

Hoke County Schools

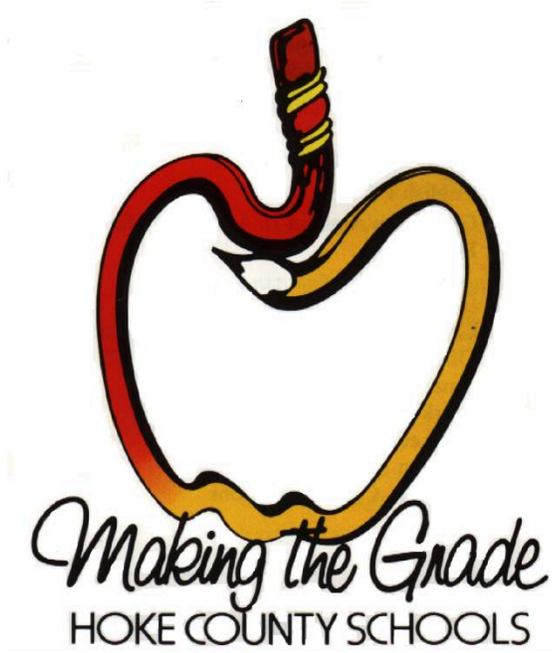
**2024-2025
Planning Guide**

Preparing For The Future



District Mission Statement

Our Mission is to create a student-focused learning community that fosters high expectations for all stakeholders, promotes lifelong learning, provides individualized support and prepares students for success.



Dr. Kenneth Spells, Superintendent

Hoke County Schools does not discriminate on the basis of race, color, creed, sex, religion, national origin, socioeconomic status, disability, age, or marital status.

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Dear Hoke County Schools Families,

Our mission is to create a student-focused learning community that fosters high expectations for all stakeholders, promotes lifelong learning, provides individualized support and prepares students for success. To accomplish this goal, our district is launching the Hoke County Renaissance Movement. The Hoke County Renaissance Movement is a team consisting of numerous partners such as our school board members, students, school employees, parents, government officials, military partners, universities, community colleges, community members and other stakeholders. These partnerships will assist us in building a Lighthouse District that will emit rays of academic success stories, safe teaching and learning environments and supportive services for our students.

We are proud to release our 2024-2025 High School Planning Guide. The planning guide will provide you with a comprehensive menu of information that you and your child will need to prepare for the high school experience, graduation and the future. Please contact your child's school counselor if you have any questions.

Thank you for giving us an opportunity to partner with you in your child's education and to provide learning opportunities to cultivate lifelong scholars and leaders.

Best,



Dr. Kenneth Spells

Superintendent

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Introduction

Our Mission Statement is to create a student-focused learning community that fosters high expectations for all stakeholders, promotes lifelong learning, provides individualized support and prepares students for success. Our mission embraces the myFUTURE NC four key transition points: Academic Readiness, College and Career Access, Postsecondary Completion and Workforce Alignment. These transition points will assist us in measuring our students' progress as we prepare them to graduate high school and the world of work.

We are proud to offer the North Carolina's Career and College Promise Program, College Readiness Assessments (Pre-ACT, ACT and WorkKeys), Advanced Placement opportunities, the 3 R's; Rigor, Relevance, Relationships and more. The planning guide will provide you with a comprehensive menu of information that is needed to prepare you for high school and beyond.

We are excited that you are moving into the most rewarding experience of your educational career. For the next four to five years, you will attend one of our high schools. Our school system offers three different choices: Hoke County High School, Turlington Alternative School and SandHoke Early College High School. High School is the next step of preparing you for your future career. The high school experience will provide you with an opportunity to select rigorous academic courses, to experience job readiness skills and to develop peer and adult relationships. Our administration and staff are looking forward to teaching and equipping you with the necessary skills to become productive citizens in the 21st Century.

The choices you make will impact your future education and future job opportunities. This planning guide is designed to help you, the student, plan your program of study from the variety of courses offered at Hoke County High Schools. Regardless of whether you plan to pursue a college degree, attend technical school, join the military, enter an apprenticeship program or join the workforce immediately after high school, the courses you choose in high school will have a definite impact upon your success once you graduate. Ask for assistance from parents, counselors and teachers as you consider the various options. They can be very helpful to you so that you make the most of your high school years.

Please take time to review the planning guide, and depending upon your post-high school goal(s), chart the courses you might possibly need to take during all four years of high school. For those of you who will be in the 10th, 11th, or 12th grade next year, it's not too late to plan your remaining time. But, do it now! For those of you who are entering 9th grade now is the perfect time to plan ahead. Do you need help in making a decision? Talk to your parents, counselors, teachers and other adults who work in various occupations. Explore these online resources www.CFNC.org, <http://www.act.org> and <http://www.act.org/academy>.

If you have not completed a career profile, interest inventory, or a learning style assessment using CFNC.org, please make plans to do so within the next five days. The more knowledge you have of options, the better planning you can do. Sounds like a lot of work. Maybe, but the payoff is having a better idea of where you might be headed and how to get there. It can be fun too!

High School Registration

We're glad you are a student in the Hoke County School System. Please let us know how we can assist you. For general guidelines, you may contact the school counselor.

The Hoke County Schools Planning Guide contains information needed for you to register for high school. It is designed to help you and your parents or your guardians make the best choices for your high school education. You will find several exciting options for you as a high school student in the guide. Please read it carefully with your parents or your guardians.

Beginning in the spring semester, counselors and teachers will assist students in the selection of courses for the following year. Parents are encouraged to contact their child's counselor to assist in this process. Students may select courses from: English, Foreign Language, Mathematics, Science, Social Studies, Fine Arts, Career Technical Education, Health and Physical Education, Junior Reserve Officers Training Corps (JROTC) and Exceptional Education.

Following completion of registration and development of the master schedule, parents will be provided with a copy of the courses selected by the student. **Please note that courses will only be available if enrollment is sufficient. If any course is cancelled, students will be notified and an alternate course scheduled.**

Students must complete all courses, credits and test requirements of at least one Course of Study to earn a high school diploma. The Courses of Study are designed to prepare students for postsecondary opportunities from entry-level career options to highly technical fields, from community colleges to colleges and universities. Students are encouraged to pursue the most challenging Course of Study in which they can be successful.



Online Registration

The Online Registration Tool is located in PowerSchool. Students may begin the online registration process by logging into the Parent Portal or the Student Portal. Please use the following link to access the registration tool: <https://hcs.powerschool.com/public>

Freshman through juniors must schedule a minimum of eight courses. Students may register for eight courses, including P.E., to take advantage of the numerous course offerings at **Hoke County High School** and to better prepare for the future.

Students who move into the district must complete the enrollment process online at <https://hokenc.scribborder.com>. The parent must accompany the student at the time of enrollment. Proof of residency, health record, and birth certificate will be required. Official records can be brought by the parent at the time of enrollment or requested by the registrar. Until this information is received, a student will not be officially enrolled in **Hoke County High School**.

Steps for Using This Planning Guide

- ✓ Review North Carolina High School Graduation Requirements Checklist on page 5 to determine the courses needed to meet the minimum promotion and graduation requirements.
- ✓ Review the “Career & Technical Education” sections beginning on page 29.
- ✓ Select courses based on the list of offerings at your school and the descriptions of those offerings beginning on page 64.
- ✓ Consult with school counselors and other school personnel for assistance and answers to questions.
- ✓ Have your parents or guardians double check your selections to make sure you have registered for the courses you need in order to meet graduation and college/university requirements.
- ✓ Sign all registration documents and ask your parents or guardians to do the same.

**Ninth Graders Entering in 2020-2021 and Beyond
Two Courses of Study Learning to One Diploma**

Content Area	Future-Ready Core Course of Study Requirements	Future-Ready Occupational Course of Study Requirements
English	4 Credits I, II, III, IV	4 Credits English I*, II*, III, IV*
Mathematics	4 Credits Math I, II, III 4th Math Course to be aligned with the student's post high school plans <i>A student, in some circumstances, may have an alternative math course sequence as outlined under State Board of Education policy or due to the transition in standards. Please see your school counselor for more details</i>	3 Credits Introduction to Mathematics Math I* Financial Management
Science	3 Credits A physical science course, Biology, Earth/Environmental Science	2 Credits Applied Science Biology*
Social Studies	4 Credits Founding Principles of the United States of America and North Carolina: Civics Literacy World History American History Economics and Personal Finance	2 Credits Founding Principles of the United States of America and North Carolina: Civics Literacy Economic and Personal Finance
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not required
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Electives or other requirements***	6 Credits Required 2 elective credits of any combination from either: - Career and Technical Education (CTE) - Arts Education - World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: - Career and Technical Education (CTE)*** - JROTC Arts Education (e.g. social studies, science, mathematics English)	6 Credits Occupational Preparation: OCS Preparation I, II, III, IV**** Elective credits/ completion of IEP objectives/Career Portfolio required
Career/Technical		4 Credits Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)		Recommended: at least one credit in an arts discipline and/or requirement by local decision
Total	22 Credits plus any local requirements	22 Credits plus any local requirements

**CAREER & COLLEGE PROMISE PATHWAY
DESCRIPTIONS AND ELIGIBILITY REQUIREMENTS**

The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or State or industry-recognized credential as well as provide entry-level jobs skills.

	College Transfer Pathway	Career Technical Education Pathway		Cooperative Innovative HS
	Curriculum	Curriculum	Workforce Continuing Ed	
Definition	Tuition free course credits toward the Associate in Arts, Science, Engineering, Nursing, AFA Visual Arts, and a four-year degree	Tuition free course credits toward an entry level job credential, certificate or diploma for eligible high school students.	Tuition free course hours toward an entry level job credential for eligible high school students	Leads to the completion of a high school diploma and associate degree or provides up to two years of college credit within five years
Eligibility	Be a high school Junior or Senior and: 1. Have an unweighted GPA of 2.8 on high school courses; Or 2. Demonstrate college readiness in English, reading and mathematics on an approved assessment (See School Counselor for further details.)	Be a high school Junior or Senior and: 1. Have an unweighted GPA of 2.8 on high school courses; Or 2. Demonstrate college readiness in English, reading and mathematics on an assessment (See School Counselor for further details.); Or 3. Have the recommendation of the high school principal or his/her designee and the recommendation on of the college's Chief Academic Officer or Chief Student Development Administrator;	Be a high school Junior or Senior and: 1. Have an unweighted GPA of 2.8 on high school courses; Or 2. Demonstrate college readiness in English, reading and mathematics on an assessment (See School Counselor for further details.); Or 3. Have the recommendation of the high school principal or his/her designee and	Eligibility requirements for Cooperative Innovative High School programs are established jointly by local boards of trustees in accordance with G.S. 115C-238.50 and ID SBCCC 400.11. Special emphasis and preference given to first generation college students. Other eligibility requirements are available from Middle School Counselors or directly from the Cooperative Innovative HS.



North Carolina Career & College Promise offers North Carolina high school age students a clear, focused and affordable path to future success. Qualified North Carolina high-school age students can begin their two- or four-year college work, tuition free, while they are in high school allowing them to get a head start on their workplace and college preparation. Career & College Promise provides three pathways to help advance eligible students' post-high school success.

Cooperative Innovative High School

Who is eligible?

- High school students in grades 9 to 12 with access to an approved cooperative innovative high school
- Special emphasis and preference given to first-generation college students

Additional eligibility requirements set by the local board of education and partner community college or university.

Hoke and Moore County residents who graduate from a public/private high school or registered home school having completed four dual enrollment courses at Sandhills will pay no tuition at the college for the two years immediately following high school graduation. Eligibility Requirements:

1. Be a resident of Hoke or Moore County.
2. Be a high school graduate (public and private) or registered home-school equivalent and plan to attend SCC as a degree-seeking curriculum student the fall semester immediately following his or her high graduation.
3. Successfully completed at least four dual-enrollment courses through the Career and College Promise program at SCC with a GPA of 2.0 or higher and a 67% completion rate by the time of high school graduation.

Hoke County Career and College Promise Pathways and The Sandhills Promise

As noted under the eligibility requirements, a student must successfully complete at least four dual enrollment courses through the Career and College Promise program at SCC. For Hoke County

students, those courses are offered through both our Curriculum and Workforce Continuing Education CCP pathways. Students may take a combination of both Curriculum and Workforce Continuing Education (WCE) CCP courses to fulfill the four-course requirement.

- **College Transfer Pathway (CTP) Curriculum**

Each CTP Curriculum course counts as one class for the four-course Promise requirement. Contact Mrs. Leslie Baldwin, lbaldwin@hcs.k12.nc.us, Hoke High School Career and College Promise Coordinator for a list of CTP Curriculum courses and eligibility.

Workforce Continuing Education CCP (WCE Pathway)

The following is a list of WCE-CCP pathway and course-worth toward the four-course Promise requirement.

Pharmacy Technician fulfills one class toward the four-course requirement.

Certified Medical Administration Assistant (CMAA) fulfills **one** class toward the four-course requirement.

Electrocardiogram Technician (EKG) fulfills one class toward the four-course requirement.

Electrical Level I fulfills **one** class toward the four-course requirement.

Electrical Level II fulfills **one** class toward the four-course requirement.

Firefighting Training Academy fulfills **two** classes toward the four-course requirement if all course components are completed. If one semester is completed, it fulfills one class toward the four-course requirement. If both semesters are successfully completed, it fulfills two classes toward the four-course requirement.

Robotics fulfills **one** class toward the four-course requirement.

Contact Mrs. Leslie Baldwin, lbaldwin@hcs.k12.nc.us, Hoke High School Career and College Promise Coordinator or Dr. Dana Chavis, dchavis@hcs.k12.nc.us, CTE Director for information on WCE –CCP pathway enrollment and course offerings.

Hoke County High School

Advanced Placement Program Expectations

Advanced Placement Courses Expectations and Student Accountability

Congratulations for considering the challenges and opportunities that Advanced Placement (AP) courses offer. Research has shown that students who participate in AP courses outperform others in college, particularly in



**'If you can change
your mind, you can
change the world.'**
Joey Reimer

grades and graduation rates. Hoke County Schools believes that all children deserve access to the rigor of advanced coursework and can be successful with the appropriate support. The purpose of this document is to better prepare students and parents for AP courses. We want to provide our students and parents with information to assist them in determining which AP courses will be most beneficial for the student.

Why Take Advanced Placement Courses?

Taking the College Challenge with the AP Program: AP courses are comparable to first-year college-level courses in a wide variety of subject areas that students can take while still in high school. AP courses are usually more demanding than regular high school courses. They are not easy, but they are not impossible either. They offer students challenging coursework and a taste of what college classes are like. Research consistently shows that students who score a **3** or higher on an AP Exam typically experience greater academic success and increased college graduation rates than students who do not take AP courses.

What The AP Program Can Do For You:

Confidence – AP courses help students develop better study habits, improve writing skills and sharpen problem-solving skills – giving students the confidence to tackle academic challenges they can expect in college.

Credit – Most four-year colleges in the United States and colleges in more than 60 other countries give students credit, advanced placement or both on the basis of AP Exam scores. By entering college with AP credits, students will have the opportunity to move into upper level courses, pursue a double-major or study abroad.

College Success – Research consistently shows that students who are successful in AP courses typically experience greater academic success in college.

Scholarships – Taking AP courses increases a student's eligibility for scholarships. Thirty-five (35) percent of colleges and universities consider a student's AP experience when making decisions about which students will receive scholarships.

College Admission – Eighty-five (85) percent of selective colleges and universities report that a student’s AP experience favorably impacts admissions decisions.

Expectations of AP Courses

- Intense reading and writing assignments
- Additional research and study necessary to analyze all the material covered in the course
- Student’s desire and ability to work independently and strive to reach his or her highest academic and intellectual levels
- Engagement in the study of subject matter beyond just learning facts; in-depth analysis and synthesis of material is required
- Requirement that students take the AP test at the end of the year with the expectation the exam will be taken seriously
- Listed below are specific subject area course expectations that students will be required to meet:

Art History – learn to critically analyze works of art within diverse historical and cultural contexts, considering issues such as politics, religion, patronage, gender and ethnicity; explore architecture, sculpture, painting and other media from across a variety of cultures; articulate visual and art historical concepts in verbal and written form; investigating and evaluate works of art through observation, discussion, reading and research.

Art & Design: 2-D Art & Design; 3-D Art & design, Drawing – demonstrate investigation of 2-D, 3-D or Drawing design principles through the development of a portfolio that is personal to your individual talents and interests; explore your creativity and be an informed, independent, critical decision maker; see art from more than one perspective, accept critique from others, and take creative ideas to fruition; portfolios are evaluated at the end of the course.

Computer Science – Understand how computing and technology influence the world around you; creatively address real-world issues while using the same tools and processes that artists, writers, computer scientists, and engineers use to bring ideas to life; learn the fundamentals of programming and problem solving.

World Languages – demonstrates intensive development of the talent language; understand and can interpret the spoken and written language; demonstrates an understanding and appreciation of other perspectives and culture.

English – read and respond to works of fiction and non-fiction analytically and critically; develop a writing voice with an understanding of audience and purpose; read and analyze texts from various genres.

Global Studies – construct a logical historical argument; read, analyze, and interpret primary resources; develop a historical perspective in both written and verbal format; understand and explain the reasons for different points of view.

Math – problem-solve; demonstrate abstract and analytical reasoning; use logic, inductive, and deductive reasoning to draw conclusions and solve problems; translate among graphic, algebraic, numeric, tabular, and verbal representations of functions and relations.

Sciences – demonstrate an analytical approach to material; design and conduct scientific investigations and produce high-level lab reports.

AP Exams – At the conclusion of an AP course, students will be *required* to take the corresponding AP Exam. AP Exams are two-to-three-hour exams, administered in May. They are made up of multiple-choice and free-response (essay) questions which are scored by college faculty and AP teachers. They use scoring standards and rubrics developed by college and university faculty who teach the corresponding college courses. AP scores signify how qualified students are to receive college credit and placement. The final score is reported on a **5** – point scale:

5	extremely well qualified
4	well qualified
3	qualified
2	possibly qualified
1	no recommendation

The composite score for each AP Exam is converted to a score of **5, 4, 3, 2 or 1**. An AP Exam score of **5** is equivalent to an **A** in the corresponding college course; a score of **4** is equivalent to grades of **A-**, **B+** and **B**; a score of **3** is equivalent to grades of **B-**, **C+** and **C**.

AP Coursework Grades and the Impact on High School GPA

Advanced Placement courses are weighted with + 1 GPA quality point

Outside Assignments

Students may be *required* to complete certain pre-class assignments in Advanced Placement courses.

Advanced Placement Scholars Awards Programs

Each year, the College Board recognizes high school students who have demonstrated college level achievement through Advanced Placement courses and exams. Recipients receive an award certificate and notation is made on AP Grade Reports sent to colleges the following fall (Students do not receive any monetary award from the College Board).

AP Scholar

Awarded to students who receive grades of **3** or higher on three or more AP exams.

AP Scholar with Honor

Awarded to students who receive an average grade of at least **3.25** on all AP Exams taken, and grades of **3** or higher on four or more of these exams.

AP Scholar with Distinction

Awarded to students who receive an average grade of at least **3.5** on all AP Exams taken, and grades of **3** or higher on **5** or more of these exams.

AP State Scholar

Awarded to the one male and one female student in each U.S. state and the District of Columbia with grades of **3** or higher on the greatest number of AP exams, and then the highest average grade (at least **3.5**) on all AP Exams taken.

National AP Scholar

Awarded to students in the U.S. who receive an average grade of at least **4** on all AP Exams taken, and grades of **4** or higher on eight or more of these exams.

Special Recognition Graduation Requirements

HOKE COUNTY SCHOOLS' HONOR GRADUATES

Honor graduates may be designated by the principal on the basis of criteria established by the Superintendent.

For many years, colleges and universities have used Latin honors to recognize outstanding academic achievement. In 2008, Hoke County High School began using the same Latin designations to recognize our own honor graduates who have maintained academic excellence throughout their high school years.

The Latin phrase cum laude translates “with honor” or “with praise.” Students who have earned an overall weighted grade point average between 3.500 and 3.749 are designated cum laude graduates.

The Latin phrase magna cum laude translates “with great honor” or “with great praise.” Students who have earned an overall weighted grade point average between 3.750 and 3.999 are designated magna cum laude graduates.

The Latin phrase summa cum laude translates “with highest honor” or “with highest praise.” Students who have earned an overall weighted grade point average of 4.0 or higher are designated summa cum laude graduates.

North Carolina Academic Scholars Program

The Academic Scholars program is a rigorous program of courses that exceeds State Board requirements. Students who complete the requirements for an academically challenging high school program will be named NC Academic Scholar. The following criteria must be met:

- Complete all of the NC Graduation Requirements for the Future Ready Core
- Have an overall four-year un-weighted grade point average of 3.500
- North Carolina Academic Scholars Seal that will be affixed to his/her diploma.



North Carolina Academic Scholars Program

The *following* designated number of credits per subject area listed below must be taken in grades 9-12:

2012-2013 and beyond		
Credits	Future-Ready Core Course of Study	Changes
4	English I, II, III, IV	
4	Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as a prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)	
3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	
4	Social Studies (World History, Civics/Economics, <u>American History and Economics and Personal Finance</u>)**	Addition of fourth unit of social studies
1	Health and Physical Education	
6	Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area	
3	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advance CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses	
OR		
2	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB - Dual or college equivalent course -Advanced CTE/CTE credentialing course -On-line courses -Other honors or above designated courses and Completion of The North Carolina Graduation Project.	
25 or 24+ NCGP		Increases credit required by one.

