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Dear Students,

On behalf of New Hanover County Schools, I would like to welcome everyone to the 2016–2017 Career Advisement Program scheduling process. If you are a rising 9th grade student, let me give you a special welcome into high school. You are getting ready to embark on one of the most important, challenging, and memorable experiences of your entire life. No matter your grade level, NHCS will be there to assist and guide you throughout your high school journey.

As we all know, our technological world has become a global village. As a result, we have all been given opportunities that we could not have imagined even fifteen years ago. The global village effect, however, has also increased competition; we are no longer just competing and working with other Americans. In order to experience all this world has to offer, it is essential you acquire a first-rate education.

As the world has gotten more educationally diverse, NHCS has strived to grow in this same direction. We are proud of all of our high schools and their dedication to ensuring each student a global education: Ashley, Hoggard, Laney, New Hanover, Mosley Performance Learning Center, Isaac Bear Early College High School, and Wilmington Early College High School. At each of these schools, you will find dedicated 21st century professionals who are there to help you obtain a high quality, relevant education.

To help guide you through these important high school years, NHCS has created a Curriculum Course Guide. Inside this resource, you will find information on course offerings and descriptions, state and local educational requirements, course enrollment directions, and information on various cutting-edge programs.

The course scheduling process is very important for every student. With that in mind, let me encourage you to seek guidance as your prepare to select your courses. Your teachers, principals, counselors, and parents want to see you have the best high school experience you can have. Take advantage of their knowledge and wisdom.

Finally, I ask you to challenge yourself! That is the only way to grow and develop into your full potential. Strive to excel so you can have an expanded list of opportunities as graduation nears. We wish each and every one of you a terrific end to this school year and a wonderful beginning in 2016–2017.

Sincerely,
Dr. Tim Markley
HOW TO BEST USE THE CURRICULUM COURSE GUIDE

Over the past few years, with the various changes in state policies and course offerings, the NHCS Curriculum Course Guide has become a vital source of information for both parents and students. Every rising 9th grader receives a hard copy of this Course Guide and we encourage these students to hold onto this copy - it will be the only hard-copy the student receives during their time with New Hanover County Schools.

As alluded to in the above paragraph, changes are always happening with course offerings and state and district academic policies. Based on these ever-changing circumstances, we encourage students and parents to reference the online version of the Curriculum Course Guide on the NHCS webpage. **The online version will always be the most accurate and up-to-date edition of the document.**

With this mind, there are a few changes and policies we would like to highlight:

- The typical NHCS graduate, will finish with 28 course credits. To help guide this process, we do have a four-year graduation planning guide on page 18. Some students do graduate in three years and they are eligible, upon approval of their high school principal and the NHCS district office, to graduate with 25 course credits. Whether you would like to graduate in four years or three, please utilize a school counselor in order to best customize your schedule.

- All students will receive an honors course credit and course grade, separate from their English course grade, for the required Graduation Project. The Graduation Project will still be taught, administered, and assessed in the selected English course (English IV, Honors English IV, or AP Literature), but students will now receive two separate credits and grades. Separating the Graduation Project grade from the English course grade will give students, parents, and teachers a much more accurate assessment of the student’s strengths and weaknesses within the two courses.

- All secondary courses are now on the ten-point grading scale. The scale is listed below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90-100)</td>
<td>4.0 points per unit</td>
</tr>
<tr>
<td>B (80-89)</td>
<td>3.0 points per unit</td>
</tr>
<tr>
<td>C (70-79)</td>
<td>2.0 points per unit</td>
</tr>
<tr>
<td>D (60-69)</td>
<td>1.0 points per unit</td>
</tr>
<tr>
<td>F (below 60)</td>
<td>0.0 points per unit</td>
</tr>
</tbody>
</table>

- NCDPI recommends that school districts use the following conversion chart for courses taught outside of NC school districts or for courses that did not issue a numeric grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A+, A-</td>
<td>= 95</td>
</tr>
<tr>
<td>B, B+, B-</td>
<td>= 85</td>
</tr>
<tr>
<td>C, C+, C-</td>
<td>= 75</td>
</tr>
<tr>
<td>D, D+, D-</td>
<td>= 65</td>
</tr>
<tr>
<td>F</td>
<td>= 55</td>
</tr>
</tbody>
</table>

- Upon successful completion of a high school content course, middle school students will earn a high school credit towards graduation; however, the actual grade from this coursework taken in middle school will not count toward the high school Grade Point Average (GPA).

- All students begin accumulating their official high school GPA upon entering high school coursework following the day after completion of 8th grade (June or later for most students).
For students failing a course: Beginning with the 2015-2016 school year, upon completion of a repeated course, the new course grade shall replace the previous grade for the course. A student may only earn credit towards graduation for a course once.

Students beginning high school **before** the 2015-2016 school year will operate under the following weighted course scale: Honors course will receive an additional 1 point of weight. Community college and university courses at the 100 or 200 level will receive 1 point of weight. Advanced Placement courses will receive two points of weight. 300 and 400 level courses at the community college and university level will receive an additional 2 points of weight.

Students beginning high school **in or after** the 2015-2016 school year will operate under the following weighted course scale: Honors course will receive an additional .5 weight. Advanced Placement and all other community college and university courses will receive an additional 1 point of weight.
NORTH CAROLINA STATE BOARD OF EDUCATION VISION AND GOALS

Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen. The goals are as follows:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
Goal 2: Every student has a personalized education.
Goal 3: Every student, every day has excellent educators.
Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
Goal 5: Every student is healthy, safe, and responsible.

NEW HANOVER COUNTY SCHOOLS MISSION STATEMENT

The mission of New Hanover County Schools, in collaboration with our parents and the community, is to strive to provide children an excellent education in a safe and positive learning environment where they are prepared with the critical skills to reach their full potential for a world yet to be imagined.

GENERAL CURRICULUM

New Hanover County Schools offers curriculum that is comprehensive and flexible, providing a wide variety of course offerings and special programs. This curriculum allows each student to complete a high school program designed around the student’s needs and interests. Every effort is made to offer all courses at each high school within constraints imposed by enrollment and personnel. Elective offerings may vary at each high school.

In addition to traditional classroom offerings, students are also eligible to participate in the state’s approved online high school program known as North Carolina Virtual Public School (NCVPS). NCVPS provides free online high school courses to public school students throughout North Carolina. Students may access virtual learning courses from anywhere at any time. Grades earned through NCVPS become part of a student’s academic record as the student works toward graduation goals. Registration must occur at each school through the E-Learning Advisor. While this is an exciting opportunity for all of our students, it is important to note that virtual learning may not be appropriate for all learners. Please consult school counselors, teachers, and other school administrators for scheduling advice and course availability. Additional information about NCVPS can be found at http://www.ncvps.org/.

Additionally, students meeting the admission criteria may take dual enrollment courses at the University of North Carolina at Wilmington or at Cape Fear Community College through the North Carolina College & Career Promise program. Each of these programs is covered more extensively in this curriculum bulletin.

Each high school offers a full continuum of services to students receiving special education and related services. For students with disabilities, these services are specified through an Individualized Education Plan (IEP) or an Individualized Accommodation Plan (IAP) designed to meet individual student needs. Every school has a system of intervention, evaluation, and service delivery that provides access to these services. Students and parents can obtain more information about special education services from the Special Education and Related Services’ department chairperson at each school.

Academically or Intellectually Gifted (AIG) services are offered through enrollment in rigorous honors and Advanced Placement courses at each school.
STUDENT LEARNING OPPORTUNITIES

ADVANCED PLACEMENT PROGRAM (AP)

The Advanced Placement (AP) program offers college level courses and exams for secondary students in the areas of English, mathematics, social studies, science, and the arts. Select second languages and arts classes may also be offered. AP course offerings may vary at each high school. AP courses may also be available through North Carolina Virtual Public School (NCVPS). In May, students are encouraged to demonstrate their proficiencies on the appropriate Advanced Placement examinations. In this manner students may possibly earn university course exemption and/or credit. These exams are scheduled, designed, and graded by the College Board. Additional information can be found at [http://www.collegeboard.org](http://www.collegeboard.org).

The chart below highlights Advanced Placement courses that can be taken in the place of North Carolina graduation requirements because of the similarity of the curriculums. AP courses do provide students with a higher weighted grade point average than honors or standard level courses; however, Advanced Placement courses are very challenging and require significant amounts of outside reading and writing. Please see a school counselor and/or an AP teacher for scheduling assistance.

For more information on specific AP course weight for your particular graduation cohort, please see page 21 – 24.

<table>
<thead>
<tr>
<th>Advanced Placement Course</th>
<th>North Carolina Course That AP Course Can Replace</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Language and Composition</td>
<td>English III</td>
</tr>
<tr>
<td>AP Literature and Composition</td>
<td>English IV</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>Earth and Environmental</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>A Physical Science (5 physical science options)</td>
</tr>
<tr>
<td>AP Physics</td>
<td>A Physical Science (5 physical science options)</td>
</tr>
<tr>
<td>AP Biology*</td>
<td>Biology*</td>
</tr>
<tr>
<td>AP World History</td>
<td>World History</td>
</tr>
<tr>
<td>AP US History**</td>
<td>American History I and II**</td>
</tr>
</tbody>
</table>

*Note: Students taking AP Biology in place of the North Carolina created Biology course will still need to take the state required End-of Course exam that was created for the NC Biology course.

**Note: Students electing to take AP US History instead of American History I and II will need to take one additional social studies elective in order to fulfill the state requirement of four social studies credits to graduate. An additional social studies AP course can be taken to fulfill this fourth requirement.
CREDIT BY DEMONSTRATED MASTERY (CDM)

The State Board of Education defines “mastery” as a student’s command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material.

“Credit by demonstrated mastery” is a two-phase process by which NHCS, based upon a body-of-evidence, award a student credit in a particular high school course without requiring the student to complete classroom instruction for a certain amount of seat time. Phase One requires a level 5 on an EOC or 94% accuracy on a cumulative exam. Phase Two requires a student artifact that demonstrates a deep understanding of the course content, as evaluated by a team of content experts. The CDM process is available to any student in middle or high school attempting to demonstrate mastery of a high school course available in New Hanover County.

The following courses are excluded from Credit by Demonstrated Mastery:

- Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship)
- CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood Education I/II and Nursing Fundamentals
- CTE Advanced Studies courses
- English Language Learner (ELL) courses
- Healthful Living required courses
- AP/IB Courses

ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

English as a Second Language (ESL) classes or services are offered to students whose first language is a language other than English and whose academic English is not yet fluent. ESL classes provide a content-based, academic context that supports the development of the English speaking, listening, reading, and writing skills necessary for academic success.

STRIVING TO ACHIEVE EXCELLENCE (STAE)

Striving To Achieve Excellence (STAE) is designed to prepare students for the rigor of post-secondary education while increasing student achievement and developing overall success through empowerment. The STAE class will provide students with academic, social, career, and college support as well as leadership development. The STAE student falls in the academic middle, has college potential, is under-represented in four year colleges, and has no major attendance or discipline issues. The STAE student has the potential to excel and go to college but needs extra support and guidance. STAE will provide students with the necessary support to allow them to reach their greatest potential.

