

Students may be eligible to complete graduation requirements by the end of the first term of the senior year under the following conditions:

- Student must complete an application by the first 10 days of the senior year.
- Student must have a clear academic plan.
- Plan must be reviewed and approved by school administrators.
- Required credits for graduation will be based on maximum potential for the entire four years minus four.
- Student will not be eligible to participate in any year-round extracurricular appointments or offices.
- Student will not be eligible to participate in any extracurricular activities during the second term excluding the Senior Prom and Graduation.
- Diploma will be awarded in June.
- Any exceptions will be determined on a case-by-case basis with the approval of the counselor, principal, and superintendent or designee.

Applications are available online or through guidance department.

**Flex Day Program for Seniors**

- A senior not meeting requirements for Early Graduation, but needing less than 4 courses in meeting graduation requirements, may opt to apply for flex day. This would apply for students meeting the UCPS Graduation Requirement (maximum potential minus 4). Because the CASP program contains a flex component, these students do not have to be considered for a flexible day schedule.
- If a student enters his/her Senior Year with a minimum of 24 credits, the principal is granted the flexibility to offer the remaining credits during both the fall and spring semesters. Principals are advised to offer courses required for graduation during the fall semester.
- Application for and approval of flex day must be made within the first 10 days of the semester.
- Necessary courses must be completed in sequential order during the day (Periods 1, 2, 3 or 2, 3, 4). For example, students may not leave midday and return for 4th block class.
- Student must provide his / her own transportation.
- If a student wishes to return to school grounds after the end of the school day for after-school activities, principal approval is necessary. This does not apply to night events.
- Flex day is available for school-sponsored athletic participants during the second semester. It will be the principals’ discretion as to whether an athlete may be offered flex scheduling during the first semester.

**High School End of Course Tests - UCPS Local Standards**

The Math I, English II, Biology, and CTE End-Of-Course (EOC) test results, as well as NC Final Exam test results will count as 25 percent of a student’s final grade. According to state testing guidelines, students may not withdraw from a course that has an End-of-Course (EOC) test or NC Final Exam test after the first 10 days of instruction.

Students enrolled in the EOC courses of Math I, English II, and Biology will be required to perform at Achievement Level III, IV or V. If a Level III, IV or V is not achieved, the student’s performance would be reviewed by a school-based committee to determine if the exit standard has been met.
Students who score a Level III, IV or V on an End-of-Course Test and/or its alternate assessments, but fail to earn credit for the course, will have the option to retake the test at the conclusion of retaking the course if the student/parent requests the opportunity. This option is available to provide students an opportunity to demonstrate the new knowledge and skills learned. This affects only students who previously FAILED a course AND scored Level III, IV or V on the test.

Academic Difficulty of Courses

Courses are taught at different levels of academic difficulty. Recommendations are made by subject area teachers for students prior to registration. A waiver form is available for students who wish to enroll in a higher level course than recommended; please consider carefully the use of academic difficulty waivers.

Level 3: College Prep - Course content, pace, and academic rigor follow the North Carolina Standard Course of Study guidelines with content enrichment where appropriate.

Level 4: Honors - Course content, pace, and academic rigor place high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study Guidelines. These courses demand greater independence and responsibility than Level 3 courses. This level or higher is suggested for competitive college admission.

Level 5: Advanced Placement, Career and College Promise, some Project Lead The Way and International Baccalaureate - Course content, pace, and academic rigor are college-level as adopted by the College Board and International Baccalaureate Organization.

Weighting of Grades and Class Rank

Beginning with the 2015-2016 year, the state of North Carolina will be using a ten-point grading scale for all students as shown on the table below. A system of weighting courses is used when determining class rank. This system indicates the degree of difficulty of the courses. Beginning with only the 9th grade class of 2015-2016, class rank will be calculated with the PowerSchool computer system using grade point averages based on a 4.0 weighted scale as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
<th>CP</th>
<th>Honors</th>
<th>AP / IB/ CCP / PLTW (some)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4</td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Please note that final marks of FF (failed due to absences) will be computed in the grade point average and the student ranking process as a course attempted and failed. The following marks will not be computed in the grade point average and the student ranking process:

WP Withdrawed Passing
P In a Pass/Fail Course
F In a Pass/Fail Course
AUD Audited Course
NC No Credit
Suggested Courses for AIG Students

It is recommended that academically talented students take level four courses (honors) throughout their freshman and sophomore years and begin taking Advanced Placement (AP) or Career and College Promise courses when feasible. Because of the national testing associated with AP courses, strong grades and AP exam scores can improve a student’s standing as it relates to college admissions. Students may want to consider beginning their freshman year by taking honors courses in order to have time for AP or Career and College Promise courses while in high school. Students are encouraged to take four courses of a world language.

Honors Courses

The NC Department of Public Instruction requires all school systems to provide documentation on the rigor of their honors level courses. UCPS has developed extensive guidelines which include course pacing, enrichment topics and higher levels of assessment in order to meet the state requirement. Students enrolling in an Honors Level course must understand and be prepared to meet these academics standards.

Advanced Placement Courses

AP courses are college-level courses that follow curricula determined by The College Board. Course content, pace, and academic rigor are geared to prepare students to take the AP test. Over 1,200 colleges and universities in the nation offer college credit to students who score at certain levels on the individual AP examinations. Students enrolling in AP courses should be prepared to devote adequate time to college-level homework, reading, and independent study. Most AP courses are taught year-long with honors credit awarded the first semester and AP credit awarded the second semester. Because AP courses carry one extra quality point, students are expected to take the AP exam for each course in which they are enrolled. Should a student elect not to take the AP exam, the final course grade will drop to the next grade level scale. For example, a student earning a grade of A (5 weighted credit points) in the AP class but not taking the appropriate AP test will earn a grade of B (4 weighted credit points).

Fee waivers are available from The College Board for students who demonstrate a financial need. The AP exams are given at each high school in the spring semester for courses taught at the specific school. If the cost of the AP exam creates a financial hardship, the principal should be contacted.

UNC Requirements

The University of North Carolina is a multi-campus university composed of 16 public senior institutions of higher learning. Each campus is unique in its program offerings, admission requirements, student body make-up, campus life, and historical background. A wide variety of information on the UNC System can be found at https://www.northcarolina.unc.edu. This site also includes links to each of the 16 universities. Another useful website for college information is www.cfnc.org.

Private Colleges/Universities

Requirements for private colleges vary considerably. A student considering a private college should work closely with his or her counselor.

Academic Recognition

- Academic recognition is given to students with outstanding school records.
- Honor Rolls - listings published in local newspapers. Honor rolls at the high school level include the A Honor Roll where students receive an A for each class receiving a grade during the six week period, and an A/B Honor Roll for any student receiving at least one B for any class receiving a grade during the six week period. Students with any C or below will not qualify for the Honor Roll listing. (Students taking North Carolina Virtual Public School courses may not receive a grade for the first six weeks marking period.)
- Honor Society - organization for students meeting certain achievement, leadership, and character standards
• Junior Class Marshals - participate in graduation activities. Five percent of the junior class or a minimum of ten students will be selected to serve as marshals (whichever is greater). The students will be chosen from those having the highest grade point average. For example, class rank will be determined using the 4.0 quality point weighted scale at the end of the fifth grading period, and marshals will be those students with the highest grade point average. In case of a tie for the last marshal, all students involved in the tie will be selected.

• Rank in Class - used for college transcripts, scholarship applications, and determining junior class marshals

• Grade Point Average - determined by procedures required by the NC State Board of Education; used for college transcripts and for calculating rank in class, eligibility for high school athletics, etc.

Academic Letter Guidelines

Students who meet the following qualifications will be awarded a letter equal to those given for outstanding athletic performance, except that these letters will be embossed with a gold-colored lamp of learning. Letters will be awarded at the conclusion of each academic semester. The letters will be purchased with Central Services funds approved by the Board of Education. Students who meet the qualifications more than once will be awarded a gold bar to pin on the letter for each semester during which they meet the qualifications. Students who are awarded letters will have an opportunity to purchase jackets and sweaters on which to wear the letters.

Requirements for earning an Academic Letter:

• The student must be in the 9th, 10th, 11th, or 12th grade.

• The student must have an overall semester average of 90, computed by averaging the grades received in all courses in which the student is enrolled. The student may earn no semester grade less than “85” to be considered.

Graduation Honors

These honors designations will be used for graduating seniors. Note: The remainder of the top 10% of graduates, if not accounted for in the categories below, may be designated as “honor graduates”.

<table>
<thead>
<tr>
<th>Weighted GPA</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.57 or higher</td>
<td>summa cum laude</td>
</tr>
<tr>
<td>4.14 to 4.56</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>3.71 to 4.13</td>
<td>cum laude</td>
</tr>
</tbody>
</table>

Union County Early College

Union County Early College is a small school with a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. It is designed so that students can earn both a high school diploma and an associate degree or up to two years of credit toward a bachelor’s degree.

It is located on the campus of South Piedmont Community College Campus on Old Charlotte Highway, near Monroe airport. Approximately 80 rising ninth grade students from Union County enter in August each school year. Students apply to our school during their 8th grade year. Early College does not have athletic teams, band, chorus, ROTC, or cheerleading.

The students at Union County Early College will focus on high school and college courses. The goal is to prepare all students for high-skill careers by engaging them in a rigorous, college level curriculum while compressing the number of years required to earn a college degree.
UCPS Global Scholars Program

Service Learning Project with a Global Theme

Students should submit a proposal to their school’s Graduation/Scholarship Committee outlining their plans for completing a Service Learning Project that will allow them to contribute to the local, national, or world community. Once approved, students must complete the Service Learning Project and present a written artifact (e.g. project, portfolio, presentation) to the committee.

Students must complete all requirements listed below or complete the International Baccalaureate Program.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Program Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Global Social Studies courses in addition to the World History requirement: (Ex. Global Awareness, Global Citizen, Global Experience, Multi-Cultural Women’s Studies, HIS 111, HIS 112 – World Civilizations I and II)</td>
</tr>
<tr>
<td>2</td>
<td>World Language Levels 1-2</td>
</tr>
<tr>
<td>6</td>
<td>Elective credits to include at least two second-level or advanced courses</td>
</tr>
</tbody>
</table>

1=CATA  2=MRHS  3=MHS, PKHS, PMHS, PRHS, CATA  4= FHHS, SV  5=WHS

Global Scholars Recipients will be identified by:
*Seal affixed to Diploma
*Recognition during Commencement

North Carolina Academic Scholars Program

- Students who complete the State Board of Education requirements for a well-balanced, challenging high school program will be named North Carolina Academic Scholars and receive special recognition.
- Most students should begin planning for the program as they enter the ninth grade to ensure they get the most flexibility in their courses.
- Complete all the requirements of the North Carolina Academic Scholars Program.
- Have an overall four-year un-weighted grade point average of 3.500.
The students who qualify for this special recognition:

- Will be designated by the State Board of Education as North Carolina Academic Scholars.
- Will receive a seal of recognition attached to their diplomas.
- May use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to institutions.)

High school math and world language courses taken in the middle school counting towards the requirements may vary. All courses taken by NC Academic Scholars Program participants must be Academic Level 3 or above (preferably Level 4 or above).

Students participating in the NC Academic Scholars Program may not enroll in any of the classes required for this program on a pass-fail basis.

It is the student’s responsibility to ensure that the correct courses are taken in order to be eligible for the North Carolina Academic Scholars Program. Students should let their guidance counselor know if they plan to pursue this award.

North Carolina Academic Scholars Program Requirements

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>FUTURE-READY CORE</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Credits</td>
<td>English I&lt;br&gt;English II&lt;br&gt;English III&lt;br&gt;English IV</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 Credits</td>
<td>Math I&lt;br&gt;Math II&lt;br&gt;Math III and an additional math course that requires Math III as a prerequisite.</td>
</tr>
<tr>
<td>Science</td>
<td>3 Credits</td>
<td>Chemistry or Physics&lt;br&gt;Biology&lt;br&gt;Earth Science or AP Environmental Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 Credits</td>
<td>World History&lt;br&gt;American History: Founding Principles, Civics and Economics&lt;br&gt;American History I: Founding Principles&lt;br&gt;American History II or AP US History</td>
</tr>
<tr>
<td>World Language</td>
<td>Not required for graduation</td>
<td>Two World Language courses required to meet MAR (minimum application requirements) for UNC</td>
</tr>
<tr>
<td>Health / Physical Education</td>
<td>1 Credit</td>
<td>Health / Physical Education</td>
</tr>
<tr>
<td>Academic Electives</td>
<td>6 Credits</td>
<td>2 – Any combination from:&lt;br&gt;  Career and Technical Education (CTE)&lt;br&gt;  Arts Education&lt;br&gt;  World Languages&lt;br&gt;4 – Recommended (four course concentration from one of the following):&lt;br&gt;  Career and Technical Education (CTE)&lt;br&gt;  JROTC&lt;br&gt;  Arts Education (e.g. dance, music, theater arts, visual arts)&lt;br&gt;  Other academic subject area (e.g. Mathematics, Science, Social Studies or English.)</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>3 Credits</td>
<td>Higher level courses taken during junior and/or senior years which carry 5 quality points such as: AP / IB / Career and College Promise Courses / Advanced CTE / CTE credentialing courses.</td>
</tr>
</tbody>
</table>
Commercial Recognition Programs

In accordance with the following statement issued by a National Association of Secondary Schools Principals’ Committee, commercial recognition programs are not promoted or sanctioned by the school system.

The Committee does not list organizations or programs that claim to honor outstanding students through publication of student names in volumes usually titled “Who’s Who,” “Outstanding,” “Distinguished,” etc., and that derive their revenue from the sale of these publications to students. The Committee views any recognition accorded to students through mere inclusion in such a publication as of little or no tangible value. Furthermore, such recognition is unlikely to provide any future educational or personal benefit to students. The selection criteria used by most commercial recognition programs are often ambiguous and flimsy. Even when stated the organization is unlikely to be able to verify that students actually measure up to the selection criteria, since nominations ordinarily come from a number of sources. These may include staff members associated with a school or individuals in the community at large. Most of the organizations sponsoring these programs and known to the Committee are profit motivated and are not related to educational, philanthropic, or professional associations. The organizations often solicit students and their families to purchase the publication or some other type of “award.”

Some universities and colleges do use recognition in commercial programs as one of the criteria for determining student admission status. Therefore, students who receive such nominations are encouraged to consult their school guidance counselor or principal in order to determine the source of the nomination and its relative value.

Non-Traditional Instructional Settings

UCPS students can take courses through a variety of non-traditional settings. A non-traditional setting is defined as instruction outside the face-to-face traditional setting of a high school classroom. ALL requests for course completion through a non-traditional setting require prior approval from the school principal and/or Central Services.

Virtual Evening School Program

The Evening School Program operates with online coursework, via UC Virtual, NC Virtual, or other online curriculum approved by UCPS. Students must attend classes at the Evening School site from 4:00 p.m. - 7:00 p.m. daily, Monday - Thursday. Highly qualified teachers are available to assist with assignments during that period of time. Coursework not completed during that time frame must be completed from home. An application and committee review process is required for any Union County Public Schools student to be considered for this program. That application can be found at http://seced.ucps.k12.nc.us/ under forms. For more information, see your school's Guidance Department.

Summer School Classes

Summer Credit Recovery classes are offered at UCPS High Schools using Online Curriculum. High school students who have failed to successfully complete the number of units in core courses (English, Math, Science, Social Studies) required for promotion to the next grade level or for graduation are eligible for summer school at their home school. The exact courses to be taught will depend upon student need and computer access. Additionally, students may take new credit summer classes through NCVPS or UC Virtual. Contact the guidance counselor at the school for more information.

Online/Distance Coursework

If a student enrolls in an online course as one of the four instruction blocks, the student will complete the course in a computer lab at the school site. Students will not be given early release to work on an online course at home. The only exceptions will involve homebound services and students participating in the Alternative to Long-term Suspension (ALTS) or Career Academy of South Providence School (CASPS) programs. Specific course offerings from the online and distance learning programs are constantly evolving. For the most current course offerings please visit the Online/Distance Learning website http://seced.ucps.k12.nc.us/distance/.

If the course being taken has a state-mandated End-of-Course test, the student will be required to take this test during the normal testing window. Such tests will count as 25% of the overall grade for courses and will have an impact on determining if a student earns credit for a course.
North Carolina Virtual Public School

The North Carolina Department of Public Instruction offers online courses through NC Virtual Public School (NCVPS). AP, Honors, and College Prep courses can be taken online during the instructional day. Online courses are rigorous academic classes which require good time management skills and self-motivation. Students should carefully consider this method of instruction before enrolling. It is suggested that students are limited to two on-line courses per semester, but permission for additional courses may be requested through the guidance counselor.

Students should contact the guidance counselor or the Distance Learning Advisor at the school for a list of available courses. The school staff will make every effort to place students in a face-to-face course prior to using NCVPS. NCVPS course listings, descriptions, and the prerequisites necessary for taking NCVPS courses can be found at ncvps.org. These prerequisites are not determined by UCPS and are subject to change by the North Carolina Department of Public Instruction.

Union County Virtual On-Line Courses

Union County Virtual is developing online courses in order to meet the academic needs of students. Like NCVPS, students may take a course not available at the school, a course that cannot be accommodated in their schedule, or courses beyond a full course load. These courses are taught by UCPS teachers through a virtual setting. Mandatory face to face teacher/student sessions are held at the beginning and end of each course, and may be additionally scheduled during the course when appropriate. A complete listing of courses available via the UC Virtual venue can be located in the curriculum section of this Program of Studies or through http://seced.ucps.k12.nc.us/.

Independent Study

A student may request permission to take a course on an independent study basis if all possible means of registering for the course at the regular high school have been exhausted. Only courses that have been included in the Program of Studies may be considered for independent study. The proposed course must meet state Basic Education Plan guidelines for course content, provide 135 clock hours of instruction, and must be under the direction of an appropriately certified teacher. All requests for independent study must be approved by the school principal and the Superintendent for Instruction and must be made within the first 10 school days of each semester. AP Courses may be taken as independent study only through an application process.

Concurrent Enrollment

Students who qualify for the Career and College Promise Program may enroll in community college courses as part of the regular school day. Students will register for these courses as they register for their other high school classes. The purchase of the textbooks for the classes will be furnished by the school or school system. Students are expected to remain on school grounds when completing virtual CCP courses; however, may attend the community college for a portion of the school day when necessary. Enrollees must be capable of completing college level course work. CCP courses are completed on a numerical grade basis and high school course credit assigned for an academic course. CCP course grades are calculated into the Grade Point Average. The complete description of the Career and College Promise Program requirements and course offerings can be found in the curriculum section of this Program of Studies.

NC High School to Community College Articulation Agreement

Articulation is a systematic, seamless student transition from secondary to post-secondary education that maximizes use of resources and minimizes content duplication. The components of the agreement are (1) to identify and align courses articulated now and in the future, and (2) to award college credit for identified high school courses based on transcript information and official standardized IMS post-assessment scores. Criteria to award college credit for identified high school courses are (1) a grade of B or higher in the course, and (2) a raw score of 80 or higher on the standardized IMS post assessment.

Attendance

Credit will not be granted for classes when student absences exceed 7 days for a semester course (14 days for a year course). The maximum number of absences will include lawful, unlawful and out-of-school suspension absences. In certain cases of extended illness, family death or court appearances, the principal may waive absences and allow a student to receive credit.
College visits - Students are urged to use teacher workdays and other school holidays as an opportunity to visit college campuses. In the event a student uses a regular school day as a college visit, it will count as a lawful (excused) absence. A maximum of three days can be excused to use for college visits and any additional days will be considered unlawful.

Attendance Recovery - Students who have a chance to pass academically but are in danger of failing due to absences will be the target population for attendance recovery. Schools will have the flexibility to conduct recovery opportunities as needed and students should contact the principal for more information.

Attendance for Extra-curricular Activities

Students are expected to attend school consistently to fully participate in all aspects of high school life. Extra-curricular activities are an important part of the high school experience. In order for students to participate in these activities attendance in school is expected. The following guidelines will apply to all extra-curricular activities:

- Must be in attendance at least 75 minutes of each class period to be counted present
- Must be counted present in no less than 2 classes on the day of the activity
- Co-curricular (activities that are part of the curriculum requirements) activities will be handled through principal discretion.

Changing or Dropping Courses

Students are expected to choose courses carefully at the time of registration to minimize the need to request schedule changes. Students may request a schedule change before the start of school or within the first 5 days of the semester by completing the appropriate forms available through the guidance office. All schedule changes are subject to approval by parents and school staff and are dependent on the rationale for the change and the available space in other classes. Teachers and guidance counselors may request a schedule change for a student within the first 10 days of a semester. All schedule changes, including work-based learning experiences, made after the first 5 days (or 10 days for teacher recommended changes) will be designated as a WP (withdrew passing) or a WF (withdrew failing) in the student’s record. A course dropped before its completion will receive no credit.

Re-taking Courses When Credit Has Been Earned Previously

The term “repeating a course for credit” refers to a high school course repeated via any delivery method when the entire Common Core/Essential Standards Curriculum for that course is being taught to the student for a second time. A student wishing to “repeat a course for credit” will receive a grade and take the associated End-of-Course (EOC) assessment or NC Final Exam. Those students who have already made a Level III, IV or V on the associated EOC assessment may elect to either retake the EOC or use the previous passing EOC score as 25% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade. The course will count in the maximum potential calculation for graduation purposes as will the initial course and score. (Exceptions: Band, Chorus, Weight-lifting, Cooperative Education, Yearbook etc.) A student wishing to modify his or her GPA is to repeat a course for credit and not seek a credit recovery solution.

Re-taking Courses When No Credit Has Been Earned

When a student earns a failing final grade for a course, the student may decide to pursue credit recovery options. However, beginning with students entering the ninth grade in 2015-16, upon completion of the repeated course in its entirety, the new final grade shall replace the previous final grade for the course. The new course grade will be factored into the Grade Point Average replacing the failing grade in the calculation. This is not possible using other credit recovery methods.

Credit Recovery

The term “credit recovery” refers to a block of instruction that is less than the entirety of the Common Core/Essential Standards Curriculum for that course. The length of a credit recovery course shall be dictated by the skills and knowledge the student needs to recover and not be a fixed length of seat time. The original record of the course being completed and failed will remain on the transcript. The student will receive a grade of pass or fail for each credit recovery course. The mark will not affect the student’s GPA. Any EOC test associated with the credit recovery course will be administered no later than 30 days upon the completion of the credit recovery course. (GS 115C-81).
Minimum Course Requirements

Students in schools with block scheduling must enroll in four course credits per semester or eight courses per school year. The Superintendent or designee must approve any exceptions to these requirements for the individual student.

In order for a student to be excused from school for employment, he/she must be at least sixteen years old, be registered for at least three courses per semester, and meet the criteria as outlined in (1) and (2). In addition, the Superintendent or designee must approve each individual case.

1. The student must be actively enrolled in a Cooperative Work Experience Program and must remain at school until a designated time to allow adequate and reasonable travel time to his respective job training station. Second level Marketing Education students who are juniors or seniors may be permitted to leave after the third instructional block.

2. The student must demonstrate a financial hardship. All hardship requests must be submitted to the Superintendent or designee. The principal will review hardship approvals at the end of each semester in order to assure that satisfactory employment and grades are maintained by the student. The student may be required to enroll in a full load of courses if these conditions are not met.

Courses Awarded Pass-Fail Credit

Students will be permitted to enroll in one (1) elective course per school year on a Pass-Fail basis. The course may be in addition to courses that use only a Pass-Fail grading system, i.e. Credit by Demonstrated Mastery. However, the student must decide within the first ten days if the course is to be taken on a Pass-Fail basis. NC Scholars may not enroll in a required course on Pass-Fail basis.

Auditing Classes

At the time of registration and with a guidance counselor's approval, students may request to audit a specific course. The decision to take a course as an audit must be made within first 10 days of the semester. No credit will be awarded to a student auditing a course, but the course will count in the maximum potential calculation for graduation purposes. Students transferring into the school system may audit courses without affecting their maximum potential. Students enrolling in a course for which they have already received credit will be considered as auditing the course and will not receive credit. The grade will be reported as an “audit” and will not be computed in the grade point average or class rank.

Student Assistants

Seniors may apply to serve as assistants to teachers. A teacher may not have a student assistant more than one class period per day and a student may not serve as an assistant more than one class period per year. No academic credit will be awarded and this will count in the maximum potential calculation for graduation purposes. The principal may assign additional student assistants to the principal's office and to the guidance department. While enrolled as a student assistant, failing one class will result in the loss of a driver's license for the student.

Incomplete Grades

Incomplete grades are assigned at the principal's discretion when students have not completed all assignments and/or have an insufficient number of grades to determine a final grade. Students have until the end of the next grading period to complete all work. If the work is not completed within the prescribed time, the grade awarded will not exceed a 55.

Interim Reports

Communication with parents during the grading period in addition to the formal report cards is encouraged for all students and expected for students not working at a “C” level. Such contact may include one or more of the following: scheduled parent-teacher conferences; written notes/letters to parents; telephone calls; progress reports; and samples of students' work. Teachers should maintain a written record of pertinent conferences and other significant communications with parents. Please contact your individual high school to determine the procedures for home-school communication.
Assignment of Home School Credit

A parent/legal guardian desiring to enroll a student in a Union County school who has previously been enrolled in a home school shall provide the following written documentation to the principal of the school in the attendance area where the student is domiciled:

- Attendance Record
- Immunization Record
- Results of the most recent nationally standardized test administered by the home school. The test must include the subject areas of English grammar, reading, spelling, and mathematics.
- A description for each course completed while enrolled in the home school
- Homeschool Transcript

The principal shall use the above information to determine grade placement and which courses taken in the home school will fulfill requirements necessary to earn credit for a high school course. To assist the high school principal in determining if credit can be awarded for certain courses, he/she may require students to take appropriate end-of-course tests. A summary of the basis for the grade placement or course credit should be placed in the student’s record.

Guidelines in Awarding High School Credit for Home School Credits

- Must meet same standards other students have to meet
- May require EOC or teacher-made test for credit
- Level 4 (Honors) credit will not be awarded
- Require numerical grades
- Award no more than eight units of credit for one year

Transfer Credit

Students transferring courses from grades nine through twelve will receive the units of credit listed on their transcript. Transfer credit will be weighted according to what is offered in Union County Public Schools. Guidelines are listed below to assist in determining appropriate transfer credit for students.

Transfer Credit Guidelines

- Transferring from Traditional to Block - At the End of First Semester
  1. Principal of receiving school may approve ½ unit of credit for every 1 unit course passed first semester. Traditionally, the state of North Carolina does not issue ½ units. In order not to harm the student’s GPA, these incoming ½ units may be entered on a P/F basis.
  2. Record as one of the following:
     - Special Interest English (S)
     - Special Topics in Math (S)
     - Special Interest Science (S)
     - Special Int. Social Studies (S)
     - Health/PE Elective (S)
     - Exploratory Foreign Language (S)
     - Arts, Career/Technical, and Miscellaneous electives

Anything not passed as of the end of first semester will receive no credit and no penalty as the student might have passed by the end of the year on a traditional schedule. Check with school data manager for additional clarification.

- Transferring in the middle of a Semester

Handle on a case-by-case basis in the best interest of each student with principal approval. This could range from audit-only to partial credits, depending on the status of student and courses available.
Guidance and Counseling Services

School counselors recognize their primary obligation for confidentiality is to the student but balance that obligation with an understanding of the family or guardians’ legal and inherent rights to be the guiding voice in their children’s lives (ASCA Code of Ethics).

The role of the school counselor in regards to confidentiality is:

- To support the students right to privacy and protect confidential information received from students, the family, guardian and staff members
- To explain the meaning and limits of confidentiality to students in developmentally appropriate terms
- To provide appropriate disclosure and informed consent regarding the counseling relationship and confidentiality
- To inform students and the family of the limits to confidentiality when: Student poses a danger to self or others, Court ordered disclosure, Consultation with other professionals in support of the student, i.e. colleagues, supervisors, treatment teams, and other support personnel
- To keep person notes separate from educational records and not disclose their contents except when privacy exceptions exist
- To seek guidance from supervisors and appropriate legal advice when their records are subpoenaed
- To assert their belief that information shared a student is “confidential” and should not be revealed without the student’s consent
- To adhere to all laws protecting student records, health information, and special services (i.e., HIPAA, FERPA, IDEA).