Hoke County Schools' Graduation Requirements

From the time you enter kindergarten, you are getting ready for high school graduation. To make sure you are on track, remember that every Hoke County high school student must meet the Course and Credit requirements, successfully complete the Hoke County Schools 21st Century Readiness Project, demonstrate proficiency on the End of Course Tests, demonstrate Computer Skills Proficiency, and meet all Local requirements. Please refer to pages 57-116 for specific details for your child's Course of Study. Your school counselor is available to answer questions you may have about what you need to reach your goal of high school graduation.

•**Course and Credit Requirements** — Listed in the Course of Study and Credit Requirements Checklists on pages 5-7 and organized according to the year a student first entered high school.

•**End-of-Course Assessments & Measure of Student Learning** — Score proficient on the three essential end-of-course assessments (Hoke County Schools Board of Education Policy): NC Math 1, Biology, English II, and Math III.

•**Local Requirements** — Meet any additional requirements adopted by the Hoke County Board of Education. (Total of 28 Credits to Graduate)

•**21st Century Readiness Project**— Successfully complete the Hoke County Schools 21st Century Readiness Project. The 21st Century Readiness Project is an English-embedded project in grades 9-12 that prepares students for success in post-secondary environments. In conjunction with the Common Core State Standards and Essential Standards, students in each grade level will complete a research project that emphasizes the following 21st Century skills: Research-Based Papers, MultiMedia Presentations, Oral Presentations, and Project Based Learning.

•**Cardiopulmonary Resuscitation (CPR)** – All students in the graduating class of 2014-2015 and beyond must complete CPR instruction in order to receive a diploma. The student must pass the CPR Test to satisfy the requirement or present proof of CPR Certification

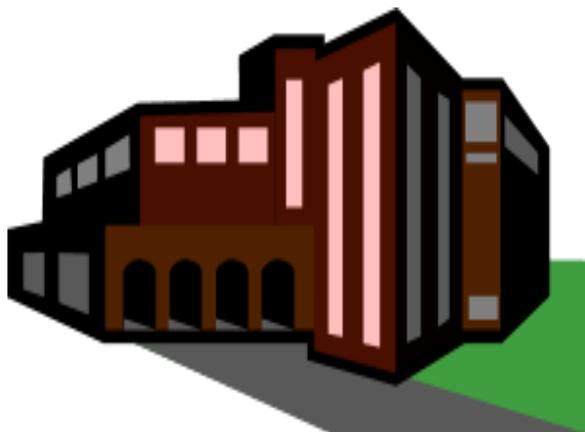
GRADE CLASSIFICATIONS	
Sophomore	Earn 6 units, including English I
Junior	Earn 13 units, including English I and II
Senior	Earn 20 units, including English I, II, and III

Credit Recovery

The State Board of Education defined Credit Recovery as a block of instruction that is less than the entirety of the Standard Course of Study for that course. Credit recovery, therefore, delivers a subset of the Standard Course of Study or Blueprint of the original course in order to address specific deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. The purpose of "credit recovery" is to recover credit.

NC Virtual Public School

The Hoke County Schools provide online instruction in partnership with the NC Virtual Public school. Currently, these courses are available for students in grades 9-12. Please contact your school's Counselor for more information or to register for a course.



Grading Policy

For purposes of determining graduation requirements, each student is assigned to a graduating class upon initial enrollment in ninth grade. In order to graduate from high school, the student must meet the HCHS graduation requirements for that particular class. This provision applies to a student who graduates before or after the graduating class to which the student was assigned upon entering the ninth grade.

Grades are standardized measurements of varying levels of comprehension within a subject area. Grades can be assigned in letters (for example, A, B, C, D, or F) or as a range (for example 4.0— 1.0).

Grade Point Average (GPA): the average of a student's grades over a set period of time, such as four years of high school. It is measure of the student's academic performance. Grade Point Average is a calculation of the average of all of a student's grades for all semesters and courses completed up to a given academic term.

- An **unweighted GPA** is the average of all class grades based on a 4.0 scale.
- A **weighted GPA** is the average of honors and advanced placement class grades based on additional quality points.

The **Grade Point Average (GPA)** is the measure of a student's academic performance. The GPA is potentially used by employers and post-secondary institutions to assess and compare applicants.

I. Weighted Grade Point Average

Many schools in the United States, including Hoke High, utilize weighted grade point averages in order to encourage students to take more rigorous courses such as Honors and Advanced Placement courses. In calculating the weighted grade point average, one-half point (.5) is added to the earned quality points for Honors courses. One (1) additional point is added for Advanced Placement and college courses.

Final Course Grade	Academic Course Level		
	Standard	College Courses	Advance Placement/ Honors Courses
	Total Quality Points		
	(Unweighted)	(Weighted)	(Weighted)
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.5	2.0
F	0.0	0.0	0.0

It is important to remember that a student's grade point average is cumulative, including all courses taken beginning with the 9th grade. Therefore, students should attempt to do their very best in all courses taken throughout high school. All coursework taken in grades 9-12 for which final grades are earned will be used in calculating a student's grade point average. Final grades will earn quality points according to the above chart as approved by the North Carolina Department of Public Instruction. The grade point average is determined by dividing the sum total of all earned quality points by the number of courses attempted.

10 Point Grading Scale

Letter Grade	10-point Grading Scale	GPA
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	Below 60	

II. Class Rank

I. Rank in Class

A. Students Eligible to be Ranked

1. All students enrolled in school at the time class ranks are calculated will be included in the class ranking.
2. In order to be eligible to be Valedictorian or Salutatorian a student must be enrolled at Hoke County High School for at least two full terms prior to the grade averaging deadline to be considered. The Valedictorian and Salutatorian are determined by using all coursework from grades nine through the end of the second semester of the senior year.
3. In order to be eligible to be a Junior Marshal a student must be enrolled at Hoke County High School for at least two full *terms prior to the grade averaging deadline to be considered. The Junior Marshals are determined by using all coursework from courses taken in grades nine through the first nine weeks of the second semester of the junior year.

B. Computation and Schedule for Determining Class Rank

1. Class rank is determined by ranking all students numerically by weighted GPA. The student with the highest average will be assigned a rank of number one (1) in the class.
2. Class rank is run for grades 9th through 12th:
 - At the end of first semester
 - At the end of second semester
 - At the end of summer school

***A “Term” is defined as a school year.**

Reference: **Classing Rankings Hoke County Board of Education policy (3450)**

Other Information

NORTH CAROLINA ATHLETIC ASSOCIATION REQUIREMENTS

A student, upon enrolling, is eligible to participate in competitive sports during the fall term. Students enrolling in tenth, eleventh and twelfth grades are required to meet local promotion standards to participate in a fall sport. They must have passed three (3) of the four (4) courses the previous term. To participate in a spring sport, all students must have passed three (3) of the four (4) courses the first term. For a complete list of the eligibility rules, please see your school counselor or athletic director. Students must be in attendance 85% of the previous semester.

COLLEGE FRESHMAN NCAA DIVISION I & II ATHLETIC ELIGIBILITY REQUIREMENTS

Division I Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division I school, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores.

Full Qualifier:

You must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses
- 10 of the 16 core courses must be completed before the seventh semester (senior year) of high school. 7 of the 10 core courses must be in English, Math, or Science
- Earn at least a 2.3 GPA in your core courses
- Earn an SAT or ACT score matching your core-course GPA on the Division I sliding scale.

The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. If you have a low GPA, you need a higher test score to be eligible.

Division II Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores.

You must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses
- Earn at least a 2.0 GPA in your core courses (2.2 GPA after August 1, 2018)
- Earn a combined SAT score of 820 or an ACT sum score of 68

Co-Curricular Activities and Athletics

STUDENT CLUBS & STUDENT ORGANIZATIONS	
<p style="text-align: center;">SkillsUSA Future Business Leaders of America (FBLA) Association of Marketing Students (DECA) Future Teachers of America (FTA) Health Occupations Student Association (HOSA) Marching Band Future Farmers of America (FFA) Family, Community, Career Leaders of America (FCCLA) Science Club Ladies of Total Image Key Club National Technical Honor Society National Honor Society BETA Club Fellowship of Christian Athletes 4 – H Club Student Government Association Chorale Young Men of Value Anime Club</p>	<p style="text-align: center;">Brilliant Bucks Drama Club Native American Student Association (NASA) Dance Club JROTC/Raiders JROTC/Staff JROTC/Color Guard JROTC/Drill Team Wrestling (Male, Female) Interscholastic Athletes Football (Varsity, JV,) Volleyball (Varsity, JV,) Cross Country Softball (Varsity, JV,) Baseball (Varsity, JV,) Basketball (Male, Female) Varsity, JV Track & Field (Male, Female) Indoor Track Soccer (Male, Female) Tennis (Male, Female) Golf (Male, Female) Bowling (Male, Female) Swimming Team (Male, Female)</p>

Attendance Guidelines

Hoke County Schools are committed to providing educational activities outside of the classroom instruction which allow all students opportunities to pursue a variety of interests. Each of these extracurricular activities carries academic, attendance and behavior requirements of their own student participation. These clubs/organizations may vary at each high school campus.

Attendance in school and participation in class are integral parts of academic achievement and the teaching-learning process. Through regular attendance, students develop patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school. Parents and legal guardians are responsible for ensuring that students attend and remain at school daily.

A. STUDENT SIGN-OUT

- All student sign-out takes place in the main office area.
- A picture ID is required to sign-out students by parents, guardians, etc.
- Only individuals listed on Power School Contact List may sign-out the student. Hoke High School does not allow students to sign-out for lunch.
- Please check your student's lunch period time and avoid sign-outs during the lunch period due to the fact it may be difficult to locate the student.
- Please avoid signing out a student during the middle of a class period, if possible due to the disruption of the instructional time; a few minutes after class begins or before it ends works best for preserving as much instructional time for the student as possible.
- Student sign-out closes at 3:15pm each day.

B. ATHLETIC ATTENDANCE ELIGIBILITY PRACTICE

- An athlete must have been in attendance for at least 85% of the previous semester to be eligible for the current semester.
- At the end of each semester, any participant who has failed to attend school 85% of that semester is immediately ineligible.
- An athlete who is declared ineligible because of attendance may appeal for a hardship waiver based on Hoke County School Board of Education's Attendance Validation policy.
- A student must be in membership in the school at the time of the absences in order to appeal for hardship waiver based on Hoke County School Board of Education's Attendance Validation policy.
- The athlete must be in attendance at school for at least one-half of the school day on the day of the athletic contest.
- Nelson James, Attendance Counselor, is the contact for an athletic eligibility attendance appeal. Gary Brigman, athletic director, can provide more information on eligibility issues.

C. ATTENDANCE PROTOCOL

- Attendance is per class period. There is no daily attendance.
- Each teacher records attendance for each student in each class period. This includes tardies, absences, and approved school activity/event absences.
- Each student is expected to attend every day school is in session each semester.
- A student absent more than 7 days in a semester course is at-risk as an attendance failure.
- A student absent more than 14 days in a year-long class is at-risk as an attendance failure.
- A student must be in class for at least 60 minutes of the class period to be coded present.
- Absences due to school sponsored events or activities are exempt from this policy; however, these students are responsible for completing all assigned work missed.

D. STUDENT RETURNING TO SCHOOL AFTER AN ABSENCE

- The student must present written documentation which meets the Hoke County Schools Attendance Validation Policy guidelines.
- The documentation must have the student's full name, ID number, and parent's (doctor or court official) signature.
- All notes must be turned-in to **Attendance Counselor; Nelson James**, for attendance make-up information. Each separate course stands alone in reference to the absence limit.
- Absence notes/documentation are not turned in to teachers.
- Any absences that result in violation of the attendance policy, which cannot be validated per the Attendance Validation Policy, must be made up in order for the student to receive the academic credit earned in the course.

E. ATTENDANCE VALIDATION POLICY

Absences due to the reasons below are subject to validation. If validated, these absences do not count against the absence limit each semester to receive course credit. Proper documentation must be submitted and is subject to review. A hand written note for illness is not validated unless it is a doctor note, or in conjunction with a doctor note. Address questions to Attendance Counselors: Medical or dental appointments, quarantine, court or administrative proceedings , religious observance, educational opportunities, deployment activities, death in the immediate family.

F. ATTENDANCE ABSENCE PRE-APPROVAL REQUEST

If parents/students know the student will be absent for some sort of extenuating circumstance, the parent should complete the Attendance Absence Pre-Approval Request.

When approved by the principal the request form validates absence(s) prior to the absence. This request form is available from the Attendance Counselors.

G. ATTENDANCE MAKE-UP

Any student who exceeds the absence limit in a course is in violation of the Hoke County Board of Education's Attendance Policy and is required to make-up the time missed from class either by attending tutoring with the teacher outside of the regular school day hours, enrolling in after school credit recovery, or by attending Saturday school. Each class period absence over the limit must be made-up in order for attendance to avoid receiving an attendance failure for the course.

Checklist For College and Career Readiness

9th Grade

- Take courses that challenge you
- Concentrate on making good grades
- Meet with your school counselor about your 4-year plan
- Visit a college informally to provide you with an idea of what college life is like
- Create a FREE College Foundation of North Carolina account at www.cfnc.org
- Explore career interests
- Research ways to save and pay for college
- Make a commitment to an extracurricular activity and community service
- Focus on organization and developing successful study habits

10th Grade

- Continue to pursue extracurricular interests such as dance, sports, clubs, or community service
- Review your goals for the future with your counselor
- Update your CFNC planner
- Start using the Free SAT and ACT test prep at www.CFNC.org
- Take the PSAT for practice
- Start exploring what you might like to study in college (check on CollegeConfidential.com)
- Talk with your family and friends about their educational and/or career experiences
- “Tour” colleges online at CFNC.org
- Register for AP, honors, and advance courses
- Take PreAct test

11th Grade

- Meet with your counselor to review your academic record, financial aid, and college/career options
- Get schedules for college entrance exams and placement tests
- Use the free SAT and ACT test prep at CFNC.org
- Take PSAT in October in order to qualify for National Merit Scholarships
- Check entrance requirements for colleges that interest you
- Keep your CFNC planner updated
- Attend College and Career Fairs
- Attend Workshops on financial aid
- Visit colleges, request information packets, view websites, talk to alumni, friends, family and/or an admissions representative
- Research scholarships, grants and loans available
- Talk with coaches about college sports and scholarship eligibility
- Register to take the SAT, ACT, and/or AP Tests
- Narrow down your list of college and/or career interests
- Find a summer job or internship in your field of interest
- Take mandatory ACT
- College list by the end of the year should be 5-10 schools
- Develop a personal résumé (to assist with application process as a senior)
- Register with NCAA eligibility center (athletes only)

12th Grade Fall

- Review courses, graduation requirements, and scholarship opportunities with your counselor
- Update your CFNC planner
- Select three to five colleges or careers to focus on
- Track application deadlines for colleges and financial aid
- Take the first SAT or ACT offered in the fall
- Write, edit, proofread, and rewrite your admissions essays early
- Ask teachers, counselors, or other references to write letters of recommendation
- Attend a college and/or a career day
- Participate in College Application Week
- Complete online college applications on CFNC.org before the deadlines
- Send in supplemental materials with application such as entrance exam scores, admissions essay, letters of recommendation, transcript, etc.
- Check with college financial aid offices for school specific scholarship information and applications
- Take a visit to a local industry in a career field that you are interested in
- Take Advantage of Job Shadow opportunities
- Student athletes send transcripts to NCAA Clearinghouse for eligibility certification
- Parents need to plan to prepare tax information soon after January 1 for financial aid applications
- Apply to top 3 colleges before October 31st

12th Grade Spring

- Complete and submit FAFSA at www.fafsa.gov as soon as possible after October 1
- For help with your FAFSA, sign-up at CFNC.org for a February FAFSA Day near you
- Compare admission acceptance letters and financial aid packages
- Apply for educational loans, if needed
- Make sure your final transcript is sent to your college of choice
- Send in any early college credit courses (community college, etc.)
- Take exams for any AP or college-level courses completed
- For community college admission, take the ASSET, COMPASS, or ACCUPLACER test ● If entering into the workforce, take the WORKKEYS test

It is never too early to start planning for life after graduation. Whether your goal is to attend a postsecondary institution or enter into the workforce, we are here to help you find all the college and career planning tools and materials you will need to be successful.



Career and Technical Education (CTE)

The mission of Career and Technical Education (CTE) is to empower students to be successful citizens, workers, and leaders in a global economy. CTE programs are designed to contribute to the broad educational achievement of students, including basic skills, as well as their ability to work independently and as part of a team, think creatively and solve problems, and utilize technology in the thinking and problem-solving process.

Career and Technical Education fulfills an increasingly significant role in school reform efforts. Students who concentrate in a CTE area, earning at least four related technical credits and meeting other criteria, are better prepared for further education and advanced training required to be successful in 21st century careers. Career and Technical Educators at the state and local levels partner with business and industry and with community colleges and other postsecondary institutions to ensure Career and Technical Education serves the needs of individual students and of the state.

The federal Carl Perkins Career and Technical Education Act of 2006 provides the framework for Career and Technical Education. North Carolina's Five-Year Plan for Career and Technical Education specifies how Career and Technical Education programs will be carried out in the state. Additional information about planning for Career and Technical Education is found in the CTE Planning Guide.

*Students have the potential to earn the credential listed however, there is no guarantee.

WORK BASED LEARNING

CTE INTERNSHIP

1 credit

Course Numbers: WI02, WI03, WI01, WI04, WI05, WI06, WI07, WI08, WI09, WI10, WI11, WI12, WI13, WI14, WI15, WI16

Recommended Maximum Enrollment: 20

Prerequisite: Must have your own transportation

Aligned Career Technical Student Organization: An association for Marketing Education students (DECA), Future Business Leaders of America (FBLA), National FFA Organization (FFA), Family, Career and Community Leaders of America (FCCLA), Future Health Professionals (HOSA), SkillsUSA, and Technology Student Association (TSA) Aligned

Industry Credential: N/A

Description: A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks.

This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

AGRICULTURAL EDUCATION

Agricultural education provides systematic instruction to students in the areas of agriculture, food and natural resources. Through these subjects, agricultural educators teach students a wide variety of skills, including science, math, communications, leadership, management and technology. Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

Through agricultural education, students are provided opportunities for leadership development, personal growth and career success. Agricultural education instruction is delivered through three major components.

- Classroom/Laboratory instruction (contextual learning)
- Supervised Agricultural Experience programs (work-based learning)
- Leadership Development (North Carolina FFA Association and National FFA Organization).

National FFA is a dynamic youth organization that changes lives and prepares members for more than 255 careers in agriculture. FFA develops members' potential and helps them discover their talent through hands-on experiences, giving them the tools to achieve real-world success. Members are future chemists, veterinarians, government officials, entrepreneurs, bankers, international business leaders, teachers and premier professionals in many career fields. FFA is an extracurricular student organization for those interested in agriculture and leadership.

ANIMAL SCIENCE I

1 Credit

Course Number: AA21

Recommended Maximum Enrollment: 15

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: National FFA Organization (FFA)

Aligned Industry Credential: Youth for Quality Care of Animals (YQCA) Certification

Description: This course focuses on animal physiology, breeding, nutrition, health, and best management

practices in preparation for an animal science career. Leadership development and employability skills are integral to the course and are delivered through authentic experiences. English language arts, mathematics, and science are reinforced in this class

ANIMAL SCIENCE II – COMPANION ANIMAL

1 Credit

Course Number: AA23

Recommended Maximum Enrollment: 15

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: AA21 Animal Science I

Aligned Career Technical Student Organization: National FFA Organization (FFA)

Aligned Industry Credential: N/A

Description: This course focuses on animal welfare, safe handling practices, nutrition, digestion, breeding, grooming, care, classification, and the history of the companion animal industry. Leadership development and employability skills are integral to the course and are delivered through authentic experiences. English language arts, mathematics, and science are reinforced in this class.

VETERINARY ASSISTING

1 Credit - Inherently Honors

Course Number: AA41

Recommended Maximum Enrollment: 15

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: AA23 Animal Science II-Companion Animal

Aligned Career Technical Student Organization: The National FFA Organization, North Carolina FFA Association

Aligned industry Credential: Certified Veterinary Assistant OR Elanco Veterinary Medical Applications

Description: This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Applied mathematics, science and writing are integrated throughout the curriculum. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will feature hands-on skill sets designed to enhance experiential learning. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are cooperative education, internship, mentorship, service-learning job shadowing and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Students who wish to take the Veterinary Assisting Exam developed by Texas Veterinary Medical Association to be a Certified Veterinary Assistant (CVA) Level 1 should complete an additional 500 hours of supervised agricultural experience (SAE) during their three animal science courses. Two hundred SAE hours focus on the care and management of animals; will be substantiated by records and conducted under the direct supervision of the agricultural teacher. Hours may be earned any time during the year including summer months. An additional 300 hours of supervised agricultural experience (worked based learning) will be conducted as an internship program in animal medicine under the supervision of a licensed veterinarian or certified veterinary technician who will attest that participating students have mastered a standard set of skills used in animal medicine as identified by the cooperating teacher. Hours may be earned any time during the year including summer months.

HORTICULTURE I – INTRODUCTION TO PLANTS

1 Credit

Course Number: AP41

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Industry Credential: N/A

Description: This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced.

HORTICULTURE II - PLANT PRODUCTION

1 Credit

Course Number: AP42

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: AP41 (6841) Horticulture I

Aligned Career Technical Student Organization: National FFA Organization (FFA)

Aligned industry Credential: N/A

Description: This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced

BUSINESS, FINANCE, AND MARKETING EDUCATION

Business, Finance, and Marketing (BFM) provides students with meaningful instruction for and about business. Instruction in Business, Finance and Marketing Education encompasses business skills and techniques, an understanding of basic economics, an understanding of making socio economic decisions and producing goods and services to consumption, and business attitudes essential to become a globally engaged and productive citizen. BFM plays a key role in preparing a competent, business-literate, and skilled workforce. The associated curricula have real-life relevance that empowers and helps young adults to compete in a global marketplace while managing their own financial affairs and making intelligent consumer and business-related choices.