The student must meet the parameters of acceptance designated by the STAE criteria and must continue to meet those parameters in order to remain in the program. See a school counselor or STAE coordinator for more details and information on applying for the STAE program.
NORTH CAROLINA VIRTUAL PUBLIC SCHOOL (NCVPS)

NCVPS provides free online courses to public school students throughout North Carolina. NCVPS course offerings include high school and middle school content courses. Students who are enrolled with NHCS may access these web-based courses from anywhere at any time. Credits and/or grades earned throughout NCVPS become part of a student’s academic record as the student works toward graduation goals. Registration must occur at each school through the E-Learning Advisor. While this is an exciting opportunity for all students, it is important to consult with school counselors, teachers, and school administrators for scheduling advice and course availability.

To increase student success in online coursework, the middle and high schools have implemented a Virtual Academy support model to assist students with navigation, communication, progress monitoring and goal setting. This support is provided to all students taking NCVPS courses, both those scheduled in the lab and those working from home. Additional information about NCVPS can be found at http://www.ncvps.org/ or on the NHCS Online Learning webpage http://www.nhcs.net/onlinelearning/.

OFF-SITE LEARNING

With approval, high students may now take a semester, year, or entire high school career off campus via NCVPS. To learn more about this opportunity, visit the NHCS Off-Site Learning link: http://www.nhcs.net/onlinelearning/NCVPS%20Resources.htm.

SUMMER SCHOOL

Through NCVPS, students may participate in summer coursework to recover credits or to accelerate their learning with new coursework. Multiple lab locations are available throughout the district to support students with summer online coursework.

MIDDLE SCHOOL STUDENTS

NCVPS currently offers a limited number of middle school content courses. These serve as middle school electives and are not awarded high school credit. With principal approval, middle school students may participate in high school courses via NCVPS. High school content courses approved by the NC Board of Education for access by middle school students can be accessed at the following link: http://152.46.13.240/Misc%20Content/MiddleSchoolEligibleNCVPSCourses2.pdf.

*Middle school students are required to attend the NCVPS lab on campus as part of their regularly scheduled day.

Upon successful completion of a high school content course, middle school students will earn a high school credit towards graduation; however, the actual grade from this coursework taken in middle school will not count toward the high school Grade Point Average (GPA).

Only high school course content taken during the summer following successful completion of the 8th grade (as a rising 9th grader in June) will allow the students to earn both high school credit towards graduation and count towards high school GPA.

NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS (NCSSM)

NCSSM provides free interactive video conferencing courses to NC public school students. These courses are taught in “real time”, which means that students interact with their virtual teacher and students during the same block of time each day via webcam and specialized software.

In addition to the video conferencing courses, high school sophomores may also apply to participate in a two-year online program focusing on advanced science and/or mathematics.

For more information on the video conferencing courses or the advanced science and mathematics programs, please visit http://www.nhcs.net/onlinelearning/NCSSM%20Overview.htm.
NORTH CAROLINA CAREER AND COLLEGE PROMISE

North Carolina Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. Cape Fear Community College (CFCC) is the partnering agency for New Hanover County students. Qualified students may enroll in one of two pathways: a College Transfer Pathway or a Career and Technical College Pathway.

In order to participate in a College Transfer Pathway, a high school student must meet the following criteria:

a. Be a high school junior or senior;
b. Have a weighted GPA of at least 3.0 on high school courses;
c. Demonstrate college readiness on an assessment or placement test, such as PLAN, PSAT, Accuplacer, Compass, SAT or ACT;
d. Choose one of the following four College Transfer Pathway in which to enroll:
   - Associate of Arts
   - Associate of Science

In order for a student to participate in the Career Technical Education Pathway, a high school student must meet the following admissions criteria:

a. Be a high school junior or senior;
b. Have a weighted GPA of at least 3.0 on high school courses or be approved by their high school principals;
c. Meet any required testing using PLAN, PSAT, ACT, SAT or Accuplacer.
d. Choose between one of the following Career Technical Education Pathways:
   - Accounting
   - Automotive Customizing Technology
   - Automotive System Technology
   - Business Administration
   - Carpentry
   - Collision Repair and Refinishing
   - Construction Management
   - Cosmetology
   - Criminal Justice
   - Culinary Arts
   - Electrical System Technology
   - Electronics Engineering
   - Fire Protection Technology
   - Healthcare Business Informatics
   - Landscape Gardening
   - Medical Office Administration
   - Mechanical Engineering Technology
   - Nurse Aide
   - Plumbing
   - Welding Technology

College Classes

- Students may enroll only in the college classes listed in their approved pathway.
- Once admitted to this CCP program, students can change programs with permission from the high school principal and with a program change form.
- Students will be able to participate in early registration just like traditional students.
Withdrawal Process

- Students desiring to withdraw from classes must contact the Records and Registration office to obtain the necessary forms and procedures for official withdrawal.
- Students who stop attending a class without officially withdrawing will receive a grade of “F,” which is computed as a failing grade.
- Students who have not attended at least once by the 10% date of the class will be dropped by the instructor as “never attended.” No tuition and fee adjustments will be made. The Registrar's office cannot reverse a “no show”.
- Students who withdraw from a course(s) within the first 60% of class hours will receive a grade of “W” which will not be computed in the GPA (Grade Point Average). All withdrawals appear on the student’s academic transcript.
- Students who withdraw after the 60 percent of class hours must obtain permission in writing from their instructor and the Department Chair. Permission will be granted for extenuating circumstances only. Supporting documentation will be required. No withdrawals may be requested during the last week of the semester. Withdrawals can now be done online! Refer to the academic calendar for deadlines. Please follow the link for more information: https://www3.cfcc.edu/ow/login.php

Please refer to the Student Handbook for complete information on all CFCC policies and procedures.

Costs

- Tuition is waived for college courses taken during fall and spring semesters.
- Students are responsible for technology, activity, and parking/security fees. Fees are due to the CFCC Business Office at the time of registration.
- Students are also responsible for purchasing required textbooks and supplies for each course. Textbook listings and prices can be found in the CFCC Bookstore and at www.cfcc.edu.

Note: Transportation to CFCC is the student’s responsibility. For more information on CFCC guidelines, course selection and applications please see your school counselor or visit the Cape Fear Community College website at http://cfcc.edu/ccp/.
COMMUNITY COLLEGE DUAL CREDIT ALLOWANCES FOR CAREER & COLLEGE PROMISE

All courses are based upon the Universal General Education Transfer Component of the Comprehensive Articulation Agreement and will transfer for equivalency credit. For purposes of calculating student Grade Point Averages, courses included on this chart are weighted in accordance with SBE policy GCS-L-004.