The guidance program is a service in which all school personnel participate in varying degrees to assist students in developing effective educational, vocational, and social/personal goals as mature and responsible citizens. Guidance has been defined as “the effort of the faculty, counselors, and school administration to help students help themselves.” Guidance provides students and others with opportunities to openly and honestly communicate needs, evaluate self, receive feedback, explore alternatives, establish values, and make decisions. School counselors are individuals who should not be expected to act as judges or evaluators. They differ from teachers and administrators as well as parents in this respect. They are not responsible, as are teachers, for seeing that students meet standards of achievement in given areas, but they assist in providing growth-producing climates that help all students reach their potential. Counselors are asked to maintain a confidential relationship with each student and with parents, teachers, or community resource personnel as they work to enhance the guidance program as an integral part of the total education program. The counselors will be more useful to students for such help if the students get to know their counselor early in their school career.

The counselor may be contacted in:

- Seeking information regarding educational or career development, offerings and requirements that lead to economic independence
- Exploring individual interests, skills, and needs that contribute to career satisfaction
- Developing personal values, decision-making skills and an appreciation of individual differences

Class Adjustment Procedure

If more students register for a class than can be enrolled due to maximum class size regulations, then a random method of selection will be used to determine class assignments. In these cases the upperclassmen will be given first priority, except in cases where specific grades or class levels should be given priority due to the nature of the class.

Class Size

Generally, academic classes may not be taught with fewer than 15 students and career/technical classes may not be taught with fewer than 12 students. Exceptions may be considered based on the nature or level of the courses, the total daily contacts for the teacher, and impact on other class sizes. Special permission may be given by the Superintendent or designee to operate classes with less than the stated minimum.
Athletic Eligibility Requirements

Students must meet the following requirements in order to be eligible to participate in high school athletics:

- Meet the Union County attendance policy;
- Meet all Union County high school promotion standards;
- Earn passing grades for at least three course credits per semester with block scheduling

A student who is promoted from the eighth grade automatically meets course requirements for the first semester of the ninth grade.

International Exchange Students

Union County Public Schools encourages global connections through recognized student exchange programs. In order to best serve the visiting international student, a high school can accept a maximum of four students. Exceptions occur only under unusual circumstances and with the approval of the principal and superintendent or designee. International students attending during their senior year will be allowed to participate in senior activities provided they meet the eligibility guidelines. They may participate in Driver Education but are not eligible to receive a NC Driver’s License.

Driver Education

Given changes in the manner in which driver’s education is being funded at the state level, Union County Public Schools is studying a variety of options for the delivery of driver’s education instruction for the 2015-2016 school year.

All classes and in-car instruction are conducted outside of the regular school day. There is a $65.00 student fee to be paid at the time of registration for the Drivers Education class. Registration and class times are announced through each high school office. The classroom portion of the course consists of 30 hours of instruction, the driving portion 6 hours, and 6 hours for observation.

Driver’s Eligibility

The Driving Eligibility Certificate will be issued only if the student has demonstrated adequate progress (a passing grade in his/her classes) in the prior semester and has not dropped out of school. Adequate progress will be evaluated at the end of each semester and end of the school year.

What is a Driving Eligibility Certificate?

A Driving Eligibility Certificate is used to verify that a student is meeting academic and enrollment expectations for the state of North Carolina and therefore in combination with the other requirements outlined in (§ 20-11 (d) (1), (2), and (3) may obtain either a limited driver’s learner permit or a provisional (limited or full) driver’s license.

How long is a Driving Eligibility Certificate valid?

The Driving Eligibility Certificate is valid for 30 days (§ 20-11(n3)).

Who needs a Driving Eligibility Certificate?

A person under age 18 seeking a driver’s learner permit or provisional driver’s license needs a Driving Eligibility Certificate. A person over age 18 may also need a Driving Eligibility Certificate if the Driving Eligibility Certificate was revoked prior to age 18 due to disciplinary action during high school or community college. (§ 20-11(n1))
Why would a Driving Eligibility Certificate be revoked?

There are three reasons why a Driver Eligibility Certificate could be revoked:

1. **DROPPING OUT OF SCHOOL PRIOR TO AGE 18**

As of August 1, 1998, any public, private, federal, home-schooled, or community college student under age 18 who does not make adequate academic progress or drops out of school will have their driving permit or provisional license revoked (§ 20-11). Under the Dropout Prevention Guidelines, a dropout student is one who has withdrawn from school before the end of the academic term and whose enrollment in an educational setting cannot be verified for 30 days. Parents should be notified in writing that the student's Driver Eligibility Certificate will be revoked. Parents may submit a hardship request to the principal or designee to maintain the student's Driving Eligibility status.

2. **DISCIPLINARY ACTION**

Disciplinary action includes an expulsion, a suspension for more than 10 consecutive days, or an assignment to an alternative educational setting for more than 10 consecutive days. (§ 20-11(n1)) Under the Lose Control/Lose License guidelines, the Driving Eligibility Certificate is revoked for one year. Unlike the Dropout Prevention guidelines that end when a student turns age 18, the revocation of a Driving Eligibility Certificate for disciplinary action can extend beyond age 18 if the disciplinary action took place during the time the student was age 17.

3. **NOT MAKING ADEQUATE ACADEMIC PROGRESS**

At the end of each semester, students not passing 70% of the maximum possible courses are identified. Parents are notified that the student is not making adequate academic progress and have the option of submitting a hardship request to the principal or principal's designee to maintain the student's Driving Eligibility status. Once a student's license is revoked for failure to make adequate academic progress; the student's academic record will be evaluated at the end of the next grading period for possible reinstatement of the driving license.

More information on the Driver Education Program is available at: [http://drivered.ucps.k12.nc.us](http://drivered.ucps.k12.nc.us).

**Policy Relative to Pregnant Students**

- All school personnel and students should be made aware of the policy.
- Appropriate school personnel should inform the pregnant student that it is her responsibility to go to the school counselor and principal and inform him/her on a confidential basis how long she expects to remain in school.
- The student should inform the counselor and/or principal when she expects to return to school after the birth of a child.
- The counselor, principal, and student shall agree upon decisions regarding the pregnant student's educational career.
- The student is responsible for making up work missed in accordance with the same guidelines prescribed in the Administrative Procedures Attendance Policy. Teachers are responsible for withholding grades until this has been accomplished.
- Pregnant students may remain in the regular school setting as long as they are physically able and desire to do so.
- The counselor, principal, nurse and student will make final and detailed decisions regarding possible health emergencies which may occur during the school day.
- It is the responsibility of the principal and the counselor to determine whether other school personnel should be informed of the pregnant student's condition.
- Pregnant students are encouraged to continue their education through counseling and provision of regular or alternative programs as needed. The principal and/or counselor will discuss alternatives with the student.
Course Listings

Each year, Union County Public Schools publishes a new Program of Studies for incoming ninth grade students. It contains the high school graduation requirements as directed by the Department of Public Instruction and those requirements remain in effect for the students entering ninth grade throughout their high school career. However, portions of the Program of Studies are subject to change. For example, the elective courses offered through each high school will vary from year to year; the academies found at specific high schools will change as UCPS grows, etc. A more detailed description of available offerings or curriculum changes can be found on the UCPS website. It is our hope that you will use both information systems as your student progresses through the secondary educational programs.

Students should select courses to be taken carefully. It is the responsibility of students and parents to make sure they have the correct number and composition of units needed to graduate. If unsure, students should contact their guidance counselor for assistance. Forms to help keep track of courses taken are provided in Appendix III.

Individual courses are listed under the major headings. Courses are listed indicating the course, the level, and the duration. For example: English I (3) S, indicates an English I course taught on college prep level, one semester long and one unit of credit will be awarded upon successful completion. English I (4) S, indicates an English I course taught on the honors level, one semester long and one unit of credit will be issued upon successful completion. Courses that are one year in duration are designated with a “Y”. Some courses or programs require specialized facilities or personnel and are available at certain locations.

ENGLISH

In order to graduate from a Union County high school, a student must earn 4 units of English. These four units are English I, II, III, & IV. The intent of the Common Core State Standards for English Language Arts is to equip students with the level of literacy skills necessary to participate as informed and effective citizens in a democratic society, to experience success in higher education, to function effectively in the world of work, and to realize personal fulfillment.

Modular English (3) S

This course is designed to better prepare students for English I and II. The focus of the course is grammar, reading comprehension, and vocabulary. The course is offered first semester to be followed by English I or II second semester. Students scoring below a level 4 on the 8th grade EOG will benefit from enrolling in this course. It may be taken twice for elective credit.

English I (3) S

English I – Honors (4) S

The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction), to include influential U.S. documents and one Shakespearean play. Interdisciplinary informational writing as well as documented research and speaking and listening skills will be included along with multimodal presentations.

English II (3) S

English II – Honors (4) S

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play will be included. Documented research based on interdisciplinary informational texts and literature will comprise the writing, speaking, and listening components of the course along with multimodal presentations. An End-Of-Course test will be administered in English II.

English II Exit Standard (3) S

This course is designed to assist students in meeting the English II Exit Standard. The student can take the course first semester as a preparation for the EOC course second semester. The course may also be used after the student completes the EOC course but has not met the exit standard. A student may take this course a maximum of two times for elective credit.
English III (3) S

English III – Honors (4) S

English III is an in-depth study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play will be included along with interdisciplinary informational writing and multimodal presentations focusing on speaking and listening skills.

English III–Honors (AP Companion Course) (4) S

Prerequisite: English II Honors

English III is an in-depth study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play will be included along with interdisciplinary informational writing and multimodal presentations focusing on speaking and listening skill.

AP English Language & Composition (5) S

Prerequisite: English III Honors

Advanced Placement English is college-level coursework. Students will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions among a writer’s purpose, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will be eligible to take the Language and Composition AP Exam at the end of the junior year.

English IV (3) S

English IV – Honors (4) S

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will be included. Interdisciplinary informational text and multimodal presentations will encompass the writing, speaking and listening skills.

English IV - Honors (AP Companion Course) (4) S

Prerequisite: English III Honors

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will be included. Interdisciplinary informational text and multimodal presentations will encompass the writing, speaking and listening skills.

AP English Literature and Composition (5) S

Prerequisite: English IV Honors

Advanced Placement Literature and Composition is a college-level course. Students will engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. This course is for students who have attained the reading and writing skills generally expected in introductory college courses in composition and literature. Students will be eligible to take the Literature and Composition AP Exam at the end of the senior year.

Introduction to Shakespeare (4) S

Prerequisite: English II

This course is designed to introduce students to the works of William Shakespeare, including his plays and sonnets. It is hoped that students’ appreciation of the plays both as texts to be read and performances to be enjoyed will increase. Shakespearean plays are timeless representations of the conflicts, aspirations and struggles of human beings.

Advanced Inquiry and Research (4) S

This course serves as a basis for upper-level English courses and AP Language and AP Literature. It is designed to enhance close reading comprehension with increasing text complexity, hone synthesis writing along with documented research skills, build on interdisciplinary informational and literary texts, and prepare students for multimodal presentation skills. With the intention of challenging students to expand their knowledge and skills, this course will prepare students for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible.

Bible as Literature (3) S

The Bible will be studied as literature. Course content will include selections from both the Old and the New Testament.
Classical Mythology (3) S  
Prerequisite: English I  
This course will promote cultural awareness in classical mythologies to include ancient civilizations. Students will engage in cultural research, creative presentation, and incorporate writing strategies.

Creative Writing (3) S  
Creative Writing – Honors (4) S  
Emphasis is placed on creative writing for those students with a desire to refine these skills and work with others to improve their creative writing. Students will expand on powers of observation, imagination, and language and will be exposed to various forms of creative writing in the fields of prose, fiction and nonfiction (i.e. poems, fiction, drama, etc.).

Speech (3) S  
The course covers voice projection, articulation and control through interpretation of literary pieces, political speeches and documents, and media excerpts.

Speech and Debate – Honors (4) S  
This course is designed to provide opportunities for development of thinking, writing and speaking skills. The curriculum also addresses reading comprehension, vocabulary development and effective oral communication.

Journalism I (3) S  
Journalism I – Honors (4) S  
Prerequisite: Application and Sponsor Approval  
Course topics include journalistic techniques, styles of reporting, printing methods, paper layouts, history of newspapers, and studies of outstanding journalists. Class is responsible for the publication of the school paper.

Journalism II (3) S  
Journalism II – Honors (4) S  
Prerequisite: Journalism I, Application and Sponsor Approval  
The student will master advanced layout and design of desktop publishing, digital imagery, and photo placement. In addition, the student will take on a leadership role with the newspaper.

Journalism III – Honors (4) S  
Prerequisite: 2 previous semesters of Journalism, Application and Sponsor Approval  
Students will be required to publish one article outside the school newspaper and to participate in one writing contest. In addition, the student will take on a leadership role with the newspaper. This course may be taken only once for Honors credit.

Journalism IV - Honors (4) S  
Prerequisite: 2 previous semesters of Journalism, Application and Sponsor Approval  
Students will be required to publish one article outside the school newspaper and to participate in one writing contest. In addition, the student will take on a leadership role with the newspaper. This course may be taken only once for Honors credit.

Yearbook (3) S  
Prerequisite: Application and Sponsor Approval  
This course includes planning and production of the school yearbook. Students develop skills in gathering information, writing copy and captions, understanding components of quality photography, copy editing skills, and techniques of headlines.

Yearbook III - Honors (4) S  
Prerequisite: 2 previous semesters of Yearbook, Application and Sponsor Approval  
Students master advanced layout and design of desktop publishing, digital imagery, and photo placement. Students will be expected to attend a publisher-sponsored workshop and participate in a leadership role on the yearbook staff. This course may be taken only once for Honors credit.

Yearbook IV (4) S  
Prerequisite: 2 previous semesters of Yearbook, Application and Sponsor Approval  
Students develop advanced computer skills in the designing and editing of all spreads and encouraged to assume a leadership role. Students will be expected to attend a publisher-sponsored workshop and participate in a leadership role on the yearbook staff. This course may be taken only once for Honors credit.
HEALTH AND PHYSICAL EDUCATION

The Health & Physical Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. Recent studies in brain research reveal that physical activity promotes higher levels of learning by providing oxygen-rich blood needed by the brain. Courses are designed to develop skills and strategies in the specific activities; to enhance the student’s appreciation of physical fitness to meet the demands of wholesome living; and to give students the opportunity to develop interest and proficiency in activities that have carry-over value in recreational activities throughout life. One unit of Health & Physical Education is required for graduation.

If a student has a physical disability that might restrict regular participation in P.E. activities, it is the responsibility of the parent/guardian to have a letter from the student’s physician indicating types of activities in which the student can and cannot participate. The P.E. teacher will modify the physical activities indicated by the student’s physician.

Health and Physical Education (3) S
This healthful living course incorporates topics from the areas of both health education and physical education: motor skills development, movement concepts, health-related fitness, personal/social responsibility, mental & emotional health, personal & consumer health, interpersonal communication & relationships, nutrition & physical activity, and alcohol, tobacco & other drugs. Health and Physical Education is a graduation requirement.

Advanced Physical Education (3) S
Prerequisite: Health and Physical Education
This course is a co-educational elective open to students in upper grades. It includes daily rigorous physical activity as well as classroom instruction. A maximum of two units of Advanced Physical Education may be used toward graduation requirements.

Fit for Life (3) S
Prerequisite/Co-requisite: Health and Physical Education
This course is designed to instruct and educate students on lifestyle wellness. Students participate in activities that improve cardiovascular endurance and strength. This course prepares students to be able to enroll in a fitness facility and take classes such as aerobics, strength conditioning, kick boxing, boot camp, etc.

Fitness and Nutrition - Honors (4) S
Prerequisite/Co-requisite: Health and Physical Education
This course is designed to inform students on how to create fitness programs for healthy individuals and for those who have medical disabilities. Students will learn how to conduct fitness assessments and how to interpret results. By using heart rate monitors students will gain instant feedback on their own personal exercise intensity. This course will educate students how to motivate individuals to adopt or maintain a personal fitness program.
Lifetime Sports (3) S  
**Prerequisite/Co-requisite: Health and Physical Education**  
This course is designed to promote participation in fitness activities that may be appropriate for an entire lifetime like running, walking, tennis, or golf.

Physical Fitness/Weight Lifting (3) S  
**Prerequisite/Co-requisite: Health and Physical Education**  
This course is designed to improve student proficiency in many areas of physical fitness. This course may be taken a maximum of four times during the four years of high school.

Sports Medicine I (3) S  
**Sports Medicine I – Honors (4) S**  
**Prerequisite: Biology / Anatomy and Physiology Recommended**  
The course consists of an in-depth study of the human anatomy plus first aid, injury prevention, and injury rehabilitation. The class will consist of lectures, labs, and on-the-job training with the sports teams of the school.

Speed and Agility (3) S  
**Prerequisite: Health and Physical Education**  
This course is designed to increase coordination, agility, quickness and endurance through a variety of effective training techniques that can show measurable results.

Team Sports (3) S  
**Prerequisite/Co-requisite: Health and Physical Education**  
Rules, skills, and sportsmanship are emphasized.
Mathematics Graduation Requirements for Students
Math I + Math II + Math III + 4th Math = All 4 Math Credits for Graduation

For Students Planning to Attend UNC System Institutions:
- Advanced Functions and Modeling (AFM)
- Discrete Mathematics
- Pre-Calculus
- Essentials for College Math (SREB READY)
  AP Calculus AB
  AP Calculus BC
  AP Statistics
  Other CCP Math Course

For Students Planning to Attend Other College/Community College/Tech School
CTE – Single Courses that Equal 1 Full Math Credit
- AP Computer Science
- Accounting I
- Accounting II
- Principles of Business & Finance
- Drafting I
- Drafting II Engineering
- Drafting II Architectural
- Carpentry I
- Metals Manufacturing Technology I
- Metals Manufacturing II
- PLTW Biotechnical Engineering
- PLTW Aerospace Engineering
- PLTW Civil Engineering & Architecture
- PLTW Introduction to Engineering Design
- PLTW Computer Integrated Manufacturing
- PLTW Principles of Engineering
- PLTW Digital Electronics
- PLTW Engineering Design & Development
- Apparel & Textile Production I
- Apparel & Textile Production II
- Interior Design I
- Interior Design II
- Culinary Arts & Hospitality
- ProStart II
- Principles of Technology I
- Principles of Technology II
- Computer Programming I
- Computer Programming II

CTE – Pairs of Courses that Equal 1 Full Math Credit
- SAS I AND SAS II
- Electronics I AND Electronics II
- Personal Finance AND Entrepreneurship I
- Masonry I AND Masonry II
- Carpentry II AND Carpentry III
- Electrical Trades I AND Electrical Trades II
- Intro to Culinary Arts & Hospitality AND Culinary Arts & Hospitality
- Intro to Culinary Arts & Hospitality AND ProStart
- Game Art & Design AND Advanced Game Art & Design
- Scientific and Technical Visualization I AND Scientific and Technical Visualization II

For Students NOT Planning to Attend College/Community College
- Introductory Mathematics
- Foundations of Math I
- Foundations of Math II
- Foundations of Math III

Occasionally, there may be cause for a student to request exemption from the Future Ready Core Mathematics requirements. A committee review team with principal approval may exempt a student from the Future Ready Core sequence. The decision requires the student to complete Math I and Math II, plus two other math credits from the options listed above.
Introductory Mathematics (3) S

The Introductory Mathematics course provides students a survey of preparatory topics for high school mathematics, including study skills and problem solving techniques, simplifying numerical expressions, integer operations, graphs, concepts of variables, concepts of equations and inequalities, pattern recognition, proportional reasoning, and rational numbers. The student’s level of mastery of concepts in this course determines the course selection of either Math I or Foundations of Math I.

Foundations of Math I (3) S

Foundations of Math I is a preparation course to Math I. Students should enroll in Math I the following semester. The curriculum includes studying mathematics in the context of the real world, including statistics, solving equations, linear functions, and systems of linear functions.

Math I (3) S

Math I is the study of algebraic concepts designed to engage students in a variety of mathematical experiences that include the use of reasoning and problem-solving skills, which may be applied to life situations beyond the classroom setting. This course serves as the cornerstone for all high school mathematics courses; therefore, all subsequent mathematics courses require student mastery of the Math I content standards. Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Math I Exit Standard (3) S

This elective course is designed to assist students who have completed the EOC course but did not meet the exit standard.

Foundations of Math II (3) S

Prerequisite: Math I

This course includes the study of polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. The pace will be slower than regular Math II.

Math II (3) S

Math II – Honors (4) S

Prerequisite: Math I

Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

Foundations of Math III (3) S

Prerequisite: Math II

Foundations of Math III is a preparation course for Math III. Students should enroll in Math III the following semester. The curriculum introduces advanced functions and algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle.

Math III (3) S

Math III – Honors (4) S

Prerequisite: Math II

Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include advanced functions and algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles.

Advanced Functions & Modeling (3) S

Prerequisite: Math III

This course provides an in-depth study of modeling and applying functions learned in previous math courses. It extends trigonometric content, uses probability to make decisions, and reinforces algebraic skills through the use of application problems, technology, mathematical modeling, and the use of manipulatives.

Essentials of College Math (3) S

(SREB Math Ready Course)

Prerequisite: Math III

This course emphasizes understanding mathematics concepts rather than just memorizing procedures. Students will learn the context behind procedures. This equips them with high-order thinking skills enabling them to apply math skills, functions, and concepts in different situations. Additionally, it prepares students for college-level math assignments. This course was designed primarily for high
school juniors and seniors not planning to major in a STEM area beyond high school. This course is accepted as a fourth-level Math.

**Discrete Math (3) S**

**Discrete Math – Honors (4) S**

**Prerequisite: Math III**

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

**Pre-Calculus (4) S**

**Prerequisite: Advanced Functions and Modeling or Math III – Honors**

Pre-Calculus should be taken by students who intend to continue their study of mathematics and/or science beyond the high school level. It is a prerequisite for AP Calculus. This course provides students an honors-level study of trigonometry, advanced functions, analytic geometry, sequences and series, and data analysis in preparation for calculus. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

**Advanced Statistics Topics (4) S (AP Companion Course)**

This course is an AP companion course designed to be paired with AP Statistics in order to prepare students for the Advanced Placement Statistics test. Students will explore such themes as probability, exploratory analysis and statistical inferences. NOTE: This course does not count as a fourth math course to enter the university system.

**AP Statistics (5) S**

**Prerequisite: Advanced Statistics Topics**

This course introduces the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students observe patterns and departures from patterns, produce and confirm models using probability and simulation. Students enrolled are expected to take the AP exam. Students may receive credit and/or advanced placement for a one-semester introductory college statistics course.

**Advanced Calculus Topics AB (4)**

**(AP Companion Course)**

**Prerequisite: Pre-Calculus**

This course is an AP companion course to be taken with AP Calculus AB in order to prepare students for the AP Calculus test. Students will explore such topics as functions, integration, applications of differentiation, limits and analytic geometry. NOTE: This course does not count as a fourth math course to enter the university system.

**AP Calculus AB (5) S**

**Prerequisite: Advanced Calculus Topic AB**

Emphasis of the course is on functions, elements of analytic geometry, limits, differentiation of algebraic functions, applications of differentiation, integration, and trigonometric and exponential functions. This course follows the outline of AB level of AP Calculus. Students enrolled are expected to take the AP Calculus Test.

**Advanced Calculus Topics BC (4) S**

**(AP Companion Course)**

**Prerequisite: Pre-Calculus**

This course is an AP companion course to be taken with AP Calculus BC in order to prepare students for the AP Calculus test. Students will explore such topics as analysis of graphs, limits, derivatives, series of constants and parametric, polar, vector functions. NOTE: This course does not count as a fourth math course to enter the university system.

**AP Calculus BC (5) S**

**Prerequisite: Advanced Calculus Topics BC or AP Calculus AB**

This course follows the outline of BC level of AP Calculus. Students are expected to take the AP Calculus Test.
Our goal of science education mirrors the goal outlined in the NC Essential Standards Course of Study which is to ensure that our county produces scientifically literate students. Scientific literacy implies an understanding of the scientific concepts and processes needed for personal decision-making, participation in civic affairs and economic productivity. The scientifically literate person has a substantial understanding of scientific concepts and inquiry skills which enable one to continue to learn and think logically.

Three units of science are required for graduation: a physical science (Chemistry, Physics or Physical Science), Biology, and Earth/Environmental Science. AP Environmental Science may be taken in lieu of Earth/Environmental Science to meet graduation requirements.

Earth/Environmental Science (3) S
Earth/Environmental Science - Honors (4) S
The curriculum standards for this course focus on the Earth: systems, geologic processes, weather, climate and astronomy. Ecological impact, sustainability and stewardship are also key elements in this course.

Biology I (3) S
Biology I – Honors (4) S
The curriculum standards focus on inquiry-based instruction in the structures and functions of living organisms, ecosystems, evolution and genetics, and molecular biology. This is a High School Exit Standard Course.

Biology Exit Standard (3) S
This course is designed to assist students in meeting the Biology Exit Standard. The student can take the course first semester as a preparation for the EOC course second semester. The course may also be used after the student completes the EOC course but has not met the exit standard. A student may take this course a maximum of two times for elective credit.

Physical Science (3) S
Prerequisite / Co-requisite: Math I
The Physical Science curriculum standards integrate topics from both physics and chemistry in an inquiry-based instructional setting. Topics include: properties and changes of matter, motion and forces, and conservation and transfer of energy.

Chemistry I (3) S
Chemistry I – Honors (4) S
CP Prerequisite/Co-requisite Math III, Physical Science recommended
Honors Prerequisite/Co-requisite: Math III with prior Science instructor approval, or Math III Honors
This laboratory course in inorganic chemistry includes inquiry-based instruction related to the properties and changes of matter, conservation and transfer of energy, and interactions of energy and matter.

Physics (3) S
Physics – Honors (4) S
Prerequisite: Math III, with Math III Honors strongly recommended for Honors Level Physics
This is an inquiry-based laboratory course covering topics in mechanics, kinematics, dynamics, energy, work, power, waves, and electromagnetism. Physics is an essential course for students planning to pursue a science-or mathematics-related major or minor in college.

Advanced Biology Topics (4) S (AP Companion Course)
Prerequisite: Biology I Honors and Chemistry Honors
This course is paired with AP Biology to help students design and carry out laboratory experiments and to understand the conceptual framework, factual knowledge and analytical skills necessary for the AP Biology Exam.
AP Biology (5) S
Prerequisite: Advanced Biology Topics or Biology I Honors and Chemistry I Honors
Together the Advanced Biology Topics and the AP Biology courses are designed to be the equivalent of a two-semester college introductory biology. AP Biology concentrates on three general areas: molecules and cells; heredity and evolution; organism and population.

Advanced Chemistry Topics (4) S
(AP Companion Course)
Prerequisite: Chemistry I – Honors
This course is paired with AP Chemistry to help students design and carry out laboratory experiments and to understand the conceptual framework, factual knowledge and analytical skills necessary for the AP Chemistry Exam.

AP Chemistry (5) S
Prerequisite: Advanced Chemistry Topics
Together the Advanced Chemistry Topics and the AP Chemistry courses are designed to be the equivalent of a two-semester college introductory chemistry. AP Chemistry concentrates in the following areas: structure of matter; states of matter; reactions; and descriptive chemistry.

Advanced Environmental Science Topics (4) S
Prerequisite: Biology I – Honors
This course is paired with AP Environmental Science to help students design and carry out laboratory experiments and to understand the conceptual framework, factual knowledge and analytical skills necessary for the AP Environmental Science Exam.

AP Environmental Science (5) S
Prerequisite: Biology I – Honors, a physical science course, or Advanced Environmental Science Topics where offered
The AP Environmental Science course is designed to be the equivalent of a one-semester college introductory environmental science. Topics include: earth systems; population dynamics; natural resources; and global changes.

Advanced Physics Topics (4) S (AP Companion Course)
Prerequisite: A 4th level math course which requires Math III as a prerequisite
This course is paired with AP Physics to help students design and carry out laboratory experiments and to understand the conceptual framework, factual knowledge and analytical skills necessary for the AP Physics Exam.

AP Physics I (5)
Prerequisite/Co-requisite: Math III
Students will cultivate their understanding of physics and science practices as they explore the following topics; Kinematics; Dynamics: Newton’s laws; Circular motion and universal law of gravitation; Simple harmonic motion: simple pendulum and mass-spring systems; Impulse, linear momentum, and conservation of linear momentum; collisions; work, energy, and conservation of energy; Rotational motion: torque, rotational kinematics and energy, rotational dynamics and conservation of angular momentum; Electrostatics: electric charge and electric force; DC circuits; resistors only; and Mechanical waves and sound.