Future Business Leaders of America (FBLA) inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. FBLA programs focus on leadership development, which includes essential soft skills; academic competitions; educational programs in which members create career portfolios, enhancing their knowledge with world- recognized skills certifications, and have access to select college scholarships. DECA, the Career and Technical Student Organization for marketing students, complements the class and work experiences by allowing students to develop practical presentation, decision making and leadership skills. Work-based learning experiences, including Cooperative Education, are strongly encouraged to add relevance to classroom instruction.

ENTREPRENEURSHIP I

1 Credit

Course Number: ME11

Recommended Maximum Enrollment: 25

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: An association for Marketing Education students (DECA); Future Business Leaders of America (FBLA)

Aligned Industry Credential: Venture Entrepreneurial Expedition

Description: In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. 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 will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. English language arts and social studies are reinforced.

ENTREPRENEURSHIP II HONORS

1 Credit - Inherently Honors

Course Number: ME12

Recommended Maximum Enrollment: 25

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: ME11 Entrepreneurship I

Aligned Career Technical Student Organization: An association for Marketing Education students (DECA); Future Business Leaders of America (FBLA)

Aligned Industry Credential: Entrepreneurship and Small Business

Description: In this course, students continue the development of a business idea and develop an understanding of pertinent decisions to be made for business positioning, financing, staffing, and profit planning. Students acquire in-depth understanding of business regulations, risks, management, and marketing and will develop a business plan. English language arts, mathematics, and social studies are reinforced.

PROJECT MANAGEMENT I

1 Credit

Course Number: GS11

Recommended Maximum Enrollment: 30

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: An Association for Marketing Education Students (DECA), Family, Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), HOSA - Future Health Professionals, North Carolina FFA Association, SkillsUSA, Technology Student Association (TSA), The National FFA Organization

Aligned Industry Credential: N/A

Description: This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. The core concepts of scope, time, cost, and integration will be examined during this course.

PROJECT MANAGEMENT II

1 Credit - Inherently Honors

Course Number: GS12

Recommended Maximum Enrollment: 25

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: GS11 Project Management I

Aligned Career Technical Student Organization: An Association for Marketing Education Students (DECA), Family, Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), HOSA - Future Health Professionals, North Carolina FFA Association, SkillsUSA, Technology Student Association (TSA), The National FFA Organization

Aligned Industry Credential: PMI Project Management Ready

Description: This course will develop advanced project management skills. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. The facilitating concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management will be examined during this course.

CAREER DEVELOPMENT

Career Development curriculum provides the foundation to prepare students for careers and education in the 21st century; it is designed to introduce students to the opportunity to understand and make connections between their interests, attitudes, values, personality, learning styles, skills, and career choices. Students understand the lifelong, sequential process of determining self and career identity.

High school career development curriculum includes competencies in self-assessment, matching interests to career choices, exploring the world of work, career research, education and career awareness, and career exploration; evaluation of career information and creation of a career plan. NC Career Development curriculum is the foundation for NC Career and Technical Education and Pathways.

Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities additionally provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Opportunities for leadership development, critical and creative thinking, decision-making, problem solving, teamwork, technology, and work-based learning are provided. The NC Career Development curriculum is based on the National Career Development Guidelines and National Standards for School Counseling Programs, endorsed by the North Carolina State Board of Education.

CAREER MANAGEMENT

1 Credit

Course Number: ED45

Recommended Maximum Enrollment: 30

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: An Association for Marketing Education Students (DECA); Future Business Leaders of America (FBLA); North Carolina FFA Association; National FFA Organization; Family, Career and Community Leaders of America (FCCLA); HOSA - Future Health Professionals; SkillsUSA; and Technology Student Association (TSA)

Aligned Industry Credential: Conover Workplace Readiness

Description: This course gives students a competitive advantage through valuable leadership, career development, career management, essential employability skills, and communication skills. Students will discover their personal learning style, develop their speaking skills, and build team management skills. This course is recommended for all CTE students, including students involved with a Career and Technical Student Organization.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY EDUCATION

Computer Science, IT, and Technology (CSITT) is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services. Students will demonstrate knowledge of and proficiency in data representation and abstraction; effectively design, develop, and test algorithms; demonstrate knowledge of digital devices, systems, and networks; and demonstrate an understanding of the role computer science plays and its impact in the modern world. The program works in coordination with the Computer Science and Technology Division and aligns to the NC CS K-12 standards where applicable.

Students may pursue more than one intra curricular CTSO.

Future Business Leaders of America (FBLA) inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. FBLA programs focus on leadership development, which includes essential soft skills; academic competitions; educational programs in which members create career portfolios, enhancing their knowledge with world recognized skills certifications; and access to select college scholarships. FBLA programs also place a strong emphasis on community service through support of the March of Dimes to help end premature births. Finally, FBLA members can build a portfolio of accomplishments with a wide range of awards programs with regional, state, and national recognition.

SkillsUSA is the premier student leadership organization in the country with over 300,000 members nationwide. SkillsUSA-NC offers many activities to enrich our students, advisors, and professional members throughout the year. The activities include professional and leadership development conferences, competitions that measure both technical and employability skills, and opportunities for scholarships, employment, networking, and competitive skills. Leadership events are held for regional, state, national, and international levels.

Technology Student Association (TSA) is an essential element of the state's Technology Education Program. This student organization provides the opportunity for students to engage in activities directly reflecting the curriculum. Along with learning collaboration and leadership skills, students can engage in student-centered, complex tasks that are authentic and developed over an extended period. Beyond the powerful influence of the activities, participation in the TSA helps transform programs by affording both the teacher and students the opportunity to learn from others by attending regional, state, and national conferences.

COMPUTER SCIENCE I

1 Credit

Course Number: CS20

Recommended Maximum Enrollment: 30

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: Future Business Leaders of America (FBLA)

Aligned Industry Credential: None

Description: Computer Science Principles I is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced.

COMPUTER SCIENCE II

1 Credit

Course Number: CS21

Recommended Maximum Enrollment: 30

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: CS20 Computer Science I

Aligned Career Technical Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Aligned Industry Credential: N/A

Description: Computer Science II continues developing the concepts introduced in the prerequisite course, Computer Science I, introducing students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. Strong communication skills are necessary and English language arts, mathematics, and computer science standards are reinforced.

AP COMPUTER SCIENCE A

1 Credit

Course Number: 2A02

Recommended Maximum Enrollment: 30

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Aligned Industry Credential: N/A

Description: AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

NETWORK ADMINISTRATION I

1 Credit

Course Number: CI20

Recommended Maximum Enrollment: 25

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Aligned Industry Credential: N/A

Description: This course is based on industry-validated skill standards. Topics include operating systems, networking, Windows server administration, and security. English language arts and mathematics are reinforced.

NETWORK ADMINISTRATION II

1 Credit

Course Number: CI21

Recommended Maximum Enrollment: 25

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Aligned Industry Credential: CompTIA Network+

Description: This course is based on industry-validated skill standards. Topics of this course include networking security, administrator responsibilities, and documentation of work-based experiences. English language arts and mathematics are reinforced.

3D MODELING AND ANIMATION I

1 Credit

Course Number: CD20

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: SkillsUSA, Technology Student Association (TSA)

Aligned Industry Credential: N/A

Description: This course is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build needed skills for subsequent course. English language arts, mathematics, and science are reinforced.

3D MODELING AND ANIMATION II

1 Credit

Course Number: CD21

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: 3D Modeling and Animation I

Aligned Career Technical Student Organization: SkillsUSA, Technology Student Association (TSA)

Aligned Industry Credential: Autodesk Certified User 3DS Max OR Autodesk Certified User Maya

Description: This course emphasizes the use of industry-standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21st Century communications problems. Students engage in digital art activities using professional grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace scenarios. English language arts, mathematics, and science are reinforced.

GAME ART AND DESIGN

1 Credit

Course Number: CD30

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: CD20 3D Modeling and Animation I

Aligned Career Technical Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Aligned Industry Credential: N/A

Description: 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 experience and a variety of software. Art, English language, arts, mathematics, and science are reinforced.

ADVANCED GAME ART AND DESIGN

1 Credit

Course Number: CD31

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: CD30 Game Art and Design

Aligned Career Technical Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Aligned Industry Credential: N/A

Description: This course is a continuation in the study of game design. Emphasis is placed on working collaboratively as a team and creating 3-D game-ready assets and environments. Students will recognize roles in a game development team, create and pitch an original game idea and understand production management in a team environment. They will gain understanding of higher-level game design concepts such as interface design, flow, and affordance. They will utilize current industry standard AAA game engines to produce a finished multilevel game. Lastly students will produce a postmortem and update their work in their game design portfolio.

ADOBE VISUAL DESIGN I

1 Credit

Course Number: CD10

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Aligned Industry Credential: ACP Graphic Design and Illustration Using Adobe Illustrator AND ACP Visual Communication Using Adobe Photoshop

Description: In this course, students develop skills that lay the foundation for photography and producing print-ready communications: graphic design principles, visual comps, illustration, print production development, shared project management skills such as interviewing and project scheduling, peer review, and redesign. Project activities focus on developing effective communications that can be deployed in print, web, or video. Students develop a variety of images, such as raster-based graphics, logos, advertisements, posters, and illustrations. They produce design documents and visual comps that clients review. Students culminate the semester with a portfolio project, reflect on the skills and topics covered thus far, and begin exploring the career areas that interest them in visual design. English language arts are reinforced.

ADOBE VISUAL DESIGN II

1 Credit

Course Number: CD11

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: CD10 Adobe Visual Design I

Aligned Career Technical Student Organization: Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

Aligned Industry Credential: Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign

Description: This course builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphics and layout development. Students continue to produce rich print communications as they focus on effective graphic design, project management, design specifications, and iterative development. Students develop graphic design and print production skills that solve specific communication challenges to meet client and audience needs. English language arts are reinforced.

FAMILY CONSUMER SCIENCE AND INFORMATION TECHNOLOGY EDUCATION

Family and Consumer Sciences (FCS) provides the bridge needed by all students to deal with major societal issues such as work-and-family, health care, child and elder care, family and community violence and crime, global economics and politics, and technology usage. FCS Education is a catalyst to bring these issues into action-oriented, skill-building educational programs. The North Carolina FCS Education program provides a platform for students to transition into adult life by gaining a strong foundation of the knowledge and skills needed for successfully living and working in a diverse, global society.

Students develop personal effectiveness and industry-relevant technical skills as they explore and pursue career pathways aligned to the FCS Body of Knowledge and Family and Consumer Sciences National Standards 3.0.

Family, Career and Community Leaders of America (FCCLA) is an integral component of a quality FCS Education program. FCCLA provides teacher-developed and student-tested project-based learning strategies and materials that shift the responsibility for achieving CTE and FCS program outcomes to students. Through extracurricular chapter programs and projects, students further their understanding of FCS standards.

CULINARY ARTS AND HOSPITALITY I

1 Credit

Course Number: FH10

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: Family, Career and Community Leaders of America (FCCLA),

Aligned Industry Credential: N/A

Description: This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, grade manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service. Art, English language arts, mathematics, science, and social studies are reinforced.

CULINARY ARTS AND HOSPITALITY II (APPLICATIONS)

1 Credit

Course Number: FH11

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: FH10 Culinary Arts & Hospitality I

Aligned Career Technical Student Organization: Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential: Certified Food Protection Manager (ANSI-Accredited) Serve Safe

Description: This course is designed for students to demonstrate their knowledge and skills in basic food preparation, grade manger, baking and food service operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. Arts, English and language arts, mathematics, science, social studies, and are reinforced.

CULINARY ARTS AND HOSPITALITY III

1 Credit - Inherently Honors

Course Number: FH13

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: FH11 Culinary Arts & Hospitality II Applications

Aligned Career Technical Student Organization: Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential: Pre-Professional Assessment, Certification Culinary Arts

Description: The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced.

CULINARY ARTS AND HOSPITALITY IV

1 Credit - Inherently Honors

Course Number: FH14

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: FH13 Culinary Arts & Hospitality III

Aligned Career Technical Student Organization: Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential: Certified Fundamentals Cook (CFC)

Description: This course is designed for students to demonstrate their knowledge and skills in advanced food preparation, garde manger, baking and pastry, and food service operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling a variety of meat, poultry, and seafood entrées served with accompaniments and sauces and yeast breads, desserts, and pastries, while applying human relations management, menu planning, and food service purchasing and receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced.

FOOD AND NUTRITION I

1 Credit

Course Number: FN41

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential: ANSI- Accredited Food Handler Certificate Serve Safe

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

FOOD AND NUTRITION II

1 Credit

Course Number: FN42

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: FN41 Foods and Nutrition I

Aligned Career Technical Student Organization: Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential: ANSI Approved Certified Food Protection Manager Serve Safe

Description: In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. *For safety and sanitation reasons, enrollment should not exceed 20 in this course. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *For safety and sanitation reasons, enrollment should not exceed 20 in this course.

COUNSELING AND MENTAL HEALTH I

1 Credit

Course Number: FC13

Recommended Maximum Enrollment: 25

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential: N/A

Description: This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the lifespan. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships. English/language arts, social studies, and technology are reinforced.

COUNSELING AND MENTAL HEALTH II

1 Credit

Course Number: FC14

Recommended Maximum Enrollment: 25

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: FC13 Counseling and Mental Health I

Aligned Career Technical Student Organization: Family, Career and Community Leaders of America (FCCLA)

Aligned Industry Credential: Pre-Professional Certification in Family and Community Services

Description: Students in this course will gain a deeper understanding for the counseling and mental health field and factors that affect mental health. Emphasis is placed on understanding the human brain and psyche, theories of development, mental disorders, treatment options, and teen violence issues. Activities engage students in exploring various counseling and mental health careers, while building essential life literacy skills they can apply in their own lives to achieve optimal well-being. English/language arts, social studies, science, technology, interpersonal relationships are reinforced.

HEALTH SCIENCE EDUCATION

Health Science Education provides a comprehensive program to meet present and projected needs for the healthcare industry. Curriculum concepts incorporate technological advances to motivate students and prepare them to pursue a career as a future health professional. Emphasis is placed on the various domains of healthcare and related skills such as: employability skills, prevention (wellness), diagnostics, therapeutics, and rehabilitation. Students are encouraged to pursue work-based learning opportunities that include job shadowing, internships, and apprenticeships to support their areas of interest in healthcare.

Opportunities for expanded leadership and technical skills are available through membership in the extracurricular student organization HOSA- Future Health Professionals. This organization includes local, regional, state, and national levels and instills pride, commitment, and professionalism in its members in order to empower students to become leaders in the global health community.

HEALTH SCIENCE I

1 Credit

Course Number: HU40

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: Future Health Professionals (HOSA)

Aligned Industry Credential: First Aid

Description: This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

HEALTH SCIENCE II

1 Credit

Course Number: HU42

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: HU40 Health Science I

Aligned Career Technical Student Organization: Future Health Professionals (HOSA)

Aligned Industry Credential: Basic Life Support, OSHA 10-Hour General Industry (Healthcare) Certification, Stop the Bleed

Description: This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training for healthcare professionals. English language arts and science are reinforced in this course.

BIOMEDICAL TECHNOLOGY

1 Credit

Course Number: HB11

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: HU40 Health Science I

Aligned Career Technical Student Organization: HOSA - Future Health Professionals

Aligned Industry Credential: None

Description: This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course.

DENTAL ANATOMY I

1 Credit

Course Number: HL31

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: HOSA - Future Health Professionals

Aligned Industry Credential: First Aid

Description: The course focuses on equipping the student with an ability to recognize dental terminology and structures of the head, neck, tooth, and oral cavity. Students will gain knowledge in dental charting procedures, and recognize microbiology, disease transmission, and terms. Students will execute infection control measures, disinfection, and sterilization procedures.

DENTAL Pathology II

1 Credit

Course Number: HL35

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: HL31 Dental Anatomy I

Aligned Career Technical Student Organization: HOSA - Future Health Professionals

Aligned Industry Credential: Basic life support. OSHA 10-hour General Industry Safety and Health, Stop the Bleed

Description: The course focuses on equipping the student with a strong foundational knowledge of the importance of dental concepts and materials by discussing the characteristics, affecting factors, and the most up-to-date materials used, followed by manipulation labs. This course also details the importance of oral pathology and its role in healthcare.

TRADE, TECHNOLOGY, ENGINEERING AND INDUSTRIAL EDUCATION

Trade, Technology, Engineering, and Industrial Education (TTE&I) programs provide students with the skills and conceptual knowledge needed for careers in industry, engineering and design. Students can focus on industry certifications for careers immediately after graduation or develop skills and knowledge needed for higher level professional degrees in engineering and design fields.

Students may pursue more than one extracurricular CTSO.

SkillsUSA is the premier student leadership organization in the country with over 300,000 members nationwide. SkillsUSA-NC offers many activities to enrich our students, advisors, and professional members throughout the year. The activities include professional and leadership development conferences, competitions that measure both technical and employability skills and opportunities for scholarships, employment, networking and competitive skills and leadership events are held for regional, state, national, and international levels.

North Carolina Technology Student Association (NC TSA) is an essential element of the state's Technology Education Program. This student organization provides the opportunity for students to engage in activities directly reflecting the curriculum. Along with learning collaboration and leadership skills, students can engage in student-centered, complex tasks that are authentic and developed over an extended period. Beyond the powerful influence of the activities, participation in the NC-TSA helps transform one's program by affording both the teacher and his or her students the opportunity to learn from others by attending regional, state, and national conferences.

CONSTRUCTION CORE

1 Credit

Course Number: IC00

Recommended Maximum Enrollment: 12

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: NCCER Credential Core, OSHA 10-Hour Construction Industry Certifications

Description: 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 construction drawing blueprints, material handling, basic communication skills, basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. In addition, it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. * Due to potentially hazardous equipment, a maximum enrollment of 20 is recommended.

CARPENTRY I

1 Credit

Course Number: IC21

Recommended Maximum Enrollment: 12

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: IC00 Construction Core

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: NC NCCER Credential - Carpentry I

Description: This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on the development of introductory skills to include orientation to the trade, building materials, fasteners, and adhesives, hand and power Tools, reading plans and elevations, introduction to concrete, reinforcing materials, and forms, floor system construction procedures, wall and ceiling framing procedures, and basic stair layout. English language arts and mathematics are reinforced.

CARPENTRY II -HONORS

1 Credit Inherently Honors

Course Number: IC22

Recommended Maximum Enrollment: 12

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: IC21 Carpentry I

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: NC NCCER Credential - Carpentry II

Description: This course builds on skills mastered in Carpentry I and develops advanced technical aspects of carpentry with the emphasis on commercial drawing, cold-formed steel framing construction methods, drywall installations, drywall finishing procedures, doors and door hardware installation, and windows, door, floor and ceiling trim procedures. English language arts and mathematics are reinforced.

CARPENTRY III -HONORS

1 Credit Inherently Honors

Course Number: IC23

Recommended Maximum Enrollment: 12

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: IC22 Carpentry II

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: NC NCCER Credential - Carpentry III

Description: This course builds on skills mastered in Carpentry II and develops advanced technical aspects of carpentry with the emphasis on commercial drawing, cold-formed steel framing construction methods, drywall installations, drywall finishing procedures, doors and door hardware installation, and windows, door, floor, and ceiling trim procedures. English language arts and mathematics are reinforced.

PUBLIC SAFETY I

1 Credit

Course Number: IP11

Recommended Maximum Enrollment: 25

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: National Incident Management System, Law & Public Safety Introductory Competency

Description: This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100,200, 700, 800 are also a part of this course. Additionally, students will develop a personal plan for a career in public

safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced.

PUBLIC SAFETY II

1 Credit Inherently Honors

Course Number: IP12

Recommended Maximum Enrollment: 25

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: IP11 Public Safety I

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: Community Emergency Response Team (CERT), NECI 911 Basic Communications.

Description: This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification and NECI 40-hour 9-1-1 Basic Communications course certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. English language arts are reinforced.

WELDING TECHNOLOGY I -HONORS

1 Credit (Honors)

Course Number: IM61

Recommended Maximum Enrollment: 12

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: AWS SENSE - Thermal Cutting Process, OSHA-10- Hour Industry Certification, S/P2 - Welding Safety and Pollution Prevention

Description: This course covers basic industrial and construction welding practices, characteristics, and entry-level skills. Topics include safety, tools and equipment, measurement, thermal cutting processes, base metal preparation and shielded metal arc welding (SMAW). Arts, English, Language Arts, Mathematics, and science are reinforced. * Per AWS, the trainee/instructor ratio for each course should be kept as low as possible. A reasonable figure would be fifteen (15) welding trainees to one (1) welding instructor. However, this ratio should never exceed the number of workstations in the laboratory.

WELDING TECHNOLOGY II

1 Credit Inherently Honors

Course Number: IM62

Recommended Maximum Enrollment: 12

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: IM61 Welding Technology I

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: AWS SENSE- Shielded Metal Arc Welding (SMAW), and Certified Welder

Description: This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include safety, plasma arc cutting (PAC), inspection, weld fit-up and testing, metal properties, and shielded metal (SMAW) arc welding. Arts, English language arts, mathematics, and science are reinforced.