<table>
<thead>
<tr>
<th>Course Category</th>
<th>College Course</th>
<th>PowerSchool Course Code</th>
<th>High School Credit/Graduation Requirement Satisfied</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Transition</td>
<td>ACA 122 – College Transfer Success</td>
<td>0C025X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>ART 111 – Art Appreciation</td>
<td>5C015X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>ART 114 – Art History Survey I</td>
<td>5C025X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>ART 115 – Art History Survey II</td>
<td>5C035X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>AST 111 – Descriptive Astronomy</td>
<td>3C015X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>AST 111A – Descriptive Astronomy Lab</td>
<td>3C025X0</td>
<td>0 credit</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>AST 151 – General Astronomy I</td>
<td>3C035X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>AST 151A – General Astronomy Lab I</td>
<td>3C045X0</td>
<td>0 credit</td>
<td>Must be complete with AST 151 to earn high school credit for AST 151</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>BIO 110 – Principles of Biology</td>
<td>3C055X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>BIO 111 – General Biology I</td>
<td>3C065X0</td>
<td>1 credit; may be combined with BIO 112 to satisfy the Biology graduation requirement; else, elective credit only.</td>
<td>Must pass both courses and complete the EOC to meet HS graduation requirement.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>BIO 112 – General Biology II</td>
<td>3C075X0</td>
<td>1 credit; when combined with BIO 112, satisfies Biology graduation requirement; else, else elective credit only.</td>
<td>Must pass both courses and complete the EOC to meet HS graduation requirement.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>CHM 151 – General Chemistry I</td>
<td>3C085X0</td>
<td>1 credit; may be combined with CHM 152 to satisfy the physical science graduation requirement; else, elective credit only.</td>
<td>Must pass both courses and to meet HS graduation requirement.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>CHM 152 – General Chemistry II</td>
<td>3C095X0</td>
<td>1 credit; may be combined with CHM 151 to satisfy the physical science requirement.</td>
<td>Must pass both courses and to meet HS graduation requirement.</td>
</tr>
<tr>
<td>Course Category</td>
<td>College Course</td>
<td>PowerSchool Course Code</td>
<td>High School Credit/ Graduation Requirement Satisfied</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------------------------------</td>
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<td>-------</td>
</tr>
<tr>
<td>Communications</td>
<td>COM 231 – Public Speaking</td>
<td>0C015X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td>ECO 251 – Principles of Microeconomics</td>
<td>4C015X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td>ECO 252- Principles of Macroeconomics</td>
<td>4C025X0</td>
<td>1 elective credit;</td>
<td></td>
</tr>
<tr>
<td>English Composition</td>
<td>ENG 111 – Writing &amp; Inquiry</td>
<td>1C025X0</td>
<td>1 credit; may be combined with other ENG courses to satisfy English III graduation requirement; else, elective credit only.</td>
<td>See ENG 231/232 below</td>
</tr>
<tr>
<td>English Composition</td>
<td>ENG 112 – Writing/Research in the Disciplines</td>
<td>1C035X0</td>
<td>1 credit; may be combined with other ENG courses to satisfy English III graduation requirement; else, elective credit only.</td>
<td>See ENG 231/232 below</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>ENG 231 – American Literature I</td>
<td>1C075X0</td>
<td>1 credit; with ENG 111 and ENG 112/113/114, satisfies English III graduation requirement; else, elective credit only.</td>
<td>Without ENG 111 and ENG 112/113/114, 1 elective credit only.</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>ENG 232 – American Literature II</td>
<td>1C085X0</td>
<td>1 credit; with ENG 111 and ENG 112/113/114, satisfies English III graduation requirement; else, elective credit only.</td>
<td>Without ENG 111 and ENG 112/113/114, 1 elective credit only.</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>ENG 241 –British Literature I</td>
<td>1C115X0</td>
<td>1 Elective Credit</td>
<td>With ENG 111 &amp; 112, satisfies English IV requirement (but not Graduation Project).</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>ENG 242 –British Literature II</td>
<td>1C125X0</td>
<td></td>
<td>With ENG 111 &amp; 112, satisfies English IV requirement (but not Graduation Project).</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>GEL 111 – Introductory Geology</td>
<td>3C105X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td>HIS 111 – World Civilizations I</td>
<td>4C035X0</td>
<td>1 credit; may be combined with HIS 112 to satisfy the World History graduation requirement; else, elective credit only.</td>
<td>Must pass both courses and to meet World History HS graduation requirement.</td>
</tr>
<tr>
<td>Course Category</td>
<td>College Course</td>
<td>PowerSchool Course Code</td>
<td>High School Credit/ Graduation Requirement Satisfied</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------</td>
<td>-------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social/ Behavioral Sciences</td>
<td>HIS 112 – World Civilizations II</td>
<td>4C045X0</td>
<td>1 credit; may be combined with HIS 111 to satisfy the World History graduation requirement; else, elective credit only</td>
<td>Must pass both courses and to meet World History HS graduation requirement.</td>
</tr>
<tr>
<td>Social/ Behavioral Sciences</td>
<td>HIS 131 – American History I</td>
<td>4C055X0</td>
<td>1 credit; satisfies American History I graduation requirement.</td>
<td></td>
</tr>
<tr>
<td>Social/ Behavioral Sciences</td>
<td>HIS 132 – American History II</td>
<td>4C065X0</td>
<td>1 credit; satisfies American History II graduation requirement.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAT 143 – Quantitative Literacy</td>
<td>2C015X0</td>
<td>1 credit; satisfies fourth math graduation requirement.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAT 152 – Statistical Methods I</td>
<td>2C025X0</td>
<td>1 credit; satisfies fourth math graduation requirement.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAT 171 – Pre-calculus Algebra</td>
<td>2C035X0</td>
<td>1 credit; satisfies fourth math graduation requirement.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAT 172 – Pre-calculus Trigonometry</td>
<td>2C045X0</td>
<td>1 credit; satisfies fourth math graduation requirement.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAT 263 – Brief Calculus</td>
<td>2C055X0</td>
<td>1 credit; satisfies fourth math graduation requirement.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAT 271 – Calculus I</td>
<td>2C065X0</td>
<td>1 credit; satisfies fourth math graduation requirement.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAT 272 – Calculus II</td>
<td>2C075X0</td>
<td>1 credit; satisfies fourth math graduation requirement.</td>
<td></td>
</tr>
<tr>
<td>Humanities/ Fine Arts</td>
<td>MUS 110 – Music Appreciation</td>
<td>5C045X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Humanities/ Fine Arts</td>
<td>MUS 112 – Introduction to Jazz</td>
<td>5C055X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Humanities/ Fine Arts</td>
<td>PHI 215 – Philosophical Issues</td>
<td>0C065X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Course Category</td>
<td>College Course</td>
<td>PowerSchool Course Code</td>
<td>High School Credit/Graduation Requirement Satisfied</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------</td>
<td>-------------------------</td>
<td>---------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>PHI 240 – Introduction to Ethics</td>
<td>0C075X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>PHY 110 – Conceptual Physics</td>
<td>3C115X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>PHY 110A – Conceptual Physics Lab</td>
<td>3C125X0</td>
<td>0 credit</td>
<td>Must be completed with PHY 110 to earn high school credit for PHY 110.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>PHY 151 – College Physics I</td>
<td>3C195X0</td>
<td>1 credit; may be combined with PHY 152 to satisfy the physical science graduation requirement; else, elective credit only</td>
<td>Must pass both courses and to meet HS graduation requirement.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>PHY 152 – College Physics II</td>
<td>3C205X0</td>
<td>1 credit; may be combined with PHY 151 to satisfy the physical science graduation requirement; else, elective credit only</td>
<td>Must pass both courses and to meet HS graduation requirement.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>PHY 251 – General Physics I</td>
<td>3C215X0</td>
<td>1 credit; may be combined with PHY 252 to satisfy the physical science graduation requirement; else, elective credit only</td>
<td>Must pass both courses and to meet HS graduation requirement.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>PHY 252 – General Physics II</td>
<td>3C225X0</td>
<td>1 credit; may be combined with PHY 251 to satisfy the physical science graduation requirement; else, elective credit only</td>
<td>Must pass both courses and to meet HS graduation requirement.</td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td>POL 120 – American Government</td>
<td>4C075X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td>PSY 150 – General Psychology</td>
<td>4C085X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td>SOC 210 – Introduction to Sociology</td>
<td>4C095X0</td>
<td>1 elective credit</td>
<td></td>
</tr>
</tbody>
</table>
New Hanover County Schools and the University of North Carolina Wilmington (UNCW) have a cooperative agreement to allow students to take courses at the university if they are concurrently enrolled in at least two high school courses. **Advanced study courses taken at UNCW must be courses not offered on the high school campus.** An application is required and students are responsible for tuition, fees, books, and transportation. It is understood that the transfer of college credit for the course(s) will be dependent upon the decision of the university. The UNCW course enrollment deadline for fall semester is April 1st and spring semester is for November 1st. Course selections should be discussed with a counselor and then approved by the principal. Additional information can be found at [http://uncw.edu/admissions/dual.html](http://uncw.edu/admissions/dual.html).
SCHOOL BASED SPECIALTY PROGRAMS AND ACADEMIES

Note: All specialty programs and academies are based at a particular school, but they are open to all NHCS students. Students outside a school district must apply, gain admittance, and become enrolled as a student at the particular school. Please see your school counselor for more information.

THE LYCEUM ACADEMY

The Lyceum Academy of New Hanover High School is open to all juniors and seniors in New Hanover County. This two-year program offers an uninterrupted, four-hour time block incorporating alternative educational experiences where connections are made between traditional subjects to demonstrate real-world relevance. A team of eight teachers instructs and guides students through the academy, which consists of approximately 200 students (100 in each grade level). Classes in Lyceum are from 7:30 AM until 11:40 AM on traditional school days; afterwards students are released to take electives.

Real-world relevance is reinforced through local and national field experiences. These hands-on experiences clarify the curriculum by enhancing its relevance to students’ lives. Field experiences also help develop group skills through team building activities such as retreats, seminars, and social interactions. No students are excluded due to financial issues.

Students elect to participate and are accepted through an application and interview process which begins in January during their sophomore year. The application, a list of required course prerequisites, and additional information is available at www.thelyceumacademy.com.

MARINE SCIENCE ACADEMY

The goal of the Marine Science Academy is to provide students with an enriching and rigorous education in a coastal setting while equipping them with twenty-first century skills designed to meet the challenges facing our global ocean. Instilling a lifelong love of learning and sense of stewardship about the dynamic North Carolina coast will also be a major focus of the program.

Students who show academic success and an interest in marine science can apply to the academy at the end of their sophomore year. During their junior and senior years, students will take a rigorous course load including Honors Oceanography and Honors Marine Science. Students would be required to participate in locally-based internships during the tenure of the program as well as a one week summer field experience in ocean research.

UNCW will provide waivers, in lieu of college credit, for Academy students who decide to attend UNCW for Oceanography 150 and Biology 170 to fulfill University Studies requirements. The waiver will afford the students the opportunity after the successful completion of Oceanography 150 and Biology 170 to advance to the next level courses without repeating these courses at UNCW. Waivers will not reduce the number of credit hours required for graduation in the student’s chosen major. Oceanography 150 and Biology 170 will be recorded on the High School transcript as evidence of completion in order to receive the waiver.

Graduation Research Projects would evolve from the student’s internships and academic experiences. In addition to dual college credit, each student would receive a special Marine Science Academy seal on their high school diploma attesting to their successful completion of the program.

For more information on the Marine Science Academy, including recommended course perquisites, please visit the following link: http://www.nhcs.net/science/marine_science_academy.htm
LANEY STEM PROGRAM

Laney High School's STEM (Science, Technology, Engineering, and Math) program is designed to educate students by providing rigorous educational opportunities. These opportunities emphasize high standards and continuous improvement in science, mathematics, biomedical technology, and engineering in order to prepare students for citizenship, higher education, and global competition in the 21st century.

The STEM program is divided into two cohorts: Biomedical and Engineering. The cohort begins in 9th grade and continues through graduation from Laney. Students can apply to the program during the spring of their 8th grade year. The program is solely based at Laney High School but is open to all NHCS students. Students outside of the Laney district must go through the open choice application process.

Students in the program will take a rigorous course load throughout their four years of high school. Students will take specific electives tailored to the biomedical or engineering fields. Students will also be strongly encouraged to take courses through NCSSM, NCVPS, and Cape Fear Community College.

A major objective of the program is to partner with local industries, community organizations, and local educational institutions to provide the following for our students: specific information about industry and career pathways, industry mentors, campus tours, job shadowing, summer programs, internship opportunities, guest speakers, and volunteer opportunities for students.

For more information about the Laney STEM program, please visit the following link:
https://sites.google.com/a/nhcs.net/laney-stem/

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

International Baccalaureate Diploma Programme

The International Baccalaureate is an organization that originated in the 1960s in Europe with the aim of equipping students with high-standard academics that would be recognized globally. Inherent in the name and curriculum, the International Baccalaureate (IB) programs focus on open-minded global thinking to meet 21st Century learning standards, as well as fulfill state-mandated graduation requirements.

John T. Hoggard High School was authorized as an IB World School to offer its Diploma Programme in February of 2016. The Diploma Programme (DP) is open to juniors and seniors in New Hanover County, however interested students are encouraged to begin their high school tenure as freshmen at Hoggard for pre-DP curriculum. Hoggard supports the “full diploma” for which students successfully complete three core elements of the DP in addition to their six IB courses to earn the IB diploma. Two core elements, Creativity, Activity, Service, and the Extended Essay are completed outside of the school day, but receive support and advising on campus. The third core element, Theory of Knowledge, is a course taken while in the program with ties to every content area. Each DP course is accompanied by an exam, which is mandatory for full-diploma students. Students tailor their schedule for rigor in their areas of choice. All IB courses run on a year-long schedule. Juniors and seniors at Hoggard may select up to two IB courses (two Standard Level or one two-year High Level) in which they will be eligible to earn college credit and an IB certificate. Select IB courses are open to certificate students.

Prior to entering the DP, students are encouraged to complete Physical Education as a freshman, complete three levels of a world language, complete Chemistry, and at least Math III by the end of 10th grade. A year-long Honors English I and Honors Civics (9th) and Honors English II and AP World History (10th) exist for students interested in the DP to take in the pre-DP pathway. Flexibility in the layout of a pre-DP schedule to meet student needs is taken into consideration.

Interested students should submit an application and undergo an interview for entry to the DP in the spring of their sophomore year. General information on IB can be found at www.ibo.org, and Hoggard-specific DP information can be found at https://sites.google.com/a/nhcs.net/international-baccalaureate-diploma-programme/.

Students interested in the pre-DP pathway should submit the pre-DP interest form found in their school’s student services or online by the program coordinator, Jean Hall (jean.hall@nhcs.net).
NON-TRADITIONAL HIGH SCHOOLS

CAREER READINESS ACADEMY AT MOSLEY PERFORMANCE LEARNING CENTER

The Career Readiness Academy at Mary S. Mosley Performance Learning Center (PLC) offers a small, non-traditional academic setting for students in grades 9 -12. Instruction is delivered in a blended learning format with CTE Integration throughout the content areas. NCVPS and Apex are used as digital curricula to support instruction. All students will graduate with both a High School Diploma and at least one portable, nationally - recognized industry credential. Students applying for the PLC must meet admission criteria and participate in a panel interview. See a school counselor, for details. Additional information is available at http://www.nhcs.net/mosleypic/.