AP Physics II (5)
Prerequisite: AP Physics I or Advanced Physics Topics
Students will cultivate their understanding of physics and science practices as they explore the following topics: Thermodynamics: laws of thermodynamics, ideal gases, and kinetic theory; Fluid statics and dynamics; Electrostatics: electric force, electric field and electric potential; DC circuits and RC circuits (steady-state only); Magnetism and electromagnetic induction; Geometric and physical optics; and Quantum physics, atomic, and nuclear physics.

Anatomy/Physiology (3) S
Anatomy/Physiology – Honors (4) S
Prerequisite (CP): Biology I, Earth Science and a Physical Science Course
Prerequisite (H): Biology I Honors, Earth Science Honors and a Physical Science course
This course enables students to develop a comprehensive understanding of human anatomical design and function. A variety of lab activities, including dissection, will be utilized to reinforce classroom discussion.
Biology II (3) S
Biology II – Honors (4) S
Prerequisite: Biology I, Earth Science and a Physical Science Course
Biology II is designed for students who wish additional preparation for college biology. Topics covered include ecology, taxonomy, microbiology, biochemistry, anatomy, physiology, behavior, and genetics.

Forensic Science (3) S
Forensic Science – Honors (4) S
Prerequisite (CP): Biology I, Earth Science
Prerequisite (H): Biology I Honors, Earth Science Honors or AP Environmental Science
This course centers around the evidence found at crime scenes and the role of forensic scientists in using this information to solve crimes. Major topics include the history and organization of crime lab, physical evidence, organic and inorganic analysis, toxicology, arson and explosive investigation, etc.

Forensic Science II – Honors (4) S
Prerequisite: Chemistry and Forensic Science I
Lab-based course centered on analytical techniques. Students will also perform career explorations, researching the training required and job opportunities available for the forensic student. They will also analyze current events and the laws governing investigation and trial. Labs include DNA analysis, crime scene reconstruction, blood spatter analysis and preparing and studying casts and molds.

General Science (3) S
Prerequisite: Teacher Recommendation
This course is for ninth grade students who are enrolled in Foundations of Math I. The major objective is to provide a science elective that will help students improve higher order thinking skills, science process skills, and math competencies such as graphs and formulas before attempting the required high school courses.

Marine Science (3) S
Marine Science – Honors (4) S
Prerequisites (CP): Biology I, Earth Science and a Physical Science Course
Prerequisites (H): Biology I Honors, Earth Science Honors and a Physical Science Course
This course is designed to provide an overview of oceanography and marine biology in a lecture and lab format.

Current Topics in Science (3) S
Prerequisites: Biology I, Earth Science and a Physical Science Course
This course is an opportunity to give students more choices in science electives. They will be able to learn about the practical and applicable aspects of various disciplines in science as currently used around the world today.

Astronomy and Cosmology (3) S
Astronomy and Cosmology – Honors (4) S
Prerequisite: Strong background in mathematics recommended
This course entails an exploration of our solar system, galaxy, and universe in which we live through its history, our future in it, and the laws that govern it. Topics include star life cycles, current research of cosmology and calculations of orbits and gravity.
SOCIAL STUDIES

Course sequencing for Social Studies has changed as shown in the flowchart. For graduation, students must have four units of social studies: World History, American History: Founding Principles, Civics & Economics, American History I: The Founding Principles, and American History II. The North Carolina Social Studies Essential Standards offer a sound, thoughtful and defensible curricular framework that is designed to enable all students to acquire the essential knowledge, understanding, and skills needed to be informed, active citizens in the 21st century.

**American History: The Founding Principles, Civics and Economics (3) S**

**American History: The Founding Principles, Civics and Economics – Honors (4) S**

This course 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 Essential Standards for this course focus on the founding principles through Civics and Government, Personal Financial Literacy and Economics.

**American History I: The Founding Principles (3) S**

**American History I: The Founding Principles – Honors (4) S**

**Prerequisite: American History: The Founding Principles, Civics and Economics**

This course begins with European exploration of the new world and concludes with Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. The course will guide students as they study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

**American History II (3) S**

**American History II – Honors (4) S**

**Prerequisite: American History I: The Founding Principles**

This course examines the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The Essential Standards for this course will trace the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.

**AP U.S. History (5) S**

**Prerequisite: American History I: The Founding Principles – Honors**

This course surveys American history from the colonial period to the present with emphasis on the 19th and 20th centuries. Students will investigate social, cultural, political, and economic trends and how these have impacted the development of the United States. Students are expected to take the AP Exam following the completion of the course. This course will also serve to fulfill the American History II requirement.

**World History (3) S**

**World History – Honors (4) S**

**Prerequisite: American History I: The Founding Principles, Civics and Economics**

This course addresses the six periods in the study of World History, with a key focus of study from the mid-15th century to present and focuses around a basic core of chronologically-organized events in history. Students will study major turning points that shaped the modern world as well as focusing on recurring concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc.

**AP World History (5) S**

This course helps students develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. Students are expected to take the AP Exam following the completion of the course.
AP Human Geography (5) S
This course focuses on the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems. Students are expected to take the AP Exam following the completion of the course.

AP Government and Politics – Comparative (5) S
Prerequisite: American History: Founding Principles, Civics and Economics
This course focuses on various governments throughout the world. Students will investigate a variety of governing philosophies and political relationships. Students are expected to take the AP Exam following the completion of the course.

AP Government and Politics – US (5) S
Prerequisite: American History: Founding Principles, Civics and Economics
This course presents an analytical view of government and politics in the United States. Students will learn general concepts used to interpret U.S. politics in order to analyze specific examples within our government. Students are expected to take the AP Exam following the completion of the course.

AP Macroeconomics (5) S
Prerequisite: American History: Founding Principles, Civics and Economics
This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops familiarity with economic performance measures, economic growth, and international economics. Students are expected to take the AP Exam following the completion of the course.

AP Microeconomics (5) S
Prerequisite: American History: Founding Principles, Civics and Economics
This course provides students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students are expected to take the AP Exam following the completion of the course.

AP European History (5) S
Prerequisite: World History
This course surveys European history from approximately 1450 until the present. Students will investigate economic, social, cultural, intellectual, political and diplomatic themes and develop analytical thinking and persuasive writing skills. Students are expected to take the AP Exam following the completion of the course.

AP Psychology (5) S
This course introduces the systemic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principals, and phenomena associated with each of the major subfields within psychology. Students are expected to take the AP Exam following the completion of the course.

African-American History (3) S
African-American History – Honors (4) S
This course places emphasis on African-American history from 1865 to the present. Students will focus on the legal, political, demographic, and economic struggles as well as the contributions that African-Americans have made to society.

American Civil War (3) S
American Civil War – Honors (4) S
This course examines the time period 1850-1877. Students will focus on political, social, and economic issues as seen from both the Northern and Southern perspectives.

American Revolution (3) S
American Revolution – Honors (4) S
This course focuses on the time period from colonialism through the American Revolution. Students will examine the founding and shaping of the United States. This course is an excellent introduction into American History I.

Bible as History (3) S
Bible as History – Honors (4) S
This course is designed to give students a historical perspective of the Bible. Students will explore Hebrew history and discuss various topics in light of that history including the founding of the United States government and judicial system.
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<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tr>
<td>Psychology/Sociology (3) S</td>
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<td>Psychology/Sociology – Honors (4) S</td>
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<td>This is a combination course where students will study both psychological and sociological issues. During the first half of this course the focus will be on psychological concepts and theories including contemporary issues in the field. The course focuses on the systemic and scientific study of the behavior and mental processes of human beings. During the second half of the course students will focus on sociological concepts and current issues. Students will develop a core body of knowledge about human social activity and interaction.</td>
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<td>Remember the Holocaust (3) S</td>
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<td>Remember the Holocaust – Honors (4) S</td>
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<td>This course explores the origins and consequences of the Holocaust. Students will investigate this topic through examining primary source documents and analyzing the foundations and results of genocide situations. Readings, research projects, essays and class speakers will also be utilized in this class.</td>
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<td>Twentieth Century America (3) S</td>
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<td>Twentieth Century American – Honors (4) S</td>
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<tr>
<td>This course investigates the development of 20th Century America. Students will survey the economic, political, social, diplomatic and military developments of America in a modern age.</td>
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<td>Global Awareness (3) S</td>
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<td>Global Awareness – Honors (4) S</td>
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<td>This course is a combination of geography, current events and globalization. Students will study current issues facing different countries and brainstorm sustainable solutions throughout the course. A critical component is to have students correspond and do joint projects with students in other countries through a variety of mediums.</td>
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<td>The Cold War (3) S</td>
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<td>The Cold War – Honors (4) S</td>
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<td>This course studies the direct and indirect battles associated with the post-World War II ideological conflict between the former Soviet Union and the United States and how this has impacted U.S. relations with the global community. The course also looks at other countries, networks and regions such as Iran, Al Qaeda, North Korea, Afghanistan, Latin America, and Iraq who had connections to the Cold War. Relevant lessons of the Cold War are also addressed and a focus is placed on how these lessons can help promote informed judgments by contemporary American citizens.</td>
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<td>Turning Points in American History (3) S</td>
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<tr>
<td>Turning Points in American History – Honors (4) S</td>
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<td>This course emphasizes 10-15 key turning points in American History. These turning points are “hinge” events in our nation’s history, caused by, and subsequently contributing to, major social, cultural, political, and/or economic events. Turning points chosen for this course will not need to be events that have been popularly discussed in the standard U.S. History survey course. They will be “off-centered” to allow students an opportunity to study, in depth, a potentially fresh topic in American History.</td>
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<td>Global Experience (3) S</td>
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<td>This course is designed to prepare high school students to engage in an analysis of cultural issues as they develop a broader global awareness. The purpose is to enable students to achieve personal and professional success and is intended to serve students participating in travel-abroad programs. This is an interdisciplinary course intended to help students synthesize experiences and information from many disciplines into an understanding of the world, its peoples and the challenges of the future. Global Experience students will also develop their written and oral communication skills and creativity through a myriad of online collaborative tools. In the event that Global Experience credit is to be awarded for completion of a program outside of the school setting, prior approval must be obtained. Documentation must be provided after the experience showing that approximately 135 hours of seat time occurred and that curriculum standards have been met.</td>
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<td>Global Citizen (3) S</td>
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<td>This course offers students the opportunity to become more globally aware of issues around the world and offers the opportunity to help solve them. This course will address some of the world’s greatest challenges: extreme poverty and hunger, universal education, gender equality, child mortality, maternal health, HIV/AIDS and other diseases, environmental sustainability, sustainable local economies, armed conflict, and natural disasters, to name a few. Students will familiarize themselves with local leaders and build communication, writing, technological, and political skills.</td>
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Multicultural Women’s Studies (3) S
Multicultural Women’s Studies – Honors (4) S

This course is an introduction to the study of women’s issues around the globe. The course compares social, cultural, political, economic, and family issues on a global scale. The course also focuses on the role of women in the workplace, relationships between women and men, the historical basis of female subordination, and movements for social change. Intersections of ethnicity, class, and gender will also be explored.
WORLD LANGUAGES

World Language skills are key to global competence, national security, career advantages and travel. World language skills also improve first language skills. World language courses focus on developing communication skills and proficiency in the language of study. This includes conversing with others, comprehending written and spoken language, and presenting to others through speaking and writing. Students compare their own culture to the culture of study.

North Carolina’s state colleges and universities entrance requirements include a minimum of two credits of world language study of the same language. Selective colleges and universities recommend four or more credits of world language study. It is best to study a world language without lapses between courses, particularly Levels I and II. Honors credit is awarded for Levels III, IV and V.

The availability of languages may vary per school. See North Carolina Virtual Public Schools http://www.ncvps.org/index.php/courses/catalogue for languages or levels available, in particular for Arabic, Chinese, French, German, Japanese, Latin and Russian that may not be available at each school. Native-speakers and students who qualify to be placed in a world language course for which the student has not completed the prerequisite may request to take the final exam or placement exam. A score of 80% or above can qualify for placement purposes but does not award credit.

French

French I (3) S
French I is an introduction to the study of a second language through the four communication skills of listening, speaking, reading, and writing. Culture, geography, vocabulary and grammar are integrated into the course goals of communicating in French.

French II (3) S
Prerequisite: French I
Students continue the development of their ability to communicate using their listening, speaking, reading, and writing skills as they study past, present and future time. The integration of culture, geography, vocabulary and grammar for the purpose of communicating in French are studies in greater depth.

French III - Honors (4) S
Prerequisite: French II
Students expand their listening, speaking, reading, and writing skills. Art, music, informational text, history and literature of the culture are presented. Classes are conducted primarily in French.

French IV - Honors (4) S
Prerequisite: French III
This course teaches students to communicate in writing and in extended conversations on a variety of topics with greater accuracy. Students begin to research authentic resources, narrate, discuss, and support fairly complex ideas and concepts. Classes are conducted primarily in French.

Advanced Survey of French Language and Culture (4) S
Prerequisite: French IV and teacher recommendation
This is an advanced survey of language and culture through film, art, literature, history, conversation and current events. This class will be conducted in the target language using culturally authentic materials in the French Language. A major focus of this course is to further enable students to communicate in writing and in extended conversations on a variety of topics. Students will continue to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics. Classes are primarily conducted in French.

French V Advanced French Language and Composition (4) S (AP Companion Course)
Prerequisite: French IV or teacher recommendation
In addition to developing advanced speaking and listening skills, students focus on reading, translation, interpretation of literature, and writing skills. Students will be introduced to the AP College Board format. Students are expected to enroll in AP French Language and take the AP exam.

AP French Language (5) S
Prerequisite: French IV or teacher recommendation
AP French Language emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) at a college level. The course follows the curriculum set forth by the College Board. Students are expected to take the AP exam.
German

German I (3) S

German I is an introduction to the study of a second language through the four communication skills of listening, speaking, reading, and writing. Culture, geography, vocabulary and grammar are integrated into the course goals of communicating in German.

German II (3) S

Prerequisite: German I

Students continue the development of their listening, speaking, reading, and writing skills as they study past, present and future time. The integration of culture, geography, vocabulary and grammar for the purpose of communicating in German are studied in greater depth.

German III - Honors (4) S

Prerequisite: German II

Students expand their listening, speaking, reading, and writing skills as they study past, present and future time. Art, music, informational text, history and literature of the culture are presented. Classes are conducted primarily in German.

German IV - Honors (4) S

Prerequisite: German III

This course teaches students to communicate in writing and in extended conversations on a variety of topics with greater accuracy. Students begin to research authentic resources, narrate, discuss, and support fairly complex ideas and concepts. Classes are conducted primarily in German.

German V Advanced German Language (4) S

(AP Companion Course)

Prerequisite: German IV or teacher recommendation

In addition to developing advanced speaking and listening skills, students focus on reading, translation, interpretation of literature, and writing skills. Students will be introduced to the AP College Board format. Students are expected to enroll in AP German Language and take the AP exam.

AP German Language (5) S

Prerequisite: German IV and teacher recommendation

AP German emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) at a college level. The course follows the curriculum set forth by the College Board. Students are expected to take the AP exam.

Latin

Latin I (3) S

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. Students learn basic functions of the language, become familiar with some elements of its culture and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts.

Latin II (3) S

Prerequisite: Latin I

This course continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with an increasing number of elements of the culture, and increase their understanding of English.

Latin III (4) S

Prerequisite: Latin II

In Latin III, grammar, vocabulary, word derivations and oral work are reinforced but the focus is on reading about the lives and works of famous authors and the culture of the ancient world.

Mandarin Chinese

Mandarin Chinese I (3) S

Mandarin Chinese I is an introduction to the study of Mandarin Chinese through the communication skills of listening and speaking, while learning to read and write “Simplified” characters and pinyin. Culture, geography, vocabulary and grammar studies are integrated into the course goals of communicating in Mandarin Chinese.

Mandarin Chinese II (3) S

Prerequisite: Mandarin Chinese I

Students continue to develop their ability to communicate using Mandarin Chinese for listening and speaking, while improving their ability to read and write “Simplified” characters and pinyin. The integration of culture, geography, vocabulary and grammar for the purpose of communicating in Mandarin Chinese are studied in greater depth.
Mandarin Chinese III - Honors (4) S  
**Prerequisite:** Mandarin Chinese II  
Students expand their Mandarin Chinese listening and speaking abilities as well as reading and writing skills using “Simplified” characters rising to greater levels of accuracy. Art, music, informational text, history and literature of the culture are presented. Classes are conducted primarily in Mandarin Chinese.

Mandarin Chinese IV - Honors (4) S  
**Prerequisite:** Mandarin Chinese III  
This course teaches students to communicate in writing and in extended conversations on a variety of topics with greater accuracy in Mandarin Chinese. Grammar and the writing of “Simplified” characters are extended to higher levels. Students begin to research authentic resources, narrate, discuss, and support fairly complex ideas and concepts. Classes are conducted primarily in Mandarin Chinese.

Mandarin Chinese V Advanced Chinese Language and Composition - Honors (4) S  
**Prerequisite:** Mandarin Chinese IV or teacher recommendation  
In addition to developing advanced speaking and listening skills, students focus on reading, translation, interpretation of literature, and writing skills. Students will be introduced to the AP College Board format. Students are expected to enroll in AP Chinese Language and take the AP exam.

AP Mandarin Chinese Language (5) S  
**Prerequisite:** Mandarin Chinese IV and teacher recommendation  
AP Chinese Language emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) at a college level. The course follows the curriculum set forth by the College Board. Students are expected to take the AP exam.

Spanish  

Spanish I Heritage (3) S  
A student would take this course in lieu of Spanish I, II or III. This course is for those whose primary language is Spanish to improve their reading and writing skills. This course builds on existing Spanish skills and introduces the student to the formal and informal aspects of oral and literary Spanish. The differences between standard and non-standard Spanish are explored.

Spanish II Heritage - Honors (4) S  
**Prerequisite:** Spanish I Heritage or teacher recommendation  
In this course the student whose primary language is Spanish is exposed to more advanced literature and writing opportunities. Speaking practice includes formal presentations, debate and dramatic mini-performances. The course focuses on personal and social issues facing Latinos in the United States.

Spanish I (3) S  
Spanish I is an introduction to the study of a second language through the four skills of listening, speaking, reading, and writing. Culture, geography, vocabulary and grammar are integrated into the course goals of communicating in Spanish.

Spanish II (3) S  
**Prerequisite:** Spanish I  
Students continue the development of their listening, speaking, reading, and writing skills as they study past, present and future time. The integration of Culture, geography, vocabulary and grammar for the purpose of communicating in Spanish are studied in greater depth.

Spanish III – Honors (4) S  
**Prerequisite:** Spanish II or Spanish I Heritage  
Students expand their listening, speaking, reading, and writing skills as they study past, present and future time. Art, music and literature of the culture are presented. In-depth grammatical study begins. Classes are conducted primarily in Spanish.

Spanish IV - Honors (4) S  
**Prerequisite:** Spanish III or Spanish II Heritage  
This course teaches students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics. Classes are primarily conducted in Spanish.

Advanced Survey of Spanish Language and Culture (4) S  
**Prerequisite:** Spanish IV and teacher recommendation  
This is an advanced survey of language and culture through film, art, literature, history, conversation and current events. This class will be conducted in the target language using culturally-authentic materials in the Spanish Language. A
major focus of this course is to further enable students to communicate in writing and in extended conversations on a variety of topics. Students will continue to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics. Classes are primarily conducted in Spanish.

**Spanish V Advanced Spanish Language and Composition (4) S (AP Companion Course)**
**Prerequisite: Spanish IV or teacher recommendation**

In addition to developing advanced speaking and listening skills, students focus on reading, translation, interpretation of literature, and writing skills. Students will be introduced to the AP College Board format. Students are expected to enroll in AP Spanish Language and take the AP exam.

**AP Spanish Language (5) S**
**Prerequisite: Spanish IV and teacher recommendation**

AP Spanish emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) at a college level. The course follows the curriculum set forth by the College Board. Students are expected to take the AP exam.

**Medical Spanish I (3) S**

Medical Spanish I is an introductory course for students with no prior knowledge of the Spanish language. The course introduces the students to the basics of Spanish grammar, pronunciation, speaking, and writing for proficiency in the context of basic phrases and language needed in the medical profession. This course is ideal for anyone going into the medical profession. It is advisable that students take both Medical Spanish I and Medical Spanish II, but a student may enter Spanish II after successful completion of Medical Spanish I.

**Medical Spanish II (3) S**
**Prerequisite: Medical Spanish I or Spanish I**

This is a second course in an introductory series for students going into the medical profession. The course expects that students have been introduced to the basics of Spanish grammar, pronunciation, speaking, and writing for proficiency in the context of basic phrases and language needed in the medical professions. This course includes more complicated grammar, more specialized medical language and medical interactions. It is advisable that students take both Medical Spanish I and Medical Spanish II, but a student may enter Medical Spanish II after Spanish I.
FINE ARTS EDUCATION
There are twelve arts education courses that may have comprehensive courses which embrace diverse knowledge and skills, they should be built upon introductory courses. Therefore, only the level III and IV courses of dance, band, vocal music, orchestra, theatre arts and visual arts will be considered as honors level courses.

Band

Band I Beginner Level (3) S
Prerequisite: Audition or at least one year of previous band experience
Band I is designed to give all participants knowledge of their instrument, knowledge of the fundamentals of music theory, and a working knowledge of band literature. Credit is given for each semester the student is enrolled.

Band II Intermediate Level (3) S
Prerequisite: Audition or at least one year of previous band experience
This course continues to build on the content learned in Band I. Students will be provided with opportunities to develop and demonstrate appropriate instrumental practices to include the playing of instrumental literature which may include changes in tempo, keys, and meters. Credit is given for each semester the student is enrolled.

Band III Proficient Level - Honors (4) S
Prerequisite: Band II or Recommendation of Band Director
This course will provide students with an understanding of music in relation to styles of music, music periods, composers, and various cultures. Performance difficulty will be at Levels IV - V for honors. Credit is given for each semester the student is enrolled.

Band IV Advanced Level - Honors (4) S
Prerequisite: Band III or Recommendation of Band Director
This course involves the development of highly advanced proficiencies, including sight reading. Honors students will be at a performance difficulty of Level VI music. Credit is given for each semester the student is enrolled.

Class Piano (3) S
Class Piano II (3) S
Class Piano III (4) S
Prerequisite: Teacher Recommendation
These courses provide students the opportunity to study and develop skills in music reading, rhythm, chords, basic theory, and technical pianistic skills.

Jazz Ensemble I (3) S
Jazz Ensemble II (3) S
Jazz Ensemble III - Honors (4) S
Jazz Ensemble IV – Honors (4) S
Prerequisite: Demonstrated ability/Recommendation of Band Director
This course provides students the opportunity to study and perform various styles and periods of jazz. Emphasis is on the development of performance skills and the techniques of improvisation.

Symphonic Band I (3) S
Symphonic Band II (3) S
Symphonic Band III – Honors (4) S
Symphonic Band IV – Honors (4) S
Prerequisite: Demonstrated ability/Recommendation of Band Director
Level 5 performance standards are achieved through the study and performance of Grade 5 and 6 band literatures. Opportunity for solo and small ensemble experience is included. Students develop individual musicianship as well as group performing skills. Marching may be included.

Music Theory (3) S
Music Theory – Honors (4)
This course will develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score.
AP Music Theory (5) S
This course introduces the student to musicianship, theory, musical materials, and procedures. It integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, although they may be taught as separate classes. The student’s ability to read and write musical notation is fundamental. It is also strongly recommended that the student have previously acquired at least basic performance skills in voice or an instrument.

World Music Drumming (3) S
World Music Drumming – Honors (4) S
World Music Drumming develops students’ listening skills. Students must not only listen for directions but also tones and intonation of the instrument and the part, so as to create a well-balanced, well-blended ensemble. Students also develop improvisational and drumming skills.

Theatre Arts
Students in grades 9-12 are encouraged to develop an understanding of theatre in relationship to themselves, their community, and other communication media. Students will also explore theatre as an art form, as a career possibility, and as entertainment.

Musical Theatre (3) S
Prerequisite: Audition & Interview
This course prepares students for post-secondary instruction and/or a career in musical theatre. Students will review the history of musical theatre, assess different career options, and receive training in audition techniques. The course will also provide instruction on the three elements of musical theatre - song, drama, and dance - and create a framework in which these are blended seamlessly into an individualized performance style.

Technical Theatre I (3) S
Designed to develop knowledge and skills in the technical elements of play production, including theatre management, stagecraft, scene design, theatrical lighting, and music and sound effects.

Technical Theatre II (3) S
Prerequisite: Technical Theatre I
This course is designed for students interested in pursuing further study in theatre management.

Theatre Arts I (3) S
This course teaches students an appreciation for theatre through academic and practical experience. Students will be exposed to various areas of the theatre.

Theatre Arts II (3) S
Prerequisite: Theatre Arts I or teacher recommendation
This course is designed to develop the student’s working knowledge of acting, set design, make-up, costume, and directing. The student will build upon fundamental skills and apply them through actual performance opportunities.

Theatre Arts III – Honors (4) Y
Prerequisite: Theatre Arts II or Technical Theatre II or teacher recommendation
This course consists of advanced individualized work in a seminar style course with an emphasis on in-depth research, analysis, application, and production.

Theatre Arts IV – Honors (4) Y
Prerequisite: Theatre Arts III Honors or teacher recommendation
Course builds on Honors Theatre Arts III and includes student collaboration with directors and designers to develop unified production concepts for informal and formal theatre, film, television, or electronic media productions.

Independent Study in Theatre Arts (3) S
This course is designed for students with a career interest in theatre. Students will spend time researching a specific area of interest and then produce an appropriate product that incorporates areas studied. Refer to guidelines regarding any independent study course.

Play Production (3) S
Prerequisite: Theatre Arts II
This course will introduce students to all of the components involved in the production of a play.
Arts

Independent Study in Visual Arts (3) S
Prerequisite: Teacher recommendation
Students will spend time researching a specific area of interest and then produce an appropriate product that incorporates all areas studied. Refer to guidelines regarding any independent study course.

Photography I (3) S
Prerequisite: Art I
This course provides academic credit for students in the area of photography (for example, students who take and develop pictures for the newspaper and the yearbook). It is also designed for those who want to pursue photography as an art form.

Photography II (3) S
Prerequisite: Photography I and Art I
Students learn and study the basics of photography composition in Photography I plus some manipulation on computer. Photography II would enable interested students to hone their skills using software for photo manipulation.

Pottery/Ceramics I (3) S
Prerequisite: Art I
This course offers an introduction to clay involving hand-building and wheel techniques. Glazing procedures and their decorative quality will be studied as well as the history of clay with an emphasis on North Carolina Pottery.

Pottery/Ceramics II (3) S
Prerequisite: Pottery/Ceramics I
This course is a more advanced study of hand-building and wheel techniques. The student will demonstrate a greater mastery of clay. Students will also research the common characteristics of world cultural/ethnic groups.

Printmaking I (3) S
Prerequisite: Art I
Printmaking explores various printing methods including relief, lithography, monoprinting, embossing, and screen printing. History of printmaking and numerous printmakers will be studied.

Printmaking II (3) S
Prerequisite: Printmaking I
Printmaking II allows students to demonstrate advanced knowledge of the subject. Students will study various printmaking techniques and cultural groups.

Visual Arts I (3) S
This is the foundation level for art study.

Visual Arts II (3) S
Prerequisite: Visual Arts I or teacher recommendation
This course builds on the foundation of knowledge developed in Visual Arts I. Students research art and artists to gain knowledge and understanding of past and present art forms.

Visual Arts III – Honors (4) S
Prerequisite: Any second level visual arts course and teacher recommendation
This course provides knowledge of the arts in relation to culture, history, other disciplines and careers. Art history, criticism, and aesthetics will be studied in order for students to develop a personal art philosophy.

Visual Arts IV – Honors (4) S
Prerequisite: Visual Arts III Honors and teacher recommendation
Students will develop, clarify, and apply their philosophy of art through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. A portfolio evidencing high quality and understanding of personal art forms is developed and refined.

Computer Art (3) S
Prerequisite: Visual Arts II and submission of a portfolio for instructor
Student will explore digital art, 3d-animation and design using electronic media. Students will develop personal imagery focusing on the computer and relevant graphics software to resolve assigned problems.