WELDING TECHNOLOGY III

1 Credit Inherently Honors

Course Number: IM63

Recommended Maximum Enrollment: 12

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: IM62 Welding Technology II

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: AWS SENSE - Entry Welder FCAW AND AWS SENSE -Entry Welder GMAW MUST PASS BOTH --OR--Certified Welder per Welding Code AWS D1.1 (GMAW) AND Certified Welder per Welding Code AWS D1.1 (FCAW)

Description: 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, and more, such as safety, weld fit-up and testing, metal properties, gas metal arc welding (GMAW), and flux cored arc welding (FCAW). Mathematics and science are reinforced.

AUTOMOTIVE SERVICE FUNDAMENTALS

1 Credit

Course Number: IT11

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: S/P2- Mechanical Safety, S/P2- Mechanical Pollution Prevention

Description: 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. In addition, careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.

AUTOMOTIVE SERVICE I

1 Credit

Course Number: IT16

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: IT11 Automotive Service Fundamentals

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: None

Description: This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.

AUTOMOTIVE SERVICE II

1 Credit Inherently Honors

Course Number: IT17

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: IT16 Automotive Service I

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: ASE Entry-Level Certification Maintenance and Light Repair, ASE Entry-Level Certification-brakes

Description: This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.

AUTOMOTIVE SERVICE III

1 Credit Inherently Honors

Course Number: IT18

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: IT17 Automotive Service II

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: ASE Auto Maintenance and Light Repair Certification (G1), ASE Entry-Level Certification-Electrical/Electronic Systems

Description: This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, 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) (MLR)requirements. English language arts and mathematics are reinforced.

DRONE TECHNOLOGY FUNDAMENTALS

Course Number: ID10

Recommended Maximum Enrollment: 10

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: FAA Trust

Description: This course will provide students' knowledge in the field of aviation related to drone technology. Students will also learn the skills needed to fly basic drones for recreational purposes. English language arts are reinforced.

DRONE TECHNOLOGY I

1 Credit

Course Number: ID11

Recommended Maximum Enrollment: 10

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: None

Aligned Career Technical Student Organization:SkillsUSA

Aligned Industry Credential: CFR 14 Part 107 UAS Remote Pilot Certification, NCDOT NC UAS Operator Permit

Description: This course is designed to provide students basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. The Small UAS rule adds a new part 107 to Title 14 Code of Federal Regulations (14 CFR) to allow for routine civil operation of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and mapping software. English language arts are reinforced. Students must be 16 years of age before the end of the course. Students cannot test until they are 16 and testing is the method used to determine proficiency for our Federal Accountability.

DRONE TECHNOLOGY II

1 Credit Inherently Honors

Course Number: ID12

Recommended Maximum Enrollment: 10

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: Drone Technology I, FAA 14CFR Part 107A

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: NFPA 2400

Description: This course is designed to provide students, who have their FAA CFR 14 Part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" the knowledge and skills needed to be a commercial pilot in the Drone Industry. Entrepreneurship, fleet management, and drone software topics are covered in this course. In addition, students are expected to choose a specific industry application. The industry application choices are construction, agriculture, public safety, and cinematography. English language arts are reinforced. Students must be FAA 14 CFR Part 107 certified to be enrolled in this course. There are no exceptions.

HOKE COUNTY HIGH BARBER ACADEMY

BARBERING I - HONORS

2 Credit Honors

Course Number: IL245X0

Recommendation Maximum Enrollment: 20

Hours of Instructional: 135 (block)

Prerequisite: None

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: None

Description: The Barbering program consists of two types of training, theory and practical. Initially, students attend theory classes and will normally be given a quiz/test on the material covered. A description of the services that students will perform on actual customers while in training is listed below under "Practical Training" in the advanced classes of Barbering II & III.

BARBERING II HONORS

4 Credit Honors

Course Number: IL255X0

Recommendation Maximum Enrollment: 20

Hours of Instructional: 135 (block)

Prerequisite: Barbering I

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: None

Description: Barbering II consist of the training of all phases of shampooing, skin care, and scalp care. This training includes the practical and theoretical training. Opportunities for supervised work with the public is provided

BARBERING III HONORS

4 Credit Honors

Course Number: IK485X0B3

Recommendation Maximum Enrollment: 20

Hours of Instructional: 135 (block)

Prerequisite: Barbering II

Aligned Career Technical Student Organization: SkillsUSA

Aligned Industry Credential: Certificate of Hours

Description: Barbering III consist of the training of all phases of shampooing, skin care, and scalp care. This training includes the practical and theoretical training. Opportunities for supervised work with the public is provided.

SANDHILLS COMMUNITY COLLEGE

COSMETOLOGY CONCEPTS I

COS 111AB/BB XH1

2 Credits

Grade: 11

PREREQUISITE: Must be a high school junior with a weighted GPA of 2.8 on high school courses or have recommendation of high school principal or designee as demonstrated by high school transcript and, if applicable, recommendation form on file. Students must meet and maintain Sandhills Community College Cosmetology Program requirements. Block Course with COS 112 AB&BB

DESCRIPTION: This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COSMETOLOGY CONCEPTS II

COS 113AB/BB XH1

2 Credits

Grade: 12

PREREQUISITE: COS 111 AB & BB. Must meet and maintain Sandhills Community College Cosmetology program requirements. Block Course with COS 114 AB/BB

DESCRIPTION: This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completing, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

SALON I

COS 112AB/BB XH1

2 Credits

Grade: 11

PREREQUISITE: Must be a high school junior with a weighted GPA of 2.8 on high school courses or have recommendation of high school principal or designee as demonstrated by high school transcript and, if applicable, recommendation form on file. Students must meet and maintain Sandhills Community College Cosmetology Program requirements. Block Course with COS 111 AB&BB

DESCRIPTION: This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing relaxing, wigs, and other related topics. Upon completing, students should be able to safely and competently demonstrate salon services.

SALON II

COS 114AB/BB XH1

2 Credits

Grade: 12

PREREQUISITE: COS 112 AB & BB. Students must meet and maintain Sandhills Community College Cosmetology program requirements. Students who sign up for this course must also sign up for COS 113 AB & BB as a block course.

DESCRIPTION: This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

SANDHILLS COMMUNITY COLLEGE CLASSES WCE-CCP

Hoke County junior or senior must be 16 yrs. old on the first day of class, with an unweighted GPA of 2.8 or higher or recommendation by principal.

CERTIFIED MEDICAL ADMINISTRATIVE ASSISTANT (CMAA)

(1 semester, 1 block) (MED3300)

1 Credit

Grade: 11-12

DESCRIPTION: Students may earn a Certified Medical Administrative Assistant (CMAA) credential from the National Health Career Association (NHA) making them eligible to enter the workforce as a CMAA. Upon successful completion, students receive the following: Sandhills Community College Certificate of Completion, Continuing Education Units (CEUs): 12.9 Sandhills Promise Credit: 1

PHARMACY TECHNICIAN

(1 semester, 1 block) (PHM3250) **SPRING ONLY**

1 Credit

Grade: 12

DESCRIPTION: This course prepares students for the Pharmacy Technician Certification Exam provided by the Pharmacy Technician Certification Board (PTCB) for entry-level employment. Topics include technical procedures for preparing and dispensing prescriptions, packaging and labeling, controlled substance procedures, inventory control, pharmacy calculations, and over-the-counter drugs. Students should be able to perform basic supervised dispensing techniques in a community pharmacy setting. Upon successful completion, students may sit for the Pharmacy Technician Certification exam. Students must be within 60 days of obtaining a high school

diploma to sit for the exam. This course is only offered in the Spring. Upon successful completion, students will receive the following: Sandhills Community College Certificate of Completion Continuing Education Units (CEUs):12.9 Sandhills Promise Credit: 1

ELECTROCARDIOGRAM TECHNICIAN (EKG)

(1 semester, 1 block) (ICV3111)

1 Credit

Grade: 11-12

DESCRIPTION: Students will learn the required skills to earn the certification of Electrocardiogram Technician (EKG) with the American Society of Phlebotomy Technicians (ASPT). Topics include cardiac anatomy and physiology, cardiac cycle, EKG strip analysis, 12 lead KG, and EKG procedures. Upon successful completion, students receive the following: Sandhills Community College Certificate of Completion Continuing Education Units (CEUs): 12.9 Sandhills Promise Credit: 1

ROBOTICS

(1 semester, 2 blocks)

2 Credits

Grade: 11-12 (Math prerequisite to be determined)

DESCRIPTION: Robotics is a strong foundation in STEM virtual training simulation performing real-world examples. Students learn the latest automation technology while applying stem concepts. The program uses ABB the SMART (Software, Maintenance, and Robotics Training) certification program for STEM (Science, Technology, and Engineering, and Mathematics). A parallel track of learning activities explores the use of RobotStudio, a robot programming and simulation tool used with ABB robots. Upon successful completion, students receive the following: Sandhills Community College Certificate of Completion Continuing Education Units (CEUs), ABB Robot certification upon successful completion, Sandhills Promise Credit 1.

FIREFIGHTING ACADEMY

(2 semesters, 2 blocks) (FIP3001)

2 Credits

Grade: 11-12

DESCRIPTION: This course aligns with the NC Firefighter Certification Program approved by the NC Fire and Rescue Commission for offering as of January 1, 2015, and is designed for preparation as a paid or volunteer firefighter. This block of fire rescue courses consists of course content identified by the NC Fire and Rescue Commission as part of the Firefighter and Hazardous Materials Level 1 Responder certification program. Successful completion of these courses provide students with credit towards the NC Firefighter Certification and may be applied for course credits towards an Associate in Applied Science Degree in Fire Protection Technology. Upon successful completion, students receive the following:

Sandhills Community College Certificate of Completion Continuing Education Units (CEUs): 50 Sandhills Promise Credit: 2 *if all course components are completed. If one semester is completed 1 Sandhills Promise credit.*

ELECTRICAL

(1 semester, 2 blocks) (ELC3119)

2 Credits

Grade: 11-12

DESCRIPTION: This course is taught by National Center for Construction Education and Research (NCCER) certified trainers as an entry-level course. Successful completion qualifies students to receive the NCCER Electrical Level I Certification and inclusion on the NCCER Registry for Electricians. Upon successful completion, students also receive the following: Sandhills Community College Certificate of Completion
Continuing Education Units (CEUs): 29.8 Sandhills Promise Credit: 1

CORE FOR PLUMBING OR HVAC

(1 semester, 1 block) (CST-3110) **(FALL ONLY)**

1 Credit

Grades: 11-12

Description: Learn skills to complete your NCCER Core Credential. Our NCCER credentialed program was designed by highly qualified subject matter experts. Key content includes: Basic Safety, Introduction to Construction Math, Introduction to Hand Tools, Material Handling, Introduction to Power Tools, Construction Drawings, Basic Rigging, Basic Communication Skills, and Basic Employability Skills.

Upon successful completion students earn: NCCER Core credential.

Continuing Education Units (CEUs): 13, Sandhills Promise Credit: 1

PLUMBING LEVEL I

(1 semester, 1 block) (PLU-3024)

1 Credit

Grades: 11-12

Description: Plumbing Level 1 offers technical hints and tips from industry experts. The modular content includes: Introduction to the Plumbing Profession, Plumbing Safety, Tools of the Plumbing Trade, Introduction to Plumbing Math, Introduction to Plumbing Drawings, Plastic Pipe and Fittings, Copper Pipe and Fittings, Cast-Iron Pipe and Fittings, Steel Pipe and Fittings, Introduction to Plumbing Fixtures, Introduction to Drain, Waste, and Vent (DWV) Systems, and Introduction to Water Distribution Systems.

Upon successful completion students will earn: NCCER Plumbing Level 1 credential.

Continuing Education Units (CEUs): 13, Sandhills Promise Credit: 1

HVAC LEVEL I

(1 semester, 1 block) (AHR-3131)

1 Credit

Grades: 11-12

Description: HVAC Level 1 offers technical hints and tips from industry experts. Key content includes: Introduction to HVAC, Trade Mathematics, Basic Electricity, Introduction to Heating, Introduction to Cooling, Introduction to Air Distribution Systems, Basic Copper and Plastic Piping Practices, Soldering and Brazing, and Basic Carbon Steel Piping Practices.

Continuing Education Units (CEUs): 13 Sandhills Promise Credit: 1

High School Options

HIGH SCHOOLS	THEME	GRADES
Hoke County High	Traditional	9-12
Turlington	Alternative	9-12
SandHoke Early College	Early College	9-13

Hoke County Schools offer a variety of options for high school study. Students who are innovative or students who are interested in the sciences, students who want to begin their college study early, and students who enjoy small learning environments can all find a place designed just for them. The next few pages of this book outline the different schools and programs available to our students. For more information talk with your school counselor or go to the web: www.hcs.k12.nc.us



Hoke County High School

505 South Bethel Road Raeford,
NC 28376
(910) 875-2156



Administration

Dr. Thomas Benson, Principal

Ms. Sabrina Finkbeiner, Associate Principal
Ms. Amber Douse, Assistant Principal
Ms. Brittany Blanks, Assistant Principal
Mr. Seth White, Assistant Principal
Mr. Steven Kershaw, Assistant Principal

Counselor(s)

Dr. Annette Jones
Ms. Sharonda Ballard
Ms. Justina Carter- Stewart
Mr. Zachary Covington
Mr. Russell Duncan
Ms. MaRyia Bass-Maynor
Mr. Brandon Locklear, Scholarship Coordinator
Mrs. Leslie Baldwin, College and Career Readiness Counselor

Mission Statement:

Through collaborative efforts all students will graduate with 21st Century Skills.

Vision Statement:

Empowered High Achievers in a Safe Environment

J.W. Turlington School

116 West Prospect Avenue
Raeford, North Carolina 28376
(910) 875-2583



Administration

Mr. Gerald Puckett, Principal

Counselors

Ms. Bridget Hunt
Dr. Krista Friedrich



Titan Pride!

J.W. Turlington Vision Statement:

We Care, We Share, We Dare

We care enough to encourage our children to break out of their cocoon and become the beautiful butterfly that they are, to reach for their stars, and to rise to the challenge. We share through collaboration, compassion and knowledge in deciding what is best for our students and we dare to venture outside the box to make things work.

J.W. Turlington

JW Turlington's primary mission is to equip students with the necessary skills to function and remain in school. This mission is accomplished by utilizing individual learning plans, parental participation, and school and community services for each student to meet the academic attendance and behavior terms of the Turlington School contract in a small class setting.

This effort, along with the student's personal responsibility for attendance, behavior, and academic progress, will help each student meet the exit requirements from Turlington School. The goals of J.W. Turlington are:

- To continue the student's education with individualized instruction;
- Behavioral improvements for all students enabling them to return to base school
- To increase school/ community interaction
- To reduce the school dropout rate
- The development of a personalized education and career plan

Turlington attempts to keep a low teacher/student ratio. Maintaining a low teacher/student ratio is critical to the success of the alternative program.

J.W. Turlington Admittance Procedures

ADMITTANCE PROCEDURES FOR REGULAR ENROLLMENT

1. Students will be referred by base school, through the Superintendent of Hoke County Schools.
2. Students may be assigned to Turlington for various reasons.
3. Prospective student and parent(s)/guardians must meet with the Principal and Guidance Counselor of Turlington School.
4. Student, parent(s)/guardian(s) sign a contract with the principal at Turlington School.
 - Student and parent(s) must agree that the student will follow all the Turlington school rules.
 - Parent(s) agree to check on the student progress weekly.
5. Upon student enrollment all student records are delivered to Turlington School.

Admittance Procedure for Transitional Enrollment

Upon notification from the base-school principal that the student is awaiting a hearing, the student will enroll in JW Turlington in a transitional status. The following will apply to all students classified as transitional students:

1. Transitional students will be subjected to all requirements that apply at JW Turlington School.
2. Transitional students will be permitted to attend class at JW Turlington School.
3. Parents of transitional students will be responsible for providing transportation to school on the morning of the start of the first day of attendance at JW Turlington.
4. If long-term suspension is recommended and approved, the student will be enrolled at JW Turlington as a regular student.
5. If long-term suspension is not recommended or approved, the student will return to their base school based upon the Superintendent's decision.

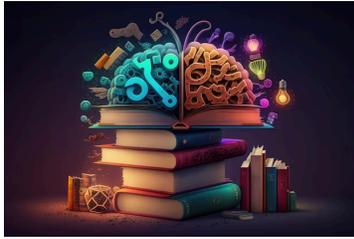
J.W. Turlington Exit Procedures

1. Students must attend Turlington School for at least one complete reporting period.
2. The Principal of JW Turlington School reviews student progress in all areas: length of time at JW Turlington School, discipline, attendance, grades and principal recommends exit from JW Turlington School to the Superintendent of Hoke County Schools.
3. Students are referred to the Guidance Department at base school and records are delivered.

*Note: The Turlington School Principal may recommend **any** student to return to their home school if it is in the best interest of the student.*

J.W. Turlington Eligibility and Admittance Procedure

1. The Admission committee is composed of the following:
 - Principal of Alternative School
 - Guidance Counselor
2. Base School administrators will be notified at the beginning of each semester of returning students.
3. Students will re-enter the base school only at the beginning of a semester.



J.W. Turlington Course Selection

ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES
English I	Math I	Physical Science	Civic Literacy
English II	Math II	Environmental / Earth Science	World History
English III	Math III	Biology	American History
English IV			Economics and Personal Finance

Visual Arts	CAREER DEVELOPMENT ED.
Visual Art Beginning Visual Art Intermediate Visual Art Advanced Visual Art Proficient	Career Management

HEALTH AND PHYSICAL EDUCATION				
Health & Physical Education				
Physical Conditioning I	Fall			
Physical Conditioning II	Spring			
Lifetime Sports				

J.W. Turlington Exceptional Education
General Information

College & Career Prep.

Occupational Preparation I

Occupational Preparation II

Occupational III

Occupational Preparation IV

OCS Math I

Financial Management

Applied Science

Special Interest Science

OCS Biology

Occupational Social Studies I

Occupational Social Studies II

OCS English I

OCS English II

OCS English III

OCS English IV

SandHoke Early College High School

1110 E. Central Avenue
Raeford, North Carolina 28376
(910) 878-5806



Administration

Ms. Colleen Pegram, Principal
Dr. Katreen Rich, Assistant Principal



SandHoke Early College High School A COLLEGE-READY FOCUSED HIGH SCHOOL

SandHoke Early College High School (SHECHS) provides students an opportunity to complete their high school diploma and an associate degree. Students are on an accelerated path resulting in students completing 18 high school required credits in three years and the balance of credits, 10 for total of 28 credits, along with 60 college credits in a maximum of five years. Students achieve this credit goal through dual enrollment in college courses that provide college and high school elective credits. During the first three years students attend their blended program at SandHoke building located on the SandHills Community College (SCC) Hoke campus. Based on students' performance and demonstration of college readiness, students may transition to SCC main campus located in Southern Pines to attend classes. This transition is essential to complete the Associate degree especially in science.

Because SandHoke Early College has limited seats available, students must apply for slots. Each year 100 rising 9th graders are selected. Student must be residents of Hoke County. The primary target population is students Who are deemed first generation college students and may not see college as an option after high school.

However, SHECHS does seek to recruit a diverse population that represents the demographics of Hoke County. The application period begins in November/December and ends in February/March. Selections are released in late March early April. All selectees are required to attend a Freshman Bridge Program the week after their completion of middle school. **Once a student is accepted and enrolled, there is no option to transfer to HHS.** A parent bridge is also offered to all incoming freshman parents. The major differences between SHECHS and Hoke High is the smaller learning environment, personalization between students, parents and staff, precise and specific course enrollments (only electives are prerequisites courses), and concentrates on College transfer to a four year university focusing on humanities or science career fields. SHECHS population for 2021-2022 SY will be 450 students; 125 of the 450 students will attend courses at SCC main campus.

This wonderful program is college tuition free; this includes all SCC miscellaneous fees such as technology, textbooks and other course instructional items such as CODES, and transportation to both SH and SCC main campus. Students do pay annual school fees to SHECHS that are used to offset cost of field trips, computers, calculators, H/PE gear, classroom supplies such as science lab equipment, and other miscellaneous expenses to enhance students academic experience. SandHoke provides transportation from home to school and from SandHoke to SCC main campus during the entire enrollment period. The average cost for a 2-year degree is \$12,000-\$14,000 which includes course enrollment, textbooks/supplies and transportation along with fees paid to SCC.

All students are allowed to play sports, however, transportation to HCHS is the responsibility of parents/guardians. Students cannot participate in any practice time during SH instructional time per the North Carolina High School Athletic Association (NCHSAA). Students are also able to enroll in or participate in band or JROTC at Hoke County High School classes. Students may also register for Driver's Ed through the online portal located on the HCS website.

We encourage all rising 9th grade students to consider SHECHS as their high school of choice if they are seeking a smaller learning environment focused on assisting students to succeed in accelerated, rigorous coursework that prepares them for transition and success at SCC and into a four-year college/university. For further information about this great innovative high school, please contact the front office at 910-878-5806.

Courses	English	Math	Science	Social Studies	WORLD LANGUAGE	H/PE	ELECTIVES
Freshman	ADV INQ English 1	NC Math 2 Essential Math	Earth Science	N/A	Spanish I Spanish II	H/PE	JROTC Band
2 nd Year Students	English II English III	Math 3 or AFM or College Math 143/152	Chemistry	World History AMH 1 AMH 2 College History 131 Crosswalk	N/A	Elective course if struggling	**College Course(s) based on Academic performance and readiness COM 110/231 College English 111 Math 143 or 152 Soc 210 Pol 120 MUS 110 HIS 131/132 HUM 110
3 rd Year Students	Special Interest English (NCGP/ACT PREP)	College Course	Biology	Civics	N/A		**College Course(s) based on placement Eng 111/112 Math 143/152/171
	English IV						ANT 210 ART 111 PSY150/241 SOC 240 ACA 122
4 th Year Students		Full immersed in college courses with seminar.					
5 th Year Students		As needed to complete Associate in Arts (AA) / Associate in Science (AS) degree.					