ISAAC BEAR EARLY COLLEGE HIGH SCHOOL

Located on the campus of the University of North Carolina Wilmington, Isaac Bear Early College High School is an innovative school that integrates English, social studies, math, science and Spanish in an exploration of real-world topics and problems.

Isaac Bear High School provides rising ninth grade students with an opportunity to accelerate their high school experience and to earn college credit. Students are challenged to solve problems in an engaging and relevant curriculum. Students elect to participate and are accepted through an application and interview process during their eighth grade year. See a school counselor for details. Additional information is available at http://www.nhcs.net/isaacbears/.

WILMINGTON EARLY COLLEGE HIGH SCHOOL

Located on the North Campus of Cape Fear Community College (CFCC), the Wilmington Early College High School provides rising ninth grade students with an opportunity to complete an integrated curriculum of high school courses and to graduate with both a high school diploma and an Associate's Degree. The innovative delivery of the curriculum focuses on 21st century skills that prepares students for the workplace or transfer to a four-year university. Students elect to participate and are accepted through an application and interview process during their eighth grade year. See a school counselor for details. Additional information is available at http://www.nhcs.net/wechs/.
Students interested in participating in college athletics at the NCAA Division I or Division II level must meet the NCAA freshman eligibility standards. Initial eligibility is determined by NCAA from three high school factors: core course completion, test scores, and grade-point average. NCAA Division I and II require 16 core courses. Detailed information regarding freshman eligibility criteria is available on the NCAA Eligibility Center website.

The primary responsibility of a high school in relationship to a freshman athlete’s certification is to ensure that the school’s list of approved core courses is accurate and up-to-date. Only courses in the areas of English, mathematics, science, social studies and world language can be considered for core course approval.

Note: The NCAA has very strict guidelines regarding credit for courses taken online. Some online credit recovery courses may not be approved by the NCAA. Be sure to consult with your high school’s athletic director and your school counselor to determine if the online course that you are considering is approved for credit by the NCAA.

For more information, please see a school counselor and visit the official NCAA eligibility website: [http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp](http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp)
COURSE ENROLLMENT PROCESS

Through the yearly enrollment process, New Hanover County Schools strives to offer a meaningful high school curriculum that meets the changing needs of our students and community. Therefore, it is highly recommended that each student determines his or her course selections in relation to long-term goals of higher education and/or meaningful employment.

Parents/guardians, teachers, advisors, and counselors should work together to assure that appropriate courses are selected to ensure each student’s success.

Each student must carry a full course load. Exceptions will be made only with permission from the principal. Permission from the principal is also required for a student to drop/add a course(s) after school begins. A student cannot drop any semester-long course(s) after the tenth day of the semester if it has an End-of-Course (EOC) test. A student taking a year-long course(s) cannot drop after the twentieth day if it has an End-of-Course (EOC) test. A failing grade may be included on a student’s record if the principal approves the request to drop the course.

Students enrolled in New Hanover County high schools that fail a course and desire to attend any non-New Hanover County school credit recovery program, may only do so after seeking pre-approval from the principal in order for that remedial course to be considered for credit.

Only with the principal’s permission may students take a course for credit at a non-New Hanover County school. Students wishing to transfer credit from any non-public high school must meet the requirements of New Hanover County Schools in order to receive credit.

Students currently enrolled at a New Hanover County School may not take a required high school course for the first time from an educational agency not approved by the school system and the principal.

TESTING

END-OF-COURSE (EOC) TESTS

End-of-Course tests are given for the following courses:

- NC Math 1
- Biology
- English II

Note: Each EOC counts twenty percent of a student’s final grade and students may not be exempted from any state required End-of-Course test.

NORTH CAROLINA FINAL EXAMS:

The NC Final Exams are classroom assessments provided by the State for local use in teacher evaluation and student assessment. The common exams measure what students know and are able to do after completing a course. The assessments are designed for core subjects that are currently not tested by an End-of-Course state exam. Please consult classroom teacher to find out if a specific course requires a NC Final Exam.

Note: Students may not be exempted from any state required NC Final Exam.

CAREER TECHNICAL EDUCATION END-OF-COURSE ASSESSMENT

All students who follow the Standard Course of Study for a Career Technical Education course must take a state End-of-Course post assessment. The post assessment will count twenty percent of the student’s final grade in the course.
PROMOTION REQUIREMENTS

Note: If a student successfully completes a high school course while in middle school, that student will receive course credit toward high school graduation. However, the student’s GPA will only be computed with courses taken during the high school years, which includes the summer before freshman year.

Students must have the following credits for grade-to-grade promotion:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th to 10th grade</td>
<td>6 credits*</td>
</tr>
<tr>
<td>10th to 11th grade</td>
<td>12 credits</td>
</tr>
<tr>
<td>11th to 12th grade</td>
<td>20 credits</td>
</tr>
</tbody>
</table>

*Of these six (6) credits required for promotion to 10th grade, one (1) credit must be English I and one (1) credit must be NC Math 1.

Note: Transfer students will have their course credits evaluated at each school.

GRADUATION REQUIREMENTS

To graduate from New Hanover County Schools, a student must complete the following requirements:

1. 28 Course Credits

For graduation each student must complete the appropriate number of courses listed below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5*</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4**</td>
</tr>
<tr>
<td>Physical Ed/Health</td>
<td>1 (Students graduating in and after 2015, must have Hands-Only CPR instruction. Many students will complete this requirement during their 8th grade Health and P.E. course. Completion of this requirement will be recorded in PowerSchool.)</td>
</tr>
<tr>
<td>Electives</td>
<td>11 (For students entering high school in and after the 2012 – 2013 school year)</td>
</tr>
</tbody>
</table>

*Beginning with the 2015 – 2016 school year, all students will receive an honors course credit and course grade, separate from their English course grade, for the required Graduation Project. The Graduation Project would still be taught, administered, and assessed in the selected English course (English IV, Honors English IV, or AP Literature), but students will now receive two separate credits and grades. Separating the Graduation Project grade from the English course grade will give students, parents, and teachers a much more accurate assessment of the student’s strengths and weaknesses within the two courses.

One unit must be NC Math 1, one unit must be NC Math 2, and one must be NC Math 3.

One unit must be Earth and Environmental Science; one unit must be Biology; one unit must be a physical science. The physical sciences include Physical Science, Chemistry, or Physics.

For students beginning high school in or after the 2012-2013 school year, one unit must be World History; one unit must be The Founding Principles, Civics & Economics; one unit must be American History I**; one unit must be American History II**.

**For students beginning high school in or after the 2012-2013 school year, Advanced Placement United States History can be substituted for American History I and American History II. However, students will receive only one academic credit for AP US History. Students electing to take AP US History instead of American History I and II will need to take one additional social studies elective in order to fulfill the state requirement of four social studies credits to graduate. An additional social studies AP course can be taken to fulfill this requirement.
2. Required Graduation Course of Study

To graduate, students must meet the requirements of the Future Ready Core Course of Study. See the chart on pages 26-27 for details (depending upon the year you entered high school).

The Occupational Course of Study is available for certain students with disabilities who have an Individualized Education Plan (IEP). Part of the graduation requirements for this course of study include completion of work hours. For students who entered Grade 9 prior to the 2014-15 School Year they are required to complete 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

For students who entered Grade 9 in the 2014-2015 School Year or after they are required to complete 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment. See the chart on page 24 for details.

3. Required Graduation Project

The Graduation Project is a semester-long project offered within the student’s English IV course or within their AP Literature course if they have taken AP Literature in place of English IV. It is designed to engage students in self-directed learning, which promotes the transition from the school to the real world. The project requires students to synthesize prior learning, engage in dialogue with the community, and foster creativity leading to a deeper understanding of individual talents and abilities. Critical thinking, independent and cooperative learning, research skills, and written/oral communication skills are emphasized.

NEW: Beginning with the 2015 – 2016 school year, all students will receive an honors course credit and course grade, separate from their English course grade, for the required Graduation Project. The Graduation Project would still be taught, administered, and assessed in the selected English course (English IV, Honors English IV, or AP Literature), but students will now receive two separate credits and grades. Separating the Graduation Project grade from the English course grade will give students, parents, and teachers a much more accurate assessment of the student's strengths and weaknesses within the two courses.

The Graduation Project requires successful completion of the following four components:

- a six-to-eight page research paper written on a topic of the student's own choosing
- a physical product involving a minimum of twelve-to-fifteen hours of work outside the classroom
- a portfolio documenting the student’s development of the research paper and physical product
- an eight-to-ten minute oral presentation before a three-to-five member panel of community and school judges

Note: Transfer students may be given credit for passing the exit standard for each of the three End-of-Course tests based on their comparable coursework at other schools at the discretion of the principal. Graduation Project requirements for late transfers (second semester seniors) may be modified.
FOUR-YEAR GRADUATION PLAN

New Hanover County Schools has created a four-year schedule template for students to track their graduation progress. When selecting courses, please keep in mind the North Carolina and NHCS high school course requirements and remember to utilize a school counselor in order to best customize your schedule.

**Note:** North Carolina State Board and NHCS High School Requirements: English (4 credits), Math (4 credits), Science (3 credits), Social Studies (4 credits), World Language* (2 credits), Graduation Project (1 credit) PE/Health (1 credit), and Electives (9 credits – these credits can come from CTE, Arts, JROTC, or any content area). **28 total credits are needed to graduate.**

*World Language is not required to graduate high school, but it is a requirement to enter a North Carolina state college or university.