AP Studio Art: 2D (5) S
Prerequisite: Visual Arts II or an approved portfolio
This course involves two-dimensional design that involves purposeful decision-making about how to use art elements and principles. It is intended for highly motivated students interested in the study of art.
AP Studio Art: 3D (5) S  
**Prerequisite: Visual Arts II or an approved portfolio**  
This course involves three-dimensional design that is intended to address a broad interpretation of sculptural issues in depth and space. It is intended for highly motivated students interested in the study of art.

AP Art History (5) S  
**Prerequisite: Art I or teacher recommendation**  
The AP Program in Art History is intended for highly motivated students who are interested in the study of art history. All students will be expected to participate in the AP Art History Exam.

AP Studio Art: Drawing (5) S  
**Prerequisite: Visual Arts II or an approved portfolio**  
The AP Program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. The three main areas of focus are quality of students’ work, concentration on a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive means of the artist.

**Vocal Music**

Students participating in the vocal music program will have the varied course options listed below. Honors credit is available for the third and fourth level in each of the courses.  

**Concert Chorus I (3) S**

**Concert Chorus II (3) S**

**Concert Chorus III – Honors (4) S**

**Concert Chorus IV – Honors (4) S**  
**Prerequisite: Audition, Application or Instructor Approval**  
This is an advanced choral performance group with emphasis on advanced choral technique and performance in concerts, contests, and choral festivals. Standards include the following: technique, theory, sight reading, and mandatory practices and performances.

**Ladies Chorus I (3) S**

**Ladies Chorus II (3) S**

**Ladies Chorus III – Honors (4) S**

**Ladies Chorus IV – Honors (4) S**  
**Prerequisite: Audition, Application or Instructor Approval**  
This is a performing choral class composed of soprano and alto singers.

**Men’s Chorus I (3) S**

**Men’s Chorus II (3) S**

**Men’s Chorus III – Honors (4) S**

**Men’s Chorus IV – Honors (4) S**  
**Prerequisite: Audition, Application or Instructor Approval**  
This is a performing choral class composed of tenor and bass singers, preferably with prior experience in mixed chorus.

**Mixed Chorus I (3) S**

**Mixed Chorus II (3) S**

**Mixed Chorus III – Honors (4) S**

**Mixed Chorus IV – Honors (4) S**  
**Prerequisite: Audition, Application or Instructor Approval**  
This course is designed for a mixed choral group whose purpose will be to learn and perform a variety of vocal music. Emphasis is given to developing the skills of choral singing, developing a working knowledge of basic theory, and understanding musical style.
Air Force Junior ROTC Program
(CATA, Monroe, Parkwood, Piedmont and Porter Ridge)

The Air Force Junior ROTC (AFJROTC) program is a character-building course which seeks to develop an informed citizen with a strong sense of self-reliance and awareness of citizenship responsibilities in today’s global society. This is reflected in the AFJROTC mission to: “Develop citizens of character dedicated to serving their nation and community.” The AFJROTC is designed as a four-year program. Although participation in the entire program is encouraged, students may take one to four years if desired.

Classes are fun, active and challenging. Classes meet with the same frequency as other full-credit classes. Regulation Air Force uniforms are issued free of charge and are worn once each week and for appropriate cadet functions. Appropriate military protocol is followed in the classrooms. Field trips to various military facilities are taken throughout the year to observe military operations first hand. Supervised orientation flights aboard military aircraft are offered when available from supporting military bases. The cadet corps color guard and drill teams compete against other JROTC units throughout the state and perform at school and community events. Cadets may be offered opportunities to attend Summer Leadership Schools and Summer Honors Programs. Corps’ activities and class work are designed to build camaraderie among the cadets, and students are given the opportunity to build on their social and leadership skills in a variety of challenging and enjoyable activities.

Students do not incur any military obligation with Junior ROTC. Further, the AFJROTC program is not a recruiting platform for the U. S. Military Services. Eligible students that complete a minimum of two years in AFJROTC can qualify for ROTC college scholarships, service academy appointments, and enlistment in advanced pay grades should they desire to pursue those options. ROTC college scholarships typically pay for tuition, fees and books. In addition, scholarship recipients each receive a tax-free monthly stipend (spending allowance) of $300 to $500.

JROTC IA Aviation History through WWII (3) S
JROTC IA Aviation History through WWII – Honors (4) S
This is a history course designed to acquaint the students with historical development and roles of the US military and flight through WWII. The leadership studies portion focuses on Air Force customs and courtesies, uniform wear, attitude and discipline, time and stress management, good study and test-taking skills, basic drill and physical fitness.

JROTC IB Post WWII Aviation History through Today (3) S
JROTC IB Post WWII Aviation History through Today – Honors (4) S
This is a history course designed to acquaint the students with the historical development and role of the US military and flight from post WWII through military operations occurring today. The leadership studies portion focuses health care, nutrition, physical fitness, drill, body image, drugs, alcohol, tobacco and US citizenship.

JROTC IIA Science of Flight (3) S
JROTC IIA Science of Flight – Honors (4) S
This course is designed to acquaint the student with the aerospace environment, the human requirements of flight, and the basic principles of aircraft flight, flight power, types of aircraft, and the principles of navigation. The leadership studies portion focuses on effective communication skills, basic leadership concepts, understanding individuals and group behavior, drill and physical fitness.

JROTC IIB Global Studies of the Middle East, Asia and Africa (3) S
JROTC IIB Global Studies of the Middle East, Asia and Africa – Honors (4) S
This course introduces students to various regions of the world from geographic, historical and cultural perspective to increase international awareness. The leadership studies portion focuses on effective communication skills, basic leadership concepts, drill and physical fitness.
JROTC IIC Global Studies of Russian and the Former Soviet Republic, Latin America and Europe (3) S

JROTC IIC Global Studies of Russian and the Former Soviet Republic, Latin America and Europe – Honors (4) S

The course introduces students to various regions of the world from geographic, historical and cultural perspective to increase international awareness. The leadership studies portion focuses on understanding individuals and group behavior, drill and physical fitness.

JROTC IIIA Introduction to Astronomy (3) S

JROTC IIIA Introduction to Astronomy – Honors (4) S

This course is designed to introduce the student to the history of astronomy, the Earth, the Moon, the solar system and planets. The leadership studies portion focuses on career choices after high school and succeeding in job search, physical fitness and drill/staff functions.

JROTC IIIB Exploration of Space (3) S

JROTC IIIB Exploration of Space – Honors (4) S

This course is designed to introduce students to space exploration, orbits, spacecraft and launch vehicles and space mission operations and management. The leadership studies portion focuses on financial planning, banking, credit, investing, real life issues, physical fitness and drill/staff functions.

JROTC IIIC – Honors (4) S

Prerequisite: Recommendation of the Senior Aerospace Science Instructor (SASI)

In addition to completing the standard course curriculum for JROTC IIIA or JROTC IIIB, each student will select a topic of personal or professional interest connected to national security, the military or AFJROTC and approved by the SASI. The student will complete a three-part honors project on the selected topic as follows: a research paper or physical project, a portfolio/notebook that contains documentation of the project process throughout the semester and an eight to ten minute PowerPoint presentation to the project committee.

JROTC IV A Cadet Management & Survival (3) S

JROTC IV A Cadet Management & Survival – Honors (4) S

The cadet management portion affords the cadets the opportunity to put the theories of previous leadership courses into practices. The survival instruction will provide instruction in the skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. The leadership studies portion focuses on understanding the fundamentals of managements, managing yourself, and others. It also includes physical fitness and drill/skill functions.

JROTC IV B Cadet Management (3) S

JROTC IV B Cadet Management – Honors (4) S

The cadet management portion affords the cadets additional opportunities to put the theories of previous leadership courses into practice. The leadership studies portion focuses on additional fundamentals of management and leadership, physical fitness and drill/staff functions.

JROTC IV C – Honors (4) S

Prerequisite: Recommendation of the Senior Aerospace Science Instructor (SASI)

In addition to completing the standard course curriculum for B-904A JROTC IVA or B-904B JROTC IVB, each student will select a topic of personal or professional interest connected to national security, the military or AFJROTC and approved by the SASI. The student will complete a three-part honors project on the selected topic as follows: a research paper or physical project, a portfolio/notebook that contains documentation of the project process throughout the semester and an eight to ten minute PowerPoint presentation to the project committee.

JROTC V Aviation Ground School (3) S

This course is the foundation for students interested in receiving a private pilot’s license. When the course is completed the students should be prepared to take and pass the Federal Aviation Administration (FAA) written examination. The leadership studies portion focuses on leadership theory and leadership styles. It also includes physical fitness and drill/staff functions.

JROTC VI Drill and Ceremonies (3) S

JROTC VI Drill and Ceremonies - Honors (4) S

Prerequisite: Must take second JROTC course concurrently or in the fall.

The Drill and Ceremonies course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of command voice. Students are provided detailed instruction on ceremonial performances and protocol for civilian and military events and have the opportunity to personally learn Air Force drill concepts and procedures at the appropriate level commensurate with their enrollment experience.
Leadership Education is based upon the tenants of Marine Corps leadership: to teach and develop a sense of citizenship, responsibility, discipline and character. Throughout the program, the Leadership Education curriculum is presented by way of five different categories of instruction. Those categories are: 1. Leadership, 2. Citizenship, 3. Personal Growth and Responsibility, 4. Public Service and Career Exploration, and 5. General Military Subjects. The curriculum reflects two fundamental aspects: Leadership Studies which teach leadership and citizenship; and the Leadership Labs which allow the student to apply that knowledge. Students do not incur any military obligation with Junior ROTC. Further, the MJROTC program is not a recruiting platform for the U.S. Military Services. Eligible students that complete a minimum of two years in MJROTC can qualify for ROTC college scholarships, service academy appointments, and enlistment in advanced pay grades should they desire to pursue those options. ROTC college scholarships typically pay for tuition, fees and books. In addition, scholarship recipients each receive a tax-free monthly stipend (spending allowance) of $300 to $500.

**ROTC-1 Leadership Education I (LE-IA) (3) S**

ROTC-1 Leadership Education I (LE-IA) – Honors (4) S

The first unit of the Leadership Education program provides an introduction to both leadership and citizenship. It also exposes new cadets to personal growth and responsibility and establishes a foundation in military structure and tradition. Additionally, cadets participate in a healthy physical education program and are first exposed to the team work required in organized drill. *(Fall Semester)*

**ROTC-1 Leadership Education I (LE-IB) (3) S**

ROTC-1 Leadership Education I (LE-IB) – Honors (4) S

Prerequisite: LE-IA

This course is a continuation and enrichment of the activities/concepts introduced in LE-1A. *(Spring Semester Only)*

**ROTC-2 Leadership Education II (LE-IIA) (3) S**

ROTC-2 Leadership Education II (LE-IIA) – Honors (4) S

Prerequisites: LE-IA, LE-IB, LE-IIA and approval from the Senior Marine Instructor

This course is a continuation and enrichment of the activities/concepts introduced in LE-IIA. *(Spring Semester Only)*

**ROTC-2 Leadership Education II (LE-IIB) (3) S**

Grades: 10-12

ROTC-2 Leadership Education II (LE-IIB) – Honors (4) S

Prerequisites: LE-IA, LE-IB, LE-IIA, LE-IIB, and approval from the Senior Marine Instructor

In LE-III, cadets resume building upon the subjects studied in LE-I and LE-II, including various career options by beginning to learn more about public service and other possible careers for life after high school. LE-III, cadets learn about job seeking and the interview process as well as receiving instruction in personal finances. *(Fall Semester Only)*

**ROTC-3 Leadership Education III (LE-IIIA) (3) S**

Grades: 10-12

ROTC-3 Leadership Education III (LE-IIIA) – Honors (4) S

Prerequisites: LE-IA, LE-IB, LE-IIA, LE-IIB, LE-IIIA, and approval from the Senior Marine Instructor

This course is a continuation and enrichment of the activities/concepts introduced in LE-IIIA. *(Spring Semester Only)*

**ROTC-3 Leadership Education III (LE-IIIB) (3) S**

Grades: 10-12

ROTC-3 Leadership Education III (LE-IIIB) – Honors (4) S

Prerequisites: LE-IA, LE-IB, LE-IIA, LE-IIB, LE-IIIA, and approval from the Senior Marine Instructor

This course is a continuation and enrichment of the activities/concepts introduced in LE-IIIB. *(Spring Semester Only)*
ROTC-4 Leadership Education IV (LE-IVA) (3) S
ROTC-4 Leadership Education IV (LE-IVA) – Honors (4) S
Grades: 10-12
Prerequisites: LE-IA, LE-IB, LE-IIA, LE-IIB, LE-III A, LE-IIIB, and approval from the Senior Marine Instructor

LE-IV is the culmination of a cadet’s Leadership Education studies. Cadets are expected to keep up with and be able to discuss current events. Social and cultural topics such as equal opportunity and sexual harassment are studied, and writing assignments are required on subjects approved by the instructor. Finally, cadets create a personal resume for their future use after high school. (*Fall Semester Only*)

ROTC-4 Leadership Education IV (LE-IVB) (3) S
ROTC-4 Leadership Education IV (LE-IVB) – Honors (4) S
Grades: 10-12
Prerequisites: LE-IA, LE-IB, LE-IIA, LE-IIB, LE-III A, LE-IIIB, LE-IVA, and approval from the Senior Marine Instructor

This course is a continuation and enrichment of the activities/concepts introduced in LE-IVA. (*Spring Semester Only*)
NJROTC

Naval Junior ROTC Program
 Forrest Hills, Sun Valley only

The NJROTC accredited curriculum emphasizes citizenship and leadership development, as well as maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology. Classroom instruction is augmented throughout the year by extra-curricular activities of community service, academic, athletic, drill and orienteering competitions, field meets, flights, visits to naval or other activities, marksmanship sports training, and physical fitness training. Electronic classroom equipment, textbooks, uniforms, educational training aids, travel allowance, and a cost-share of instructors’ salaries are provided by the Navy.

The NJROTC promotes patriotism, develops informed and responsible citizens, respect for constructed authority, and leadership potential. NJROTC promotes high school completion, higher education and community service.

The purpose is to develop a high degree of personal honor, self-reliance, individual discipline and leadership skills.

NJROTC promotes an understanding of the basic elements and need for national security and provides information on the military services as a possible career.

Students do not incur any military obligation with Junior ROTC. Further, the NJROTC program is not a recruiting platform for the U.S. Military Services. Eligible students that complete a minimum of two years in NJROTC can qualify for ROTC college scholarships, service academy appointments, and enlistment in advanced pay grades should they desire to pursue those options. ROTC college scholarships typically pay for tuition, fees and books. In addition, scholarship recipients each receive a tax-free monthly stipend (spending allowance) of $300 to $500.

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**Cadet Field Manual (3) S**

**Cadet Field Manual – Honors (4) S**

This course instructs cadets on the proper wearing of the Navy uniform, military customs and courtesies and introduces military drill.

**Intro to NJROTC (3) S**

**Intro to NJROTC – Honors (4) S**

**Prerequisite: Cadet Field Manual**

This course teaches the cadets about the history of the JROTC program, citizenship, laws, authority and responsibility.

**Maritime History (3) S**

**Maritime History – Honors (4) S**

**Prerequisites: Cadet Field Manual and Intro to NJROTC**

This course teaches cadets the history of wars at sea, strategy and tactics used in battle and an overview of the U.S. Navy.

**Nautical Sciences (3) S**

**Nautical Sciences – Honors (4) S**

**Prerequisites: Cadet Field Manual and Intro to NJROTC**

This course teaches the cadets about maritime geography, oceanography, meteorology, astronomy and aeronautical science. This course may be completed as a science elective.

**Naval Knowledge (3) S**

**Naval Knowledge – Honors (4) S**

**Prerequisites: Cadet Field Manual and Intro to NJROTC**

This course teaches the cadets about the importance of sea power, national security and the laws of the sea.

**Naval Skills (3) S**

**Naval Skills – Honors (4) S**

**Prerequisites: Cadet Field Manual and Intro to NJROTC**

This course teaches the cadets about ship board life, rules of the road, and navigation.

**Leadership Theory Ethics (3) S**

**Leadership Theory Ethics – Honors (4) S**

**Prerequisites: Cadet Field Manual and Intro to NJROTC**

This is an advanced course that teaches cadets about ethics, morals and has real life case studies concerning these issues.

**Leadership Theory Responsibility (3) S**

**Leadership Theory Responsibility – Honors (4) S**

**Prerequisites: Cadet Field Manual and Intro to NJROTC**

This is an advanced course that teaches cadets about being in positions of authority and their responsibilities for others.
Academic Orientation (3) S
This course is designed to provide additional academic support for ninth grade students. The focus of this class will be to improve the student’s fundamental skills in the areas of Math and English. This class will involve critical fundamental pieces of the curricula from both Fundamentals of Math I and Modular English.

Career Management (3) S
Designed to develop the fundamental attitudes and behaviors needed to secure employment and advance in a career. Skills are generic to all occupations, and emphasize proficiency in the workplace, problem solving, teamwork, and self-management. In addition, skills are developed which are specific to investigating, securing, and maintaining appropriate employment.

Freshman Focus (3) S
Academic planning and support topics such as study skills, social skills, citizenship, and college planning are covered. Schools may focus on specific topics to address identified student needs.

Academic Competition (3) S
Prerequisite: Teacher recommendation
This course will allow students involved in academic competitions like Odyssey of the Mind, Science Olympiad and Quiz Bowl to prepare for competition. Students may earn elective credit for each time the course is taken.

Leadership Skills I (3) S
Leadership Skills II (3) S
Leadership Skills III (3) S
Leadership Skills IV (3) S
Designed to develop leadership potential in students, this course includes studies of effective leadership styles and character values. It also provides first-hand experience in organizing, promoting, and implementing projects.

Library Media Information Skills (3) S
Prerequisite: Application and Media Coordinator Approval
Student will explore and evaluate a variety of print and non-print resources to interact with ideas in an information-intensive environment. Topics include research strategies, ethical behavior, and the use of technologies for information retrieval and automation of media center functions. Credit will be given for each semester the student is enrolled in the course.

Media Literacy (3) S
Prerequisite: Application and Media Coordinator/Instructor approval
Students will apply production techniques while creating multimedia projects and/or school news broadcast over closed circuit networks. Topics include scriptwriting, identification of media bias, graphics production, visual advertising, and digital/video editing. Credit will be given for each semester the student is enrolled in the course.

Peer Tutoring (3) S
Prerequisite: Principal Selection
This course is designed to involve students in maintaining a positive climate in the schools. Students are selected for the program on the basis of leadership and helping ability. Students who demonstrate effective helping skills in the classroom may apply to take Peer Tutoring more than once based on teacher evaluation and recommendation.

SAT Test Prep (3) S
Prerequisite: Math II
This course is strongly recommended for students planning to attend community colleges or four-year universities. Test-taking strategies, vocabulary study, reading comprehension, and mathematics review will be the primary focus with emphasis on PSAT and SAT.
ACT Test Prep (3) S
This course is strongly recommended for students planning to attend community colleges or four-year universities. Test taking strategies, vocabulary study, reading comprehension, mathematics, and science skills review will be the primary focus with emphasis on the PLAN, ACT and Accuplacer tests.

Study Skills Support Lab (3) S
This course is designed to provide additional academic support for students being served in the Exceptional Childrens’ Department. In addition to providing support for regular class work, teachers will also teach study skills and academic skills to fit the individual student’s needs.

Teacher Cadet I (3) S
Teacher Cadet I - Honors (4) S
This course introduces students to the profession of teaching. Along with various instructional practices and activities, the students are involved in a classroom experience at the elementary or middle school level. (With the approval of the instructor, students may complete the experience at the high school level.)

Teacher Cadet II (3) S
Teacher Cadet II – Honors (4) S
Prerequisite: Teacher Cadet I
This course continues to introduce students to the profession of teaching. Students learn to prepare lessons and are involved in a classroom experience at the elementary or middle school level. (With the approval of the instructor, students may complete the experience at the high school level.)

Teacher Cadet III (4) S
Prerequisite: Teacher Cadet II
This course is recommended for rising seniors who have a desire to become future educators. It provides the opportunity to explore the field of education through an internship with a mentoring teacher in an elementary or middle school setting. This course requires the student to participate in the state level NC Teacher Cadet Program.

Teacher Cadet IV (4) S
Prerequisite: Teacher Cadet III
This course will allow rising seniors who have a desire to become future educators and who have completed the Teacher Cadet I, II and III courses, the opportunity to explore the field of education through an internship with a mentoring teacher in an elementary or middle school setting. This course requires the student to participate in the state level NC Teacher Cadet Program.

Pre-College Reading (3) S
This course deals with improving comprehension and study skills including critical reading and thinking skills, mastery of the dictionary and library reference skills.

Reading Across the Curriculum (3) S
This course is designed to enhance and support students’ reading in all subject areas. Vocabulary development will be a major part of this course.

Specialized Literacy (3) S
This course is designed to serve the unique academic needs of students as they improve overall literacy skills.
OCCUPATIONAL COURSE OF STUDY

The Occupational Course of Study (OCS) curriculum is one of two courses of study through which a student may earn a high school diploma. Students eligible for this curriculum must have an Individualized Education Plan (IEP) and a recommendation from the student’s IEP team. Students are only considered for OCS if the IEP team has determined that due to the student’s ability levels and post-secondary goals, the Future Ready Core Course of Study is not appropriate. The student and parent are responsible for the decision of the course of study. Students enter the program in the ninth grade.

**OCS English - 4 credits are OCS English I, OCS English II, OCS English III and OCS English IV**

**OCS Mod. English (1) (S) – a local requirement**

**Grades: 9-10**

In this course, students will begin to explore text, types and purposes in literature and writing, along with vocabulary and grammar development.

**OCS English I (1) S**

**Grade: 9**

The OCS English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction), including narrative and informational writing, speaking and listening skills, and language and grammar usage.

**OCS English II (1) S**

**Grade: 10**

The OCS English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Students will continue reading literature and literary non-fiction, informational writing based on research, and incorporate presentation skills. This course requires the English II EOC upon completion of the course.

**OCS English III (1) S**

**Grade: 11**

Students will understand literary and informational text, use appropriate communication skill for employment and post-secondary education/training and independent living settings. They will create written products using templates or forms. They will apply reading and comprehension strategies to informational texts found in employment, post-secondary education/training and independent living domains. Students will carry out a problem-solving process as it relates to personal life situations; apply knowledge of cause and effect relationships to decision-making and problem solving. Students will summarize the importance of forming a viewpoint in situations related to adult living, critique informational products for use in employment, post-secondary education/training and independent living domains.

**OCS English IV (1) S**

**Grade: 12**

Students will apply information from literary and informational texts to carry out adult living tasks and activities, evaluate communication between various audiences and construct written products without reliance on templates and/or forms. Students will apply reading comprehension strategies to informational texts found in employment, post-secondary education/training, and independent living domains. They will produce plans to solve problems that occur in various domains of adult-life, attribute the impact of cause and effect on a given real life problem, and generate a viewpoint based on the analysis of current events, written texts, and/or personal life situations. Students will create informational products for use in employment, post-secondary education/training, and independent living domains.
OCS Mathematics – 3 Credits

*CTE – Personal Finance may substitute as a third math

OCS Introduction to Mathematics I (1) S Grades: 9-10
Students will understand rational numbers, apply mathematical operations with rational numbers, apply ratios, proportions and percentages, use properties of two-and three dimensional figures, apply time and measurement skills, and algebraic properties to solve problems. Students will understand patterns and relationships, data in terms of graphical displays, and measures of center and range.

OCS Pre-Algebra (1) S Grades: 9-10
Students will begin to develop skills to be able to perform basic algebraic equations.

OCS Math I (1) S Grades: 9-10
Students will begin to develop skills to be able to perform basic algebraic equations. This course requires the Math I EOC upon completion of the course.

OCS Financial Management (1) S
Students will understand personal finance, appropriate methods of personal financial management and independent living, state and federal taxes, wages and compensation, and the use of credit. Students will understand different types of insurance in terms of their ability to meet personal needs and apply math skills to consumer spending.

OCS Science - 2 Credits

OCS Applied Science (1) S
Students will focus on the study of Forces and Motion, Energy, Electricity and Magnetism, Matter, Chemicals, the Environment and Body Systems.

OCS General Science (1) S Grades: 9-11
Students will begin to develop vocabulary and concepts necessary for successful transition to OCS Biology.

OCS Biology (1) S Grades: 9-11
Students will focus on the Structure and Functions of Living Organisms, Ecosystems, Evolution and Genetics, and Molecular Biology. This course requires the Biology EOC upon completion.

OCS Social Studies - 2 Credits

Social Studies I (Government/American History) (1) S
This course is designed to provide the student with a basic background in United States history, knowledge of government and political design, citizenship issues, personal economics and the local geography they need to become responsible citizens and consumers.

Social Studies II (Self-Advocacy/Problem Solving) (1) S
This course is designed to teach students concepts and skills related to self-advocacy and self-determination.

Computer Skills - As Needed
Computer proficiency as specified in the Individual Education Plan.

Health & PE - 1 Credit
Health and PE (3) S Grade: 9-12

Career and Technical - 4 Credits
Select credits to best prepare for future career interests. Students may enroll in a career and technical course multiple times for credit.

Arts Education - Not Required
It is recommended that at least one credit in an arts discipline be taken.

OCS Electives - 6 Credits
Occupational Course of Studies Students must successfully complete OCC Prep II and OCC PREP III twice for a total of four credits.

OCS Applied Art Production Class (1) S
This course is designed to teach skills related to the creation of Arts and Crafts that will allow students the change to explore, design, and produce visually appealing products for marketing and exhibition. Topics to be included are: Jewelry Making, Fashion, Fiber Arts, Textiles, Book and Paper Arts, and Clay Works.
Occupational Preparation I (S) Grade: 9
This course introduces students to the fundamentals of attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career Technical Education courses and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

Occupational Preparation II (S) Grades: 9-10
This course is designed to allow students to develop skills generic to all career majors. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job seeking skills also will be refined.

Occupational Preparation III (S) Grades: 11-12
This course is designed to allow students to develop skills generic to all career majors. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job seeking skills also will be refined.

Occupational Preparation IV (S) Grades: 11-12
This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also will develop a job placement portfolio that provides an educational and vocational record of their high school experience. Students will complete 300 hours of school-based training, 240 hours of community-based training, and 360 hours of competitive employment and complete an OCS Career Portfolio.

OCS Career Training (S)
Prerequisite: Occupational Preparation I
This course provides students in the OCS program the opportunity to participate in off-campus vocational training that is aligned with their post-school employment goal. The course allows release time for students to be involved in work-based learning activities including but not limited to: internships, apprenticeships, job shadowing, community service projects, vocational job coach services, individual competitive employment placements, or supported employment. This course may be repeated more than one time for credit based on the student’s need for work-based vocational training.

Study Skills Support Lab (S)
This course is designed to provide additional academic support for students being served in the Exceptional Childrens’ Department. In addition to providing support for regular class work, teachers will also teach study skills and academic skills to fit the individual student’s needs. The student may complete the Study Skills Course as four other-academic elective credits as required for high school graduation. Students are recommended by their counselor or academic teachers for this course.
INTERNATIONAL BACCALAUREATE PROGRAM

The IB program is a comprehensive and challenging pre-university course of study that demands the best from both motivated students and teachers. Students completing this program will meet the requirements for a NC diploma. The availability of all courses will depend on meeting the minimum class size requirements. Most IB courses will follow A/B day schedule over a two year period to meet the required program hours. Other Union County high school students will be eligible to apply to the Marvin Ridge High School IB program based upon the availability of slots.

Over the course of the two-year program, students:

- study six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS)

**Information Technology in a Global Society - HL1 (5) Y**
Grade 11

**Information Technology in a Global Society - HL2 (5) Y**
Grade 12

This two-year course is designed to examine the issues and ethical questions raised by the use of technology and information systems and to help students to make informed judgments and decisions regarding technology within social contexts. Students will begin the two-year course in the fall of their junior year and will be involved in current research utilizing journals, magazines, Internet sites and other resources. The course will also improve student understanding of technology through the use of multimedia applications.

**English A I - HL1 (5) Y**
Grade 11

**English A I - HL2 (5) Y**
Grade 12

**Prerequisites: Honors English I and Honors English II**

This is a two-year course in which students will study several literary works which represent a variety of genres, time periods and cultures. The focus of this course will be to examine literary style and structure, to analyze themes and ideas, and to identify connections between and among the readers and the various works studied. Translations (works first written and published in a language other than English) are required for study. Essays, personal reactions, original research ideas and papers, as well as projects are required assessments for this course. The purpose is to develop students who are critical readers capable of demonstrating their appreciation and understanding of a writer’s style and their own world views as well as the views of others.