SandHoke Early College High School

COURSE SEQUENCE

**All required high school courses are Honors level.*

**Elective courses are designated as Honors or regular. There
are two semesters per school year.*

*Students must score on the Accuplacer, Pre-ACT, ACT , PSAT OR SAT or a combination of the tests to qualify for ENG 111, MAT 143 and MAT 171 prior to enrollment in these courses.

*Students must be enrolled in a high school course throughout the enrollment of the program.

**Students must enroll in 12 semester hours to be considered full-time. Additionally, SHECHS requires these 12 hours to be face-to-face courses. Online courses may be taken in addition to the 12 hours. The only waiver to this policy is in the spring semester of the fifth year. Students are required to take only the courses they need for graduation.

HOKE HIGH COURSE DESCRIPTIONS

English

English Course Sequences		
CLASSIFICATION	PATHWAY A	PATHWAY B
Freshman	ENGLISH I	ENGLISH I HONORS
Sophomore	ENGLISH II	ENGLISH II HONORS
Junior	ENGLISH III	ENGLISH III HONORS OR ADVANCED PLACEMENT LANGUAGE
Senior	ENGLISH IV	ENGLISH IV HONORS OR ADVANCED PLACEMENT LITERATURE

10382X01 - ENGLISH AS A SECOND LANGUAGE (ESL) I

1 Credit

PREREQUISITE: *None*

Grade 9-12

The purpose of this course is to introduce non-English proficient students to the English language. It will provide students with basic skills in listening, speaking, reading, and writing through a “whole language” approach. Cultural similarities as well as differences are studied. Student assessment will determine eligibility.

10382X02 - ENGLISH AS A SECOND LANGUAGE (ESL) II

1 Credit

PREREQUISITE: *ESL I*

Grade 9-12

This course is a continuation of ESL I. It provides limited English proficient students with intermediate skills in listening, speaking, reading and writing. Increased progress in communication skills, vocabulary development, grammatical structure, literature, and culture are emphasized. Placement will be based on a student’s mastery of skills in ESL I.

10382X03 - ENGLISH AS A SECOND LANGUAGE (ESL) III

1 Credit

PREREQUISITE: *ESL II*

Grade 9-12

This course is a continuation of ESL II. It provides limited English proficient students with intermediate skills in listening, speaking, reading and writing. Increased progress in communication skills, vocabulary development, grammatical structure, literature, and culture are emphasized. Placement will be based on a student's mastery of skills in ESL II.

10212X01 - ENGLISH I

1 Credit

PREREQUISITE: *None*

Grade 9

This course includes elements of listening, speaking, and study skills while exploring and understanding various kinds of literature, such as: short stories, poetry, drama literary nonfiction, informational text, novels, and US documents. Grammar and composition will be taught together using the writing process to develop paragraphs and longer compositions in the major modes such as: narration, argumentation, and explanatory/information Instruction is geared to prepare the student for the demands of continued study. Additionally, students will complete the 9th grade requirements of the 21st Century Readiness Project. Requirements include a community service project, 3-5 page teacher-guided research paper, a multimedia presentation, and an oral presentation.

10215X01 - HONORS ENGLISH I

1 Credit

PREREQUISITE: *Proficient in 8th grade reading.*

Grade 9

Students in the honors course will explore textual analysis of literature and composition more widely and deeply in terms of how audience, purpose, and context shape oral communication, written communication, media, and technology. Honors courses will require students to work as independent and reflective learners, in groups, and in self directed activities. Additionally, students will complete the 9th grade requirements of the 21st Century Readiness Project. Requirements include a community service project, 3-5 page teacher-guided research paper, a multimedia presentation, and an oral presentation.

10222X02 - ENGLISH II

1 Credit

PREREQUISITE: *English I*

Grade 10

In World Literature, students will be exposed to literature from various cultures and historical periods including: the Americas, Africa, Eastern Europe, Asia, Oceania and the Middle East. Students will study short stories, informational texts, poetry, drama, literary notification, novels and influential US documents. Students will develop compositions in major modes of writing such as: narration, argumentation and explanatory writing. Speaking and listening skills will also be included in the aforementioned areas of study. Semantics, word study, and viewing skills, as well as critical and analytic reading are also included in the curriculum as required by the North Carolina Common Core Standards. Students must also complete the 10th grade requirements of the 21st Century Readiness Project to include: a community service project, 5-7 page persuasive research paper, a multimedia presentation and an oral presentation.

10225X02 - HONORS ENGLISH II

1 Credit

PREREQUISITE: *English I*

Grade 10

The content of the English II curriculum will be taught more widely and deeply in the Honors level courses. Students will master the development of grammar and composition, vocabulary, and speaking/listening skills. Honors courses require students to work as self-directed and reflective learners and collaborators. Additionally, students will complete the 10th grade requirements of the 21st Century Readiness Project to include: a community service project, 5-7 persuasive research paper, a multimedia presentation and an oral presentation.

10232X03 - ENGLISH III

1 Credit

PREREQUISITE: *English II*

Grade 11

This course focuses primarily on analysis and interpretation of American literary nonfiction and fiction, American literary movements, and historical periods from the 17th century through the early 20th century. Students will be exposed to various genres including: short stories, informational texts, poetry, drama, and novels. Students will learn to compose their thoughts using an appropriate medium and to locate, organize, and synthesize information from a variety of sources. Emphasis will be placed on the practical application of grammar and language responses to written responses. Additionally, students will complete the 11th grade requirements of the 21st Century Readiness Project to include: a community service project, 8-10 page argumentative research paper, multi-media presentation, and oral presentation.

10235X03 -HONORS ENGLISH III

1 Credit

PREREQUISITE: *English II*

Grade 11

The English III curriculum requires students to explore American Literature and composition as they explore American literary notification and fiction, literary movements and historical periods from the 17th century through the early 20th century. Honors courses will require students to work as self-directed and reflective learners, both independently and in small groups as leaders and collaborators. Additionally, students will complete the 11th grade requirements of the 21st Century Readiness Project to include: a community service project, 8-10 argumentative research paper, multi-media presentation, and oral presentation.

10242X04 - ENGLISH IV**1 Credit****PREREQUISITE:** *English III***Grade 12**

Students will develop critical reading, writing, and thinking skills by exploring and analyzing European Literature, influential US documents, informational texts, poetry, drama, short stories, literary nonfiction, and novels. Using these skills, students will understand how literature shapes and reflects the philosophical, religious, social, economic, and political climate of its time. Additionally, students will complete the 12th grade requirements of the 21st Century Readiness Project to include; a community service project; 8-10 page argumentative research paper that explores social change, multimedia presentation, and oral presentation to be presented on the 21st Century Readiness Project Night. This event will allow students to showcase their service learning experience and electronic learning portfolios to the community.

10245X01 - HONORS ENGLISH IV**1 Credit****PREREQUISITE:** *English III***Grade 12**

Students will develop critical reading, writing, and thinking skills by exploring and analyzing European Literature, influential US documents, informational texts, poetry, drama, short stories, literary nonfiction, and novels. Using these skills, students will understand how literature shapes and reflects the philosophical, religious, social, economic, and political climate of its time. Honors courses will require students to work as self-directed and reflective learners, both independently and in small groups as leaders and collaborators. Additionally, students will complete the 12th grade requirements of the 21st Century Readiness Project to include: a community service project, 8-10 page argumentative research paper that explores social change, multimedia presentation, and oral presentation to be presented on the 21st Century Readiness Project Night. This event will allow students to showcase their service learning experience and electronic learning portfolios to the community.

1A007XO - ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMP.**1 Credit****PREREQUISITE:** *English II***Grade 11**

Eleventh grade AP English Language and Composition is a college-level course designed to teach students to read critically and to analyze rhetorical devices. The objectives for this course will focus on the evolution of American Literature and Writing. Additionally, students will complete the 11th grade requirements of the 21st Century Readiness Project. Requirements include a community service project, a 5-7 page argumentative research paper, multimedia presentation, and oral presentation.

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a 3 or higher on the AP exam. College credit is granted based on individual colleges and universities AP credit policy requirements.

10255X0- Creative Writing 1- Honors

1 Credit

PREREQUISITE: Honors Creative Writing

Grade 11-12

This course is designed for students who enjoy writing as a form of art and personal expression. In this course, students will further explore elements of numerous literary genres, develop original writing pieces and will be required to share one's work and contribute writing pieces to Hoke County High School's newspaper, Buck Fever.

1A017XO - ADVANCED PLACEMENT ENGLISH LIT AND COMP.

1 Credit

PREREQUISITE: *English III*

Grade 12

12th Grade AP English Literature and Composition is a college-level course designed to teach students to analyze and evaluate Literature. The objectives for this course will focus on the evolution of European Literature from oral tradition to Modern Literature. Additionally, students will complete the 12th grade requirements of the 21st Century Readiness Project. The requirements include an 8-10 page research paper that explores social change, a multimedia presentation, and an oral presentation to be presented to the community on 21st Century Readiness Night. Students will also use this evening as a chance to showcase their Service Learning experience and electronic learning portfolios to the community.

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a 3 or higher on the AP exam. College credit is granted based on individual colleges and universities AP credit policy requirements.

10325X0FYB - JOURNALISM II - 1st SEM (1 Credit)

2 Credits

10325X0SYB -JOURNALISM II - 2nd SEM (1 Credit)

Must take both courses for 2 credits

PREREQUISITE: *Recommendation from English teacher and annual staff sponsor interview.*

Grade 10-12

The basic principles of yearbook journalism will be studied with individualized instruction in preparing copy, designing layouts, organizing individual sections and in selling advertisements and yearbooks. GRADES are determined by sales, deadlines, staff assignments after school, and consistent attendance in class. This class will publish the school yearbook, THE EKOH.

10312X01 - JOURNALISM I (NEWSPAPER)

1 Credit

PREREQUISITE: *None*

Grade 9-12

Students will master the basic principles of newspaper journalism and the basic elements of news by reading and analyzing news stories, gathering information and photos and writing articles in various styles and formats. Students will receive instruction in preparing copy, designing layouts, organization of individual sections and production of a school newspaper. Grades are determined by successful and timely accomplishment of assigned tasks, copy production, consistent attendance, and participation in class assignments.



Suggested Foreign Language Course Sequences

FRESHMAN	SPANISH I	SPANISH I –NATIVE SPEAKERS
	↓	↓
SOPHOMORE	SPANISH II	SPANISH II-NATIVE SPEAKERS
	↓	↓
JUNIOR	SPANISH III HONORS	SPANISH IV HONORS
	↓	↓
SENIOR	SPANISH IV HONORS	AP SPANISH
	AP SPANISH	



Foreign Language

11412X02 - SPANISH I

1 Credit

PREREQUISITE: *None*

Grade 9-12

This course is geared toward conversation with emphasis on listening, speaking, reading, and writing the Spanish language while acquiring cultural knowledge.

11422X02 - SPANISH II

1 Credit

PREREQUISITE: *Spanish I*

Grade 10-12

This course is a continuation of the skills taught in Spanish I, with a greater emphasis on grammatical structure of the language.

11435X03 - HONORS SPANISH III

1 Credit

PREREQUISITE: *Spanish I and Spanish II.*

Grade 11-12

The third level of Spanish emphasizes greater and more sophisticated use of the four skills of listening, reading, writing, and speaking. Students are taught to demonstrate and use language and patterns of behavior appropriate to real life situations.

105454 HNS-SPANISH IV

1 Credit

PREREQUISITE: *Spanish III*

Grade 11-12

Emphasis is placed on the ability to demonstrate and use language and patterns that are appropriate to real situations. Students will be able to read advanced materials dealing with culture and literature.

1A087X0 – ADVANCED PLACEMENT SPANISH LANGUAGE

1 Credit

PREREQUISITE: *Spanish I, II, III or Native Speakers I & Honors Native Speakers II*

Grade 12

Students at this advanced language level are expected to demonstrate greater and more sophisticated use of the four skills of listening, speaking, reading and writing. Literature, history and culture are taught primarily through the active use of the second language. Those content/skill areas which are outlined for the Advanced Placement Tests by the College Board form the basis for the course of study. At the completion of this course, students may take the Advanced Placement Test and may receive college credit based upon their scores and requirements of the college of their choice.

College credit may be given to students who score a 3 or higher on the AP examination. College credit is granted based on individual colleges and universities AP credit policy requirements.

11492X00 – SPANISH I – NATIVE SPEAKERS

1 Credit

PREREQUISITE: *None for Native/heritage Speakers Spanish I and Spanish II for*

Grade 9-12 *Non-Native Speakers*

This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

11505X025 – HONORS SPANISH II – NATIVE SPEAKERS

1 Credit

PREREQUISITE: *Spanish for Native Speakers I for Native/heritage Speakers*

Grade 10-12 *Spanish I and Spanish II for Non- Native Speakers*

This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

Note: The objectives for Spanish for Native Speakers II are equivalent to Honors Spanish III as a foreign language.

Suggested Mathematics Course Sequences

FRESHMAN	NC MATH 1/ NC MATH 2/HONORS MATH 2	HONORS NC MATH 2	
SOPHOMORE	NC MATH 2/ HONORS MATH 2/NC MATH 3/HONORS MATH 3	HONORS NC MATH 3	
JUNIOR	NC MATH 3/ HONORS MATH 3/NC MATH 4/HONORS MATH 4	HONORS PRE- CALCULUS AP CALCULUS AP STATISTICS	HONORS DISCRETE MATH FOR COMPUTER SCIENCE AP CALCULUS AP STATISTICS
SENIOR	FOURTH MATHEMATICS COURSE	AP CALCULUS AP STATISTICS	AP CALCULUS AP STATISTICS

Fourth Mathematics Courses:	Honors Pre-Calculus, Honors Discrete Mathematics for Computer Science, Advanced Placement Statistics, Advanced Placement Calculus
Honors Mathematics Courses:	Honors NC Math 3, Honors NC Math 2, Honors Pre-Calculus, Honors Discrete Mathematics for Computer Science,
Advanced Placement Courses:	Advanced Placement Calculus, Advanced Placement Statistics, Advanced Placement Computer Science Principles

Honors and Advanced Placement Mathematics Courses are available to all students.

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a “3” or higher on the AP exam. College credit is granted based on individual college and university AP credit policy requirements.

Mathematics

21032X0HS – NC MATH 1

1 Credit

PREREQUISITE: *None*

Grade 9

NC Math 1 provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. Graphing calculators used.

22012X0 – NC MATH 2

1 Credit

PREREQUISITE: *NC Math 1*

Grade 9-10

NC Math 2 continues a progression of the standards established in NC Math 2. In addition to these standards, NC Math 2 includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inference and justifying conclusions. Graphing calculators used.

23012X0 – NC MATH 3

1 Credit

PREREQUISITE: *NC Math 1 & NC Math 2*

Grade 10-12

NC Math 3 progresses from the standards learned in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. NC Math 3 also includes the geometric concepts of conics and circles. Graphing calculators used.

2015X0S – NC HONORS MATH 2

1 Credit

PREREQUISITE: *NC Math 1*

Grade 9

This course consists of a more in-depth study of the topics covered in Math II with emphasis on independent study/project.

23015X0HS – NC HONORS MATH 3

1 Credit

PREREQUISITE: *NC Math 1 & NC Math 2*

Grade 10-12

This course consists of a more in-depth study of the topics covered in Math III with emphasis on independent study/projects.

2A037X0 -- ADVANCED PLACEMENT STATISTICS

1 Credit

PREREQUISITE: *HNS Pre-Calculus or HNS Discrete*

Grade 11-12

An introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: a.) exploring data: describing patterns and departures from patterns; b.) sampling and experimentation: planning and conducting a study; c.) anticipating patterns: exploring random phenomena using probability and simulation; d.) statistical inference: estimating population parameters and testing hypotheses. Course syllabus is College Board approved.

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a 3 or higher on the AP exam. College credit is granted based on individual colleges and universities AP credit policy requirements.

24015X00 – DISCRETE MATHEMATICS FOR COMPUTER SCIENCE (Honors)

1 Credit

PREREQUISITE: *NC Math 1, NC Math 2, NC Math 3, NC Math 4*

Grade 11-12

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts, and financial analysts. Students will be prepared for college-level algebra, statistics, and discrete mathematics courses.

4035X00 - HONORS PRE-CALCULUS

1 Credit

PREREQUISITE: *NC Math 1, NC Math 2, & NC Math 3*

Grade 11-12

This course is designed for students who have completed Algebra I, Algebra II and Geometry. Topics covered are functions, sequences, conics, trigonometry, exponential and logarithmic functions, limits, and data analysis. (Graphic calculator used).

2A007X0 – ADVANCED PLACEMENT CALCULUS AB

1 Credit

PREREQUISITE: *HNS Pre-Calculus*

Grade 11-12

Advanced Placement Calculus develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives, and integrals) and provides experiences with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems.

Course syllabus is College Board approved.

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a 3 or higher on the AP exam. College credit is granted based on individual colleges and universities AP credit policy requirements.

2A017X0 – ADVANCED PLACEMENT CALCULUS BC

1 Credit

PREREQUISITE: *Advanced placement Calculus AB*

Grade 12

Calculus BC is an extension of calculus AB. This course teaches topics associated with functions, graphs, and limits; derivatives and integrals; and polynomial approximations and series. The course encourages the geometric, numerical, analytical and verbal expression of concept, results, and problems. Course syllabus is College Board approved.

2A017X0 – Math 4 (Standard & Honors)

1 Credit

PREREQUISITE: NC Math 1, 2, 3

Grade 11-12

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry, and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college-level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

0A027X0 – ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

1 Credit

PREREQUISITE: *NC Math 3, Pre-Calculus or Discrete Math recommended*

Grade 11-12

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computers change the world. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. Students design and implement innovative solutions using an interactive process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. Key concepts covered in the course include creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computers.

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a “3” or higher on the AP exam. College credit is granted based on individual college and university AP credit policy requirements.



Suggested Science Course Sequences

FRESHMAN	EARTH SCIENCE	HONORS EARTH SCIENCE	ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE
	↓	↓	↓
SOPHOMORE	PHYSICAL SCIENCE?CHEMISTRY	HHONORS PHYSICAL SCIENCE/HONORS CHEMISTRY	ADVANCED PLACEMENT CHEMISTRY /PHYSICS
	↓	↓	↓
JUNIOR	BIOLOGY	HONORS BIOLOGY	HONORS BIOLOGY/ADVANCED PLACEMENT BIOLOGY
	↓	↓	↓
SENIOR	SCIENCE ELECTIVES	SCIENCE ELECTIVES	SCIENCE ELECTIVES

SCIENCE ELECTIVES

Chemistry
 Honors Chemistry
 Honors Anatomy & Physiology
 Honors Marine Science
 Honors Physics
 Advanced Placement Biology
 Advanced Placement Chemistry
 Advanced Placement Environmental Science
 Advanced Placement Physics C: Mechanics

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a “3” or higher on the AP exam. College credit is granted based on individual college and university AP credit policy requirements.

Suggested Science Course Sequences

FRESHMAN	Fundamentals of Engineering
	
SOPHOMORE	Honors Engineering I
	
JUNIOR	Honors Engineering II
	
SENIOR	Honors Engineering III

Science

33102X0 – LIFE SCIENCE

1 Credit

PREREQUISITE: None

Grade 9

Students will explore the concepts and principles of life science and apply these concepts and principles to issues in the workplace, in society, and in personal experiences. Investigative, hands-on lab activities that address the high school inquiry standards are an integral part of this course.

34102X02 - PHYSICAL SCIENCE

1 Credit

PREREQUISITE: *Math I*

Grade 10-12

A traditional approach to the principles, concepts, and processes of science dealing with matter and energy. Topics include the atom, periodic table, chemical reactions, motion, forces, and energy, heat energy, electricity and magnetism, waves, sound and light. Students need a basic calculator. **NO EOC**

35012X01 – EARTH/ENVIRONMENTAL SCIENCE

1 Credit

PREREQUISITE: *None*

Grade 9

An introductory course dealing with the study of principles, concepts, and processes involving the environment with special emphasis on the Sandhills area. Topics include air, water, soil, plants, animals and man's influence upon each area.

35015X00– HONORS EARTH / ENVIRONMENTAL SCIENCE

1 Credit

PREREQUISITE: *None*

Grade 9

An introductory course dealing with the study of principles, concepts, and processes involving the environment with special emphasis on the Sandhills area. Topics include air, water, soil, plants, animals and man's influence upon each area. This course will be taught at a faster pace and in greater depth.

33202X01 – BIOLOGY

1 Credit

PREREQUISITE: *Earth/Environmental Science*

Grade 10-11

A study of principles, concepts, and processes involving organisms and their environment. Topics include: the nature of life; the continuity of life, organisms, behavior of living things, biology of humans, ecology, and the dynamics of biology to people. This course has an EOC.

33205X00 - HONORS BIOLOGY

1 Credit

PREREQUISITE: *Earth / Environment Science*

Grade 10-11

An in-depth study of principles, concepts, and processes involving organisms and their environment. Topics include: the nature of life; the continuity of life, organisms, behavior of living things, biology of humans, ecology, and the dynamics of biology to people. **This course has an EOC.**

3A007X0 - ADVANCED PLACEMENT BIOLOGY

1 Credit

PREREQUISITE: *Honors Biology*

Grade 10-11

This course provides an in-depth study of the three broad areas of the biological sciences: molecular and cellular biology, organismal biology, and population biology. College-level textbooks will be used, and laboratory experiments and observations will be an integral part of the course. Students must be willing to devote six hours of outside study and preparation time a week.