**Some of the required courses may be substituted for Advanced Placement (AP) courses. Please see page 4 for more information.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH I,II,III,IV, ___________________________</td>
<td>ENGLISH I,II,III,IV, ___________________________</td>
</tr>
<tr>
<td>MATH 1, 2, 3, 4th ______________________________</td>
<td>MATH 1, 2, 3, 4th ______________________________</td>
</tr>
<tr>
<td>SCIENCE Physical, Biology, Environmental, _______</td>
<td>SCIENCE Physical, Biology, Environmental, _______</td>
</tr>
<tr>
<td>WORLD LANGUAGE* _____________________________</td>
<td>WORLD LANGUAGE* _____________________________</td>
</tr>
<tr>
<td>PE/HEALTH ___________________________________</td>
<td>PE/HEALTH ___________________________________</td>
</tr>
<tr>
<td>ELECTIVES CTE, Arts, JROTC, or any content area ______</td>
<td>ELECTIVES CTE, Arts, JROTC, or any content area ______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH I,II,III,IV, ___________________________</td>
<td>ENGLISH I,II,III,IV, ___________________________</td>
</tr>
<tr>
<td>MATH 1, 2, 3, 4th ______________________________</td>
<td>MATH 1, 2, 3, 4th ______________________________</td>
</tr>
<tr>
<td>SCIENCE Physical, Biology, Environmental, _______</td>
<td>SCIENCE Physical, Biology, Environmental, _______</td>
</tr>
<tr>
<td>WORLD LANGUAGE* _____________________________</td>
<td>WORLD LANGUAGE* _____________________________</td>
</tr>
<tr>
<td>PE/HEALTH ___________________________________</td>
<td>PE/HEALTH ___________________________________</td>
</tr>
<tr>
<td>ELECTIVES CTE, Arts, JROTC, or any content area ______</td>
<td>ELECTIVES CTE, Arts, JROTC, or any content area ______</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Semester 5</th>
<th>Semester 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH I,II,III,IV, ___________________________</td>
<td>ENGLISH I,II,III,IV, ___________________________</td>
</tr>
<tr>
<td>MATH 1, 2, 3, 4th ______________________________</td>
<td>MATH 1, 2, 3, 4th ______________________________</td>
</tr>
<tr>
<td>SCIENCE Physical, Biology, Environmental, _______</td>
<td>SCIENCE Physical, Biology, Environmental, _______</td>
</tr>
<tr>
<td>WORLD LANGUAGE* _____________________________</td>
<td>WORLD LANGUAGE* _____________________________</td>
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<tr>
<td>PE/HEALTH ___________________________________</td>
<td>PE/HEALTH ___________________________________</td>
</tr>
<tr>
<td>ELECTIVES CTE, Arts, JROTC, or any content area ______</td>
<td>ELECTIVES CTE, Arts, JROTC, or any content area ______</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 7</th>
<th>Semester 8</th>
</tr>
</thead>
<tbody>
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<td>ENGLISH I,II,III,IV, ___________________________</td>
<td>ENGLISH I,II,III,IV, ___________________________</td>
</tr>
<tr>
<td>MATH 1, 2, 3, 4th ______________________________</td>
<td>MATH 1, 2, 3, 4th ______________________________</td>
</tr>
<tr>
<td>SCIENCE Physical, Biology, Environmental, _______</td>
<td>SCIENCE Physical, Biology, Environmental, _______</td>
</tr>
<tr>
<td>WORLD LANGUAGE* _____________________________</td>
<td>WORLD LANGUAGE* _____________________________</td>
</tr>
<tr>
<td>Graduation Project __________________________</td>
<td>Graduation Project __________________________</td>
</tr>
<tr>
<td>PE/HEALTH ___________________________________</td>
<td>PE/HEALTH ___________________________________</td>
</tr>
<tr>
<td>ELECTIVES CTE, Arts, JROTC, or any content area ______</td>
<td>ELECTIVES CTE, Arts, JROTC, or any content area ______</td>
</tr>
</tbody>
</table>

High School Credits Earned During Middle School

(1) _________________________________________

(2) _________________________________________

(3) _________________________________________

Credits earned during summer:

Summer 20 __

_____________________________________

Summer 20 __

_____________________________________
THREE-YEAR GRADUATION PLAN

Early Graduation Intent

Student Name __________________________________________ School: ___________________

I, ________________________________ (student name) intend to graduate from high school early. I intend to
graduate in _______ semesters. I understand that as part of this process I will participate in the
development of an early graduation plan and monitoring each semester.

Student Signature ___________________________________________ Date __________________
Parent Signature ____________________________________________ Date __________________

Early Graduation Planning Form

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>REQUIRED CREDITS (please check off upon completion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH (4 credits)</td>
<td></td>
</tr>
<tr>
<td>MATH (4 credits)</td>
<td></td>
</tr>
<tr>
<td>SCIENCE (3 credits)</td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES (4 credits)</td>
<td></td>
</tr>
<tr>
<td>WORLD LANGUAGE (2 credits)</td>
<td></td>
</tr>
<tr>
<td>Graduation Project (1 Credit)</td>
<td></td>
</tr>
<tr>
<td>PE/HEALTH (1 credit)</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES (6 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Minimum credits required = 25 Credits

Student Credit(s) earned prior to entering high school:

Student Credit(s) earned through CDM:

<table>
<thead>
<tr>
<th>Semester 1  20__ - 20__</th>
<th>Semester 2  20__ - 20__</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH I,II,III,IV,</td>
<td>ENGLISH I,II,III,IV,</td>
</tr>
<tr>
<td>MATH 1, 2, 3, 4th</td>
<td>MATH 1, 2, 3, 4th</td>
</tr>
<tr>
<td>SCIENCE Physical, Biology, Environmental,</td>
<td>SCIENCE Physical, Biology, Environmental,</td>
</tr>
<tr>
<td>SOCIAL STUDIES Civics, World, Am I, Am II,</td>
<td>SOCIAL STUDIES Civics, World, Am I, Am II,</td>
</tr>
<tr>
<td>WORLD LANGUAGE*</td>
<td>WORLD LANGUAGE*</td>
</tr>
<tr>
<td>PE/HEALTH</td>
<td>PE/HEALTH</td>
</tr>
<tr>
<td>ELECTIVES CTE, Arts, JROTC, or any other content area ___</td>
<td>ELECTIVES CTE, Arts, JROTC, or any other content area ___</td>
</tr>
</tbody>
</table>

Planning Meeting Date ________________
Counselor ____________________________
Student ______________________________
Parent ________________________________
Student has earned ________ total credits toward graduation.

Monitoring Meeting Date ________________
Counselor ____________________________
Student ______________________________
Parent ________________________________
Student has earned ________ total credits toward graduation.

Note: If a student is graduating in less than 8 semesters, please make an appointment with a school counselor to map out an early graduation path.
<table>
<thead>
<tr>
<th>Semester 3</th>
<th>20__ - 20__</th>
<th>Semester 4</th>
<th>20__ - 20__</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG LISH I,II,III,IV, ______________________</td>
<td>ENG LISH I,II,III,IV, ______________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1, 2, 3, 4th _________________________</td>
<td>MATH 1, 2, 3, 4th _________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE Physical, Biology, Environmental, __________</td>
<td>SCIENCE Physical, Biology, Environmental, __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORLD LANGUAGE* ______________________</td>
<td>WORLD LANGUAGE* ______________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE/HEALTH ______________________________</td>
<td>PE/HEALTH ______________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELECTIVES CTE, Arts, JROTC, or any other content area __</td>
<td>ELECTIVES CTE, Arts, JROTC, or any other content area __</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Planning Meeting Date __________________
Counselor _____________________________
Student _______________________________
Parent __________________________________
Student has earned _______ total credits toward graduation.

Monitoring Meeting Date _________________
Counselor _____________________________
Student _______________________________
Parent __________________________________
Student has earned _______ total credits toward graduation.

<table>
<thead>
<tr>
<th>Semester 5</th>
<th>20__ - 20__</th>
<th>Semester 6</th>
<th>20__ - 20__</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG LISH I,II,III,IV, ______________________</td>
<td>ENG LISH I,II,III,IV, ______________________</td>
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<td></td>
</tr>
<tr>
<td>MATH 1, 2, 3, 4th _________________________</td>
<td>MATH 1, 2, 3, 4th _________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE Physical, Biology, Environmental, __________</td>
<td>SCIENCE Physical, Biology, Environmental, __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORLD LANGUAGE* ______________________</td>
<td>WORLD LANGUAGE* ______________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Project ______________________</td>
<td>Graduation Project ______________________</td>
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<tr>
<td>PE/HEALTH ______________________________</td>
<td>PE/HEALTH ______________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELECTIVES CTE, Arts, JROTC, or any other content area __</td>
<td>ELECTIVES CTE, Arts, JROTC, or any other content area __</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Planning Meeting Date __________________
Counselor _____________________________
Student _______________________________
Parent __________________________________
Student has earned _______ total credits toward graduation.

Monitoring Meeting Date _________________
Counselor _____________________________
Student _______________________________
Parent __________________________________
Student has earned _______ total credits toward graduation.

<table>
<thead>
<tr>
<th>Semester 7</th>
<th>20__ - 20__</th>
<th>Credits earned during summer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG LISH I,II,III,IV, ______________________</td>
<td></td>
<td>Summer 20__</td>
</tr>
<tr>
<td>MATH 1, 2, 3, 4th _________________________</td>
<td></td>
<td>______________________</td>
</tr>
<tr>
<td>SCIENCE Physical, Biology, Environmental, __________</td>
<td></td>
<td>______________________</td>
</tr>
<tr>
<td>SOCIAL STUDIES Civics, World, Am I, Am II, ___________</td>
<td></td>
<td>______________________</td>
</tr>
<tr>
<td>WORLD LANGUAGE* ______________________</td>
<td></td>
<td>______________________</td>
</tr>
<tr>
<td>Graduation Project ______________________</td>
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<td>______________________</td>
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<tr>
<td>PE/HEALTH ______________________________</td>
<td></td>
<td>______________________</td>
</tr>
<tr>
<td>ELECTIVES CTE, Arts, JROTC, or any other content area __</td>
<td></td>
<td>______________________</td>
</tr>
</tbody>
</table>

Monitoring Meeting Date _________________
Counselor _____________________________
Student _______________________________
Parent __________________________________
Student has earned _______ total credits toward graduation.

Credits earned during summer: |

Summer 20__ |
____________________ |
____________________ |
____________________ |

To be completed by the school upon student graduation:

Total semesters student was enrolled in high school: ____________
Total credits earned toward graduation (including credits earned in middle school and/or through CDM): ______________________

Counselor signature __________________________ Date __________________
GUIDELINES FOR ESTABLISHING RANK  
(Students starting high school before 2015-2016)

Note: All students are now assessed on a ten-point grading scale. The scale is listed below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90-100)</td>
<td>4.0 points per unit</td>
</tr>
<tr>
<td>B (80-89)</td>
<td>3.0 points per unit</td>
</tr>
<tr>
<td>C (70 - 79)</td>
<td>2.0 points per unit</td>
</tr>
<tr>
<td>D (60 - 69)</td>
<td>1.0 points per unit</td>
</tr>
<tr>
<td>F (below 60)</td>
<td>0.0 points per unit</td>
</tr>
</tbody>
</table>

Note: NCDPI recommends that school districts use the following conversion chart for courses taught outside of NC school districts or for courses that did not issue a numeric grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A+, A-</td>
<td>95</td>
</tr>
<tr>
<td>B, B+, B-</td>
<td>85</td>
</tr>
<tr>
<td>C, C+, C-</td>
<td>75</td>
</tr>
<tr>
<td>D, D+, D-</td>
<td>65</td>
</tr>
<tr>
<td>F</td>
<td>55</td>
</tr>
</tbody>
</table>

Note: The weighted course scale below applies only to students that entered high school before the start of the 2015 – 2016 school year.