**Theory of Knowledge 1 (5) Y**
Grade 11

**Theory of Knowledge 2 (5) Y**
Grade 12

**Prerequisite: IB candidate status**

This course centers on the questions “What do you know?” and “How do you know it?” To help IB candidates answer the questions, the course fosters the development of critical thinking skills involving asking good questions, using language effectively, supporting ideas with evidence and developing logic, unity, and coherence in argument and writing expression. IB candidates will be encouraged to seek the inner connectedness among the disciplines in the Diploma Programme Hexagon, analyzing and challenging what they have always accepted as conventional wisdom.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics - SL1 (5) Y</td>
<td>11</td>
<td></td>
<td>This course will develop the student’s understanding of mathematics while preparing them for the International Baccalaureate Diploma. This two-year course includes all seven math content areas including Pre-Calculus in the first year with topics of algebra, functions and equations, trigonometry, matrices, vectors and probability and statistics. The second year includes Calculus with AP AB Calculus imbedded.</td>
</tr>
<tr>
<td>Mathematics - SL2 (5) Y</td>
<td>12</td>
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</tr>
<tr>
<td><strong>Prerequisites:</strong> Math I, II, III, and Pre-Calculus</td>
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</tr>
<tr>
<td>Math Studies - SL1 (5) Y</td>
<td>11</td>
<td></td>
<td>IB Math Studies is a two-year course available at the Standard Level (SL). It is designed for students with varied backgrounds and abilities. Students taking this course need to possess fundamental skills and knowledge of processes of algebra and geometry. Inquiry is part of the class formation and class content will be linked to other content areas.</td>
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<tr>
<td>Math Studies - SL2 (5) Y</td>
<td>12</td>
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<tr>
<td><strong>Prerequisites:</strong> Math I and Math II</td>
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<tr>
<td>IB Computer Science A SL (5) Y</td>
<td>11-12</td>
<td></td>
<td>The purpose of this course is to develop an understanding of 1) the range and organization of computer systems and 2) the use of computers in a variety of disciplines, applications and contexts.</td>
</tr>
<tr>
<td>IB Chinese Language B - SL1 (5) Y</td>
<td>11</td>
<td><strong>Prerequisite:</strong> Chinese I, II and III</td>
<td>As the first course of a two-year sequence, this course is designed to prepare students for the IB Chinese Language B Standard Level examination as one component of the IB Diploma. Students will begin to develop advanced communicative proficiency in the integrated core areas of listening, speaking, reading and writing in Chinese using authentic written and audio resources of countries where Chinese is the dominant language. The class will be conducted entirely in Chinese.</td>
</tr>
<tr>
<td>IB Chinese Language B - SL2 (5) Y</td>
<td>12</td>
<td><strong>Prerequisite:</strong> IB French Language B</td>
<td>This course is designed to prepare students for the IB French Language B Standard Level examination in order to earn the IB Diploma. As the second course in this two-year sequence, this course will develop advanced communicative proficiency in conversation, listening and speaking while reading and writing in French using authentic written and audio resources of countries where French is the dominant language. The class will be conducted entirely in French.</td>
</tr>
<tr>
<td>IB French Language B - SL 1 (5) Y</td>
<td>11</td>
<td><strong>Prerequisite:</strong> IB French Language B</td>
<td>As the first course of this two-year sequence, this course is designed to prepare students for the IB French Language B Standard Level examination as one component of the IB Diploma. Students will begin to develop advanced communicative proficiency in conversation, listening, speaking, reading, and writing in French using authentic written and audio resources of countries where French is the dominant language. The class will be conducted entirely in French.</td>
</tr>
<tr>
<td>IB French Language B - SL 2 (5) Y</td>
<td>12</td>
<td><strong>Prerequisite:</strong> German I, II and III</td>
<td>As the first course of this two-year sequence, this course is designed to prepare students for the IB German Language B Standard Level examination as one component of the IB Diploma. Students will begin to develop advanced communicative proficiency in the integrated core areas of conversation, listening, speaking, reading, and writing in German using authentic written and audio resources of countries where German is the dominant language. The class will be conducted entirely in German.</td>
</tr>
</tbody>
</table>
IB German Language B - SL 2 (5) Y Grade: 12
Prerequisite: IB German Language B
This course is designed to prepare students for the IB German Language B Standard Level examination in order to earn the IB Diploma. As the second course in this two-year sequence, this course will develop advanced communicative proficiency in listening and speaking while conversation, reading and writing in German using authentic written and audio resources of countries where German is the dominant language. The class will be conducted entirely in German.

IB Spanish Language B SL 1 (5) Y Grade: 11
Prerequisites: Spanish I, II and III
As the first course of this two-year sequence, this course is designed to prepare students for the IB Spanish Language B Standard Level examination as one component of the IB Diploma. Students will begin to develop advanced communicative proficiency in the integrated core areas of conversation, listening, speaking, reading, and writing in Spanish using authentic written and audio of countries where Spanish is the dominant language. The class will be conducted entirely in Spanish.

IB Spanish Language B SL 2 (5) Y Grade: 12
Prerequisite: IB Spanish Language B SL 1
This course is designed to prepare students for the IB Spanish Language B Standard Level examination in order to earn the IB Diploma. As the second course in this two-year sequence, this course will develop advanced communicative proficiency in conversation, listening and speaking while reading and writing in Spanish using authentic written and audio resources of countries where Spanish is the dominant language. The class will be conducted entirely in Spanish.

Biology - SL1 (5) Y Grade: 11
Biology - SL2 (5) Y Grade: 12
Prerequisites: Biology I and Chemistry
Biology at the Standard Level is designed for those students who will study the core syllabus without a strong or knowledgeable background in Biology. The major themes of Biology (structure and function, universality and diversity, evolution, and systems homeostasis) will help unite the specific topics and assessment statement to develop a broad understanding of the nature of life. Assessment will follow the UCPS grading policy; however, students will also be scored using the IB mark schemes. The course also meets the Group 4 requirements for the IB Diploma.

Biology - HL1 (5) Y Grade: 11
Biology - HL2 (5) Y Grade: 12
Prerequisites: Earth Science, Biology I and Chemistry
Higher Level Biology will be taught as a rigorous two-year program that will prepare students for the International Baccalaureate Diploma. Students will focus on the knowledge base and develop inquiry skills and critical thinking processes. The two-year experience will provide students with a background that will allow them to make educated decisions affecting themselves, their community, and others on an international level. This will include societal issues such as cloning, genetic engineering, and stem cell research, and global issues such as climate change, biodiversity, human population, and global warming.

Chemistry - SL1 (5) Y Grade: 11
Chemistry - SL2 (5) Y Grade: 12
Prerequisites: Biology, Earth Science, Honors Chemistry and recommended Pre-Calculus
This IB Chemistry course is a two-year course designed to give students opportunities to use various common chemistry equipment and computer technologies to complete all required laboratory exercises. Students in the course will collaborate, communicate, and seek creativity and diversity among their peers. A goal of the course is to provide a learning environment in which the students feel a sense of ownership and have a vested personal interest in the success of their peers and themselves.

IB Physics - SL1 (5) Y Grade: 11
IB Physics - SL2 (5) Y Grade: 12
Prerequisite: Pre-Calculus
IB Physics is a two-year course offered at the Standard Level that focuses on the study of natural physical phenomena of the interaction of light, matter, and energy in a conceptual as well as quantitative manner. Laboratory work is emphasized and requires structured labs, research papers and experimental projects. Instruction is student-centered with cooperative learning as well as teacher direction, thus offering the student a college-level physics experience. An interdisciplinary group project helps students realize that all scientific disciplines share the common goal of understanding how the world works and that scientists can work together on problems to discover solutions to a common goal.
<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>History of the Americas - HL1 (5) Y</td>
<td>11</td>
</tr>
<tr>
<td>History of the Americas - HL2 (5) Y</td>
<td>12</td>
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<tr>
<td>Prerequisites: World History, American History: Founding Principles, Civics and Economics</td>
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<tr>
<td>IB History is a two-year course taught at Higher Level. The first year concentrates on the history of the Americas with some emphasis on American relations with Europe and Latin America. The course will incorporate the Common Core Standards of American History in addition to IB requirements. The second year of the course explores themes in World History through an in-depth study of an individual prescribed subject and the selection of two topics in the twentieth century. In addition to external exams, students will be internally assessed through demonstrating evidence of research skills, organization, and referencing through an individual historical investigation.</td>
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<td>Visual Arts - SL1 (5) Y</td>
<td>11</td>
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<tr>
<td>Visual Arts - SL2 (5) Y</td>
<td>12</td>
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<tr>
<td>Prerequisite: Art I</td>
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<td>IB students will focus on investigations of a self-directed topic in the arts and express themselves visually through the creation of art, orally through presentations of their work, and organizationally through a research/reflection journal. The number of studio hours and work generated is about 10% less than in Visual Arts, Higher Level.</td>
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</tr>
<tr>
<td>Visual Arts - HL2 (5) Y</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Art I and Teacher / IB Coordinator Approval</td>
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<tr>
<td>IB Visual Arts is a two-year course in which IB students will focus on investigation of a self-directed topic in the arts, leading to qualifying for the IB Diploma. Students will express themselves visually through creation of art, orally through presentations of their work, and organizationally through writing in a research journal. Students will complete extensive studio work and keep an investigative workbook.</td>
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<tbody>
<tr>
<td>IB Theatre - SL1 (5) Y</td>
<td>11</td>
</tr>
<tr>
<td>IB Theatre - SL2 (5) Y</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Teacher Recommendation</td>
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<tr>
<td>The IB Theatre Arts course will help students understand the nature of theatre through study and performance. Students will develop an understanding of the basic processes of theatrical production, demonstrate knowledge of the major developments and techniques in the theatrical history of more than one culture, and develop an ability to interpret play scripts and other theatrical texts analytically and imaginatively.</td>
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</table>
The Mission of Union County Virtual School (UCV) is to provide a positive, interactive, and nurturing environment that facilitates learning in an online setting. UCV incorporates three core values—Rigor, Relevance, and Relationships—into all courses, focuses on teacher student communication, and is dedicated to the highest caliber educational experience in a virtual environment.

**ACT Preparation (3) S**
This course aims to both prepare students to take the ACT test and help build skills in reading, writing, math, and science that are essential to success in both high school and college. This course incorporates skill building activities with practice ACT style assessments and is much more than just a test prep course. This course is only offered online.

**Advanced Environmental Science Topics – Honors (AP Companion Course) (4) S**
**Prerequisites: Biology I Honors**
This course is paired with AP Environmental Science to help students design and carry out laboratory experiments and to understand the conceptual framework, factual knowledge and analytical skills necessary for the AP Environmental Science Exam.

**Advanced Inquiry and Research – Honors (4) S**
This course serves as a basis for upper-level English courses and AP Language and AP Literature. It is designed to enhance close reading comprehension with increasing text complexity, hone synthesis writing along with documented research skills, build on interdisciplinary informational and literary texts, and prepare students for multimodal presentation skills. With the intention of challenging students to expand their knowledge and skills, this course will prepare students for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible.

**American History I: The Founding Principles (3) S**
**American History I: The Founding Principles – Honors (4) S**
This course begins with European exploration of the new world and concludes with Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. The course will guide students as they study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. This course is offered in both traditional face-to-face and online format.

**Arts Appreciation (3) S**
**Arts Appreciation – Honors (4) S**
This course examines the visual arts, music and other performing arts through a globally inclusive historical study. Emphasis is placed on the interconnectivity of world events, social practices, and cultural values and the arts. Various time periods are explored through looking at the history, art, music, and theater of the day. This course will provide students with an overlying synthesis of each time period, and help them to develop a more globally comprehensive view of visual and performing arts throughout history.

**Biomedical Technology (3) S**
**Prerequisite / Co-Requisite: Biology**
This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research.

**Business Law - Honors (4)**
**Prerequisite: Principles of Business and Finance**
This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. This course is offered both in both traditional face-to-face and online format.
Career Management (3) S
Designed to develop the fundamental attitudes and behaviors needed to secure employment and advance in a career. Skills are generic to all occupations, and emphasize proficiency in the workplace, problem solving, teamwork, and self-management. In addition, skills are developed which are specific to investigating, securing, and maintaining appropriate employment.

American History: Founding Principles, Civics and Government (3) S
American History: Founding Principles, Civics and Government – Honors (4) S
This course 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 Essential Standards for this course focus on the founding principles through Civics and Government, Personal Financial Literacy and Economics.

Earth/Environmental Science (3) S
Earth/Environmental Science - Honors (4) S
The curriculum standards for this course focus on the Earth: systems, geologic processes, weather, climate and astronomy. Ecological impact, sustainability and stewardship are also key elements in this course.

AP Environmental Science (5) S
Prerequisites: Biology I – Honors, a physical science course and Advanced Environmental Science Topics
The AP Environmental Science course is designed to be the equivalent of a one-semester college introductory environmental science. Topics include: earth systems; population dynamics; natural resources; and global changes.

English I (3) S
English I – Honors (4) S
The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction), to include influential U.S. documents and one Shakespearean play. Interdisciplinary informational writing as well as documented research and speaking and listening skills will be included along with multimodal presentations.

English III (3) S
English III - Honors (4) S
English III is an in-depth study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play will be included along with interdisciplinary informational writing and multimodal presentations focusing on speaking and listening skills. This course is offered both in both traditional face-to-face and online format.

English IV (3) S
English IV - Honors (4) S
English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will be included. Interdisciplinary informational text and multimodal presentations will encompass the writing, speaking and listening skills. This course is offered both in both traditional face-to-face and online format.

Global Awareness (3) S
Global Awareness - Honors (4) S
This course is a combination of geography and globalization. Students will study current issues facing different countries and brainstorm sustainable solutions throughout the course. Although this course is offered in the traditional face-to-face environment as well as online, the online version is markedly different. The online course approaches global issues in a regional manner and has a daily focus on current events.

Leadership Exploration (3) S
Leadership Exploration – Honors (4) S
This course allows students to define leadership and explore the many facets of leadership—styles, theories, and levels. Students will learn about team building, communication strategies, and decision making. Historical and contemporary examples of both effective and ineffective leadership will also be explored. This course is only offered online.
Math II (3) S
Math II – Honors (4) S
Prerequisite: Math I
Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. This course is offered both in both traditional face-to-face and online format.

Math III (3) S
Math III – Honors (4) S
Prerequisite: Math II
Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles. This course is offered both in both traditional face-to-face and online format.

Principles of Business and Finance (3) S
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. This course is offered both in both traditional face-to-face and online format.

Psychology/Sociology (3) S
Psychology/Sociology – Honors (4) S
This is a combination course where students will study both psychological and sociological issues. During the first half of this course the focus will be on psychological concepts and theories including contemporary issues in the field. The course focuses on the systemic and scientific study of the behavior and mental processes of human beings. During the second half of the course students will focus on sociological concepts and current issues. Students will develop a core body of knowledge about human social activity and interaction. This course is offered both in both traditional face-to-face and online format.

Spanish I (3) S
Spanish I is an introduction to the study of a second language through the four skills of listening, speaking, reading, and writing. Culture, geography, and grammar are integrated into the course. Students have limited or no prior study of the language. This course is offered both in both traditional face-to-face and online format.

Success 2.0 (3) S
Success 2.0 – Honors (4) S
This course is designed to give students a basic understanding of success—in an online course, in high school, and in life. Students will utilize Google Apps for education and a variety of Web 2.0 tools while learning about digital literacy. Students will also explore more traditional elements of success including time management, academic integrity, decision making, goals setting, and career possibilities. This course is only offered online.

AP World History (5) S
This course helps students develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. Students are expected to take the AP Exam following the completion of the course.
The Career and College Promise Program allows high school juniors and seniors who qualify to enroll in community college courses while still attending their home school. These courses can be used for dual credit in order to meet high school graduation requirements as well as accumulating towards an associate’s degree or as a plan to meet general education requirements in the college or university setting.

A student must meet the following eligibility requirements in order to participate in the Career and College Promise Program:

- Be a high school junior or senior
- Have a weighted 3.0 GPA on high school courses
- Demonstrate college readiness on an approved assessment or placement test as shown in this table:

<table>
<thead>
<tr>
<th>Test</th>
<th>Plan**</th>
<th>PSAT**</th>
<th>Asset (NCCCS Cut Score)</th>
<th>Compass (NCCCS Cut Score)</th>
<th>Accuplacer (NCCCS Cut Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>15</td>
<td>49</td>
<td>41 Writing</td>
<td>70 Writing</td>
<td>86 Sentence Skills</td>
</tr>
<tr>
<td>Reading</td>
<td>17</td>
<td>50</td>
<td>41 Reading</td>
<td>81 Reading</td>
<td>80 Reading</td>
</tr>
<tr>
<td>Mathematics</td>
<td>19</td>
<td>50</td>
<td>41 Numerical Skills</td>
<td>47 Pre-Algebra and Algebra</td>
<td>55 Arithmetic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>41 Int. Algebra</td>
<td>66 Algebra</td>
<td>75 Elem. Algebra</td>
</tr>
</tbody>
</table>

In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores recommended by the testing companies as benchmarks for college readiness:

<table>
<thead>
<tr>
<th>Test</th>
<th>SAT</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>500</td>
<td>Writing</td>
</tr>
<tr>
<td>Critical Reading</td>
<td>500</td>
<td>Reading</td>
</tr>
<tr>
<td>Mathematics</td>
<td>500</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading and mathematics on an approved test.

**PLAN and PSAT scores recommended by ACT and College Board as indicators of college readiness.

Textbooks, materials, fees, supply costs or other charges not classified as tuition for courses taken at a community college are the responsibility of the student. The student must adhere to all course requirements and examinations required by the instructor or institution. Students can contact their school counselor for more information.

UCPS high schools are offering college courses as a part of their regular school day. Students will register for these courses as they register for their other high school classes. The purchase of the textbooks for these classes will be furnished by the school or school system. Students meet the same requirements as for concurrent enrollment. Enrollees must be capable of completing college level course work.

**Dual Credit for Career and College Promise**

Students may earn dual credit for any high school course and meet graduation requirements using an appropriate college course or combination of college courses. Principals shall award dual credit according to the Career and College Promise program guidelines established by the Department of Public Instruction. College and university courses shall earn high school dual credit as specified in the following chart:
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Suggested Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA 122</td>
<td>College Transfer Success</td>
<td>1 Elective Credit</td>
<td></td>
</tr>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>1 Elective Credit</td>
<td></td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>1 Elective Credit</td>
<td></td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>1 Elective Credit</td>
<td></td>
</tr>
<tr>
<td>AST 111</td>
<td>Descriptive Astronomy</td>
<td>1 Elective Credit</td>
<td></td>
</tr>
<tr>
<td>AST 111A</td>
<td>Descriptive Astronomy Lab</td>
<td>0 Credit</td>
<td></td>
</tr>
<tr>
<td>AST 151</td>
<td>General Astronomy I</td>
<td>1 Elective Credit</td>
<td></td>
</tr>
<tr>
<td>AST 151A</td>
<td>General Astronomy Lab I</td>
<td>0 Credit</td>
<td></td>
</tr>
<tr>
<td>BIO 110</td>
<td>Principles of Biology</td>
<td>1 Elective Credit</td>
<td></td>
</tr>
<tr>
<td>BIO 111</td>
<td>General Biology I</td>
<td>1 Elective Credit</td>
<td>May be combined with BIO 112, to satisfy the Biology graduation requirement; Must pass both courses and the EOC; else, elective credit only.</td>
</tr>
<tr>
<td>BIO 112</td>
<td>General Biology II</td>
<td>1 Elective Credit</td>
<td>May be combined with BIO 112, to satisfy the Biology graduation requirement; Must pass both courses and the EOC; else, elective credit only.</td>
</tr>
<tr>
<td>CHM 151</td>
<td>General Chemistry I</td>
<td>1 Elective Credit</td>
<td>May be combined with CHM 152 to satisfy the physical science graduation requirement; Must pass both courses; else, elective credit only.</td>
</tr>
<tr>
<td>CHM 152</td>
<td>General Chemistry II</td>
<td>1 Elective Credit</td>
<td>May be combined with CHM 152 to satisfy the physical science graduation requirement; Must pass both courses; else, elective credit only.</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>1 Elective Credit</td>
<td></td>
</tr>
<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>1 Elective Credit</td>
<td></td>
</tr>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>1 Elective Credit</td>
<td></td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td>1 Elective Credit</td>
<td></td>
</tr>
</tbody>
</table>

*For college courses having an associated lab component (such as math or foreign language lab), the combination of the course and the lab count as a single course and earn one credit only.

**These occur only in certain Career and Technical Education courses.

All courses are based upon the Universal General Education Transfer Component of the Comprehensive Articulation Agreement and will transfer for equivalency credit. For purposes of calculating student Grade Point Averages, courses included on this chart are weighted in accordance with SBE policy GCS-L-004.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Writing &amp; Inquiry</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing/Research in the Disciplines</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>ENG 131</td>
<td>Introduction to Literature</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>ENG 231</td>
<td>American Literature I</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>ENG 232</td>
<td>American Literature II</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>GEL 111</td>
<td>Introductory Geology</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>HIS 111</td>
<td>World Civilizations I</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>HIS 112</td>
<td>World Civilizations II</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>HIS 121</td>
<td>Western Civilization I</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>HIS 122</td>
<td>Western Civilization II</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>MAT 152</td>
<td>Statistical Methods I</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>MAT 171</td>
<td>Pre-Calculus Algebra</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>MAT 172</td>
<td>Pre-Calculus Trigonometry</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>MAT 263</td>
<td>Brief Calculus</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>MAT 271</td>
<td>Calculus I</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
<td>1</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>PHI 240</td>
<td>Introduction to Ethics</td>
<td>1 Elective</td>
<td></td>
</tr>
<tr>
<td>PHY 110</td>
<td>Conceptual Physics</td>
<td>1 Elective</td>
<td></td>
</tr>
<tr>
<td>PHY 110A</td>
<td>Conceptual Physics Lab</td>
<td>0 Credit</td>
<td></td>
</tr>
<tr>
<td>PHY 151</td>
<td>College Physics I</td>
<td>1 Elective</td>
<td></td>
</tr>
<tr>
<td>PHY 152</td>
<td>College Physics II</td>
<td>1 Elective</td>
<td></td>
</tr>
<tr>
<td>PHY 251</td>
<td>General Physics I</td>
<td>1 Elective</td>
<td></td>
</tr>
<tr>
<td>PHY 252</td>
<td>General Physics II</td>
<td>1 Elective</td>
<td></td>
</tr>
<tr>
<td>POL 120</td>
<td>American Government</td>
<td>1 Elective</td>
<td></td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>1 Elective</td>
<td></td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>1 Elective</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

- PHY 110A must be completed with PHY 110 to earn high school credit for PHY 110.
- PHY 151 may be combined with PHY 152 to satisfy the physical science graduation requirement; else, elective credit only.
- PHY 251 may be combined with PHY 252 to satisfy the physical science graduation requirement; else, elective credit only.

**College Transfer Pathways:**

College Transfer Pathways are designed for high school juniors and seniors who wish to take courses toward a baccalaureate degree and to experience the rigor and independence of college life. The Associate in Arts College Transfer pathway (32-33 hours) and the Associate in Science College Transfer Pathway (34 hours) provide structured sets of general education courses.

A complete listing of the Community College Courses available for each of these pathways can be found in the following pages.

Upon completion of a College Transfer Pathway, the student may complete an Associate in Arts (61 hours) or an Associate in Science (61 hours) with one year of full-time study at a community college; or the student may apply for admission and receive credit for general education courses at all North Carolina public universities or a participating independent college or university.
## The Associate in Arts College Transfer Pathway (32-33 Semester Hour Credits)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 (3) Required</td>
<td>Writing &amp; Inquiry</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>ENG 112 (3) Required</td>
<td>Writing/Research in the Disciplines</td>
<td>ENG 111</td>
</tr>
<tr>
<td>ACA 122 (1) Required</td>
<td>College Transfer Success</td>
<td>ENG 111, ENG 112 and COM 231</td>
</tr>
</tbody>
</table>

### 9 SHCs from Communication / Humanities listed below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 231 (3)</td>
<td>Public Speaking</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>ART 111 (3)</td>
<td>Art Appreciation</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>ART 114 (3)</td>
<td>Art History Survey I</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>ART 115 (3)</td>
<td>Art History Survey II</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>ENG 231 (3)</td>
<td>American Literature I</td>
<td>ENG 112, 113 or 114</td>
</tr>
<tr>
<td>ENG 232 (3)</td>
<td>American Literature II</td>
<td>ENG 112, 113 or 114</td>
</tr>
<tr>
<td>MUS 110 (3)</td>
<td>Music Appreciation</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>MUS 112 (3)</td>
<td>Introduction to Jazz</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>PHI 215 (3)</td>
<td>Philosophical Issues</td>
<td>ENG 111</td>
</tr>
<tr>
<td>PHI 240 (3)</td>
<td>Introduction to Ethics</td>
<td>ENG 111</td>
</tr>
</tbody>
</table>

### 3-4 SHCs from Mathematics listed below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 143 (3)</td>
<td>Quantitative Literacy</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>MAT 152 (4)</td>
<td>Statistical Methods I</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>MAT 171 (4)</td>
<td>Pre-Calculus Algebra</td>
<td>CCP Qualifying Scores</td>
</tr>
</tbody>
</table>

### 4 SHCs from Natural Sciences listed below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 111, AST 111A (4)</td>
<td>Descriptive Astronomy and Lab</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>AST 151, AST 151A (4)</td>
<td>Principles of Biology</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>BIO 111 (4)</td>
<td>General Biology I</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>CHM 151 (4)</td>
<td>General Chemistry</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>PHY 110, PHY 110A (4)</td>
<td>Conceptual Physics and Lab</td>
<td>CCP Qualifying Scores</td>
</tr>
</tbody>
</table>

### 9 SHCs from Social / Behavior Sciences listed below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>ECO 252 (3)</td>
<td>Principles of Macroeconomics</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>HIS 111 (3)</td>
<td>World Civilizations I</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>HIS 112 (3)</td>
<td>World Civilizations II</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>HIS 131 (3)</td>
<td>American History I</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>HIS 132 (3)</td>
<td>American History II</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>POL 120 (3)</td>
<td>American Government</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>PSY 150 (3)</td>
<td>General Psychology</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>SOC 210 (3)</td>
<td>Introduction to Sociology</td>
<td>CCP Qualifying Scores</td>
</tr>
</tbody>
</table>
The Associate in Science College Transfer Pathway (34 Semester Hour Credits)

English 111, 112 and ACA 122 are required courses. Of the remaining semester hour credits, 6 must be Communication/ Humanities, 8 Mathematics, 8 Natural Science and 6 Social/Behavior Sciences.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 (3)</td>
<td>Required Writing &amp; Inquiry</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>ENG 112 (3)</td>
<td>Required Writing/Research in the Disciplines</td>
<td>ENG 111</td>
</tr>
<tr>
<td>ACA 122 (1)</td>
<td>Required College Transfer Success</td>
<td>ENG 111, ENG 112 and COM 231</td>
</tr>
</tbody>
</table>

6 SHCs from Communication / Humanities listed below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 231 (3)</td>
<td>Public Speaking</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>ART 111 (3)</td>
<td>Art Appreciation</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>ART 114 (3)</td>
<td>Art History Survey I</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>ART 115 (3)</td>
<td>Art History Survey II</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>ENG 231 (3)</td>
<td>American Literature I</td>
<td>ENG 112, 113 or 114</td>
</tr>
<tr>
<td>ENG 232 (3)</td>
<td>American Literature II</td>
<td>ENG 112, 113 or 114</td>
</tr>
<tr>
<td>MUS 110 (3)</td>
<td>Music Appreciation</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>MUS 112 (3)</td>
<td>Introduction to Jazz</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>PHI 215 (3)</td>
<td>Philosophical Issues</td>
<td>ENG 111</td>
</tr>
<tr>
<td>PHI 240 (3)</td>
<td>Introduction to Ethics</td>
<td>ENG 111</td>
</tr>
</tbody>
</table>

8 SHCs from Mathematics listed below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 171 (4)</td>
<td>Pre-Calculus Algebra</td>
<td>MAT 161</td>
</tr>
<tr>
<td>MAT 172 (4)</td>
<td>Pre-Calculus Trigonometry</td>
<td>MAT 171</td>
</tr>
<tr>
<td>MAT 263 (4)</td>
<td>Brief Calculus</td>
<td>MAT 161, 171 or 175</td>
</tr>
<tr>
<td>MAT 271 (4)</td>
<td>Calculus I</td>
<td>MAT 172 or 175</td>
</tr>
</tbody>
</table>

8 SHCs from Natural Sciences listed below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 151, AST 151A (Natural Science)</td>
<td>General Astronomy and Lab (4 SHC)</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>BIO 110 (Natural Science)</td>
<td>Principles of Biology (4 SHC)</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>BIO 111 and BIO 112 (Natural Science)</td>
<td>General Biology I and II (8 SHC)</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>CHM 151 and CHM 152 (Natural Science)</td>
<td>General Chemistry I and II (8 SHC)</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>GEL 151 (Natural Science)</td>
<td>Introductory Geology</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>PHY 110, PHY 110A (Natural Science)</td>
<td>Conceptual Physics and Lab (4 SHC)</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>PHY 151 and PHY 152 (Natural Science)</td>
<td>College Physics I and II (8 SHC)</td>
<td>MAT 161 or 171</td>
</tr>
<tr>
<td>PHY 251 and PHY 252 (Natural Science)</td>
<td>General Physics I and II (8 SHC)</td>
<td>MAT 271 Pre-Req and MAT 272 Co-Req</td>
</tr>
</tbody>
</table>

6 SHCs from Social / Behavior Sciences listed below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 251 (Social/Behavioral Science)</td>
<td>Principles of Microeconomics (3 SHC)</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>ECO 252 (Social/Behavioral Science)</td>
<td>Principles of Macroeconomics (3 SHC)</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>HIS 111 (Social/Behavioral Science)</td>
<td>World Civilizations I (3 SHC)</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>HIS 112 (Social/Behavioral Science)</td>
<td>World Civilizations II (3 SHC)</td>
<td>CCP Qualifying Scores</td>
</tr>
<tr>
<td>HIS 131 (Social/Behavioral Science)</td>
<td>American History I (3 SHC)</td>
<td>CCP Qualifying Scores</td>
</tr>
</tbody>
</table>
Career and Technical Education Pathways via Career and College Promise

The following tables include information regarding individual CTE pathways. Students being with the courses offered by UCPS and complete the pathway through coursework offered at the community college level. Articulated credit (college credit for a high school course) should be requested within the first two years after high school graduation.