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a 3 or higher on the AP exam. College credit is granted based on individual colleges and universities AP credit policy requirements.

34202X01 – CHEMISTRY

1 Credit

PREREQUISITE: *Math III & Biology*

Grade 10-12

A laboratory course in which chemical nomenclature, measurements and laboratory techniques are emphasized. Students study the periodic table, chemical reactions, energy relationships, atomic theory and chemical bonding. Students need scientific calculators and a lab notebook.

34205X01 - HONORS CHEMISTRY

1 Credit

PREREQUISITE: *Math III & Biology*

Grade 10-12

A laboratory course for the serious science student. This course covers material in Chemistry and additional topics in chemical equilibrium, thermodynamics, kinetics and nuclear chemistry. Students use scientific calculators and a lab notebook.

3A017X0 – ADVANCED PLACEMENT CHEMISTRY

1 Credit

PREREQUISITE: *Honors Chemistry*

Grade 11-12

This course is the equivalent of an introductory college chemistry course. Students cover topics in chemical thermodynamics, kinetics, equilibrium, electrochemistry and nuclear chemistry. Emphasis is placed on advanced laboratory techniques. An advanced text is used. This course is taught at a faster pace and is designed to prepare students for the Advanced Placement Chemistry Test.

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a 3 or higher on the AP exam. College credit is granted based on individual colleges and universities AP credit policy requirements.

33305X00 - HONORS ANATOMY AND PHYSIOLOGY

1 Credit

PREREQUISITE: *Biology*

Grade 12

Anatomy and Physiology is designed for students interested in pursuing a career in the health sciences. Emphasis will be placed on study of the function and structure of the human body. Laboratory investigations will be used to study important concepts.

34035X01 - HONORS PHYSICS

1 Credit

PREREQUISITE: *Biology*

Grade 11-12

A mathematical approach to physics with components which include the study of forces in motion, electromagnetic wave theory, thermodynamics and electricity.

3A027X0 – ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

1 Credit**PREREQUISITE:** *Honors Biology***Grade 10-12**

AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the natural world. Students will evaluate environmental problems and evaluate risks associated with these problems. There are six interdisciplinary environmental concepts that provide the foundation for this course.

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a 3 or higher on the AP exam. College credit is granted based on individual colleges and universities AP credit policy requirements.

3A047X0 – ADVANCED PLACEMENT PHYSICS C: MECHANICS**1 Credit****PREREQUISITE:** *Honors Physics or Honors Chemistry***Grade 11-12**

Physics C: Mechanics will provide instruction in each of the following six content areas: kinetics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Students will spend a minimum of 20 percent of instructional time engaged in hands-on laboratory experiments. This course is designed to prepare students for the Advanced Placement Physics C: Mechanics Test.

0A027X0 – ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**1 Credit****PREREQUISITE:** *Math III / An additional math course is preferred***Grade 11-12**

Introduces students to the central ideas of computer science. Students are encouraged to apply creative processes when developing computer artifacts and simulations that interest them. Students use standard incremental design processes to achieve their goals during the semester.

96105 XO-Fundamentals of Engineering**1 Credit****Prerequisite:** None**Grade 9-10**

The purpose of this course is to develop the elementary concepts of an engineer through initial ideas, the design and problem solving processes, and researching potential social, ethical and economic impacts by reading, experiments, projects and collaborative discussion

WC552X0-Introduction to Engineering**1 Credit****Prerequisite:** None**Grade 10-12**

This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, and the engineering profession.

96105XOE1H-Honors Engineering 1

1 credit

PREREQUISITE: Fundamentals of Engineering

Grade 10-12

The purpose of this course is for students to continue to explore engineering, the design and problem solving processes, systems and their processes. Students will progress in their vital skills of teamwork, decision-making, troubleshooting, problem-solving, independent research, and career exploration. Students will complete each unit giving a competitive edge in the Envirothon, Robotics Competition, and Science Olympiad.

96105XOE20-Honors Engineering II

1 Credit

PREREQUISITE: Fundamentals of Engineering and Engineering I

Grade 10-12

The purpose of this course is for students to continue to explore engineering, the design and problem solving processes, systems and their processes. Students will progress in their vital skills of teamwork, decision-making, troubleshooting, problem-solving, independent research, and career exploration.

96105XOE3H-Honors Engineering III

1 Credit

PREREQUISITES: Fundamentals of Engineering, Engineering 1, and Engineering II

Grade 10-12

The purpose of this course is to further enhance a student's knowledge in engineering which will incorporate a student-led capstone project in addition to a job shadowing or internship option.

Suggested Social Studies Course Sequences

Social Studies Course Sequence for Students Entering 9th or 10th Grade 2020-2021		
CLASSIFICATION	PATHWAY A	PATHWAY B
Freshman	WORLD HISTORY	WORLD HISTORY HONORS
Sophomore	AMERICAN HISTORY	AMERICAN HISTORY HONORS OR AP US HISTORY
Junior	CIVIC LITERACY	CIVIC LITERACY HONORS
Senior	ECONOMICS & PERSONAL FINANCE	ECONOMICS & PERSONAL FINANCE HONORS

**Students who were successful in World History Honors in 9th grade may also enroll in
AP US History

*Students may decide to take World History AP as an elective in 10th-12th grades

**Students who were successful in World History Honors in 9th grade may also enroll in AP
US History

*Students may decide to take World History AP as an elective in 10th-12th grades

**Students who were successful in World History Honors in 9th grade may also enroll in
AP US History

Social Studies Electives

9th-12th Grades	10th-12th Grades
<p>AP World History African American Studies Twentieth Century Civil Liberties & Civil Rights Minority Studies Native American Studies</p>	<p>AP Human Geography AP Macroeconomics AP Microeconomics AP U.S. Government African American Studies Twentieth Century Civil Liberties & Civil Rights Minority Studies Native American Studies Psychology Sociology Turning Points in American History World Humanities</p>

Social Studies Required Courses

43032X00 - WORLD HISTORY

1 Credit

PREREQUISITE: *None*

Grade 9

Students taking this will study major turning points that shaped the modern world. The learning standards of this course have been written to focus around a basic core of chronologically organized periods and events in history in order to have a set of learning standards that can be reasonably taught and learned with some depth and not just memorization of facts.

43035X0 - HONORS WORLD HISTORY

1 Credit

PREREQUISITE: *None*

Grade 9

World History Honors provides challenging opportunities for students to explore major turning points that shaped the modern world. This course builds and extends on the basic core of chronologically organized periods and events in history taught in the standard World History. Specialized projects provide the student with a more extensive examination of the events, which have influenced the development of the world.

43182X0- CIVIC LITERACY

1 Credit

PREREQUISITE: *None*

Grade 9

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 microeconomics and personal finance. Organized through the Inquiry Based C3 Framework, this course provides students with a strong understanding of civic life, politics, and government. The course provides students an increased understanding of constitutional democracy and the fundamental principles and values upon which they are founded, the skills necessary to participate as effective and responsible citizens, and the knowledge of how to use democratic procedures for making decisions and managing conflict. Students will also gain an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues, and manage personal financial resources effectively for lifetime financial security.

43185X0HNR- CIVIC LITERACY (Honors)

1 Credit

PREREQUISITE: *None*
Grade 10-12

Civic Literacy Honors provides a more rigorous examination of Civic Literacy. 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 microeconomics and personal finance. Organized through the Inquiry-based C3 Framework, this course provides students with a strong understanding of civic life, politics, and government. The course provides students an increased understanding of constitutional democracy and the fundamental principles and values upon which they are founded, the skills necessary to participate as effective and responsible citizens, and the knowledge of how to use democratic procedures for making decisions and managing conflict. Students will also gain an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues, and manage personal financial resources effectively for lifetime financial security.

43112X0- AMERICAN HISTORY

1 Credit

PREREQUISITE: *None*

Grade 9

The American History course will begin with the End of the French and Indian War and end through the latest Presidential Election. This course will explore the overarching theme, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the art and technological innovation, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story.

43115X0HNR- AMERICAN HISTORY (Honors)

1 Credit

PREREQUISITE: *None*

Grade 10-12

American History Honors is a more rigorous examination of American History. The American History course will begin with the End of the French and Indian War and end through the latest Presidential Election. This course will explore the overarching theme, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the art and technological innovation, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story.

43195X0EPF – ECONOMICS AND PERSONAL FINANCE (Honors)

1 Credit

PREREQUISITE: *None*

Grade 9-12

Provides a more rigorous examination of Economics and Personal Finance. The Economics and Personal Finance (EPF) course is intended to be a study of economies, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82. House Bill 924. Because the study of economies and personal finance is an integral part of the learning progression of each course, Kindergarten through high school, this course expects students to enter possessing fundamental knowledge and understanding of the basic principles of economies and money management. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enables students to apply their knowledge and understanding of how to participate in their own financial literacy. Mastery of the standards and objectives of this course will inform and nurture responsible participatory citizens who are competent and committed to responsible money management and financial literacy.

Social Studies Electives

46012X01 – AFRICAN AMERICAN STUDIES

1 Credit

PREREQUISITE: *None*

Grade 9-12

Students will examine how African Americans have made significant contributions to the economic, political, social, and cultural developments of the United States. Through this course, students discover how African Americans have always been an integral part of the American experience; however, African Americans have also been a viable force unto themselves with their own experiences, culture, and aspirations. African American history cannot be understood except in the broader context of United States history.

46022X02 - AMERICAN INDIAN STUDIES

1 Credit

PREREQUISITE: *None*

Grade 9-12

American Indian Studies introduces students to the diverse history and culture of American Indians beginning with life prior to Columbus. Important issues American Indians have faced from prehistoric societies to present-day contemporary society are discussed. Students immerse themselves in America's oldest and continuous civilizations and cultures with a focus on American Indians of North Carolina.

43082X0 – TWENTIETH CENTURY CIVIL LIBERTIES AND CIVIL RIGHTS

1 Credit

PREREQUISITE: *None*

Grade 11-12

America is a multi-ethnic, diverse place to live. This class will examine the history, struggles, success and similarities of diverse groups of 20th century Americans who protested on behalf of civil liberties and civil rights.

48002X0CLW - CONTEMPORARY LAW AND JUSTICE

1 Credit

PREREQUISITE: *None*

Grade 11-12

This course examines the criminal justice system of the United States. Students study the history, philosophy, and organization of our criminal justice system, focusing on significant historical developments, contemporary issues, and understanding. Mock trials, small group exercises, and guest lectures are used to address crime in America, policing, adjudication, corrections, and special issues.

44002X00 – SOCIOLOGY

1 Credit

PREREQUISITE: *None*

Grade 11-12

Students of sociology engage in an exploration of social science devoted to studying individuals and their group interaction. Students will examine behavior and how group involvement shapes individual and group behavior. Students will analyze the rules, organizations, and value systems that enable people to live together. Students of sociology acquire information from a variety of sources: written, visual, oral, and through interviews and surveys. They use information to plan their work, to solve both hypothetical and real problems and to reach decisions about preferred courses of action.

48002X0MS – MINORITY STUDIES

1 Credit

PREREQUISITE: *None*

Grade 9-12

America is a multi-ethnic, diverse place to live. There were many ports of entry and many people entered, thus bringing their cultures, attitudes, values, heritages, interests and behaviors. This course will focus on the many people and their contributions as well as the treatment they received upon coming to America.

43092X0 – TURNING POINT IN AMERICAN HISTORY

1 Credit

PREREQUISITE: *None*

Grade 10-12

In this historical study of key turning points in American history, students will examine the operations, policies, institutional growth, and administrative and technological developments from colonial times to the recent past. Students will assess the impact of various turning points in American History and how they have shaped our nation today.

44032X001S - PSYCHOLOGY

1 Credit

PREREQUISITE: *None*

Grade 10-12

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

4C235X0 – PSY 237 SOCIAL PSYCHOLOGY

1 Credit

PREREQUISITE: *None*

Grade 9-12

This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior.

0C002X0P1P – PSY 118 INTERPERSONAL PSYCHOLOGY

1 Credit

PREREQUISITE: *None*

Grade 9-12

This course introduces the basic principles as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of those principles of psychology as they apply to personal and professional development.

46062X0QZ –WORLD HUMANITIES

1 Credit

PREREQUISITE: *Civics and Economics / World History*

Grade 11-12

World Humanities is an integrated study of the various ways in which people, from every time period, and across the world, proves and documents the human experience. Students will examine enduring human problems and become more culturally sensitive to all humanity.

Social Studies AP Courses

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a 3 or higher on the AP exam. College credit is granted based on individual colleges and universities AP credit policy requirements.

4A027X0 – ADVANCED PLACEMENT HUMAN GEOGRAPHY

1 Credit

PREREQUISITE: *World History*

Grade 9-12

Advanced Placement Human Geography course is a college level survey course that will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

4A077X0 - ADVANCED PLACEMENT UNITED STATES HISTORY

1 Credit

PREREQUISITE: *World History*

Grade 11-12

This course takes a chronological approach beginning with the colonial period and ending with contemporary problems facing the United States. Students will get a thorough grounding in the relevant facts, but should be able to go from these facts to examine their significance. Outside reading will be emphasized as a student analyzes historical material through detailed essay questions. Emphasis is also on interpreting primary source materials.

4A017X0 – ADVANCED PLACEMENT EUROPEAN HISTORY

1 Credit

PREREQUISITE: *American History I, American History II*

Grade 11-12

Advanced Placement European History is a college-level survey course that covers the time period from approximately 1450 until the present. The course will cover economic, social, cultural, intellectual, political, and diplomatic themes in European history. Students will be expected to develop analytical thinking and persuasive writing skills in dealing with historical evidence and interpretation.

4A087X0 – ADVANCED PLACEMENT WORLD HISTORY

1 Credit

PREREQUISITE: *None*

Grade 10-12

Advanced Placement World History is a college-level survey course that covers the time period from prehistory until present. The course will cover economic, social, cultural, intellectual, political, and diplomatic themes in World history. Students will be expected to develop analytical thinking and persuasive writing skills in dealing with historical evidence and interpretation.

4A057X0 – ADVANCED PLACEMENT PSYCHOLOGY

1 Credit

PREREQUISITE: *World History*

Grade 10-12

Advanced Placement Psychology is a college-level survey course that engages students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

4A047X0 – ADVANCED PLACEMENT MICROECONOMICS

1 Credit

PREREQUISITE: *Honors Civics and Economics*

Grade 11-12

The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the 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.

4A037X0 – ADVANCED PLACEMENT MACROECONOMICS

1 Credit

PREREQUISITE: *Honors Civics and Economics*

Grade 11-12

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

4A067X0 – ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS

1 Credit

PREREQUISITE: *Honors Civics and Economics*

Grade 11-12

Advanced Placement U.S. Government and Politics will provide students an intellectual foundation for observing, analyzing, and understanding national politics in the United States. Using primary and secondary source documents, as well as analysis of specific examples, students will examine and evaluate the institutions of American government, political parties and elections, mass media, political behavior, public policies, and the development of individual rights and liberties and their impact on citizens. The content of this course is the equivalent to that of an introductory college course in U.S. government and politics.

Suggested Fine Arts Course Sequences

FRESHMAN	VISUAL ARTS (BEGINNING)	THEATRE ARTS (BEGINNING)	VOCAL MUSIC CHORUS I VOCAL MUSIC CHORUS II (BEGINNING)
	↓	↓	↓
SOPHOMORE	VISUAL ARTS (INTERMEDIATE)	THEATRE ARTS (INTERMEDIATE)	VOCAL MUSIC CONCERT CHOIR I VOCAL MUSIC CONCERT CHOIR II (INTERMEDIATE)
	↓	↓	↓
JUNIOR	HONORS VISUAL ARTS (PROFICIENT)	THEATRE ARTS (PROFICIENT) HONORS	HONORS VOCAL MUSIC ENSEMBLE I- FALL III HONORS MUSIC SPECIALIZATION CHAMBER ENSEMBLE I – SPRING III (PROFICIENT)
	↓	↓	↓
SENIOR	HONORS VISUAL ARTS (ADVANCED)	THEATRE ARTS (ADVANCED) HONORS	HONORS VOCAL MUSIC ENSEMBLE II – FALL IV HONORS MUSIC SPECIALIZATION CHAMBER ENSEMBLE II – SPRING IV (ADVANCED)

Advanced Placement Studio Art: 2-D Design Advanced Placement Music Theory

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a “3” or higher on the AP exam. College credit is granted based on individual college and university AP credit policy requirements.

Suggested Fine Arts Course Sequences

FRESHMAN	BAND FALL I BAND SPRING I (BEGINNING)	JAZZ ENSEMBLE I
	↓	↓
SOPHOMORE	BAND FALL II BAND SPRING II (INTERMEDIATE)	JAZZ ENSEMBLE II
	↓	↓
JUNIOR	HONORS BAND HONORS MUSIC SPECIALIZATION BAND – SPRING III (PROFICIENT)	JAZZ ENSEMBLE III
	↓	↓
SENIOR	HONORS BAND FALL IV HONORS MUSIC SPECIALIZATION BAND- SPRING IV (ADVANCED)	JAZZ ENSEMBLE IV

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a “3” or higher on the AP exam. College credit is granted based on individual college and university AP credit policy requirements.

Suggested Fine Arts Courses Sequences

FRESHMAN	DANCE (BEGINNING)
	
SOPHOMORE	DANCE (INTERMEDIATE)
	
JUNIOR	DANCE (PROFICIENT)
	
SENIOR	DANCE (ADVANCED)

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a “3” or higher on the AP exam. College credit is granted based on individual college and university AP credit policy requirements.

Fine Arts

52962X0- Music Theory

1 Credit

PREREQUISITE: *None*

Grade 9-12

Students will learn about pitch, rhythm, scales, intervals, chords, and harmony. This course will help develop fundamental musicianship skills.

52162X0- Percussion Ensemble I

1 Credit

PREREQUISITE: *None*

Grade 9-12

BEGINNING

Percussion Ensemble is a course designed to promote and develop musical performance on various percussion instruments. The students will study and apply percussion performance concepts to several different styles of music, from classical music to native of origin.

52172X0- Percussion Ensemble II

1 Credit

PREREQUISITE: *Ensemble I*

Grade 9-12

BEGINNING

Percussion Ensemble is a course designed to promote and develop musical performance on various percussion instruments. The students will study and apply percussion performance concepts to several different styles of music, from classical music to native of origin.

52185X0- Percussion Ensemble 3

1 Credit

PREREQUISITE: *None*

Grade 9-12

Percussion Ensemble is a course designed to promote and develop musical performance on various percussion instruments. The student will further study and apply percussion performance concepts to several different styles of music from classical to music of native origin.

52162X0- Wind Ensemble I

1 Credit

PREREQUISITE: *None*

Grade 9-12

Wind Ensemble is a performance-based class. Students will explore an upper level in-depth study of musicality and technical ability. The ensemble will perform symphonic wind band music, learn music theory and history concepts, and study music's relation to culture. Students will work on specific instrument technique and development of skills that supplement the foundation of a wind ensemble.

52172X0- Wind Ensemble II**PREREQUISITE:** *Wind Ensemble I***1 Credit
Grade 9-12**

Wind Ensemble II is a performance based class. Students will continue to explore an upper level in-depth study of musicality and technical ability. The ensemble will perform symphonic wind band music, learn theory music, history concepts, and study music's relation to culture. Students will work on specific instrument technique and development of skills that supplements the foundation of a wind ensemble.

52185X0- Wind Ensemble III**PREREQUISITE:** *Wind Ensemble II***1 Credit
Grade 9-12**

Wind Ensemble III is a performance based class. Students will continue to explore an upper level in-depth study of musicality and technical ability. The ensemble will perform symphonic wind band music, learn theory music, history concepts, and study music's relation to culture. Students will work on specific instrument technique and development of skills that supplements the foundation of a wind ensemble.

52302X00 –VOCAL MUSIC CHORUS I**PREREQUISITE:** *None***1 Credit
Grade 9-12
BEGINNING**

Chorus I is a choir of mixed voices. Its primary objectives are to develop the vocal instrument and sight-reading skills. Emphasis is placed on choral development through the study of vocal anatomy and the sight-reading of music through the use of solfege syllables. Members are REQUIRED to attend ALL CONCERTS. Students will receive instruction on all aspects of vocal technique and sight -reading.

52302X02 – VOCAL MUSIC CHORUS II**PREREQUISITE:** *None***1 Credit
Grade 9-12
BEGINNING**

Chorus II is a choir of mixed voices. Its primary objectives are to develop the vocal instrument and sight-reading skills. Emphasis is placed on choral development through the study of vocal anatomy and the sight reading of music through the use of solfege syllables. Members are REQUIRED to attend ALL CONCERTS. Students will receive instruction on all aspects of vocal technique and sight -reading.

523012X01 – VOCAL MUSIC CONCERT CHOIR I**PREREQUISITE:** *Audition and approval of Choral Director***1 Credit
Grade 10-12
INTERMEDIATE**

Concert Choir I is a choir of mixed voices. Its primary objectives are to develop an advanced vocal instrument and sight reading skills. Emphasis is placed on choral development through the study of vocal anatomy and the sight reading of music through the use of solfege syllables. Members are REQUIRED to attend ALL CONCERTS. Students will receive instruction on advanced aspects of vocal technique and sight-reading. Particular emphasis is placed on performing unaccompanied music. This class will require occasional performances outside of the school environment (i.e. contests, competitions, etc.)

52312X02 – VOCAL MUSIC CONCERT CHOIR II (INTERMEDIATE)

1 Credit

PREREQUISITE: *Audition and approval of Choral Director*

Grade 10-12

Concert Choir II is a choir of mixed voices. Its primary objectives are to develop an advanced vocal instrument and sight reading skills. Emphasis is placed on choral development through the study of vocal anatomy and the sight-reading of music through the use of solfege syllables. Members are **REQUIRED** to attend **ALL CONCERTS**. Students will receive instruction on advanced aspects of vocal technique and sight-reading. Particular emphasis is placed on performing unaccompanied music. This class will require occasional performances outside of the school environment (i.e. contests, competitions, etc.)