The courses listed below are weighted. A weighted method is used by all high schools in New Hanover County to compute class rank. Schools calculate rank at the end of each school year. Final rank for all graduates includes all courses attempted during high school. Upon successful completion of these courses, the appropriate additional points are added. With the exception of arts education courses, weighted credit is only granted the first time a student takes an honors or AP course. The following scale is used for the computation of class rank:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors English I</td>
<td>1</td>
</tr>
<tr>
<td>Honors English III</td>
<td>1</td>
</tr>
<tr>
<td>Honors English IV</td>
<td>1</td>
</tr>
<tr>
<td>Honors Graduation Project</td>
<td>1</td>
</tr>
<tr>
<td>Honors Creative Writing I</td>
<td>1</td>
</tr>
<tr>
<td>Honors NC Math 1</td>
<td>1</td>
</tr>
<tr>
<td>Honors NC Math 3</td>
<td>1</td>
</tr>
<tr>
<td>Pre-calculus</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement Calculus AB</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Placement Statistics</td>
<td>2</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement Biology</td>
<td>2</td>
</tr>
<tr>
<td>Honors Chemistry II (Advanced Placement Chemistry Prep)</td>
<td>1</td>
</tr>
<tr>
<td>Honors Physics</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement Physics 1</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Placement Physics C: Mechanics</td>
<td>2</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>2</td>
</tr>
<tr>
<td>Honors Marine Science</td>
<td>1</td>
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<tr>
<td>Honors Forensics</td>
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</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors English II</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement English III: Language and Composition</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Placement English IV: Literature and Composition</td>
<td>2</td>
</tr>
<tr>
<td>Honors Journalism II (Yearbook)</td>
<td>1</td>
</tr>
<tr>
<td>Honors Creative Writing II</td>
<td>1</td>
</tr>
<tr>
<td>Honors NC Math 2</td>
<td>1</td>
</tr>
<tr>
<td>Honors Discrete Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Calculus</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement Calculus BC</td>
<td>2</td>
</tr>
<tr>
<td>Honors Advanced Functions and Modeling</td>
<td>1</td>
</tr>
<tr>
<td>Honors Biology II (Advanced Placement Biology Prep)</td>
<td>1</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Honors Biotechnology</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement Physics 2</td>
<td>2</td>
</tr>
<tr>
<td>Honors Environmental Science</td>
<td>1</td>
</tr>
<tr>
<td>Honors Anatomy/Physiology</td>
<td>1</td>
</tr>
<tr>
<td>Honors Oceanography</td>
<td>1</td>
</tr>
<tr>
<td>Honors NC Wildlife</td>
<td>1</td>
</tr>
<tr>
<td>COURSES</td>
<td>POINTS</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Honors Intro Marine Biology (Marine Science Academy)</td>
<td>1</td>
</tr>
<tr>
<td>Honors The Founding Principles, Civics &amp; Economics</td>
<td>1</td>
</tr>
<tr>
<td>Honors American History I</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement European History</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Placement U.S. History</td>
<td>2</td>
</tr>
<tr>
<td>Service Learning</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement United States Government and Politics</td>
<td>2</td>
</tr>
<tr>
<td>Honors Dance Proficient</td>
<td>1</td>
</tr>
<tr>
<td>Honors Visual Arts Proficient</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement Studio Art</td>
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</tr>
<tr>
<td>Honors Theatre Arts Proficient</td>
<td>1</td>
</tr>
<tr>
<td>Honors Ceramics Proficient</td>
<td>1</td>
</tr>
<tr>
<td>Honors Photography Proficient</td>
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</tr>
<tr>
<td>Honors Jazz Ensemble Proficient</td>
<td>1</td>
</tr>
<tr>
<td>Honors Technical Theater Proficient</td>
<td>1</td>
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<tr>
<td>Honors Vocal Music Proficient</td>
<td>1</td>
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<tr>
<td>Honors Band Proficient</td>
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</tr>
<tr>
<td>Honors Orchestra Proficient</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement Music Theory</td>
<td>2</td>
</tr>
<tr>
<td>Honors Air Force JROTC IV</td>
<td>1</td>
</tr>
<tr>
<td>Honors French, German, Latin &amp; Spanish (Level III)</td>
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</tr>
<tr>
<td>Honors French, German, Latin &amp; Spanish (Level V)</td>
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<tr>
<td>Advanced Placement Latin VI</td>
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<tr>
<td>Honors Apparel &amp; Textile Production II</td>
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<tr>
<td>Honors Foods II – Enterprise</td>
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</tr>
<tr>
<td>Honors e-Commerce</td>
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</tr>
<tr>
<td>Honors Drafting – Engineering II</td>
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</tr>
<tr>
<td>Honors Drafting – Engineering III</td>
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</tr>
<tr>
<td>Honors Scientific &amp; Technical Visualization II</td>
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</tr>
<tr>
<td>Honors Network Engineering Technology II</td>
<td>1</td>
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<tr>
<td>Honors Computer Engineering Technology II</td>
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</tr>
<tr>
<td>Honors Accounting II</td>
<td>1</td>
</tr>
<tr>
<td>Honors Microsoft Excel and Access</td>
<td>1</td>
</tr>
<tr>
<td>Honor Intro Oceanography (Marine Science Academy)</td>
<td>1</td>
</tr>
<tr>
<td>Honors World History</td>
<td>1</td>
</tr>
<tr>
<td>Honors American History II</td>
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</tr>
<tr>
<td>AP Comparative Government</td>
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</tr>
<tr>
<td>Advanced Placement Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Placement World History</td>
<td>2</td>
</tr>
<tr>
<td>AP Human Geography</td>
<td>2</td>
</tr>
<tr>
<td>Honors Dance Advanced</td>
<td>1</td>
</tr>
<tr>
<td>Honors Visual Arts Advanced</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement Studio: Drawing</td>
<td>2</td>
</tr>
<tr>
<td>Honors Theatre Arts Advanced</td>
<td>1</td>
</tr>
<tr>
<td>Honors Ceramics Advanced</td>
<td>1</td>
</tr>
<tr>
<td>Honors Photography Advanced</td>
<td>1</td>
</tr>
<tr>
<td>Honors Jazz Ensemble Advanced</td>
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<tr>
<td>Honors Technical Theater Advanced</td>
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<tr>
<td>Honors Vocal Music Advanced</td>
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</tr>
<tr>
<td>Honors Band Advanced</td>
<td>1</td>
</tr>
<tr>
<td>Honors Orchestra Advanced</td>
<td>1</td>
</tr>
<tr>
<td>Honors Army JROTC IV</td>
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<tr>
<td>Honors Navy JROTC IV</td>
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<tr>
<td>Honors French, German, Latin &amp; Spanish (Level IV)</td>
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</tr>
<tr>
<td>Advanced Placement Spanish</td>
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<td>Honors Early Childhood Education II</td>
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<tr>
<td>Honors Culinary Arts &amp; Hospitality II</td>
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</tr>
<tr>
<td>Honors Personal Finance</td>
<td>1</td>
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<tr>
<td>Honors Drafting I</td>
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</tr>
<tr>
<td>Honors Drafting – Architectural II</td>
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</tr>
<tr>
<td>Honors Drafting – Architectural III</td>
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</tr>
<tr>
<td>Honors Networking Engineering Technology I</td>
<td>1</td>
</tr>
<tr>
<td>Honors Network Engineering Technology III</td>
<td>1</td>
</tr>
<tr>
<td>Honors Nursing Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>Honors Microsoft Word &amp; PowerPoint</td>
<td>1</td>
</tr>
<tr>
<td>Honors Health Science II</td>
<td>1</td>
</tr>
</tbody>
</table>

**GPA Calculation for Community College and University Courses**

**Note:** *This weighted grade scale for college courses applies only to students that entered high school before the start of the 2015 – 2016 School year.*

Courses approved under the *Comprehensive Articulation Agreement for Transfer Courses* and taken at any accredited college or university will receive weighted points according to the following:

- 100 and 200 level courses will receive one weighted point per three-hour course.
- 300 or higher level courses will receive two weighted points per three-hour course.

**Note:** For students failing a course: *Beginning with the 2015-2016 school year, upon completion of a repeated course, the new course grade shall replace the previous grade for the course. A student may only earn credit towards graduation for a course once.*
GUIDELINES FOR ESTABLISHING RANK
(Students starting high school in or after 2015-2016)

Note: All students are now assessed on a ten-point grading scale. The scale is listed below:

A (90-100) 4.0 points per unit
B (80-89) 3.0 points per unit
C (70 - 79) 2.0 points per unit
D (60 - 69) 1.0 points per unit
F (below 60) 0.0 points per unit

Note: The weighted course scale applies only to students that entered high school in or after the start of the 2015 – 2016 School year.

Note: NCDPI recommends that school districts use the following conversion chart for courses taught outside of NC school districts or for courses that did not issue a numeric grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A+, A-</td>
<td>95</td>
</tr>
<tr>
<td>B, B+, B-</td>
<td>85</td>
</tr>
<tr>
<td>C, C+, C-</td>
<td>75</td>
</tr>
<tr>
<td>D, D+, D-</td>
<td>65</td>
</tr>
<tr>
<td>F</td>
<td>55</td>
</tr>
</tbody>
</table>