**Accounting Pathway**

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120 (4)</td>
<td>Principles of Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 129 (3)</td>
<td>Individual Income Tax</td>
<td></td>
</tr>
<tr>
<td>ACC 121 (4)</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>BUS 115 (3)</td>
<td>Business Law</td>
<td></td>
</tr>
</tbody>
</table>

**Enhanced Accounting Pathway**

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120 (4)</td>
<td>Principles of Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 129 (3)</td>
<td>Individual Income Tax</td>
<td></td>
</tr>
<tr>
<td>ACC 121 (4)</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>ECO 252 (3)</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>BUS 125 (3)</td>
<td>Personal Finance</td>
<td></td>
</tr>
</tbody>
</table>

**Business Administration Pathway**

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120 (4)</td>
<td>Principles of Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>BUS 115 (3)</td>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>ECO 252 (3)</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>BUS 137 (3)</td>
<td>Principles of Management</td>
<td></td>
</tr>
</tbody>
</table>
### Enhanced Business Administration Pathway

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 115 (3)</td>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>BUS 137 (3)</td>
<td>Principles of Management</td>
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</tr>
<tr>
<td>MKT 120 (3)</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>ECO 252 (3)</td>
<td>Principles of Macroeconomics</td>
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</tr>
<tr>
<td>BUS 110 (3)</td>
<td>Introduction to Business</td>
<td></td>
</tr>
<tr>
<td>BUS 125 (3)</td>
<td>Personal Finance</td>
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</tbody>
</table>

### Entrepreneurship Pathway

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120 (4)</td>
<td>Principles of Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>BUS 280 (4)</td>
<td>REAL Small Business</td>
<td></td>
</tr>
<tr>
<td>BUS 139 (3)</td>
<td>Entrepreneurship I</td>
<td></td>
</tr>
<tr>
<td>ETR 230 (3)</td>
<td>Entrepreneurship Marketing</td>
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</tr>
</tbody>
</table>

### Enhanced Entrepreneurship Pathway

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120 (4)</td>
<td>Principles of Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>BUS 280 (4)</td>
<td>REAL Small Business</td>
<td></td>
</tr>
<tr>
<td>BUS 139 (3)</td>
<td>Entrepreneurship I</td>
<td></td>
</tr>
<tr>
<td>ETR 230 (3)</td>
<td>Entrepreneurship Marketing</td>
<td></td>
</tr>
<tr>
<td>WEB 110 (3)</td>
<td>Internet / Web Fundamentals</td>
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</table>

### Computer Information Technology Pathway

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<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
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<tbody>
<tr>
<td>CIS 110 (3)</td>
<td>Introduction to Computers</td>
<td></td>
</tr>
<tr>
<td>CTS 120 (3)</td>
<td>Hardware/Software Support</td>
<td></td>
</tr>
<tr>
<td>NET 125 (3)</td>
<td>Networking Basics</td>
<td></td>
</tr>
<tr>
<td>NOS 110</td>
<td>Operating System Concepts</td>
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### Enhanced Computer Information Technology Pathway

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
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<tbody>
<tr>
<td>BUS 110 (3)</td>
<td>Introduction to Business</td>
<td></td>
</tr>
<tr>
<td>CIS 115 (3)</td>
<td>Introduction to Programming and Logic</td>
<td></td>
</tr>
<tr>
<td>DBA 110 (3)</td>
<td>Database Concepts</td>
<td></td>
</tr>
<tr>
<td>SEC 110 (3)</td>
<td>Security Concepts</td>
<td></td>
</tr>
<tr>
<td>NET 125 (3)</td>
<td>Networking Basics</td>
<td></td>
</tr>
<tr>
<td>WEB 110 (3)</td>
<td>Internet/Web Fundamentals</td>
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### Basic Game Development Pathway

<table>
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<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110 (3)</td>
<td>Introduction to Computers</td>
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</tr>
<tr>
<td>CIS 115 (3)</td>
<td>Introduction to Programming and Logic</td>
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</tr>
<tr>
<td>DBA 110 (3)</td>
<td>Database Concepts</td>
<td></td>
</tr>
<tr>
<td>SEC 110 (3)</td>
<td>Security Concepts</td>
<td></td>
</tr>
<tr>
<td>SGD 111 (3)</td>
<td>Introduction to SGD</td>
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<tr>
<td>SGD 112 (3)</td>
<td>SGD Design</td>
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### Web Technologies Pathway

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<th>Course Name</th>
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<tbody>
<tr>
<td>WEB 110 (3)</td>
<td>Internet/Web Fundamentals (art 64142C)</td>
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<tr>
<td>WEB 120 (3)</td>
<td>Introduction to Internet Multimedia</td>
<td></td>
</tr>
<tr>
<td>WEB 140 (3)</td>
<td>Web Development Tools</td>
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</tr>
<tr>
<td>DBA 110 (3)</td>
<td>Database Concepts</td>
<td></td>
</tr>
<tr>
<td>WEB 210 (3)</td>
<td>Web Design</td>
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<tr>
<td>GRD 151 (3)</td>
<td>Computer Design Basics</td>
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### Nursing Assistant Pathway

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<tr>
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<th>Course Name</th>
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<tbody>
<tr>
<td>NAS 101 (6)</td>
<td>Nurse Aide I</td>
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<td>NAS 102 (6)</td>
<td>Nurse Aide II</td>
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### Medical Office Administration Pathway

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<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>CIS 110 (3)</td>
<td>Introduction to Computers</td>
<td></td>
</tr>
<tr>
<td>MED 121 (3)</td>
<td>Medical Terminology I</td>
<td></td>
</tr>
<tr>
<td>MED 122 (3)</td>
<td>Medical Terminology II</td>
<td></td>
</tr>
<tr>
<td>OST 148 (3)</td>
<td>Medical Coding, Billing &amp; Insurance</td>
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### CJC Law Enforcement Preparation Pathway

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>CJC 111 (3)</td>
<td>Introduction to Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CJC 113 (3)</td>
<td>Juvenile Justice</td>
<td></td>
</tr>
<tr>
<td>CJC 131 (3)</td>
<td>Criminal Law</td>
<td></td>
</tr>
<tr>
<td>CJC 121 (3)</td>
<td>Law Enforcement Operation</td>
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</tr>
<tr>
<td>CJC 212 (3)</td>
<td>Ethics and Community Relations</td>
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### Criminal Justice Technology Pathway

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC 111 (3)</td>
<td>Introduction to Criminal Justice</td>
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<tr>
<td>CJC 113 (3)</td>
<td>Juvenile Justice</td>
<td></td>
</tr>
<tr>
<td>CJC 131 (3)</td>
<td>Criminal Law</td>
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<tr>
<td>CJC 221 (3)</td>
<td>Investigative Principles</td>
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### Basic Cyber Criminology Pathway

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC 111 (3)</td>
<td>Introduction to Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CJC 112 (3)</td>
<td>Criminology</td>
<td></td>
</tr>
<tr>
<td>CJC 131 (3)</td>
<td>Criminal Law</td>
<td></td>
</tr>
<tr>
<td>CJC 212 (3)</td>
<td>Ethics and Community Relations</td>
<td></td>
</tr>
<tr>
<td>CET 150 (3)</td>
<td>Computer Forensics I</td>
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<tr>
<td>CET 250 (3)</td>
<td>Computer Forensics II</td>
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</table>

### Introduction to Cyber Crime Pathway

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>CCT 110 (3)</td>
<td>Introduction to Cyber Crime</td>
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<tr>
<td>CCT 112 (3)</td>
<td>Ethics &amp; High Technology</td>
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<tr>
<td>CCT 121 (4)</td>
<td>Computer Crime Investigation</td>
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</tr>
<tr>
<td>CCT 231 (3)</td>
<td>Technology Crimes &amp; Law</td>
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</tr>
<tr>
<td>SEC 110 (3)</td>
<td>Security Concepts</td>
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### Paralegal Technology Pathway

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>LEX 150 (3)</td>
<td>Commercial Law</td>
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<tr>
<td>LEX 210 (3)</td>
<td>Real Property I</td>
<td></td>
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<tr>
<td>LEX 240 (3)</td>
<td>Family Law</td>
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<tr>
<td>LEX 250 (3)</td>
<td>Wills, States, Trusts</td>
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</table>
### Mechanical Engineering Pathway

<table>
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<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>DFT 151 (3)</td>
<td>CAD I</td>
<td></td>
</tr>
<tr>
<td>HYD 110 (3)</td>
<td>Hydraulics/Pneumatics I</td>
<td></td>
</tr>
<tr>
<td>MEC 145 (3)</td>
<td>Manufacturing Materials I</td>
<td></td>
</tr>
<tr>
<td>EGR 251 (3)</td>
<td>Statics</td>
<td></td>
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<tr>
<td>DFT 152 (3)</td>
<td>CAD II</td>
<td></td>
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<tr>
<td>MAC 121 (2)</td>
<td>Introduction to CNC</td>
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### CAD and Engineering Materials Pathway

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
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<tbody>
<tr>
<td>DFT 151 (3)</td>
<td>CAD I</td>
<td></td>
</tr>
<tr>
<td>DFT 152 (3)</td>
<td>CAD II</td>
<td></td>
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<tr>
<td>DFT 154 (3)</td>
<td>Intro to Solid Modeling</td>
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<tr>
<td>HYD 110 (3)</td>
<td>Hydraulics/Pneumatics I</td>
<td></td>
</tr>
<tr>
<td>MEC 145</td>
<td>Manufacturing Materials I</td>
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### Introduction to Industrial Systems Pathway

<table>
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<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>BPR 111 (2)</td>
<td>Print Reading</td>
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<tr>
<td>MAC 111 (6)</td>
<td>Machining Technology I</td>
<td></td>
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<tr>
<td>HYD 110 (3)</td>
<td>Hydraulics/Pneumatics I</td>
<td></td>
</tr>
<tr>
<td>WLD 112 (2)</td>
<td>Basic Welding Processes</td>
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</tr>
<tr>
<td>MAC 114 (2)</td>
<td>Introduction to Metrology</td>
<td></td>
</tr>
<tr>
<td>MAC 151 (2)</td>
<td>Machining Calculations</td>
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### Engineering Technology Industrial Systems Pathway

<table>
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<tr>
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<th>Course Name</th>
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<tbody>
<tr>
<td>BPR 111 (2)</td>
<td>Print Reading</td>
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<tr>
<td>ISC 112 (2)</td>
<td>Industrial Safety</td>
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<tr>
<td>HYD 110 (3)</td>
<td>Hydraulics/Pneumatics I</td>
<td></td>
</tr>
<tr>
<td>MNT 110 (2)</td>
<td>Intro to Maintenance Procedures</td>
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</tr>
<tr>
<td>MAC 114 (2)</td>
<td>Introduction to Metrology</td>
<td></td>
</tr>
<tr>
<td>ELC 112 (5)</td>
<td>DC/AC Electricity</td>
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</tr>
<tr>
<td>MAC 151 (2)</td>
<td>Machining Calculations</td>
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</tbody>
</table>
### Engineering Technology Mechatronics Pathway

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
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<tbody>
<tr>
<td>ELC 213 (4)</td>
<td>Instrumentation</td>
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<tr>
<td>MEC 130 (3)</td>
<td>Mechanisms</td>
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<tr>
<td>ELC 117 (4)</td>
<td>Motors and Controls</td>
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<tr>
<td>ELC 128 (3)</td>
<td>Introduction to PLC</td>
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</tr>
<tr>
<td>HYD 110 (3)</td>
<td>Hydraulics/Pneumatics I</td>
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### Enhanced Electricity Pathway

<table>
<thead>
<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
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<tbody>
<tr>
<td>DFT 151 (3)</td>
<td>CAD I</td>
<td></td>
</tr>
<tr>
<td>ELC 112 (5)</td>
<td>DC/AC Electricity</td>
<td></td>
</tr>
<tr>
<td>ELC 117 (4)</td>
<td>Motors and Controls</td>
<td></td>
</tr>
<tr>
<td>ELC 128 (3)</td>
<td>Introduction to PLC</td>
<td></td>
</tr>
<tr>
<td>HYD 110 (3)</td>
<td>Hydraulics/Pneumatics I</td>
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### Introduction to Air Conditioning, Heating, and Refrigeration Pathway

<table>
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<th>Course # / Hours</th>
<th>Course Name</th>
<th>Notes</th>
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<tbody>
<tr>
<td>AHR 110 (5)</td>
<td>Introduction to Refrigeration</td>
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</tr>
<tr>
<td>AHR 111 (3)</td>
<td>HVAC/R Electricity</td>
<td></td>
</tr>
<tr>
<td>AHR 112 (4)</td>
<td>Heating Technology</td>
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<tr>
<td>AHR 113 (4)</td>
<td>Comfort Cooling</td>
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<tr>
<td>AHR 140 (2)</td>
<td>All Weather Systems</td>
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### Enhanced Early Childhood UC Pathway

<table>
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<tr>
<th>Course # / Hours</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>EDU 119 (4)</td>
<td>Introduction to Early Childhood Educations</td>
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</tr>
<tr>
<td>EDU 144 (3)</td>
<td>Child Development I</td>
<td></td>
</tr>
<tr>
<td>EDU 145 (3)</td>
<td>Child Development II</td>
<td></td>
</tr>
<tr>
<td>EDU 146 (3)</td>
<td>Child Guidance</td>
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</tr>
<tr>
<td>EDU 151 (3)</td>
<td>Creative Activities</td>
<td></td>
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<tr>
<td>EDU 188 (2)</td>
<td>Issues in Early Childhood Education</td>
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</table>
Career and Technical Education

Career and Technical Education in the Union County Public School System has a mission to better prepare high school graduates for entry into the post-secondary system and the workplace. Career and Technical Education courses are important for all students regardless of whether they will enter the workforce directly after high school or after pursuing higher education. Several Career and Technical Education courses offer students the opportunity to earn articulated community college credit and through relationships with local community colleges, Career and College Promise pathways allow students to take college courses and receive high school and college credit. Union County High School students may also earn business and industry certifications while in high school. Specific Career and Technical Education courses provide the knowledge and skills to take exams that qualify the students for these credentials.

Career and Technical Education, at the high school level, emphasizes applications of theory, problem solving and critical thinking skills that business, industry, and post-secondary institutions are encouraging students to acquire for further study in any field. Students taking Career and Technical Education courses can definitely get an early start on a technical degree, business and industry credentials and future employment opportunities. Program areas that are part of Career and Technical Education include:

Agricultural Education
Business, Finance and Information Technology Education
Family and Consumer Sciences Education
Health Science Education
Marketing and Entrepreneurship Education
Technology Engineering and Design Education
Trade and Industrial Education

Courses offered in each of the above program areas are described on the following pages. As you will see, students have a wide variety of college and career preparations available through these programs. Every program area is associated with a student organization that offers students the opportunity to develop leadership skills, participate in civic service, earn valuable scholarships and compete in regional, state and national competitions. As students are being prepared for careers in the 21st century, Career and Technical Education stands out as an excellent delivery system for higher academic standards. Some courses are offered at both Honors and Advanced Honors levels. Advanced Honors (AH) receive six credit points which is equivalent to Advanced Placement courses.

CTE Credentials & Certifications Available

Agriculture Education

Welding certification is available upon completion of Agriculture Advanced Studies at Forest Hills, Parkwood, Piedmont, and Sun Valley High Schools.

Briggs and Stratton Small Engine Certification

Upon completion of the Basic Technology Course in Agriculture Mechanics – Small Engines students may take the North Carolina Small Engine Competency exam.

Certified Veterinary Assisting Level 1

Students will take this certification exam at the completion of the Veterinary Assisting course. (Porter Ridge and Weddington)
**Business, Finance & IT Education**

**Microsoft Office Specialist: Word**

**Microsoft Office Specialist: PowerPoint**

Students will take these certification exams at the completion of the Microsoft IT Academy: Word and PowerPoint course.

**Microsoft Office Specialist: Excel**

**Microsoft Office Specialist: Access**

Students will take these certification exams at the completion of the Microsoft IT Academy: Excel and Access course.

**Intuit QuickBooks Certification**

Students enrolled in Accounting II have the opportunity to become a Certified QuickBooks ProAdvisor by passing the Intuit QuickBooks Certification exam.

**MTA 98-375: HTML5 Application Development Fundamentals**

**Certification**

Students enrolled in e-Commerce I have the opportunity to take the certification exam at the completion of the course.

**EverFi**

Students enrolled in Personal Finance will have the opportunity to become certified in Financial Literacy through EverFi.

**Adobe Premier Certification**

Students will take this certification exam at the completion of the Film Production Studio I course. This is a nationally recognized Adobe certification. (Cuthbertson, Monroe, Marvin Ridge, Piedmont, Parkwood, Porter Ridge, and Sun Valley High Schools)

**Adobe Photoshop Certification**

Students will take this certification exam as part of the Adobe Visual Design and the Multimedia and WebPage Design courses. This is a nationally recognized Adobe certification.

**CIW (Certified Internet Web Professional) Certification**

This certification exam can be taken at the completion of the e-Commerce II - Honors course. Students can sign up through Horizons or any authorized testing center to take the exam. These are nationally recognized certifications.

**Family and Consumer Sciences Education**

**ServSafe Certification**

The ServSafe Food Protection Manager Certification is nationally recognized and accredited by the American National Standards Institute (ANSI)-Conference for Food Protection (CFP). The ServSafe program is the most widely recognized food safety certification in the nation. ServSafe addresses food service and sanitation. Students learn food Safety practices to be utilized throughout the flow of food from purchasing to serving to reheating leftovers, Hazard Analysis of Critical Control Points (HACCP), and how to develop a Food Safety program. This certification exam is taken as part of the Foods II-Enterprise and the Introduction to Culinary Arts courses.

**ProStart Certification**

Students may earn this certification by successfully completing all the requirements and the ProStart course. This is a nationally recognized certification in the food industry. It is backed by the Restaurant and Lodging Association.
North Carolina Early Childhood Credential (NCECC)
Students who complete both levels of Early Childhood Education may be recognized as teachers in accordance with G.S. 110-91(8); 143 B-168.3. This certification exam can be taken at the completion of the Early Childhood II course. (Forest Hills)

Health Occupations Education

National Healthcare Skills
This certification is given to students at the end of the Health Science II course. It is a national certification.

CPR/First Aide
This certification is given to students during the Health Science I course.

Nurse Aide I Certification
Students who passed the Nursing Aide I knowledge and skills test can register with the North Carolina Nursing Registry. This certification exam is given at end of the Allied Health Science II course or the Nursing Fundamentals course. (Forest Hills, Monroe, Parkwood and Piedmont High Schools)

Trade and Industrial

OSHA 10-Hour Industry Certification
This certification is available through the following courses: Carpentry, Electrical, Welding, HVAC, Masonry, Automotive Service III, Computer Integrated Manufacturing. This is a nationally recognized certification.

NCCER (National Center for Construction Education & Research) Certifications
These certifications are available through the following courses: Carpentry, Electrical, Welding, HVAC, and Masonry. These are nationally recognized certifications developed by business and industry. (Monroe and Parkwood High Schools)

NATEF (National Automotive Technicians Education Foundation)
Our Transportation programs are NATEF certified. This certification allows those students who complete the program to receive their industry certification after one year of work experience instead of two years. (CATA)

ASE (Automotive Service Excellence)
The National Institute for Automotive Service Excellence (ASE) and ACT offers this series of certification tests to certify students in the area of Automotive Service. These tests can be taken through the Automotive Technology courses. (CATA)

G1 Auto Maintenance and Light Repair Certification
Students in Automotive Service III are prepared to take this certification test offered through the National Institute for Automotive Service Excellence (ASE) and ACT to certify students in the area of Automotive Service. (CATA)

A+ Computer Engineering Certification
This certification exam is taken through the Computer Engineering Technology courses. The A+ certification demonstrates competency as a computer technician. (CATA)
Licensed Cosmetologist
This license can be acquired by completing the Cosmetology program and successfully passing the state board cosmetology exam.

Cisco CCNA Academy Certificate - Cisco Certified Network Associate
Students can take this exam after completion of the Network Engineering III - Cisco course. This is a nationally recognized exam. (CATA)

Cisco CCNA Academy Certificate - Cisco Certified Entry Network Technician
Students can take this exam after completion of the Network Engineering III - Cisco course. This is a nationally recognized exam. (CATA)

CATA-Central Academy, C-Cuthbertson, FH-Forest Hills, MR-Marvin Ridge, M-Monroe, PW- Parkwood, PD-Piedmont, PR-Porter Ridge, SV-Sun Valley, W-Weddington

AGRICULTURAL EDUCATION (AG)
Agricultural Education allows students to participate in coordinated group and individual instructional activities that are focused on preparation for future careers in agriculture. The program is designed to develop technical, leadership, and management skills needed by high school students preparing for careers in agricultural occupations and higher education in an agriculturally-related field.

Agriculture encompasses various elements of the food, fiber, and natural resources systems. Agricultural employment include careers that require agricultural knowledge, skills, and attitudes needed in producing, managing, processing, marketing, distributing, regulating, or protecting any of the renewable resources.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisite</th>
<th>Grade</th>
<th>Honors/AP</th>
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BUSINESS, FINANCE AND INFORMATION TECHNOLOGY EDUCATION (BFITE)

Business and IT Education is designed to prepare graduates as viable competitors in the business and information technology world and for advanced educational opportunities. Instruction in Business and IT Education encompasses business skills and techniques, an understanding of basic economics, and business attitudes essential to participate in the international marketplace as productive workers and consumers. It also encompasses a wide variety of opportunities to attain computer skills that are needed for a 21st century career.

**Business Finance Education**

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<th>Course Name</th>
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**Information Technology Education**

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FAMILY AND CONSUMER SCIENCES (FACS)

Family and Consumer Sciences Education prepares students for careers working with individuals and families, as well as for competence in the work of their own families. The courses emphasize the following core areas: Consumer Education and Resource Management, Early Childhood Education and Services, Family and Interpersonal Relationships, Food Production and Services, Food, Nutrition, and Wellness, Housing, Interiors, and Design, Parenting Education and Human Development, and Textiles, Apparel, and Fashion.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisite</th>
<th>Grade</th>
<th>Honors/AP</th>
<th>Schools (All if not indicated) &amp; Other notes</th>
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<td>Parent and Child Development</td>
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<td>Intro to Culinary Arts</td>
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HEALTH SCIENCE EDUCATION (HS)

The comprehensive Health Science Education program seeks to meet present and predicated needs for health care workers. It is a program that recruits qualified and motivated students and prepares them for pursuit of appropriate health careers.

<table>
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MARKETING EDUCATION (MKT)

The purpose of the Marketing Education instructional program is to prepare students for advancement in marketing and management careers. The courses address such topics as production, inventory control, effective promotion, and human resources.

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Technology Education (TECH)

The Technology Engineering and Design program is designed to provide students essential and enduring 21st century skills. Technology Engineering and Design is a STEM (Science, Technology, Engineering, and Math) program that uses the arts, engineering, languages, technologies, AND sciences to understand, communicate, and design.

<table>
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<th>Course Name</th>
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### Trade and Industrial Education (T&I)

Many of these courses lead to certifications recognized by business and industry. Hands-on experiences and Skills USA leadership activities provide opportunities to enhance classroom instruction and career development.

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<th>Course Name</th>
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The Bridge Academy at Monroe High School will provide challenging curriculum created by North Carolina Department of Public Instruction. Students will have the opportunity to prepare for a career, earn honors level course credit, earn articulated college credit, and a National Center for Construction Education and Research Credential, which is recognized by industry while in high school. Links of interest: www.nccer.org, http://ncpltw.pratt.duke.edu/, and www.ncpublicschools.org/cte/trade/curriculum/programs/.

### Construction-National Center for Construction Education and Research Credential

<table>
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<th>Course Name</th>
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<th>Grade</th>
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### Masonry-National Center for Construction Education and Research Credential

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### Electrical-National Center for Construction Education and Research Credential

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### Supplemental Construction Trades Courses

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<td>Green Technology and Solar PV</td>
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### Certified Nursing Assistant (CNA) Certification

These courses provide the opportunity to gain technical information and skills through a variety of technical and practical learning experiences which lead to a CNA certification in North Carolina which would qualify students for a Nurse Aide I position and/or help students to get into a Registered Nurse program at a college or university.

<table>
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<th>Course Name</th>
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Science, Technology, Engineering and Math (STEM) Academy

The Science Technology Engineering & Math Academy at Forest Hills High School will provide challenging curriculum created by North Carolina Department of Public Instruction and Project Lead The Way. Students will have the opportunity to prepare for a career, earn honors level course credit or earn articulated college credit in drafting/engineering. Links of interest: http://ncpltw.pratt.duke.edu/, and www.ncpublicschools.org/cte/trade/curriculum/programs/.

Advanced Manufacturing Systems - Project Lead The Way (PLTW) Engineering

These courses provide students with hands-on experience in science, technology, engineering and math (STEM). Courses will prepare students for academic and professional success in engineering using activities, projects and problem-based learning. Students will have real world applications of technologies learned. Project Lead the Way curriculum will be used for this series and is a nationally recognized curriculum.