52195X00 - HONORS MUSIC SPECIALIZATION CHAMBER ENSEMBLE II -

1 Credit

SPRING IV

Grade 11-12

PREREQUISITE: Audition, superior vocal quality, previous participation in concert **ADVANCED** choir I, II, and superior music reading skills. Students must have the approval of the choral director. Vocal ensemble members will be selected by the director. Students are required to participate in all adjudicated trips, all evening or added rehearsals, and many scheduled concerts. Maximum dedication to the group is expected. Each choir student is required to meet with the director four times per marking period for personal or small group vocal instruction. Students will receive instruction on all aspects of vocal technique and sight reading.

Membership is limited to 16 students (4 soprano, 4 alto, 4 tenor, 4 bass)

52552X00 - BAND FALL I (BEGINNING)

1 Credit

PREREQUISITE: *None*

Grade 9

This course is designed for students who have successfully completed eighth grade band. Emphasis is on furthering basic skills while exploring and performing music that is on a Grade III/IV level. All performances are required and will be graded.

52552X01 - BAND SPRING I (BEGINNING)

1 Credit

PREREQUISITE: *None*

Grade 9

This course is designed for students who have successfully completed eighth grade band. Emphasis is on furthering basic skills while exploring and performing music that is on a Grade III/IV level. All performances are required and will be graded.

52562X00 - BAND FALL II (INTERMEDIATE)

1 Credit

PREREQUISITE: *None*

Grade 10-12

This course is designed for students who have successfully completed 525520 and 525521. Emphasis is on furthering skills while exploring and performing music that is on a Grade IV level. All performances are required and will be graded.

52562X01 – BAND SPRING II (INTERMEDIATE)

1 Credit

PREREQUISITE: *Band (Beginning) Fall I*

Grade 10-12

Emphasis is on furthering skills while exploring and performing music that is on a Grade IV level. All performance is required and will be graded.

52185X01 – HONORS MUSIC SPECIALIZATION BAND-SPRING III (PROFICIENT)

1 Credit

PREREQUISITE: *Band (Beginning) I, Band (Intermediate) II*

Grade 11-12

This course is designed for students who have successfully completed Band (proficient) 3. Emphasis is on refining performance skills and techniques while performing music that is on a Grade IV/V level. All performances are required and will be graded.

52195X01 - HONORS MUSIC SPECIALIZATION BAND-SPRING IV (ADVANCED)

1 Credit

PREREQUISITE: *Fall Band IV*

Grade 12

Emphasis is on refining performance skills and techniques while performing music that is on a Grade V/VI level. All performances are required and will be graded.

52575X00 - HONORS BAND FALL III (PROFICIENT)

1 Credit

PREREQUISITE: *Successful completion of Band I, II and be in marching band during the same academic year*

Grade 11-12

This course is designed for more advanced players. The emphasis will be on refining performance skills and techniques while performing music literature on a Grade VI level. Students will be required to complete out of class assignments and attend all performances .

52585X00 - HONORS BAND FALL IV (ADVANCED)

1 Credit

PREREQUISITE: *Successful completion of 525750 and be in marching band during the same academic year. High school director approval.*

Grade 12

This course is designed for more advanced players. The emphasis will be on refining performance skills and techniques while performing music literature on a Grade VI level. Students will be required to complete out of class assignments and attend all performances.

52162X0JE - JAZZ ENSEMBLE I

1 Credit

PREREQUISITE: *Band I*

Grade 9-12

This course will explore the jazz idiom of music, with emphasis on jazz styles, improvisation skills, theory and ear training. Graded performances during and after the school day will be required.

52172X0JE - JAZZ ENSEMBLE II

1 Credit

PREREQUISITE: *Jazz Ensemble I*

Grade 10-12

This course will explore the jazz idiom of music, with emphasis on jazz styles, improvisation skills, theory and ear training. Graded performances during and after the school day will be required.

52185X0JE - JAZZ ENSEMBLE III

1 Credit

PREREQUISITE: *Jazz Ensemble II*

Grade 11-12

This course will explore the jazz idiom of music, with emphasis on jazz styles, improvisation skills, theory and ear training. Graded performances during and after the school day will be required.

52195X0JE - JAZZ ENSEMBLE IV

1 Credit

PREREQUISITE: *Jazz Ensemble III*

Grade 12

This course will explore the jazz idiom of music, with emphasis on jazz styles, improvisation skills, theory and ear training. Graded performances during and after the school day will be required.

54152X01 - Visual Arts (BEGINNING)

1 Credit

PREREQUISITE: *None*

Grade 9-12

Art I is a course in which the student will develop positive attitudes about her/himself, about others, and about art. The student will develop the concepts and skills necessary for understanding and producing art. These include elements, principles, creativity, personal perception, and evaluation processes. They also include drawing, painting, printmaking, sculpture, and fine craft processes. The development of a knowledge and appreciation of art in the past and present, along with the awareness of art as a vocation and profession, will also be included.

54162X02 - Visual Arts (INTERMEDIATE)

1 Credit

PREREQUISITE: *Visual Arts(Beginning)*

Grade 10-12

Successful completion of Visual Arts I is necessary for enrollment in this class. This course is designed for the interested and talented student on a selected basis. Emphasis will be placed on the same areas as Visual Arts I, only on a more sophisticated level.

54175X0 - Honors Visual Arts (PROFICIENT)

1 Credit

PREREQUISITE: *Visual Arts (Intermediate)*

Grade 11-12

Successful completion of Visual Arts II is necessary for enrollment in this course. Emphasis will be placed on the same areas as Visual Arts I and II only on a much more sophisticated level. Students will have a greater concentration in selected media, designed to meet specific needs and individual abilities. Students in Art 3 are required to compile an Art Portfolio with at least 8 finished, advanced pieces.

54185X0 _ Honors Visual Arts (ADVANCED)

1 Credit

PREREQUISITE: *Honors Visual Arts (Proficient)*

Grade 12

Successful completion of Visual Arts III is necessary for enrollment in this course. This course is a continuation of the objectives learned in previous levels of visual art with much more sophistication. Instruction is geared to helping the individual student reach his/her maximum potential and prepare for continuation on a college level.

54612X0 – ART APPRECIATION / HISTORY

1 Credit

PREREQUISITE: *None*

Grade 9-12

This course is designed to establish an understanding of art, to develop an appreciation for the relation between art and man, and to study the cultural and historical contexts of artistic production and reception.

5A027X0 - ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN

1 Credit

PREREQUISITE: *Visual Arts Intermediate*

Grade 9-12

Students will create a portfolio of artwork where student demonstrate a depth of investigation and process of discovery through concentration. They will maintain a sketchbook to work out ideas and to show growth. They will also participate in individual and group activities.

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a 3 or higher on the AP exam. College credit is granted based on individual colleges and universities AP credit policy requirements.

52162X0 – MUSIC APPRECIATION/HISTORY

1 Credit

PREREQUISITE: *None*

Grade 9-12

This course is designed to engage students in the development of knowledge and understanding of music. Emphasis given to the forms of music found in different periods and the relationship of music to general cultural development.

5A017X0 - ADVANCED PLACEMENT MUSIC THEORY

1 Credit

PREREQUISITE: *Prior Music Experience & Approval of Principal upon Teacher Recommendation*

Grade 9-12

Advanced Placement Music Theory is an advanced level music course. Students in this class will work towards a deeper understanding of the various building blocks of music: melody, harmony, rhythm, meter, texture and form. Students will seek to develop music writing skills through analysis, composition and notation. They will improve their musicianship through listening skills, sight-singing and harmonization at the keyboard and by singing. The work in this class is equivalent to a first year college music theory class and culminates with the AP exam. The student's ability to read and write musical notation is fundamental to this course and the student must have adequate performance skills in either voice or an instrument.

Students enrolled in an AP course are required to take the AP exam. College credit may be given to students who score a 3 or higher on the AP exam. College credit is granted based on individual colleges and universities AP credit policy requirements.

51152X0 – DANCE (BEGINNING)

1 Credit

PREREQUISITE: *None*

Grade 9-12

Dance (beginning) is a course with a modern style approach to learning. The course is designed for both those who have a general interest in dance and students who intend to pursue dance as a profession. The discipline and movement-based course will train dancers to use their bodies as an instrument of communication and expression while exploring creative processes through choreography. Students will broaden their appreciation and understanding of the art form through the study of dance history, theory and philosophy.

51162X0 – DANCE II (INTERMEDIATE)

1 Credit

PREREQUISITE: *Dance (Beginning)*

Grade 10-12

Dance (intermediate) is a continuation of the concepts and movement studies in Dance (beginning). This course is also designed for both those who have a general interest in dance and students who intend to pursue dance as a profession, placing a further emphasis on student choreography. The discipline and movement-based course further covers the anatomical concepts, choreographic forms, and analysis of dance theories and movement covered in Dance (beginning). Students are asked to use more self-assessment and peer feedback in the course to further the understanding of the art form.

51175X0 – DANCE III (PROFICIENT)

1 Credit

PREREQUISITE: *Proficient dance is designed for students who have achieved intermediate level high school standards for dance.*

Grade 10-12

Dance III is a movement-based course which will train dancers to use their bodies as an instrument of communication and expression while exploring creative processes through choreography. Students will further explore cultural aspects and anatomical concepts studied in beginner and intermediate dance as well as broaden their understanding of the art form through the study of dance as a profession, its history, theory, and philosophies.

51185X0 – DANCE IV HONORS (ADVANCED)

1 Credit

PREREQUISITE: *Proficient dance is designed for students who have achieved proficient level high school standards for dance.*

Grade 9-10

Dance IV is a movement-based course which will train dancers to use their bodies as an instrument of communication and expression while exploring creative processes through choreography. Students will further explore cultural aspects and anatomical concepts, and critiquing techniques studied in beginner, intermediate, and proficient dance and broaden their understanding of the art form through the study of dance as a profession, its history, theory, and philosophies.

5A007X0-AP ART HISTORY

Grade 11-12

The central questions in this course include the following: What is art and how is it made? Why and how does art change? Through these essential questions, students explore the big ideas of AP Art History, effectively and precisely articulating an artwork's meaning and historical and cultural context. With these core questions as the foundation, this course is organized into ten cultural/chronological units, emphasizing daily practice of questioning techniques, methods of discussion, analytical paradigms, guided discovery, and independent learning. These enable our students to develop critical thinking and visual literacy skills with which they can mine meaning from any artwork they encounter throughout their lives. **(Please reference Collegeboard.org).**

53152X01-Beginning Theatre Arts

PREREQUISITE: *None*

This course is an overview of all the facets of theater arts, including, but not limited to: acting, improvisation, costume design, make-up design, playwriting, mime, vocal training, theater history, and much more.

On the first day of class, students will be expected to interact with other students, participate in whole class activities, and problem solve. Students should expect to read, write, do math, psychoanalyze, construct, draw, paint, sing, dance, experiment, learn about the past, use technology and their individual talents. By the end of the course, students should be able to: communicate articulately, work cooperatively with others, analyze text and human behavior, problem solve various situations, show good theater etiquette, and use their imagination.

53152X02-Intermediate Theatre Arts

PREREQUISITE: *Beginning Theater*

This is a continuation of Beginning Theatre where students will continue to build their acting, improvisation, voice, mime, design, history, analysis and playwriting skills. This class will perform for students at local elementary schools and have a film screening, showcasing short films they have made.

53175X03-Honors Proficient Theatre Arts

PREREQUISITE: *Intermediate Theatre*

This course begins to prepare students for a career in theater arts and applies the basics learned in Beginning and Intermediate Theatre through real theatrical productions. Students will be in charge of all production aspects including acting, design, construction, publicity, etc. In addition to putting on a class play, students will be acting in original works created by the Advanced Theatre class. This course necessitates time spent after school for rehearsal and performances.

53185X04-Honors Advanced Theatre Arts

PREREQUISITE: *Proficient Theatre*

This course is often paired with Proficient Theatre and also applies the basics learned in Beginning, Intermediate, and Proficient Theatre through real theatrical productions. Students in this class will write and direct their own one act play, which will require time after school. This course prepares students to enter a 4 year university theatre program.

Suggested Health/Physical Education Course Sequences

FRESHMAN	HEALTH/PE	INTRO TO PHYSICAL CONDITIONING			
	↓	↓			
SOPHOMORE	PHYSICAL CONDITIONING	BASIC ATHLETIC TRAINING	PERSONAL FITNESS	SPORTS	
	↓	↓	↓		
JUNIOR	PHYSICAL CONDITIONING	BASIC ATHLETIC TRAINING	PERSONAL FITNESS	SPORTS	
	↓	↓	↓		
SENIOR	PHYSICAL CONDITIONING	BASIC ATHLETIC TRAINING	PERSONAL FITNESS	LIFETIME SPORTS	SPORTS OFFICIATING & SCOREKEEPER

Health and Physical Education

No student may take more than one physical education course per term.

60492X0 - HEALTH & PHYSICAL EDUCATION

1 Credit

PREREQUISITE: *None*

Grade 9-12

Health and Physical Education is a required course that is needed for graduation from high school in North Carolina. Four and one half weeks of each 9 weeks will be spent in the classroom where Health Education will be the primary objective. Four and a half weeks of each 9 weeks will be spent in Physical Education Fundamentals. The instructor will select sports from the following areas: flag football, soccer, volleyball, basketball, softball, track, recreational sports and cardiovascular conditioning. Sports videos will be shown periodically.

60292X0IPC - INTRO TO PHYSICAL CONDITIONING

1 Credit

PREREQUISITE: *Health & Physical Education*

Grade 9-10

Weight lifting techniques will be taught and proper conditioning program will be introduced. This course stresses body development through daily exercise and activities in a planned conditioning program through the use of weight training bar equipment.

60292X0MF - PHYSICAL CONDITIONING-(FALL)

1 Credit

PREREQUISITE: Health and Physical Education

Grade 10-12

This course stresses body development through daily exercise and activities in a planned conditioning program through the use of weight training equipment. **Fall term only.**

60292X0MS - PHYSICAL CONDITIONING-(SPRING)

1 Credit

PREREQUISITE: *Health and Physical Education*

Grade 11-12

Emphasis placed on gaining strength. This course stresses body development through daily exercise and activities in a planned conditioning program through the use of weight training equipment. **Spring term only.**

60292X0FS - PHYSICAL CONDITIONING-(SPRING)

1 Credit

PREREQUISITE: *Health and Physical Education*

Grade 9-11

This course stresses body development through daily exercise and activities in a planned conditioning program through the use of weight training equipment. **Spring term only.**

60292X0FF - PHYSICAL CONDITIONING (FALL)

1 Credit

PREREQUISITE: *Health and Physical Education*

Grade 10-12

This course stresses body development through daily exercise and activities in a planned conditioning program through the use of weight training equipment. **Fall term only.**

60292X0LTS - LIFETIME SPORTS

1 Credit

PREREQUISITE: *Health and Physical Education and supply personal equipment some sports*

Grade 11-12

This course is designed to accommodate students with the background and skill of activities that one can engage in despite the age, skill level, or athletic ability. An in-depth study will include the following: golf, track and field, badminton, ping-pong, aerobics, tennis, horseshoes and croquet.

60292X0OFF - SPORTS OFFICIATING & SCOREKEEPING COACHING

1 Credit

TECHNIQUES & STRATEGIES

Grade 10-12

PREREQUISITE: *Health & Physical Education. Interest in sports & supply personal rule books*

Emphasis will be placed on officiating team sports, such as football, volleyball, basketball, soccer, baseball, softball, and wrestling. Mechanics, techniques of officiating and scorekeeping will be taught. Videos and field trips will be part of the class. **Fall term only.**

No student may take more than one physical education course per term.

60632X0 - SPORTS MED / ATHLETIC TRAINING

1 Credit

PREREQUISITE: *Interest in sports medicine, athletic training physical therapy or a medical related career - basic anatomy*

Grade 10-11

This course is designed to introduce the career choice of Athletic Training and Sports Medicine to those interested in pursuing it as a career. This course will cover basic anatomy, common sports injuries, evaluation and treatment of those injuries and rehabilitation. Other aspects of this class would include designing an athletic training facility, designing a budget and assessing the importance of supplies. Administrative aspects such as

medical files, insurance documentation and daily organizational issues in the training room are discussed.

Forty hours of hands-on practical experience will be a requirement for the semester at various sporting events.

CPR certification and field trips to college or university athletic training facilities may also be possible.

60292X0SPT - SPORTS

1 Credit

PREREQUISITE: *Health and Physical Education*

Grade 9-10

This course is designed to include the development of personal fitness, and active participation in sports such as basketball, soccer, flag football, volleyball, and softball. This course includes the history, rules, and terminology with an emphasis in skill development of the various sports.

60645X0-Honors Sports Medicine/Athletic Training II

1 Credit

PREREQUISITE Sports Medicine 1

Grade 11-12

This course introduces students to topics such as injury prevention, nutrition, first aid/CPR/AED, exercise physiology, and biomechanics. Students study basic human anatomy and physiology, medical terminology, and basic rehabilitative techniques, therapeutic modalities, wound care, taping and bandaging techniques, prevention recognition, legal and ethical issues, drugs in sports; modern issues in sports medicine.

Hands-on practical experience will be a requirement at various sporting events. CPR certification and field trips to college or university athletic training facilities may also be possible.



Suggested JROTC Course Sequences

FRESHMAN	JROTC I – FALL	➡	JROTC I - SPRING
SOPHOMORE	JROTC II- FALL	➡	JROTC II – SPRING
JUNIOR	JROTC III – FALL	➡	JROTC III – SPRING
SENIOR	JROTC IV – FALL	➡	JROTC IV – SPRING

Junior Reserve Officers' Training Corps-JROTC

A cadet must maintain a passing grade in all subjects to enroll and remain in the JROTC program

95012X00 - JUNIOR RESERVE OFFICERS' TRAINING CORPS I (LET I)

1 Credit

PREREQUISITE: *Physically fit and at least 14 years of age*

Grade 9-12

This course includes classroom and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service. **Fall term only.**

95012X01 - JUNIOR RESERVE OFFICERS' TRAINING CORPS I (LET II)

1 Credit

PREREQUISITE: *Physically fit and at least 14 years of age*

Grade 9-12

This course includes classroom and laboratory instruction expanding on the communication skills and conflict management and resolution curriculum taught in LET 1 1st Semester. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included in the course is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service. **Spring term only.**

95032X03 - JUNIOR RESERVE OFFICERS' TRAINING CORPS III (LET III)

1 Credit

PREREQUISITE: *Successful completion of JROTC LET2, JROTC annual physical fitness test, passing grade in all subjects*

Grade 11-12

This course includes classroom and laboratory instruction expanding on the skills taught in LET 1 - 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides opportunities to handle various leadership situations. The research, identification, planning, and execution of service learning activities are included. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

Fall term only.

95032X04 - JUNIOR RESERVE OFFICERS' TRAINING CORPS III (LET III)

1 Credit **PREREQUISITE:** *Successful completion of JROTC LET 2, JROTC annual physical fitness test, passing grade in all subjects*

Grade 11-12

This course includes classroom and laboratory instruction expanding on the skills taught in LET 1 - 2 and LET 3 1st Semester. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. Instructs on the creation of career portfolios and plans for college or work. Financial Management principles including investing, credit, and insurance are studied in depth. Skills for orienteering and/or land navigation is developed. Includes studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

Spring term only.

A cadet must maintain a passing grade in all subjects to enroll and remain in the JROTC program.

95042X05 - JUNIOR RESERVE OFFICERS' CORPS IV (LET IV) - HONORS

1 Credit (Honors)

PREREQUISITE: *Successful completion of JROTC LET 3, JROTC annual physical fitness test, passing grade in all subjects*

Grade 12

This course includes classroom and laboratory instruction expanding on the skills taught in LET 1 - 3. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as developing a positive attitude, preventing violence and managing anger. It provides instruction on etiquette, daily planning, financial planning, and careers. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service. **Fall term only.**

95042X06 - JUNIOR RESERVE OFFICERS' TRAINING CORPS IV (LET IV) - HONORS

1 Credit (Honors)

PREREQUISITE: *Successful completion of JROTC LET 3, JROTC annual physical fitness test, passing grade in all subjects*

Grade 12

This course includes classroom and laboratory instruction expanding on the skills taught in LET 1- 3. It includes requirements for the practical application of leadership duties. Included are exercises in writing skills. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service. **Spring term only.**



Suggested Exceptional Education Course Sequences

FRESHMAN	ENGLISH I	INTRO NC MATH 1	APPLIED SCIENCE	AMERICAN HISTORY I
	↓	↓	↓	↓
SOPHOMORE	ENGLISH II	NC MATH 2	SPECIAL INTEREST SCIENCE	AMERICAN HISTORY II
	↓	↓	↓	↓
JUNIOR	ENGLISH III	FINANCIAL MANAGEMENT	BIOLOGY	ELECTIVE
	↓	↓	↓	↓
SENIOR	ENGLISH IV	ELECTIVE	ELECTIVE	ELECTIVE
FRESHMAN	OCCUPATIONAL PREPARATION I	ELECTIVE	HEALTH & PE	CAREER MANAGEMENT
	↓	↓	↓	↓
SOPHOMORE	OCCUPATIONAL PREPARATION II	OCCUPATIONAL PREPARATION II	ELECTIVE	CAREER TECHNICAL ED. COURSE
	↓	↓	↓	↓
JUNIOR	OCCUPATIONAL PREPARATION III	OCCUPATIONAL PREPARATION III	ELECTIVE	CAREER TECHNICAL ED. COURSE
	↓	↓	↓	↓
SENIOR	OCCUPATIONAL PREPARATION IV	ELECTIVE	ELECTIVE	CAREER TECHNICAL ED. COURSE

Exceptional Education

96142X0 – INDIVIDUAL CURRICULUM

1 Credit

PREREQUISITE: *Special Ed. Teacher recommendation*

Grade 9-12

This course offers assistance to students in their regular education classes with concentrated work in specific areas of weakness.