The courses listed below are weighted. A weighted method is used by all high schools in New Hanover County to compute class rank. Schools calculate rank at the end of each school year. Final rank for all graduates includes all courses attempted during high school. Upon successful completion of these courses, the appropriate additional points are added. With the exception of arts education courses, weighted credit is only granted the first time a student takes an honors or AP course. The following scale is used for the computation of class rank:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors English I</td>
<td>.5</td>
</tr>
<tr>
<td>Honors English III</td>
<td>.5</td>
</tr>
<tr>
<td>Honors English IV</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Graduation Project</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Creative Writing</td>
<td>.5</td>
</tr>
<tr>
<td>Honors NC Math 1</td>
<td>.5</td>
</tr>
<tr>
<td>Honors NC Math 3</td>
<td>.5</td>
</tr>
<tr>
<td>Pre-calculus</td>
<td>.5</td>
</tr>
<tr>
<td>Advanced Placement Calculus AB</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement Statistics</td>
<td>1</td>
</tr>
<tr>
<td>Honors Biology</td>
<td>.5</td>
</tr>
<tr>
<td>Advanced Placement Biology</td>
<td>1</td>
</tr>
<tr>
<td>Honors Chemistry II (Advanced Placement Chemistry Prep)</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Physics</td>
<td>.5</td>
</tr>
<tr>
<td>Advanced Placement Physics 1</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement Physics C: Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>1</td>
</tr>
<tr>
<td>Honors Marine Science</td>
<td>.5</td>
</tr>
<tr>
<td>Service Learning</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors English II</td>
<td>.5</td>
</tr>
<tr>
<td>Advanced Placement English III: Language and Composition</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement English IV: Literature and Composition</td>
<td>1</td>
</tr>
<tr>
<td>Honors Journalism II (Yearbook)</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Creative Writing II</td>
<td>.5</td>
</tr>
<tr>
<td>Honors NC Math 2</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Discrete Mathematics</td>
<td>.5</td>
</tr>
<tr>
<td>Calculus</td>
<td>.5</td>
</tr>
<tr>
<td>Advanced Placement Calculus BC</td>
<td>1</td>
</tr>
<tr>
<td>Honors Advanced Functions and Modeling</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Biology II (Advanced Placement Biology Prep)</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>.5</td>
</tr>
<tr>
<td>Advanced Placement Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Honors Biotechnology</td>
<td>.5</td>
</tr>
<tr>
<td>Advanced Placement Physics 2</td>
<td>1</td>
</tr>
<tr>
<td>Honors Environmental Science</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Anatomy/Physiology</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Oceanography</td>
<td>.5</td>
</tr>
<tr>
<td>Honors NC Wildlife</td>
<td>.5</td>
</tr>
<tr>
<td>COURSES</td>
<td>POINTS</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Honors Intro Marine Biology (Marine Science Academy)</td>
<td>.5</td>
</tr>
<tr>
<td>Honors The Founding Principles, Civics &amp; Economics</td>
<td>.5</td>
</tr>
<tr>
<td>Honors American History I</td>
<td>.5</td>
</tr>
<tr>
<td>Advanced Placement European History</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement U.S. History</td>
<td>1</td>
</tr>
<tr>
<td>Service Learning</td>
<td>.5</td>
</tr>
<tr>
<td>Advanced Placement United States Government and Politics</td>
<td>1</td>
</tr>
<tr>
<td>Honors Dance Proficient</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Dance Advanced</td>
<td>.5</td>
</tr>
<tr>
<td>Advanced Placement Studio Art</td>
<td>1</td>
</tr>
<tr>
<td>Honors Theatre Arts Proficient</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Theatre Arts Advanced</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Ceramics Proficient</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Ceramics Advanced</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Photography Proficient</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Photography Advanced</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Jazz Ensemble Proficient</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Jazz Ensemble Advanced</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Technical Theater Proficient</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Technical Theater Advanced</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Vocal Music Proficient</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Vocal Music Advanced</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Band Proficient</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Band Advanced</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Orchestra Proficient</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Orchestra Advanced</td>
<td>.5</td>
</tr>
<tr>
<td>Advanced Placement Music Theory</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Placement Music Theory</td>
<td>1</td>
</tr>
<tr>
<td>Honors Air Force JROTC IV</td>
<td>.5</td>
</tr>
<tr>
<td>Honors French, German, Latin &amp; Spanish (Level III)</td>
<td>.5</td>
</tr>
<tr>
<td>Honors French, German, Latin &amp; Spanish (Level V)</td>
<td>.5</td>
</tr>
<tr>
<td>Advanced Placement Latin VI</td>
<td>1</td>
</tr>
<tr>
<td>Honors Apparel &amp; Textile Production II</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Foods II – Enterprise</td>
<td>.5</td>
</tr>
<tr>
<td>Honors e-Commerce</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Drafting – Engineering II</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Drafting – Engineering III</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Scientific &amp; Technical Visualization II</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Network Engineering Technology II</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Accounting II</td>
<td>.5</td>
</tr>
<tr>
<td>Honors Microsoft Excel and Access</td>
<td>.5</td>
</tr>
</tbody>
</table>

**GPA Calculation for Community College and University Courses**

**Note:** This weighted grade scale for college courses applies only to students that entered high school in or after the start of the 2015–2016 School year.

Courses approved under the Comprehensive Articulation Agreement for Transfer Courses and taken at any accredited college or university will receive the equivalent of one quality point per course taken (equal to an Advanced Placement or International Baccalaureate Course).

**Note:** For students failing a course: Beginning with the 2015-2016 school year, upon completion of a repeated course, the new course grade shall replace the previous grade for the course. A student may only earn credit towards graduation for a course once.
### INTERNATIONAL BACCALAUREATE COURSE WEIGHT SCALE

<table>
<thead>
<tr>
<th>COURSES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory of Knowledge</td>
<td>1</td>
</tr>
<tr>
<td>French Standard Level</td>
<td>1</td>
</tr>
<tr>
<td>Spanish Standard Level</td>
<td>1</td>
</tr>
<tr>
<td>Classical Language Latin (SL)</td>
<td>1</td>
</tr>
<tr>
<td>History 20th Century Topics (SL)</td>
<td>1</td>
</tr>
<tr>
<td>Information Technology in a Global Society (SL)</td>
<td>1</td>
</tr>
<tr>
<td>Biology Higher Level</td>
<td>1</td>
</tr>
<tr>
<td>Physics Standard Level</td>
<td>1</td>
</tr>
<tr>
<td>Mathematical Studies Standard Level</td>
<td>1</td>
</tr>
<tr>
<td>Mathematical Higher Level</td>
<td>1</td>
</tr>
<tr>
<td>Visual Arts Higher Level</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literature (HL)</td>
<td>1</td>
</tr>
<tr>
<td>French Higher Level</td>
<td>1</td>
</tr>
<tr>
<td>Spanish Higher Level</td>
<td>1</td>
</tr>
<tr>
<td>Classical Language Latin (HL)</td>
<td>1</td>
</tr>
<tr>
<td>History of Americas (HL)</td>
<td>1</td>
</tr>
<tr>
<td>Biology Standard Level</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry Higher Level (HL)</td>
<td>1</td>
</tr>
<tr>
<td>Physics Higher Level</td>
<td>1</td>
</tr>
<tr>
<td>Mathematical Standard Level</td>
<td>1</td>
</tr>
<tr>
<td>Visual Arts Standard Level</td>
<td>1</td>
</tr>
</tbody>
</table>
HIGH SCHOOL DIPLOMA ENDORSEMENTS

Students in North Carolina public schools may receive one or more endorsements on their high school diploma. These endorsements indicate that students have completed specific course concentrations preparing them to be ready for college or careers. The five endorsements are:

- **Career Endorsement** - indicating completion of a rigorous course of study that includes a Career Technical Education concentration;
- **College Endorsement** - indicating readiness for entry into community colleges;
- **College/UNC Endorsement** - indicating readiness for entry into a four-year university in the University of North Carolina system;
- **NC Academic Scholars Endorsement** - indicating that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education.
- **Global Languages Endorsement** - indicating proficiency in one or more languages in addition to English.

The specific requirements for earning these endorsements are defined below.

### Career Endorsement

A. Except as limited by N.C.G.S. §115C-81(b), the student shall complete the Future-Ready Core mathematics sequence of NC Math 1, 2, 3 and a fourth mathematics course aligned with the student’s post-secondary plans. Acceptable fourth math courses for the Career Endorsement include any math course that may be used to meet NC high school graduation requirements, including applied math courses found in the Career and Technical Education (CTE) domain.

B. The student shall complete a CTE concentration in one of the approved CTE Cluster areas ([http://www.ncpublicschools.org/cte/curriculum/](http://www.ncpublicschools.org/cte/curriculum/)):

- Agriculture
- Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business, Management and Administration
- Education and Training
- Finance -Government and Public Administration
- Health Science -Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security -Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

### College Endorsement

A. The student shall complete the Future-Ready Core mathematics sequence of NC Math 1, 2, 3 and a fourth mathematics course aligned with the students post-secondary plans. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit bearing college math class under the North Carolina Community College System’s Multiple Measures Placement policy.

B. The student shall earn an unweighted grade point average of at least 2.6.
College/UNC Endorsement

A. The student shall complete the Future-Ready Core mathematics sequence of NC Math 1, 2, 3 and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either NC Math 3, Algebra II, or Integrated Mathematics III as a pre-requisite.

B. The student shall complete three units of science including at least one physical science, one biological science and one laboratory science course that must include either physics or chemistry.

C. The student shall complete two units of a world language (other than English).

D. The student shall earn a weighted grade point average of at least 2.5.

North Carolina Academic Scholars Endorsement

A. The student shall complete the Future-Ready Core mathematics sequence of NC Math 1, 2, 3 and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either NC Math 3, Algebra II, or Integrated Mathematics III as a pre-requisite.

B. The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include either physics or chemistry.

C. For students entering 9th grade in 2012-13 or later the student shall complete four units of social studies including World History; American History: Founding Principles, Civics and Economics; and American History I and American History II.

D. The student shall complete two units of a world language (other than English).

E. The student shall complete four 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.

F. The student shall have taken three higher level courses during junior and/or senior years which carry quality points such as Advanced Placement; International Baccalaureate; Dual or college equivalent courses; Advanced CTE and CTE credentialing courses; Online courses; Honors level courses OR two higher level courses during junior and/or senior years which carry quality points such as Advanced Placement; International Baccalaureate; Dual or college equivalent courses; Advanced CTE and CTE credentialing courses; Online courses; Honors level courses and a Graduation Project.

G. The student shall earn an unweighted grade point average of at least 3.50.
Global Languages Endorsement

A. The student shall earn a combined 2.5 GPA for the four English Language Arts courses required for graduation.

B. The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction.

i. Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.

ii. ***(this part is most likely to apply to NHCS students)*** Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 or above in those courses.

iii. Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001.

C. Limited English Proficiency students shall complete all the requirements of sections A and B above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.
### NC FUTURE-READY CORE COURSE OF STUDY

**Note:** For students entering high school in or after 2012 - 2013

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>FUTURE-READY CORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>5 Credits</strong>&lt;br&gt;I, II, III, IV, and Graduation Project&lt;br&gt;&lt;br&gt;The Graduation Project is taught, administered, and assessed in the selected English course (English IV, Honors English IV, or AP Literature), but students will now receive two separate credits and grades.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>4 Credits</strong>&lt;br&gt;(NC Math 1, NC Math 2, NC Math 3)&lt;br&gt;&lt;br&gt;4th Math course should be aligned with the student’s post-secondary plans.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>3 Credits</strong>&lt;br&gt;Earth/Environmental Science, Biology, a physical science course</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>4 Credits</strong>&lt;br&gt;World History, The Founding Principles, Civics &amp; Economics, American History I and American History II&lt;br&gt;&lt;br&gt;For students beginning high school in or after the 2012-2013 school year, Advanced Placement United States History may be substituted for American History I and American History II. However, students will receive only one academic credit for AP US History. Students electing to take AP US History instead of American History I and II will need to take one additional social studies elective in order to fulfill the state requirement of four social studies credits to graduate. An additional social studies AP course can be taken to fulfill this requirement.</td>
</tr>
<tr>
<td><strong>Second Language</strong></td>
<td>Not required for graduation. Required to meet minimum application requirements for UNC system schools.</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td><strong>1 Credit</strong>&lt;br&gt;Health/Physical Education&lt;br&gt;&lt;br&gt;For students graduating in and after 2015, they must have Hands-Only CPR certification.</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td><strong>6 Credits required</strong>&lt;br&gt;2 Elective credits of any combination from either:&lt;br&gt;- Career and Technical Education (CTE)&lt;br&gt;- Arts Education - (Dance, Music, Theatre Arts, Visual Arts)&lt;br&gt;- Second Languages&lt;br&gt;&lt;br&gt;4 Elective credits strongly recommended (four course concentration) from one of the following:&lt;br&gt;- Career and Technical Education (CTE)&lt;br&gt;- JROTC&lt;br&gt;- Arts Education – (Dance, Music, Theatre Arts, Visual Arts)&lt;br&gt;- Any other subject area (Including Individualized Curriculum)</td>
</tr>
<tr>
<td><strong>Additional New Hanover County Schools’ Requirements</strong></td>
<td><strong>6 credits</strong> (Students select additional courses from the Curriculum Course Guide)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28 Credits</strong></td>
</tr>
<tr>
<td>CONTENT AREA</td>
<td>Future Ready - NC OCCUPATIONAL COURSE OF STUDY REQUIREMENTS</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| English                          | 4 Credits
   | English I, II, III, IV (English II by Grade 10)              |
| Mathematics                      | 3 Credits
   | Occupational Introduction to Mathematics I, Math I, Occupational Financial Management |
| Science                          | 2 Credits
   | Applied Science and Applied Biology                           |
| Social Studies                   | 2 Credits
   | American History I and American History II                   |
| Health & Physical Education      | 1 Credit
   | Health/Physical Education                                    |
| Other Requirements               | 6 Credits
   | Occupational Preparation: Prep I, II, III, and IV
   | (Prep IV requires a Career Portfolio)                       |
| Career Technical Education (CTE) | 4 Credits
   | Career Technical Education electives                         |
| Arts Education (Dance, Music, Theatre, & Visual Arts) | At least one credit recommended but not required. |
| Second Language                  | Not required                                                  |
| Computer Skills                  | Computer proficiency as specified in IEP                      |
| Vocational Training Hours Requirement | Required: Completion of…                                     |
|                                  | For students entering Grade 9 prior to the 2014-2015 School Year: |
|                                  |   • 300 hours of School Based training                        |
|                                  |   • 240 hours of Community Based training                     |
|                                  |   • 360 hours of paid competitive employment                   |
|                                  | For students entering Grade 9 in the 2014-2015 School Year or after: |
|                                  |   • 150 hours of School Based Training                        |
|                                  |   • 225 hours of Community Based Training                     |
|                                  |   • 225 hours of paid competitive employment (or Unpaid Vocational Training, etc. if paid options are exhausted) |
| Total                            | 22 Credits                                                    |
COLLEGE ADMISSIONS REQUIREMENTS