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# Central Academy of Technology and Arts

**Information Technology Academy (Software Development & Game Design, Computer Hardware, Networking & Cyber Security)**

- Medical Preparation Academy
- Performing Arts Academy
- Pre-Engineering Academy
- Transportation Systems Academy

## Information Technology Academy

### Software Development & Game Design

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<td>Computer Programming II (BITE)</td>
<td>Yes</td>
<td>10-12</td>
<td>H</td>
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<tr>
<td>Game and Art Design (Tech)</td>
<td>Yes</td>
<td>11-12</td>
<td>H</td>
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<tr>
<td>Advanced Game Art &amp; Design (Tech)</td>
<td>Yes</td>
<td>11-12</td>
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<td>SAS Programming I (BITE)</td>
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<td>Scientific and Technical Visualization I (Tech)</td>
<td>Yes</td>
<td>10-12</td>
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<tr>
<td>Scientific and Technical Visualization II (Tech)</td>
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<tr>
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<td>12</td>
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<td>CTE Internship in Business and IT (BITE) (WBL)</td>
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### Computer Hardware & Networking

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<tbody>
<tr>
<td>Computer Engineering Technology I (T&amp;I)</td>
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<td>9-12</td>
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<tr>
<td>Computer Engineering Technology II (T&amp;I)</td>
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<td>10-12</td>
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<td>Foundations of Information Technology (BITE)</td>
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<td>Network Engineering Technology I (T&amp;I)</td>
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<td>CTE Internship in Business and IT (BITE) (WBL)</td>
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### Medical Preparation Academy

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<td>Biomedical Technology I (HS)</td>
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<tr>
<td>Health Science I (HS)</td>
<td></td>
<td>10-12</td>
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<tr>
<td>Health Science II (HS)</td>
<td>Yes</td>
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<tr>
<td>PLTW Principles of Biomedical Science (HS)</td>
<td></td>
<td>9-12</td>
<td>H</td>
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<tr>
<td>PLTW Human Body Systems (HS)</td>
<td>Yes</td>
<td>9-12</td>
<td>H</td>
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<td>PLTW Medical Interventions (HS)</td>
<td>Yes</td>
<td>11-12</td>
<td>H</td>
<td></td>
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<td>PLTW Biomedical Innovations (HS)</td>
<td>Yes</td>
<td>11-12</td>
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<td>CTE Advanced Studies in Health Science (HS)</td>
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<td>Yes</td>
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### Performing Arts Academy

In addition to the core curriculum, students will take the following CTE courses as determined by their pathway. The following strands run through all of the Theatre Arts courses: perceiving, thinking, comprehending, applying, integrating, communicating, creating, analyzing, critiquing, and performing.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisite</th>
<th>Grade</th>
<th>Honors/AP</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance I</td>
<td></td>
<td>9</td>
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<tr>
<td>Dance II</td>
<td>Yes</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance III (Year Long)</td>
<td>Yes</td>
<td>11</td>
<td>H</td>
<td>2 Credits</td>
</tr>
<tr>
<td>Dance IV (Year Long)</td>
<td>Yes</td>
<td>12</td>
<td>H</td>
<td>2 Credits</td>
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<tr>
<td>Humanities in the Arts</td>
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<td>10-12</td>
<td></td>
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<tr>
<td>Special Topics Dance I</td>
<td>Yes</td>
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<tr>
<td>Special Topics Dance II</td>
<td>Yes</td>
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<tr>
<td>Performance Forum (Year Long)</td>
<td></td>
<td>9-12</td>
<td></td>
<td>2 Credits</td>
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<tr>
<td>Apparel and Costume Design I</td>
<td></td>
<td>10-12</td>
<td></td>
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</tr>
<tr>
<td>Course Name</td>
<td>Prerequisite</td>
<td>Grade</td>
<td>Honors/AH</td>
<td>Other Notes</td>
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<tr>
<td>-------------------------------------------------</td>
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<tr>
<td>Apparel and Costume Design II - Enterprise</td>
<td>Yes</td>
<td>11-12</td>
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<tr>
<td>Musical Theatre</td>
<td>Yes</td>
<td>11-12</td>
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<tr>
<td>Technical Theatre I</td>
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<tr>
<td>Technical Theatre II</td>
<td>Yes</td>
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<tr>
<td>Theatre Arts I</td>
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<td>Theatre Arts II</td>
<td>Yes</td>
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<tr>
<td>Theatre Arts III (Year Long)</td>
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<tr>
<td>Theatre Arts IV (Year Long)</td>
<td>Yes</td>
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<tr>
<td>Performing Arts Internship</td>
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**Pre-Engineering Academy**

In addition to the core curriculum, students will take the following major courses as determined by their academy.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisite</th>
<th>Grade</th>
<th>Honors/AH</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting I (T&amp;I)</td>
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<tr>
<td>Drafting II – Engineering (T&amp;I)</td>
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<tr>
<td>Electronics I (T&amp;I)</td>
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<tr>
<td>Metal Manufacturing Technology I</td>
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<tr>
<td>PLTW – Aerospace Engineering (Tech)</td>
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<tr>
<td>PLTW – Civil Engineering and Architecture (Tech)</td>
<td>Yes</td>
<td>12</td>
<td>AH</td>
<td></td>
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<tr>
<td>PLTW – Computer Integrated Manufacturing (Tech)</td>
<td>Yes</td>
<td>10-12</td>
<td>AH</td>
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<td>PLTW - Digital Electronics (Tech)</td>
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<tr>
<td>PLTW – Engineering Design &amp; Development (Tech)</td>
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<tr>
<td>PLTW – Introduction to Engineering Design (Tech)</td>
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<td>9-12</td>
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<tr>
<td>PLTW – Principles of Engineering (Tech)</td>
<td>Yes</td>
<td>10-12</td>
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<td>CTE Advanced Studies in Technology (Tech)</td>
<td>Yes</td>
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<td></td>
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<td>CTE Internship in Technology (Tech) (WBL)</td>
<td>Yes</td>
<td>12</td>
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**Transportation Systems Academy**

In addition to the core curriculum, students will take the following major courses as determined by their academy.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisite</th>
<th>Grade</th>
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<tr>
<td>Introduction to Automotive Service</td>
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<td>9-12</td>
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<tr>
<td>Automotive Service I</td>
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<td>Automotive Service II</td>
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<tr>
<td>Automotive Service III</td>
<td>Yes</td>
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<tr>
<td>Automotive Brakes (T&amp;I)</td>
<td>Yes</td>
<td>11-12</td>
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<tr>
<td>Automotive Computer System Diagnostics (T&amp;I)</td>
<td>Yes</td>
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<tr>
<td>Course</td>
<td>Requirement</td>
<td>Credits</td>
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<td>Automotive Electrical (T&amp;I)</td>
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<td>Automotive Electrical Advanced (T&amp;I)</td>
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<td>Automotive Steering and Suspension</td>
<td>Yes</td>
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<td>Collision Repair Technology (I-CAR) I</td>
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<td>Collision Repair Technology (I-CAR) VI</td>
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<td>Collision Repair Technology (I-CAR) VI 2 Credits</td>
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<td>Hybrid and EV Technology (T&amp;I)</td>
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<td>Motorsports Technology I (T&amp;I)</td>
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<td>Small Engines I (T&amp;I)</td>
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</table>
Agriculture Education

Agricultural Education allows students to participate in coordinated group and individual instructional activities that are focused on preparation for future careers in agriculture. The program is designed to develop technical, leadership, and management skills needed by high school students preparing for careers in agricultural occupations and higher education in an agriculturally-related field.

Agriculture encompasses various elements of the food, fiber, and natural resources systems. Agricultural employment include careers that require agricultural knowledge, skills, and attitudes needed in producing, managing, processing, marketing, distributing, regulating, or protecting any of the renewable resources.

Agriculture Co-op Education (Summer Only) (3)

Grades: 11-12

Prerequisite: Must have earned at least one Agriculture course credit

Students enrolling in any of the agriculture education courses may choose to participate in a cooperative education work experience or internship during the following summer of the same school year. Students must have an approved application in order to register for this credit and provide proof of employment by the tenth day of class. A student choosing the cooperative work approach in an approved job, submits wage and hour documentation, and completes other assignments as required by the teacher-coordinator. Failure to maintain employment throughout the summer session will result in the student being dropped from the course. Agriculture Coop Education will be offered during the summer. Any exceptions to this schedule must have prior approval of the Director of CTE and the Deputy Superintendent.

Agricultural Mechanics I (3) S

Grades: 10-12

Maximum Enrollment: 20

Prerequisite: Agricultural Mechanics I

Course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development.

Agricultural Mechanics II (3) S

Grades: 10-12

Maximum Enrollment: 20

Prerequisite: Agricultural Mechanics I

In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision making.

Agricultural Mechanics II-Small Engines (3) S

Grades: 10-12

Maximum Enrollment: 20

Prerequisite: Agricultural Mechanics I

Course provides hands-on instruction and emphasizes small engine systems including the compression, fuel, electrical, cooling and lubrication systems. Troubleshooting methods are emphasized. Students learn how to select engines for specific applications. Materials are covered to prepare students for the Master Service Technician Exam.
Agriscience Applications (3) S
This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry.

Animal Science I (3) S
This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation.

Animal Science II (3) S
Grades: 10-12
Prerequisite: Animal Science I
This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding.

Animal Science II (3) S – Small Animal
Grades: 10-12
Prerequisite: Animal Science I
This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course.

Biotechnology & Agriscience Research I – Honors (4) S
Grades: 10-12
Course provides instruction in the technologically advanced world of agriculture and life sciences. Students are exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities.

Biotechnology & Agriscience Research II - Honors (4) S
Grades: 10-12
Prerequisite: Biotechnology & Agriscience Research I
Course provides instruction in laboratory and safety skills needed by agricultural research scientists. Current applications of biotechnology in animal science, environmental science, food science and plant science are emphasized.

Clean Energy Systems (3) S
Basic concepts of genetics and microbiology are applied to the agriculture industry and its success in providing food and fiber for the world. Opportunities exist for students to conduct individual or team research experiments. Hands-on laboratories and current topic discussions provide students an understanding of careers in agriscience research.

CTE Advanced Studies in Agriculture (3) S
Grades: 11-12
Prerequisite: Two technical credits in Agriculture Education, one being a completer course.
The Advanced Studies course must augment the content of the completer course. 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.

Environmental & Natural Resources I (3) S
Grades: 10-12
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.

Environmental & Natural Resources II (3) S
Grade: 10-12
Prerequisite: Environmental & Natural Resources I
This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management.
**Equine Science I (3) S**  
**Grades:** 10-12  
This course focuses on the basic scientific principles and processes related to equine physiology, breeding, nutrition, and care in preparation for a career in the equine industry.

**Equine Science II (3) S**  
**Grades:** 10-12  
**Prerequisite:** Equine Science I  
The course focuses on more advanced applications of feeding, breeding, and management practices involved in the horse industry.

**Geospatial Industry Series (GIS) I - Honors (4) S**  
**Grades:** 11-12  
**Maximum Enrollment:** 20  
This course provides an introduction to GIS and remote sensing concepts. GPS technologies used in urban development, rural planning, forestry management, crop management, etc. are also presented. The course also introduces students to geospatial technology basics along with geoprocessing analysis and applications.

**Geospatial Industry Series (GIS) II - Honors (4) S**  
**Grades:** 11-12  
**Maximum Enrollment:** 20  
**Prerequisite:** Geospatial Industry Series I  
This course reinforces GIS concepts learned in the first course. It introduces students to geospatial applications in surface analysis and 3D visualization. Geospatial applications are used for remote sensing and routing analysis. These concepts are utilized in urban development, rural planning, forestry management, crop management, etc. The course includes a capstone project that enables the students to receive GIS certification.

**Horticulture I (3) S**  
**Maximum Enrollment:** 20-25 Depending on Greenhouse size  
Horticulture 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.

**Horticulture II (3) S**  
**Horticulture II – Honors (4) S**  
**Grades:** 10-12  
**Prerequisite:** Horticulture I  
Landscaping provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Nursery and Landscape Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment.

**Horticulture II – Landscaping (3) S**  
**Horticulture II – Landscaping – Honors (4) S**  
**Grades:** 10-12  
**Prerequisite:** Horticulture I  
Landscaping provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Nursery and Landscape Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment.

**Horticulture II – Turfgrass Management (3) S**  
**Horticulture II – Turfgrass Management – Honors (4) S**  
**Grades:** 10-12  
**Prerequisite:** Horticulture I  
Turfgrass provides hands-on instruction and emphasizes eight units of instruction including fundamentals of soils and pests, environmental issues related to turf management, landscape basics, lawn care and turf production, golf course management, sports turf and turf irrigation, turf equipment and maintenance, and human resources and financial management. Safety skills will be emphasized.

**Veterinary Assisting I (3) S**  
**Grades:** 10-12  
**Maximum Enrollment:** 10  
**Prerequisite:** Animal Science II or Animal Science II – Small Animal  
This course focuses on instruction for students desiring a career in animal medicine.
BUSINESS FINANCE AND INFORMATION TECHNOLOGY EDUCATION

Business, Finance and IT Education is designed to prepare graduates as viable competitors in the business and information technology world and for advanced educational opportunities. Instruction in Business and IT Education encompasses business skills and techniques, an understanding of basic economics, and business attitudes essential to participate in the international marketplace as productive workers and consumers. It also encompasses a wide variety of opportunities to attain computer skills that are needed for a 21st century career.

Accounting I – Honors (4) S

Grades: 10-12

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.

Accounting II – Honors (4) S

Grades: 10-12

Prerequisite: Accounting I

This course is designed to provide students with an opportunity to develop an in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills.

Business Financial Planning (3) S

Business Financial Planning - Honors (4) S

Grades: 10-12

Prerequisite: Principles of Business and Finance

This course expands student understanding of finance as it is impacted by globalization, convergence and consolidation, technological innovation, and increased regulation. Accounting and financial services including banking, insurance, and securities and investments are emphasized throughout the course.

Business Law (4) S

Grades: 10-12

Prerequisite: Principles of Business and Finance

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws.

Business Management (3) S

Business Management – Honors (4) S

Grades: 10-12

Prerequisite: Principles of Business and Finance

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.

CTE Advanced Studies in Business and Information Technology (3) S

Grade: 12

Prerequisite: Two technical credits in Business Education, one being a completer course.
The Advanced Studies course must augment the content of the Business completer course. Students work under the guidance of a teacher with expertise in the specific Business area 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.

**Entrepreneurship I (3) S**
**Grades: 10-12**
**Prerequisite: Marketing or Personal Finance or Principles of Business and Finance**
In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements.

**Entrepreneurship II (3) S**
**Grades: 10-12**
**Recommended Maximum Enrollment: 25**
**Prerequisite: Entrepreneurship I**
In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook.

**Global Business Perspective – Honors (4) S**
**Grades: 10-12**
**Prerequisite: Principles of Business and Finance**
This course introduces the major principles and concepts of a global business environment. Topics of study include the impact of globalization on business, systems that impact global business, the impact of culture on global business, communicating in a global business, structures and management of a global and marketing in a global environment.

**Personal Finance (3) S**
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.

**Principles of Business and Finance (3) S**
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.

**Information Technology Education**

**Advanced Computer Science Topics – Honors (4) S**
**Grades: 10-12**
**Maximum Enrollment: 25**
**Prerequisite: Math III and one computer programming course in any computer programming language**
This course is paired with AP Computer Science to help students design and carry out programming objectives and to understand the conceptual framework, factual knowledge and analytical skills necessary for AP Computer Science. This does not count as a math credit toward graduation.

**AP Computer Science (5) S**
**Grades: 10-12**
**Prerequisite: Advanced Computer Science Topics**
The design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The course will use Java programming language to emphasize object oriented programming methodology. The course is designed to be the equivalent of a first-semester college course in computer science and students are expected to take the AP exam at the end of the semester.
Computer Science Principles - Honors (4) S
Grades: 9-10
This is an introductory computer science curriculum developed at the University of California, Berkeley, intended for non-CS majors at the high school level. This course teaches students how to connect, design, research, play, create, and express themselves, using SNAP! (based on Scratch), one of the friendliest programming languages ever invented. It is focused on some of the “Big Ideas” of computing, such as abstraction, design, recursion, concurrency, simulations, and the limits of computation.

Computer Programming I – Honors (4) S
Recommended Maximum Enrollment: 25
Prerequisite: Math I
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.

Computer Programming II – Honors (4) S
Grades: 10-12
Recommended Maximum Enrollment: 20
Prerequisite: Computer Programming I
This course is designed to teach students advanced programming concepts, including class structures, multimedia programming, advanced arrays, and file structures. Students will apply course concepts through the development of XNA Game Studio computer games. Mathematics is reinforced.

e-Commerce I – Honors (4) S
Grades: 10-12
Prerequisite: Multimedia and Webpage Design
This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students learn through project-based applications as they plan, design, create, publish, maintain, and promote an e-commerce website.

e-Commerce II – Honors (4) S
Grades: 10-12
Prerequisite: e-Commerce I
This course is designed to help students master advanced skills in electronic commerce security, payment infrastructure, secure electronic commerce transactions, and electronic commerce order entry, tracking and fulfillment. Emphasis is placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites as students develop a capstone project.

CTE Advanced Studies in Business and Information Technology (3) S
Grade: 12
Prerequisite: Two technical credits in Business Education, one being a completer course
The Advanced Studies course must augment the content of the Business completer course. Students work under the guidance of a teacher with expertise in the specific Business area 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.

Film Production Studio I – Honors (4) S
Grades: 10-12
Maximum Enrollment: Based on computer lab size
Prerequisite: Multimedia and Webpage Design
Film Production Studio I explores basic filming and editing skills. Students will explore film editing software interface, editing tools, file management and professional editing best practices while creating several original video projects. This course is aligned to Adobe Premiere certification.

Film Production Studio II – Honors (4) S
Grades: 10-12
Maximum Enrollment: 25
Prerequisite: Film Production Studio I
Film Production Studio II is taught by a teacher who is a Certified Trainer for film editing and explores advanced filming, editing, and graphic motion techniques while preparing students to take film editing software. The course is a project-based video course that develops enhanced career and communication skills in video production using Adobe tools.
Foundations of Information Technology (3) S

This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media.

Health Informatics – Data and Use - Honors (4) S

This foundational course focuses on the use of data and databases within the health field. Students explore the following questions using project-based and problem based scenarios. What are data? What are the sources of data in the medical and health informatics fields? How can we use data? How do we make sense of data? How may we apply data to our own lives? Students interact with professionals in the health informatics field through interviews or on-site and/or virtual field trips.

Microsoft Excel and Access (3) S

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.

Microsoft Word and PowerPoint (3) S

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.

Multimedia and Webpage Design (3) S

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.

SAS Programming I – Honors (4) S

Grades: 10-12
Maximum Enrollment: 20
Prerequisite: One course in another computer programming language

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.

SAS Programming II - Honors (4) S

Grades: 11-12
Prerequisite: SAS Programming I
Maximum Enrollment: 20

This course is for experienced SAS student programmers who will learn how to prepare data for analysis. The comparisons of manipulation techniques and resource cost benefits are designed to help student programmers choose the most appropriate technique for their data situation. This course also teaches students how to process SAS data using Structured Query Language (SQL) and how to use the components of the SAS macro facility to design, write, and debug macro systems that are reusable and dynamic. Emphasis is placed on understanding how programs with macro code are processed.

Television Programming and Broadcasting I (3)

Grades: 11-12
Prerequisite: Film Production Studio I

Television Programming and Broadcasting II (3) S

Grades: 11-12
Prerequisite: Television Programming and Broadcasting I

Television Programming and Broadcasting II is the continuation of Television Programming and Broadcasting I. Instruction centers around advanced aspects of television broadcasting including commercial broadcasting operations, advertising, other revenues and profits, programs and programming basics, ratings, effects of media on viewers.
Family and Consumer Sciences Education

Family and Consumer Sciences Education prepares students for careers working with individuals and families, as well as for competence in the work of their own families. The courses emphasize the following core areas: Consumer Education and Resource Management, Early Childhood Education and Services, Family and Interpersonal Relationships, Food Production and Services, Food, Nutrition, and Wellness, Housing, Interiors, and Design, Parenting Education and Human Development, and Textiles, Apparel, and Fashion.

Apparel & Textile Production I (3)

Maximum Enrollment: 20 (or 2 per sewing machine)

In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science are reinforced.

Apparel & Textile Production II-Enterprise (3) S

Grades: 10-12

Maximum Enrollment: 20 (or 2 per sewing machine)

Prerequisite: Apparel I

In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio.

CTE Advanced Studies in Family and Consumer Science (3) S

Grade: 12

Prerequisite: Two technical credits in Family and Consumer Science, one being a completer course

This culminating course is for seniors who have earned two technical credits, one of which is a FACS completer course, in one Career Cluster and who are career focused in the community and family services, food science, nutrition or interior design career areas. The Advanced Studies course must augment the content of the completer course in 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.

Intro to Culinary Arts & Hospitality (3) S

Prerequisite: Foods I

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. Art, mathematics, and science are reinforced. Foods I is recommended as preparation for this course.

Culinary Arts & Hospitality I (3) S

Grades: 11-12

Maximum Enrollment: 2

Prerequisite: Introduction to Culinary Arts & Hospitality and ServSafe Certification or alternative ServSafe assessment score

This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills. Art, English language arts, mathematics, and science are reinforced. Family, Career and Community Leaders of America (FCCLA) leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.
Culinary Arts & Hospitality II (3) Y (2 Credits)
Grades: 11-12
Maximum Enrollment: 20
Prerequisite: Culinary Arts & Hospitality I
This course provides advanced experiences in cold and hot food production, management (front and back of the house), and service skills. Topics include menu planning, business management, and guest relations. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing.

Early Childhood I (3) Y (2 credits)
Grades: 11-12
Prerequisite: Parenting & Child Development Recommended
This is a course that prepares students to work with children birth to age 8. Emphasis is placed on enhancing the development of young children while providing early education and care. Topics include stages of development, health, safety, guidance, and developmentally appropriate activities.

Early Childhood II – Honors (4) Y (2 credits)
Grade: 12
Prerequisite: Early Childhood I
This is a course that prepares students to work with children birth to twelve years of age in childcare, preschool, and/ or after school programs. Students receive instruction in childcare pertaining to teaching methods, career development, program planning and management, health and safety issues, entrepreneurship skills and technology.

Foods I (3) S
Grades: 10-12
Maximum Enrollment: 20 (or 4-5 per laboratory kitchen)
This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management.

Foods II – Honors (4) S
Grades: 10-12
Maximum Enrollment: 20 (or 4-5 per laboratory kitchen)
Prerequisite: Foods I
This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies.

Interior Applications (3) S
Grades: 11-12
Prerequisite: Interior Design II
This course prepares students for entry-level and technical work opportunities in interior design. Students develop interior applications to meet clients' needs using components found in residential and non-residential settings. Students apply design, selection, production, and renovation skills to wall and floor coverings, lighting, windows, case goods, and upholstered furniture.

Interior Design I (3) S
Grades: 10-12
This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design.

Interior Design II (3) S
Grades: 11-12
Prerequisite: Interior Design I
This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures.
Intro to Culinary Arts & Hospitality (3) S

Prerequisite: Foods I

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 food service facility are taught. Art, mathematics, and science are reinforced.

Parenting and Child Development (3) S

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance.

ProStart I (3) S

Grades: 10-12

Maximum Enrollment: 20 (or 4-5 per kitchen)

This national credentialing and fundamental food service course allows students to master kitchen basics, such as foodservice equipment, nutrition, breakfast foods, salads and garnishes, and fruits and vegetables. A heavy emphasis is placed on safety and sanitation, including preparing and serving safe food and preventing accidents and injuries. Students learn about successful customer relations and working with people, business math, and controlling foodservice cost.

ProStart II (3) S

Grades: 11-12

Maximum Enrollment: 20 (or 4-5 per kitchen)

Prerequisite: ProStart I

In this national credentialing, one credit, and second level fundamental food service course, students study advanced skills hospitality industry, including tourism and the retail industry, the history of foodservice, and the lodging industry. Advanced food service skills include potatoes and grains, meat, poultry, seafood, stocks, soups and sauces, desserts, and baked goods. Service skills are refined through the art of service and communicating with customers. Students learn purchasing and industry control, standard accounting practices and how to build restaurant sales through marketing and the menu.

Health Science

Biomedical Technology I (3) S

Recommended Prerequisite / Co-requisite: Biology

This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research.

CTE Advanced Studies in Health Science (3) S

Grade: 12

Prerequisite: Three credits in Health Occupations; one of which must be a second level course

This course is designed for senior students planning on entering the health or medical career. Students will be required to produce a research paper, product, and presentation.

Health Science I – Honors (4) S

Grades: 10-12

Recommended Prerequisite: Biomedical Technology or Biology

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content.

Health Science II – Honors (4) S

Grades: 11-12

Prerequisite: Health Science I or PLTW Human Body Systems

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. *Selected students must be able to provide their own transportation and have updated immunizations.
Nursing Fundamentals – Honors (4) Y – 2 credits

Grade: 12

Maximum Enrollment: 10

Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area. DHSR applies BON Rule to the classroom training area. Selected students must be able to provide the following: transportation to clinical sites, proof of updated immunizations and valid government-issued photo ID. These students must submit to a criminal background check and drug screen.

Prerequisite: Health Science II

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced 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. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs.

Pharmacy Technician - Honors (4) S

Grades: 11-12

Prerequisite: Health Science II

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. This course is accredited by the Accreditation Council for Pharmacy Education (APCE). Upon successful completion of this course and after graduation, the student is eligible to take the Pharmacy Technician Certification Board (PTCB) exam.

PLTW Human Body Systems – Honors (4) S

Grades 10-12

Recommended Maximum Enrollment: 20

Prerequisite: PLTW Principles of Biomedical Sciences

In this honors course students examine the human body systems, design experiments, and use data acquisition software to monitor body functions and often play the role of the biomedical professional.

PLTW Medical Interventions – Honors (4) S

Recommended Maximum Enrollment: 20

Prerequisite: PLTW Human Body Systems

This honors course allows students to investigate the interventions involved in the prevention, diagnosis and treatment of disease. It is a “How-to” manual for maintaining overall health.

PLTW Principles of Biomedical Sciences – Honors (4) S

Recommended Maximum Enrollment: 20

Prerequisite: Health Science II

This course is designed for students to investigate the human body systems and various health conditions. They determine factors that lead to the death of a fictional person and investigate lifestyle choices.

Public Health Fundamentals - Honors (4) S

Grades: 11-12

Maximum Enrollment: 20

Prerequisite: Health Science II

This course is designed to assist future healthcare professionals to understand the unique challenges and strategies involved in the delivery of healthcare outside traditional facilities and without traditional supervision structure, and is responsive to overwhelming need for community based healthcare. Public Health Fundamentals carries NC Division Health Services Regulation NAI registry endorsement when certain criteria are met.

PLTW Biomedical Innovations – Honors (4) S

Grades: 11-12

Recommended Maximum Enrollment: 20

Prerequisite: PLTW Medical Interventions

This course allows students to apply their knowledge and skills to answer questions or solve problems related to biomedical sciences. Students design innovative solutions to the health care challenges of the 21st century. Students work on independent projects and may work with a mentor in the healthcare industry.
MARKETING EDUCATION

The purpose of the Marketing Education instructional program is to prepare students for advancement in marketing and management careers. The courses address such topics as production, inventory control, effective promotion, and human resources.

**CTE Advanced Studies in Marketing (3) S**

**Grade:** 12

**Prerequisite:** Two technical credits in Marketing, one being a completer course

The Advanced Studies course must augment the content of the Marketing completer course. Students work under the guidance of a teacher with expertise in the specific Business area 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.

**Fashion Merchandising (3) S**

**Fashion Merchandising - Honors (4) S**

**Grades:** 10-12

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.

**Hospitality and Tourism (3) S**

**Grades:** 11-12

**Prerequisite:** Marketing or Sports and Entertainment Marketing I

In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion.

**Marketing (3) S**

**Marketing – Honors (4) S**

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.

**Marketing Co-op (3) S**

**Grades:** 11-12

**Co-requisite:** Face to Face Marketing course within the same semester

Students enrolling in Marketing Education courses may choose to participate in a cooperative education work experience during the same semester. A student choosing the cooperative work approach must be employed in an approved job by the deadline, submit documentation of hours worked and complete other assignments as required by the CTE Work-Based Learning Coordinator. An application is required. Please see the Marketing Cooperative Education Program Guidelines for more details.

**Marketing Management – Honors (4) S**

**Grades:** 11-12

**Prerequisite:** Marketing or Fashion Merchandising

In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business decisions.

**Sports and Entertainment Marketing I (3) S**

**Sports and Entertainment Marketing I - Honors (4) S**

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security.
Sports and Entertainment Marketing II (3) S
Sports and Entertainment Marketing II – Honors (4) S
Grades: 10-12
Prerequisite: Sports and Entertainment Marketing I

In this course, students acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships.

Adobe Visual Design (3) S
Prerequisite: Multimedia and Webpage Design
This course aligns to standards needed to achieve certification for Adobe Photoshop, InDesign, and Illustrator including setting project requirements, identifying design elements when preparing images, understanding Adobe software, manipulating images by using Adobe software and publishing digital images by using Adobe software.

Adobe Digital Design (3) S
Prerequisite: Adobe Visual Design
This course aligns to standards to achieve certification for Adobe Dreamweaver and Adobe Flash software. Students will learn how to create project requirements, the elements of projects in the software, and how to manipulate functions and publish materials. The addition of the Adobe courses expands opportunities for students interested in Digital Media. Since Adobe is an industry recognized program, and for many businesses the standard, certification in these programs will lead to competitive advantage for students.