9260BX0- EMPLOYMENT PREPARATION I SCIENCE

1 Credit

PREREQUISITE: *Recommendation of IEP team*

Grade 9-12

Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Health and Safety, Career Development and Planning, Personal Management, and includes elements of the nature of Science. Purpose: This course is designed to teach students skills and promote success in the areas of post-secondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. Employment Preparation courses should be taught in sequential order as the content is designed to help the student build skills and increase their depth of knowledge levels over grades 9-12. Students will receive direct instruction in the competency goals and objectives during class time and will be expected to apply appropriate skills within the naturally occurring setting during activities associated with school-based hours, community-based hours, and paid employment hours required by the GRAD-004 policy to be completed by graduation.

9261BX0 - EMPLOYMENT PREPARATION II CITIZENSHIP 1A

2 Credits

PREREQUISITE: *Employment Preparation I Science*

Grade 9-12

Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Citizenship, Health and Safety, Career Development and Planning, Personal Management, and includes themes of Social Studies, Citizenship, and Global Citizenship. Purpose: This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. Employment Preparation courses should be taught in sequential order as the content is designed to help the student build their skills and increase their depth of knowledge levels over grades 9-12. Students will receive direct instruction in the competency goals and objectives during class time and will be expected to apply appropriate skills within the naturally occurring setting during activities.

9262BX0- EMPLOYMENT PREPARATION II CITIZENSHIP IB**2 Credits****PREREQUISITE:** *Employment Preparation II Citizenship IA***Grade 9-12**

Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Citizenship, Health and Safety, Career Development and Planning, Personal Management, and includes themes of Social Studies, Citizenship, and Global Citizenship. Purpose: This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. Employment Preparation courses should be taught in sequential order as the content is designed to help the student build their skills and increase their depth of knowledge levels over grades 9-12. Students will receive direct instruction in the competency goals and objectives during class time and will be expected to apply appropriate skills within the naturally occurring setting during activities.

9263BX0- EMPLOYMENT PREPARATION III CITIZENSHIP 2A**1 Credit****PREREQUISITE:** *Employment Preparation II Citizenship IA***Grade 9-12**

Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Citizenship, Health and Safety, Career Development and Planning, Personal Management, and includes themes of Social Studies, Citizenship, and Global Citizenship Purpose: This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. Employment Preparation courses should be taught in sequential order as the content is designed to help the student build their skills and increase their depth of knowledge levels over grades 9-12. Students will receive direct instruction in the competency goals and objectives during class time and will be expected to apply appropriate skills within the naturally occurring setting during activities associated with school-based hours, community based hours, and paid employment hours required by the GRAD-004 policy to be completed by graduation.

9264BX0- EMPLOYMENT PREPARATION III CITIZENSHIP 2B

1 Credit

PREREQUISITE: *Employment Preparation II Citizenship 2A*

Grade 9-12

Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Citizenship, Health and Safety, Career Development and Planning, Personal Management, and includes themes of Social Studies, Citizenship, and Global Citizenship Purpose: This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. Employment Preparation courses should be taught in sequential order as the content is designed to help the student build their skills and increase their depth of knowledge levels over grades 9-12. Students will receive direct instruction in the competency goals and objectives during class time and will be expected to apply appropriate skills within the naturally occurring setting during activities associated with school-based hours, community based hours, and paid employment hours required by the GRAD-004 policy to be completed by graduation.

9265BX0- EMPLOYMENT PREPARATION IV MATH

1 Credit

PREREQUISITE:

Grade 9-12

Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Employment Applied Math, Health and Safety, Career Development and Planning, Personal Management, and includes mathematical practices applied and integrated in the employment environment and supporting independent living Purpose: This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course. Employment Preparation courses should be taught in sequential order as the content is designed to help the student build their skills and increase their depth of knowledge levels over grades 9-12. Students will receive direct instruction in the competency goals and objectives during class time and will be expected to apply appropriate skills within the naturally occurring setting during activities associated with school-based hours, community based hours, and paid employment hours required by the GRAD-004 policy to be completed by graduation. .

9220BX0 – INTRODUCTION TO NC MATH 1

1 Credit

PREREQUISITE: *None*

Grade 9

Introduction to NC Math 1 is to help the students to understand numbers and operations, geometry, measurement, algebra, statistics and probability. These concepts will help to continue the math progression to NC Math 1 (Algebra). The student should take this course in the ninth grade.

9221BX0 – NC MATH 1

1 Credit

PREREQUISITE: *Introduction to Mathematics I*

Grade 9-10

NC Math 1 provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. Graphing calculators use

9222BX0 - FINANCIAL MANAGEMENT

PREREQUISITE: *Introduction to Mathematics I*

Grade 11-12

Financial Management is based on the NC Essential Standards and Common Core (National) Standards. The student will understand personal financial planning, appropriate methods for personal financial management and independent living, personal and state income tax, wages and compensation, the use of credit, different types of insurance in terms of their ability to meet personal needs and applying math skills to consumer spending.

9231BX0 - APPLIED SCIENCE

PREREQUISITE: *Recommendation of IEP team*

Grade 9-10

Applied Science is based on the NC Essential Standards and Common Core (National) Standards. The North Carolina Science Essential Standards maintain the respect for local control of each Local Education Authority (LEA) to design the specific curricular and instructional strategies that best deliver the content to their students. Nonetheless, engaging students in inquiry-based instruction is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design should not be taught nor tested in isolation of the core concepts drawn from physical science, earth science and life science. A seamless integration of science content, scientific inquiry, experimentation and technological design will reinforce in students the notion that "what" is known is inextricably tied to "how" it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Students should have opportunities to engage in "hands on/minds-on" activities which are exemplars of scientific inquiry, experimentation and technological design. Students should understand force and motion, energy and its conservation, electricity and magnetism; properties of matter, use and danger of common chemicals and how humans can have positive and negative effects on the environment and the human body.

3020X0BIO – SPECIAL INTEREST SCIENCE

1 Credit

PREREQUISITE: *Recommendation of IEP team*

Grade 9-10

This course is a bridge course to Biology. The student will learn basic biological concepts necessary for the general understanding of advanced study. This course covers inquiry of simple, but careful observation, collecting and recording data, and drawing conclusions from activities.

9232BX0 - BIOLOGY

1 Credit

PREREQUISITE: *Applied Science / Special Interest Science*

Grade 11

Biology is based on the NC Essential Standards and Common Core (National) Standards. The North Carolina Science Essential Standards maintain the respect for local control of each Local Education Authority (LEA) to design the specific curricular and instructional strategies that best deliver the content to their students. The student will understand the relationship between the structures and functions of cells and their organelles, analyze the cell as a living system, analyze the interdependence of living organisms within their environments, understand the impact of human activities on the environment (one generation affects the next), explain how traits are determined by the structure and function of DNA, understand how the environment, and/or the interaction of alleles, influences the expression of genetic traits, understand the application of DNA technology, explain the theory of evolution by natural selection as a mechanism for how species change over time, understand how classification systems are developed based upon speciation, understand how biological molecules are essential to the survival of living organisms and analyze the relationships between biochemical processes and energy use. The End-Of-Course Assessment will be the Extend II Biology EOC Test.

9247BX0 - AMERICAN HISTORY I**1 Credit****PREREQUISITE:** *Recommendation of IEP team***Grade 9-10**

This course applies the four interconnected dimensions of historical thinking in order to understand the creation and development of the United States over time. The course uses chronological thinking, historical comprehension, historical analysis/interpretation, and historical research to meet the principles of foundation. The timeline covers the content from colonization through Reconstruction in terms of causes and effects in the founding of America. It also covers civic and economic concepts prominent during this timeline.

9248BX0 - AMERICAN HISTORY II**1 Credit****PREREQUISITE:** *Occupational American History I***Grade 10-11**

This course applies the four interconnected dimensions of historical thinking in order to understand the creation and development of the United States over time. The course uses chronological thinking, historical comprehension, historical analysis/interpretation, and historical research to meet the principles of foundation. The timeline covers the content from Reconstruction to the twenty-first century in terms of causes and effects in the founding of America. It also covers civic and economic concepts prominent during this timeline.

9210BX0 - ENGLISH I

1 Credit

PREREQUISITE: *Recommendation of IEP team*

Grade 9

English I is based on the NC Essential Standards, Common Core (National) Standards and NC Standard Course of Study for English I. Students will express reflections and reactions to print and non-print text and personal experiences. They will explain meaning, describe processes, and answer research questions to inform an audience. They will examine argumentation and develop informed opinions. They will create and use standards to demonstrate understanding of various literary genres, concepts, elements, and apply conventions of grammar and usage when writing or speaking. They will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

9211BX0 - ENGLISH II

1 Credit

PREREQUISITE: *English I*

Grade 10

English II is based on the NC Essential Standards, Common Core (National) Standards and NC Standard Course of Study for English II. Students will express reflections and reactions to print and non-print text and personal experiences. They will explain meaning, describe processes, and answer research questions to inform an audience. They will examine argumentation and develop informed opinions. They will create and use standards to demonstrate understanding of various literary genres, concepts, elements, and apply conventions of grammar and usage when writing or speaking. They will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. The End-Of-Course Assessment will be the Extend II English II EOC Test.

9212BX0 - ENGLISH III

1 Credit

PREREQUISITE: *English II*

Grade 11

English III is based on the NC Essential Standards, Common Core (National) Standards and NC Standard Course of Study for English III. Students will understand literary and informational texts, use appropriate communication skills in employment, post-secondary education/training and independent settings, create written products using templates or forms, apply reading and comprehension strategies to informational texts found in employment, post-secondary education/training and independent living domains, 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, summarize the importance of forming a viewpoint in situations related to adult living and critique informational products for use in employment, post-secondary education/training, and independent living domains. Students will integrate relative information into their career portfolio graduation requirement.

9213BX0 - ENGLISH IV**1 Credit****PREREQUISITE:** *English III***Grade 12**

English IV is based on the NC Essential Standards, Common Core (National) Standards and NC Standard Course of Study for English IV. The student will apply information from literary and informational texts to carry out adult living tasks and activities, evaluate communication between various audiences, construct written products without reliance on templates or forms, apply reading and comprehension strategies in informational texts found in employment, post-secondary educational/training, and independent living domains, produce products to solve problems that occur in various domains of adult –life, attribute the impact of cause and effect on a given real life situation generate a viewpoint based on the analysis of current events, written texts, and/or personal life experiences and create informational products for use in employment, post-secondary education/training and independent living domains. Students will complete their required career portfolio.

9310AX0 – ENGLISH / LA I**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

English/LA I is an introductory course dealing with the basic principles of applied reading and writing strategies to interpret and express factual, functional information. English / LA I students will learn to write complete sentences, read functional vocabulary terms and employ accurate letter formation.

9311AX0 – ENGLISH/LA II**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

This course provides students the opportunity to further develop reading and writing strategies. Students will learn to write sentences to form paragraphs and use proper grammar and learn to read and comprehend information found in a variety of printed material. Students will use basic word processing skills for written assignments.

9312AX0 – ENGLISH/LA III**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

This course provides students the opportunity to further develop reading and writing strategies. Students will identify main concepts and supporting information from printed and non-printed materials. Students will expand proficiency in basic sentence and paragraph writing as applied to a variety of functional, independent living, and employment tasks.

9313AX0 – ENGLISH/LA IV**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

This course provides students the opportunity to use written communication for explanatory argumentative, self advocacy, and social purposes. Students will expand comprehension of functional vocabulary to include legal, medical, tax, and insurance terms. Read and comprehend directions and other printed materials for living and employment tasks. Produce and complete personal portfolios and resumes.

9320AX0 – MATH IA**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

Math IA is an introductory course dealing with the basic principles of mathematics to include computation and understanding of whole numbers, decimals, fractions, and percentages. Students will be introduced to basic financial management skills, time, measurement, independent living and technology. These skills will be acquired through hands-on approaches and cooperative learning within the classroom and community. The application of these skills is necessary for independent living, and employment.

9321AX0 – MATH IB**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

This course continues from Life-Skills Math IA, the study of computation and the application of these skills for independent living and employment. Emphasis is placed on application and problem solving in the areas of financial management, interpreting schedules, time and measurement.

9322AX0 – FINANCIAL MANAGEMENT**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

This course continues from Life-Skills Math IB, the study of computation and the application of these skills for independent living and employment. Emphasis is placed on independent living using technology, hands on approaches and cooperative learning.

9323AX0 – MATH IV**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

This course emphasizes the application of skills previously learned in Life Skills Math courses. In this course, students demonstrate application of the skills in the community and places of employment.

9331AX0 – LIFE SCIENCE

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

An introductory course dealing with the basic principles of the sciences, to include environmental science, physical science, human life skills and biology as it relates to work and daily living situations. This course teaches students the principles of matter, energy and the conservation of our resources.

9231AX0 – APPLIED SCIENCE

1 Credit P

PREREQUISITE: *Recommendation of IEP Team*

This course provides students with the opportunity to acquire higher-level skills in the area of safety, health/medical issues, relationships and human anatomy. Students will also continue to develop basic principles of the sciences, to include environmental science, physical science, human life skills and biology as it relates to work and daily living situations.

9232AX0 - BIOLOGY

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

This course provides students with the opportunity to acquire higher-level skills in the area of matter, energy and the conservation of our resources. Students will also continue to develop basic principles of the sciences, to include environmental science, physical science, human life skills and biology as it relates to work and daily living situations.

10252X0CS1 - LIFE SKILLS COMMUNICATION SKILLS I

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

An introductory course dealing with oral language strategies to communicate effectively in both formal and informal situations. Students will expand basic telephone skills for work and home, take and support positions of self-advocacy, and exhibit ethical behavior in the use of computer technology.

10252X0CS2 - LIFE SKILLS COMMUNICATION SKILLS II

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

This course provides students with the opportunity to analyze and employ effective communications strategies in both daily living and employment settings, give and request verbal directions, demonstrate appropriate communication skills when addressing peers, and expand self-advocacy skills.

10252X0CS3 - LIFE SKILLS COMMUNICATION SKILLS III

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

This course provides students with the opportunity to examine the speaking skills expected in a variety of settings and demonstrate effective oral communication in each. Students will develop effective interviewing skills, learn to correctly complete employment applications and effectively compose resumes. Students will employ communication skills to locate and research information.

9011001Y - LIFE SKILLS ADAPTIVE HEALTH/PHYSICAL EDUCATION

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

This course introduces students to health related issues on an individual basis to include diet, exercise, anatomy, reproduction, and drug and alcohol awareness. Students will receive instruction in physical conditioning and proper techniques.

9340AX0 – SOCIAL STUDIES I

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

This course is designed to provide students with the basic economic, government, and political knowledge they need to become responsible citizens and consumers. It covers the history of the United States, the constitution, and the different branches of the government and how they relate to us in our daily lives. Students will learn the importance of individual contributions to the historical background of the development of the United States.

9341AX0 – SOCIAL STUDIES II

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

This course is designed to provide further knowledge to students with the basic economic, government, and political knowledge they need to become responsible citizens and consumers. This course emphasizes responsibilities as a citizen including voting, jury duty, abiding laws, democracy, citizenship and supporting governments. Diverse ethnic and minority groups are explored and interpreted.

9247AX0 – AMERICAN HISTORY I

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

This course is designed to provide further knowledge to students with the basic economic, government, and political knowledge they need to become responsible citizens and consumers. This course is a citizens in an interdependent world. Students will examine money, banking, business law, labor market, economics and supply and demand.

9249BX0-AMERICAN HISTORY: CIVIC LITERACY

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

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 microeconomics and personal finance. Organized through the Inquiry based C3 Framework, this course provides students with a strong understanding of civic life, politics, and government. The course provides students an increased understanding of constitutional democracy and the fundamental principles and values upon which they are founded, the skills necessary to participate as effective and responsible citizens, and the knowledge of how to use democratic procedures for making decisions and managing conflict. Students will also gain an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues, and manage personal financial resources effectively for lifetime financial security.

9248AX0 – AMERICAN HISTORY II

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

This course allows students to engage in studying individuals and their group interaction. Students will examine behavior, and how group involvement shapes individual and group behavior. Students will analyze rules, organizations, and value systems that enable people to live together. Students will learn to solve both hypothetical and real problems and reach decisions about preferred courses of action.

96102X0R1 - LIFE SKILLS RECREATION/LEISURE I

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

This course provides students the opportunity to acquire skills needed to participate in age appropriate recreational and leisure activities in the home, school and community. Students will learn personal hygiene, diet and nutritional value, and the benefits of exercise.

96102X0R2- LIFE SKILLS RECREATION/ LEISURE II**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

This course stresses body development, anatomy and physiology through daily exercise and activities in a planned conditioning program.

96102X0R3- LIFE SKILLS RECREATION/ LEISURE III**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

This course is designed to accommodate students with the background and skill of activities that one can engage in despite the age, skill level or ability. An in-depth study will include the following: aerobics, tennis, golf, horse shoes, biking, and swimming.

96102X0LS1- FUNCTIONAL LIFE SKILLS I**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

An introductory course designed to prepare students to locate, secure, keep and change careers. Strategies for this course include teamwork, technology, problem-solving, decision-making, goal-setting and self-management. The following careers will be explored: agricultural education, business, information technology, family and consumer sciences education, health occupations education, marketing, trade and industry. JROTC involvement will also be explored.

96102X0LS3- FUNCTIONAL LIFE SKILLS III**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

This course is designed to implement the skills learned in Functional Life Skills I and II, allowing students to locate, secure, keep and change careers. The following careers will be explored: agricultural education, business, information technology, family and consumer sciences education, health occupations education, marketing, trade and industry. JROTC involvement will also be explored.

96102X0- COLLEGE MATH FUNDAMENTALS

1 Credit

PREREQUISITE: *None*

This course will help students be successful with post-secondary mathematics. Students will work on skills in problem solving, sets, logic, mathematical systems, numeration, and measurement.

9561001Y- LIFE SKILLS CAREER TRAINING I

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

An introductory course dealing with the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career adjustments. Students will participate in activities including work ethic development, job seeking skills, decision-making skills and self-management. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the Life Skills Career Training course.

9561002Y- LIFE SKILLS CAREER TRAINING II

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

This course is designed to allow students to develop skills generic to all career majors: communication, interpersonal relationships, technology, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, diversity, and self-management. The focus is on proving students with basic skills that will serve as a foundation for future career application.

9561003Y- LIFE SKILLS CAREER TRAINING III

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

This course is designed to allow students to develop and begin the application of skills learned in Life Skills Career Training I and II. Learning activities that are provided include job shadowing, job sampling, internships and apprentices.

9561004Y- LIFE SKILLS CAREER TRAINING IV

1 Credit

PREREQUISITE: *Recommendation of IEP Team*

This course is designed to allow students to develop and begin the application of skills learned in Life Skills Career Training I, II and III and apply them to their personal career choice. This course teaches students to solve work related problems. Students will develop a job placement portfolio/resume of their personal qualifications.

523001 – LIFE SKILLS MUSIC I**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

An introductory course in which students will receive instruction on all aspects of vocal techniques and sightreading. Students will develop an appreciation of music as a vocation and profession.

523100 – LIFE SKILLS MUSIC II**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

This course allows students to acquire a higher level of understanding of music and technique. Students will develop an appreciation of music as a vocation and profession

541501 – LIFE SKILLS ART I**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

An introductory course in which students develop the concepts of skill necessary for understanding and producing art including drawing, painting, print-making, and sculptures. Students will develop an appreciation of art as a vocation and profession.

5416022Y – LIFE SKILLS ART II**1 Credit****PREREQUISITE:** *Recommendation of IEP Team*

This course allows students to acquire a higher level of understanding and producing art including drawing, painting, printmaking, and sculptures. Students will develop an appreciation of art as a vocation and profession.

00012X0 – INDIVIDUAL CURRICULUM**1 Credit****PREREQUISITE:** *None*

This course is taking the place of Individual Curriculum for students that require additional, individualized assistance according to their IEP.

95752X0FLR – COMMUNITY COLLEGE CURRICULUM TRANSFER CLASSES (FALL)

1 Credit

PREREQUISITE: *Admissions into CTP under the College and Career Promise program.*

Grade 11-12

Interested students will need to have an unweighted gpa of 2.8 or higher or appropriate score on a College Readiness assessments in order to qualify for the courses. Specific courses to be offered will be determined by Sandhills.

95752X0SPR - COMMUNITY COLLEGE CURRICULUM TRANSFER CLASSES (SPRING)

1 Credit

PREREQUISITE: *Admissions into CTP under the College and Career Promise program.*

Grade 11-12

Interested students will need to have an unweighted gpa of 2.8 or higher or appropriate score on College Readiness assessments in order to qualify for the courses. Specific courses to be offered will be determined by Sandhills.

96072X0 – ACT PREP

1 Credit

PREREQUISITE: *Algebra II or Higher Math/English II*

Grade 11-12

This course is only offered at the North Carolina Virtual Public School. See your counselor for more details.

96102X0 – FUNDAMENTALS OF ENGINEERING

1 Credit

Grade 10-12

Develop the elementary concepts of an engineer through initial ideas, the design and problem solving processes, and research potential social, ethical and economic impacts through reading, experiments, projects and collaborative discussions.

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