Advanced Technology for Design and Production (3) S
Advanced Technology for Design and Production - Honors (4) S
Maximum enrollment: 20
This course will engage students in the use of modern technologies in the design and improvement of products. Students will use three-dimensional CAD software in the creation and analysis process. Students will document designs using standards set by industry for design documentation. Students will implement methods of green production and just-in-time component supply which allow for the lowest cost and highest quality products. Students will design and troubleshoot data acquisition, programmable logic control, process monitoring, automation and robotic systems. Students will incorporate sensing and vision systems, utilizing camera and sensors to control automated systems.

Fundamentals of Aerospace Engineering (3) S
Fundamentals of Aerospace Engineering – Honors (4) S
Maximum Enrollment: 20
This project-based learning course engages students who are curious about aviation and aerospace careers. This course will introduce students to an engineering design process, tools to collect and analyze data, the science of aviation, materials and structures, and safety. Students will participate in real-world experiences such as designing, building and test a pilot seat, kite, straw rocket and launcher, motor-powered rocket and a model glider.

Advanced Game Art and Design – Honors (4) S
Grades: 11-12
Maximum Enrollment: 20
Prerequisite: Game Art and Design
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.

Engineering Technology I (3) S
Engineering Technology I – Honors (4) S
Grades: 11-12
Maximum Enrollment: 20
Prerequisite: Recommended Introduction to Trade and Industrial Education
This course provides students an overview of advanced manufacturing and introduces them to the foundational skills required to begin in an advanced manufacturing career including safety, formulas, blueprint reading, mechanical measurements and tools.
Engineering Technology II (3) S  
Engineering Technology II – Honors (4) S  Grades: 11-12  
Maximum Enrollment: 20  
Prerequisite: Engineering Technology I or Advanced Manufacturing I  
This course provides students a more in-depth review of advanced manufacturing including quality control, CNC milling & turning technology, and introduces the students to lean and flexible manufacturing systems.

Game Art and Design – Honors (4) S  
Grades: 11-12  
Maximum Enrollment: 20  
Prerequisite: Scientific and Technical Visualization I  
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.

Metals Manufacturing Technology I (3) S  
Metals Manufacturing Technology I – Honors (4) S  Grades: 11-12  
Maximum Enrollment: 20  
Prerequisite: (Engineering Technology I, Advanced Manufacturing I, PLTW POE, or PLTW CIM) and Math II  
This course introduces various processes and job opportunities in manufacturing with emphasis on machining metal parts. Topics include safety, math, measurement, blueprint reading, layout, bench work, sawing, drilling, turning, and milling.

PLTW Aerospace Engineering – Advanced (5) S  
Grades: 11-12  
Maximum Enrollment: 20  
Prerequisites: Principles of Engineering and Math III  
In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students design problems related to aerospace information systems, astronautics, rocketry, 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.

PLTW Civil Engineering and Architecture – Advanced (5) S  
Grades: 11-12  
Maximum Enrollment: 20  
Prerequisites: Introduction to Engineering Design, Computer Integrated Engineering and Principles of Engineering  
In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

PLTW Computer Integrated Manufacturing – Advanced (5) S  
Grades: 11-12  
Maximum Enrollment: 20  
Prerequisite: Introduction to Engineering Design and Math II  
In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students answer the questions: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics and automation. The course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software, robotics, and flexible manufacturing systems.
PLTW Digital Electronics – Advanced (5) S
Grades: 11-12
Maximum Enrollment: 20
Prerequisite: Principles of Engineering
In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students focus on the process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high-definition televisions.

PLTW Engineering Design and Development – Honors (4) S
Grades: 11-12
Maximum Enrollment: 20
Prerequisite: Computer Integrated Manufacturing
In this capstone Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students will work in teams to research, design, test and construct a engages students in time management and teamwork skills, a valuable skill set for students in the future.

PLTW Introduction to Engineering Design – Advanced (5) S
Maximum Enrollment: 20
In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

PLTW Principles of Engineering – Advanced (5) S
Grades: 10-12
Maximum Enrollment: 20
Prerequisite: Introduction to Engineering Design
In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.

Scientific and Technical Visualization I – Honors (4) S
Grades: 10-12
Maximum Enrollment: 20
This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the course.

Scientific and Technical Visualization II – Honors (4) S
Grades: 10-12
Maximum Enrollment: 20
Prerequisite: Scientific and Technical Visualization I
This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles.

CTE Advanced Studies in Technology (3) S
Grade: 12
Prerequisite: Two technical credits in Technology, one being a completer course
The Advanced Studies course must augment the content of the Technology completer course. Students work under the guidance of a teacher with expertise in the specific Technology area 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.
TRADE AND INDUSTRIAL EDUCATION

Many of these courses lead to certifications recognized by business and industry. Hands-on experiences and Skills USA leadership activities provide opportunities to enhance classroom instruction and career development.

Automotive Brakes (3) S
Grades: 11-12
Maximum Enrollment: 20
Prerequisite: Automotive Service
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.

Automotive Computer System Diagnostics (3) S
Grades: 11-12
Maximum Enrollment: 20
Prerequisite: Automotive Brakes
This course is based upon the use of computer system diagnostic tools to read and diagnose computer codes in a variety of automotive types.

Automotive Electrical (3) S
Grades: 11-12
Maximum Enrollment: 20
Prerequisite: Automotive Service
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.

Automotive Electrical Advanced (3) S
Grades: 11-12
Maximum Enrollment: 20
Prerequisite: Automotive Electrical
This course emphasizes advanced electrical/electronics. Advanced inspection, troubleshooting, and repair of automotive electrical/electronic systems will be included in this course.

Automotive Steering & Suspension (3) S
Grades: 11-12
Maximum Enrollment: 20
Prerequisite: Automotive Electrical
This course emphasizes automotive steering and suspension including alignments.

Introduction to Automotive Service (3) S
Maximum Enrollment: 20
This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

Automotive Service I (3) S
Grades: 10-12
Maximum Enrollment: 20
Prerequisite: Automotive Service I
This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

Automotive Service II (3) S
Grades: 10-12
Maximum Enrollment: 20
Prerequisite: Automotive Service I
This course builds on the knowledge and skills introduced in Automotive Service I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.
Automotive Service III (3) S
Grades: 10-12
Maximum Enrollment: 20
Prerequisite: Automotive Service II
This course builds on the knowledge and skills introduced in Automotive Service I & II, building advanced automotive skills and knowledge in vehicle servicing, testing repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

Carpentry I (3) S
Grades: 10-12
Maximum Enrollment: 16
Prerequisite: Core and Sustainable Construction
This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills.

Carpentry II (3) S
Grades: 10-12
Maximum Enrollment: 16
Prerequisite: Carpentry I
This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout.

Carpentry III (3) S
Grades: 11-12
Maximum Enrollment: 16
Prerequisite: Carpentry II
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.

Clean Energy Systems (3) S
This course exposes students to three sources of renewable energy: wind, solar and biofuels. Working with solar, thermal, chemical and mechanical sources of clean energy teaches students how to apply physics, geography, chemistry, biology, geometry, algebra and engineering fundamentals. Students learn the most efficient and appropriate use of energy production as they explore the relevant relationships among work, power and energy. Students will engage in a wide variety of hands-on projects and lab activities that both test their knowledge and illustrate the interrelationships between the various forms of clean energy.

Collision Repair Technology (ICAR) I (3) S
Collision Repair Technology (ICAR) II (3) S
Collision Repair Technology (ICAR) III (3) S
Collision Repair Technology (ICAR) IV (3) S
Collision Repair Technology (ICAR) V (3) S
Collision Repair Technology (ICAR) VI (3) S
Grades: 11-12
Maximum Enrollment: 20
Prerequisite: Application must be completed, Acceptance into program required, Introduction to Automotive Service
Students learn as the instructor facilitates through I-CAR curriculum, which is the industry standard for collision repair training that contributes to complete, safe and quality repairs. It is also the training that many collision repair businesses prefer in the technicians they hire. Students who progress through the program are able to graduate with a Platinum™ designation that makes them highly employable. The collision industry has identified two roles that are most sought-after by shops hiring new graduates: the Non-Structural Technician and Refinish Technician roles. Both roles are included in the Collision Repair Pathway. Each student will graduate having had the opportunity to complete all ProLevel 1® requirements, earning them I-CAR’s Platinum™ designation.

Computer Engineering Technology I (3) S
This course includes basic computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements.
Computer Engineering Technology II – Honors (4) S

Grades: 10-12

Prerequisite: Computer Engineering Technology I

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

Core and Sustainable Construction (3) S

Maximum Enrollment: 20

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”.

Cosmetology I (3) Y

Grade: 11

Maximum Enrollment: 20

Prerequisite: Application must be completed. Acceptance into program required. Principles of Business and Finance Recommended

This course introduces developmental skills, employment opportunities, and career information required for the cosmetology industry. Topics include facials, manicures, hair cutting, chemical relaxing and restructuring, wet hair styling, and hair coloring and lighting. Skills in mathematics, science, biology, leadership, and problem solving are reinforced in this course. Students are required to purchase uniforms, shoes, and equipment that meet State Board of Cosmetic ArtsAE requirements. To receive three (3) units of credit for the course, a student must complete six hundred (600) hours of supervised in-class work which requires additional time beyond the traditional course time. Students will be required to attend 4 weeks of a Summer School. Students will also be required to provide their own transportation.

Cosmetology II (3) Y

Grade: 12

Prerequisite: Cosmetology I, Cosmetology Summer School

Twelve-hundred (1200) hours qualify the student to take the Licensing Examination with no apprenticeship requirement. In Cosmetology II, students practice the skills learned by working with customers in the clinic. Approximately 75% of the time in class is devoted to clinic work. In order for a student to receive three (3) units of credit for Cosmetology II, he/she must have a total of twelve-hundred (1200) hours of supervised class work. Students who complete all requirements are expected to take the NC State Board of Cosmetics Licensing Examination. Students will also be required to provide their own transportation.

CTE Advanced Studies in Trade and Industrial (3) S

Grade: 12

Prerequisite: Two technical credits in Trade and Industrial, one being a completer course

The Advanced Studies course must augment the content of the T & I completer course. Students work under the guidance of a teacher with expertise in the specific T & I area 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.

Drafting I (3) S

Drafting I – Honors (4) S

Prerequisite: Math I

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3-D modeling.

Drafting II – Architectural – Honors (4) S

Grades: 10-12

Prerequisite: Drafting I

This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using computer assisted design (CAD).

Drafting III – Architectural – Honors (4) S

Grades: 11-12

Prerequisite: Drafting II - Architectural
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.

**Drafting II – Engineering – Honors (4) S**

**Grades: 10-12**

**Prerequisite: Drafting I**

This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using computer assisted design (CAD).

**Drafting III – Engineering – Honors (4) S**

**Grades: 11-12**

**Prerequisite: Drafting II - Engineering**

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.

**Electrical Trades I (3) S**

**Grades: 10-12**

**Maximum Enrollment: 16**

**Prerequisite: Core and Sustainable Construction**

This course covers basic electrical trades terminology and develops technical aspects of electrical trades with emphasis on development of introductory skills such as residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools.

**Electrical Trades II (3) S**

**Grades: 11-12**

**Maximum Enrollment: 16**

**Prerequisite: Electrical Trades I**

This course builds on skills mastered in Electrical Trades I and provides an introduction to the National Electric Code, devices boxes, hand bending, raceways and fittings, conductors and cables, construction drawings, residential services, test equipment, alternating circuits, grounding and bonding.

**Electrical Trades III (3) S**

**Grades: 11-12**

**Maximum Enrollment: 16**

**Prerequisite: Electrical Trades II**

This course content includes motors, electric lighting, conduit bending, pull and junction boxes, conductor installations, cable tray, conductor terminations and splices, circuit breakers and fuses, control systems, and concepts. Upon successful completion of the this course, students should be prepared to enter the workforce as an electrical helper and/or continuing education towards degrees in Construction Management or Electrical Engineering.

**Electronics I (3) S**

**Grades: 10-12**

This course covers Direct Current (DC) Basics and is aligned to the Electronic Technicians Association (ETA) EM1 certification. Topics include a) basic electrical theory, b) magnetism, c) safety, d) electronic equipment, e) electronic components, f) Ohms Law Mathematics for electronics, g) electronic measurements, h) series circuits, i) parallel circuits, j) series/parallel circuits, and k) battery power supplies.

**Electronics II (3) S**

**Electronics II – Honors (4) S**

**Grades: 10-12**

**Prerequisite: Electronics I**

This course covers Digital Basics and is aligned to the Electronic Technicians Association (ETA) EM4 certification. Topics include: a) numbering systems and conversions, b) block diagrams – schematics – wiring diagrams, c) test equipment and measurements, d) safety, e) theory of digital logic functions and circuitry, and f) computer electronics.

**Emergency Medical Technology (EMT) I (3) S**

**Grades: 11-12**

**Maximum Enrollment: Due to safety requirements as specified in the approved NCOEMS NCDPI educational plan, this course is limited to 15 students per teacher**

**Prerequisite: Public Safety I**

This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part I of a two course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students.
Emergency Medical Technology (EMT) II (3) S
Grades: 11-12
Maximum Enrollment: Due to safety requirements as specified in the approved NCOEMS NCDPI educational plan, this course is limited to 15 students per teacher
Prerequisite: Emergency Medical Technology (EMT) I
This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part II of a two course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

Fire Fighter Technology I (3) S
Grades: 11-12
This course covers part of the NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. The modules include: Fire Department Orientation and Safety; Fire Prevention, Education, and Cause; Fire Alarms and Communications; Fire Behavior; Personal Protective Equipment; Portable Fire Extinguishers; and Fire Hose, Streams, and Appliances.

Fire Fighter Technology II (3) S
Grades: 11-12
This course covers additional NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. The modules include: Ropes; Ladders; Forcible Entry; Ventilation; Water Supply; Sprinklers; and Foam Fire Stream.

Fire Fighter Technology III (3) S
Grades: 11-12
In this course, students select one specific occupation in the Career Cluster and conduct research to include the nature of the work, work environment, training, education, and advancement, and job prospects.

Green Technology and Solar PV (3) S
Grades: 11-12
Maximum Enrollment: 16
Prerequisite: Level 1 Trade and Industrial Course or Horticulture I
This course explains the reasons the Green Movement has taken on such importance in a relatively short amount of time. Students will learn the breath of the green movement and then focuses on the Green Power technology portion of the movement. This course is designed to prepare students for jobs in the Solar PV workforce. This is accomplished by combining a solid Solar PV theory with a highly realistic collection of hands on lab procedures. In addition, the course prepares the student to challenge the industry standard PV Installer certification exam from the Electronic Technicians Association (ETA) as well as the Certified Energy Practitioners (CEP) exam from the NABCEP.

HVAC/R I (3) S
Grades: 10-12
Maximum Enrollment: 16
Prerequisite: Core and Sustainable Construction
Through studies of residential and light commercial climate control, students learn basic principles of electric, oil, heat pump, gas, hydronic, and solar assisted units. Curriculum includes the safe use of hand tools, power tools, and other equipment utilized in the trade.

HVAC/R II (3) Y – 2 Credits
Grades: 11-12
Maximum Enrollment: 16
Prerequisite: HVAC/R I
Students learn blueprint and specification reading, ductwork design and fabrication, materials selection, job cost calculation, mechanical codes, heat load calculations, and installation procedures. Shop and construction safety practices are emphasized. Skills are developed and practiced in the fabrication and installation of duct systems and unit installation in residential dwellings. Approximately 75% of the time in class is devoted to shop and project work. Students have an opportunity to visit local construction sites and industries. Students completing this course are prepared to go into employment, apprenticeship training, or technical college.

HVAC/R III (3) Y – 2 Credits
Grade: 12
Maximum Enrollment: 16
Prerequisite: HVAC/R I
This course reinforces the competencies learned in HVAC/R I & II. Approximately 75% of the time in class will be devoted to shop and project work. Students completing this course are prepared to go into employment, apprenticeship training, or technical college.
Hybrid and EV Technology (3) S
Grades: 11-12
Maximum Enrollment: 20
Prerequisite: Automotive Electrical Advanced
This course is designed to educate students about the design, construction and assembly of electric vehicles. The course describes sequential procedures for modifying an internal combustion engine into battery electric drive or building a Switch Electric Car. The resulting vehicle will be a fully operational electric vehicle (EV).

Masonry I (3) S
Grades: 10-12
Maximum Enrollment: 16
Prerequisite: Core and Sustainable Construction
This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction.

Masonry II (3) S
Grades: 10-12
Maximum Enrollment: 16
Prerequisite: Masonry I
This course builds on skills mastered in Masonry I and provides advanced masonry skills including measurements, drawing and specifications, mortar, masonry units, and installation techniques.

Masonry III (3) S
Grades: 11-12
Maximum Enrollment: 16
Prerequisite: Masonry II
This course develops advanced technical aspects of Masonry with emphasis on development of skills introduced in Masonry II. The course content includes residential plans and drawing interpretation, residential masonry, grout and other reinforcement, and metalwork in masonry. Introductory skills for the Crew Leader are also introduced in this course.

Network Engineering Technology I (3) S
Grades: 10-12
This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in home and small business environments. Content includes personal computer hardware and operating systems, connection to networks and to the Internet through an ISP, network addressing, network services, wireless technologies, basic security, and troubleshooting networks. This course uses Cisco CCNA Discovery -Networking for Home and Small Businesses curriculum and must be conducted using the Cisco Networking Academy connection.

Network Engineering Technology II – Honors (4) S
Grades: 11-12
Prerequisite: Network Engineering Technology I
This course provides a basic overview of routing and remote access, addressing, security, email services, web space, and authenticated access. Content includes the Internet and its uses, Help Desk operations, planning network upgrades, planning the addressing structure, configuring network devices, Routing, ISP services, ISP responsibilities, troubleshooting, and Cisco Certified Entry Networking Technician (CCENT) exam preparation. This course uses Cisco CCNA Discovery -Working at a Small-to-Medium Business or ISP curriculum and must be conducted using the Cisco Networking Academy connection.

Network Engineering Technology III – Honors (4) S
Grade: 12
Prerequisite: Network Engineering Technology II
This course provides content for advanced networking engineering. Content includes networking in the Enterprise including infrastructure, switching, addressing, routing, WAN Links, filtering traffic, troubleshooting, design concepts, network requirements, identification of application impacts on network design, creating the design, prototyping, and preparing the proposal. This course is designed for networking students who are seeking their Cisco Certified Network Associate (CCNA) certificate. This course uses both CCNA Discovery – introducing Routing and Switching in the Enterprise curriculum and CCNA Discovery – Designing and Supporting Computer Networks curriculum. These courses must be conducted using the Cisco Networking Academy connection.
Public Safety I (3) S

Grades: 10-12

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.

Public Safety II (3) S

Grades: 10-12

Prerequisite: Public Safety I

This course builds on content of the Public Safety I course. The Public Safety courses provide foundational information for students interested in following the cluster in specialized areas such as EMT, Fire Fighter, or Law Enforcement.

Small Engines I (3) S

Grades: 10-12

Maximum Enrollment: 20

Prerequisite: Introduction to Automotive Service

This course teaches students the basic mechanical workings of small engines as they relate to motorcycles, etc. Students will learn about specific safety standards, small engine governors, ignition systems, cylinder heads, and other related small engine systems.

Smart Home Technology Integration (3) S

Grades: 10-12

Maximum Enrollment: 16

This course equips students with the fundamental knowledge and skills to enable them to install and integrate interconnected subsystems within the home. Primary topics include voice, data, and video distribution, surveillance network, multi-room audio/video distribution, infrared (IR) repeater, scenic light control, and home automation.

Welding Technology I (3) S

Grades: 10-12

Maximum Enrollment: 16

Prerequisite: Core and Sustainable Construction

This course covers basic industrial and construction welding practices, occupation characteristics, and employment opportunities. Topics include safety, tools, print reading, measurement, thermal cutting processes, base metal preparation and shielded metal arc welding (SMAW).

Welding Technology II (3) S

Grades: 11-12

Maximum Enrollment: 16

Prerequisite: Welding Technology I

This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include weld fit-up and testing, metal properties, gas metal (GMAW), flux cored (FCAW), and shielded metal (SMAW) arc welding.

Welding Technology III (3) S

Grades: 11-12

Maximum Enrollment: 16

Prerequisite: Welding Technology II

This course is designed to continue the development of advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Further emphasis is placed on topics covered in Welding Technology II such as weld fit-up and testing, metal properties, gas metal (GMAW), flux cored (FCAW), and shielded metal (SMAW) arc welding.
Work Based Learning

Marketing Co-op (3) S
Grades: 11-12
Co-requisite: Face to Face Marketing course within the same semester, Application or Instructor Approval

Students enrolling in Marketing Education courses may choose to participate in a cooperative education work experience during the same semester. A student choosing the cooperative work approach must be employed in an approved job by the deadline, submit documentation of hours worked and complete other assignments as required by the CTE Work-Based Learning Coordinator. An application is required. Please see the Marketing Cooperative Education Program Guidelines for more details.

CTE Co-op (3) S
Grades: 11-12
Co-requisite: Related CTE course in Agriculture, Business and Information Technology, Family and Consumer Sciences, Technology Education, or Trade and Industrial Education within the same semester, Application or Instructor Approval

Students enrolling in a CTE Level II or completer course in Agriculture, Business and Information Technology, Family and Consumer Sciences, Technology Education, and Trade and Industrial Education may choose to participate in a cooperative education work experience during the same semester. A student choosing the cooperative work approach must be employed in an approved job by the deadline, submit documentation of hours worked and complete other assignments as required by the CTE Work-Based Learning Coordinator. An application is required. Please see the Marketing Cooperative Education Program Guidelines for more details.

CTE Semester Internship (3) S
Grade: 12
Prerequisite: Two CTE credits within the same Career Cluster, one being a completer course, Application or Instructor Approval

A CTE Semester Internship allows students to observe and participate in daily operations, develop direct contact with professionals in the field, ask questions about careers, and perform appropriate job tasks. The Work-Based Learning Coordinator, teacher, student and community sponsor jointly plan the organization, implementation and evaluation of an internship, which may be unpaid or paid. Students participating in a CTE Semester Internship are allowed one release period, either at the beginning or end of the school day. They must document a minimum of 135 contact hours and complete other assignments, including a journal and a capstone project. An application and confirmed placement is required before enrolling in a semester internship.

CTE Flex Internship (3) S
Grade: 12
Prerequisite: Two CTE credits within the same Career Cluster, one being a completer course, Application or Instructor Approval

A CTE Flex Internship is completed outside of the school day (after school, weekends, breaks or summer). A Flex Internship allows students to observe and participate in daily operations, develop direct contact with professionals in the field, ask questions about careers, and perform appropriate job tasks. The Work-Based Learning Coordinator, student and community sponsor jointly plan the organization, implementation and evaluation of the internship, which may be unpaid or paid. Scheduling the Flex Internship is based on the availability and convenience of the community sponsor and student, and may begin at any time during the senior year or during the summer before the senior year. Students participating in a CTE Flex Internship must document a minimum of 68 contact hours and complete other assignments, including a journal and a capstone project. The grade for a Flex Internship is not factored into GPA calculation and will appear on the transcript after completion of the assignments and required hours. Notes: ½ Credit for 68 hours or 1 Credit for 135 hours
Appendix I

GRIEVANCE PROCEDURE
Should a student believe a teacher, principal, or other school system employee has violated, failed to enforce, or misinterpreted a local school rule, school system regulation, or Board of Education policy, he/she will be expected to use the following procedure to present the grievance:

STEP 1
The student should first talk to the person whom the student feels is responsible. A telephone call is acceptable but face-to-face contact is best. The student should contact this person within a 24 hour period and state the grievance in a calm manner and listen carefully to the reply.

STEP 2
If the student believes that the problem is not resolved, he/she should ask for a conference with the principal within a 48 hour period. The principal will see the student within a 48 hour period. The student and the principal should work together to resolve the problem. If the student finds the solution not to be acceptable, he/she should so inform the principal. The principal will send the student a letter explaining why he/she disagrees with the student.

STEP 3
If the student wishes to pursue the grievance beyond the principal, he/she should call within 48 hours to the Assistant Superintendent of Administration, Union County Public Schools, at telephone 704-296-9898 and explain the problem. The Assistant Superintendent will discuss the problem with the student. He/she may ask the student to state his/her grievance to him/her in a letter. He/she will conduct a thorough investigation. He/she may ask the student and others to meet with him/her to discuss and, hopefully, resolve the matter. If the grievance cannot be resolved by the Assistant Superintendent to the satisfaction of all concerned, he/she will prepare a written report of his/her findings and recommendations for the Superintendent and send the student a copy of the report.

STEP 4
The Superintendent of Union County Public Schools will review the report. The Superintendent may ask for a conference with all parties involved. The Superintendent will, in writing, notify the student of his/her decision concerning the grievance within five (5) days.

STEP 5
If the student is not satisfied with the decision of the Superintendent, he/she may appeal to the Board of Education within ten days of receipt of the Superintendent’s letter. The student may call or write the Superintendent for an appointment with the Board. The student will be notified of the date, time, and place for the appeal to the Board. A complete record of the grievance will be sent to the Board. The record will describe the facts and positions of all parties involved. The student will have an opportunity to review the report and make changes if it does not accurately state his/her position before it goes to the Board. The hearing before the Board will be informal, and all parties will be given the opportunity to speak and be heard. The Board will make a decision concerning the grievance.
Appendix II

Requirements for Admission to the University of North Carolina System

Six course units in language, including:
• four units in English emphasizing grammar, composition, and literature, and
• two units of a language other than English.

Four course units of Mathematics, in any of the following combinations:
• Math I, Math II, and Math III, and one unit beyond Math III,
• Math I, Math II, and two units beyond Math II, or
(The fourth unit of math affects applicants to all institutions except the North Carolina School of the Arts.)

It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in science, including:
• at least one unit in a life or biological science (for example, Biology),
• at least one unit in a physical science (for example, Physical Science, Chemistry, Physics), and
• at least one laboratory course.

Two course units in social studies, including one unit in American history, but an applicant who does not have the unit in American history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.
## Appendix III

### FOUR YEAR ACADEMIC PLAN - Differentiated Education Plan 2015-2016

- _____ North Carolina Scholar
- _____ Future-Ready Core Course of Study
- _____ Occupational Course of Study
- _____ Career Academy of South Providence

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<th>FUTURE READY CORE COURSE OF STUDY</th>
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<td>OCS English I _____</td>
<td>English II ____</td>
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<tr>
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<td>OCS English III _____</td>
<td>English IV _____</td>
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<td>OCS English IV _____</td>
<td>Found. of Math I ____</td>
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<td>Math I ____</td>
<td>OCS Introduction to Math _____</td>
<td>Math I ____</td>
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<tr>
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<td>OCS Pre-Algebra _____</td>
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<td>OCS Math I _____</td>
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<td>Found. of Math III ____</td>
<td>OCS Applied Science _____</td>
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</tr>
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<td>Math III ____</td>
<td>OCS General Science _____</td>
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<td>OCS Biology _____</td>
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<td>Discrete Math ____</td>
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<td>Health &amp; PE ____</td>
<td>Earth/Env. Science ____</td>
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<td>Six credits --</td>
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<td>4 Elective credits: Career Technical, ROTC, Arts Education OR other academic area credits</td>
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Appendix IV

- Acronyms

(1) Occupational Course of Study
(2) Basic
(3) College Prep
(4) Honors
(5) Advanced Placement or International Baccalaureate
ALTS Alternative to Long Term Suspension
AH Advanced Honors (Career and Technical Education Courses)
AP Advanced Placement
ASE Automotive Service Excellence
B Basic
CASPS Career Academy of South Providence School
CATA Central Academy of Technology and Arts
CCP Career and College Promise
CHS Cuthbertson High School
CTE Career and Technical Education
EOC End of Course
FACS Family and Consumer Science
FHHS Forest Hills High School
GIS Global Information Systems
GPA Grade Point Average
GPS Global Positioning Systems
H Honors
HL Higher Level
IA Individual Academics
IB International Baccalaureate
IMS Instructional Management System
MHS Monroe High School
MRHS Marvin Ridge High School
NCVPS North Carolina Virtual Public Schools
OCS Occupational Course of Study
PLTW Project Lead the Way
PDHS Piedmont High School

On the cover:

Monroe High School
Students sitting, left to right:
Yasmine Molina, Tiffany Ivey

Middle Row:
Reagan Townsend, Tomacina McLendon,
Jada Streater, Aimee Bell

Back Row:
Rosa Gonzalez, Evan Vercoe, Chase Byrum
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Materials provided by:
Secondary Education

Layout and Design by:
Communications Department

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