Students planning to attend college after graduation from high school should consult school counselors, current college catalogs (many are available online), and college admission officials concerning requirements for admission. Students completing the Future Ready Core Course of Study along with two courses in the same foreign language, will meet the minimum entrance requirements of the following University of North Carolina System Schools:

- Appalachian State University - [http://www.appstate.edu/](http://www.appstate.edu/)
- East Carolina University - [http://www.ecu.edu/](http://www.ecu.edu/)
- Elizabeth City State University - [http://www.ecsu.edu/](http://www.ecsu.edu/)
- Fayetteville State University - [http://www.uncfisu.edu/](http://www.uncfisu.edu/)
- North Carolina Central University - [http://www.nccu.edu/](http://www.nccu.edu/)
- North Carolina School of the Arts - [http://www.uncsa.edu/](http://www.uncsa.edu/)
- North Carolina State University - [http://www.ncsu.edu/](http://www.ncsu.edu/)
- University of North Carolina Asheville - [http://www.unca.edu/](http://www.unca.edu/)
- University of North Carolina Chapel Hill - [http://www.unc.edu/index.htm](http://www.unc.edu/index.htm)
- University of North Carolina Charlotte - [http://www.uncc.edu/](http://www.uncc.edu/)
- University of North Carolina Greensboro - [http://www.uncg.edu/](http://www.uncg.edu/)
- University of North Carolina Pembroke - [http://www.uncp.edu/](http://www.uncp.edu/)
- University of North Carolina Wilmington - [http://www.uncw.edu/](http://www.uncw.edu/)
- Western Carolina University - [http://www.wcu.edu/](http://www.wcu.edu/)
- Winston-Salem State University - [http://www.wssu.edu/wssu](http://www.wssu.edu/wssu)

The requirements for admission to UNC System schools do not apply to the community colleges in North Carolina. Community colleges have their own admission requirements. Many have agreements with universities to allow students to apply for transfer from a two-year to a four-year program.

For general information on how to plan, apply and pay for college, please visit the following web address: [https://www.cfnc.org/index.jsp](https://www.cfnc.org/index.jsp)
New Hanover County Arts Education courses are aligned directly with the North Carolina Arts Education Essential Standards. All arts courses are organized by four proficiency levels: Beginning, Intermediate, Proficient, and Advanced.

All Beginning standards are designed for students with no or limited K-8 progression in an arts discipline. Intermediate standards are designed for those students who have had a complete K-8 progression in an arts discipline or can demonstrate mastery of beginning standards in an arts discipline. Proficient arts education standards are designed for students who have mastered Intermediate standards in an arts discipline. Advanced arts education standards are designed for students who have mastered Proficient standards in an arts discipline.

Note: Students who enter in the 9th grade and desire the Honors Curriculum are required to audition for a Performing Art (Band, Choir, Dance, Theater or Orchestra) or present a Portfolio for Fine Arts (Visual Art, Ceramics or Sculpture). There will also be an interview conducted to assess knowledge pertaining to technique, history and other factors that are involved in an Honors Level Course. Freshman entering in 2015-2016 will receive the .5 level weight associated with all other Honors level classes.

State Board of Education Policy GCS-L-004 states that arts education courses will receive an additional weighted (honors) credit of one point at the proficient and advanced levels. Students may repeat arts education courses for credit at any proficiency level, including proficient and advanced.

In addition to the four proficiency levels provided by the state, students may also access AP Arts Education courses which receive an additional two weighted points.

VISUAL ARTS

54152X0A ★ VISUAL ARTS (BEGINNING)
Credit 1 unit

Note: This course may be repeated for credit.

This introductory visual arts course is designed to enable the student to develop skills in drawing, painting, printmaking, and sculpture. The skills learned in this course serve as a foundation for art study throughout high school. This course examines art processes, procedures, theories, and historical developments. Students produce two-dimensional and three-dimensional artworks. This course emphasizes the study of art elements and principles of design, color theory, vocabulary, and safety in the art room. Basic supplies are provided.

54162X0A ★ VISUAL ARTS (INTERMEDIATE)
Credit 1 unit
Prerequisite Visual Arts (Beginning) and/or demonstrated ability

Note: This course may be repeated for credit.

Visual Arts (Intermediate) builds on the technical skills and foundation of knowledge developed in Visual Arts (Beginning). The study of the elements of art and principles of design, color theory, vocabulary, and art continues in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner, which allows for independent choices and personal solutions to problems. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. Basic supplies are provided.
**54175X0A  HONORS VISUAL ARTS (PROFICIENT)**

Credit  1 unit  
**Prerequisites**  Visual Arts (Beginning), (Intermediate), and/or demonstrated ability

**Note:** This course may be repeated for credit.

Honors Visual Arts (Proficient) is an advanced level course which addresses the Essential Standards and Clarifying Objectives for Visual Art with greater complexity, novelty, and acceleration. This course is an individualized and activity-based curriculum requiring learning experiences that are often exploratory, experiential, and/or open-ended. Work is often generated through, and resulting from, a studio and/or seminar approach. Students are required to take significant responsibility for their study and production of art. Focus areas for this course include research, analysis, reflection, application, and production of art. Basic materials are provided. Students desiring to do work beyond what is normally expected in class will provide their own materials.

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**54185X0A  HONORS VISUAL ARTS (ADVANCED)**

Credit  1 unit  
**Recommended Prerequisites**  Honors Visual Arts (Proficient) and/or demonstrated ability

**Note:** This course may be repeated for credit.

Students in this advanced level course follow the Essential Standards and Clarifying Objectives for Visual Art with the highest level of complexity, expectations, and acceleration. This most advanced level course requires additional in-depth knowledge of art processes, history, and media, including the use of technology to study, learn, and, when applicable, to produce art. Students strive to exhibit fluency of ideas and products and understand the basic rationale and psychology behind the creative process. As a result, students become initiators of learning and demonstrate mastery of skills and processes with a completed portfolio. Basic supplies are provided. Students desiring to do work beyond what is normally expected in class will provide their own materials.

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**54622X0CI  CERAMICS (INTERMEDIATE)**

Credit  1 unit  
**Prerequisite**  Visual Arts (Beginning) and/or demonstrated ability

**Note:** This course may be repeated for credit.

Ceramics is an introduction to the art of working with clay. This course includes hand-building techniques (coil, slab, and pinch methods), surface treatments, glazing, and introduction to the potter's wheel. Students research the cultural and historical perspectives of this medium. Art history, criticism, and aesthetics are experienced through visual, verbal, and written means. Basic supplies are provided.

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**54635X0CP  HONORS CERAMICS (PROFICIENT)**

Credit  1 unit  
**Prerequisite**  Ceramics (Intermediate) and/or demonstrated ability

**Note:** This course may be repeated for credit.

This honors course in ceramics is an advanced level course which addresses techniques and processes in ceramics with greater complexity, novelty, and acceleration. This course is an individualized and activity-based curriculum requiring learning experiences that are often exploratory, experiential, and/or open-ended. Work is often generated through, and resulting from, a studio and/or seminar approach. Students are required to take significant responsibility for their study and production of art. Focus areas for this course include research, analysis, reflection, application, and production of art. Basic materials are provided. Students desiring to do work beyond what is normally expected in class will provide their own materials.
54645X0CA ★ HONORS CERAMICS (ADVANCED)
Credit 1 unit
Prerequisite Honors Ceramics (Proficient) and/or demonstrated ability

Note: This course may be repeated for credit.

This is the most advanced level ceramics course and requires additional in-depth knowledge of art processes, history, and media, including the use of technology to study, learn, and, when applicable, to produce art. Students strive to exhibit fluency of ideas and products and understand the basic rationale and psychology behind the creative process. As a result, students become initiators of learning and demonstrate mastery of skills and processes with a completed portfolio. Basic supplies are provided. Students desiring to do work beyond what is normally expected in class will provide their own materials.

54622X0SI ★ SCULPTURE (INTERMEDIATE)
Credit 1 unit
Prerequisite Visual Arts (Beginning) and/or demonstrated ability

Note: This course may be repeated for credit.

This course explores three-dimensional design using construction techniques with traditional and non-traditional materials. Additive and subtractive methods (carving, modeling, and casting) are employed with a variety of media. Art history, criticism, and aesthetics are experienced through visual, verbal, and written means. Basic supplies are provided.

PHOTOGRAPHY

54622X0PI ★ PHOTOGRAPHY (INTERMEDIATE)
Credit 1 unit
Recommended Prerequisite Visual Arts (Beginning) and/or demonstrated ability

Note: This course may be repeated for credit.

In Photography (Intermediate), various photography processes, procedures, and theories are presented in a problem-solving manner, which allows for independent choices and personal solutions to problems. Students must have access to a 35-mm camera as well as film and photographic paper.

54635X0PP ★ HONORS PHOTOGRAPHY (PROFICIENT)
Credit 1 unit
Prerequisites Photography (Intermediate) and/or demonstrated ability

Note: This course may be repeated for credit.

This honors course in photography is an advanced level course which addresses techniques and processes in photography with greater complexity, novelty, and acceleration. This course is an individualized and activity-based curriculum requiring learning experiences that are often exploratory, experiential, and/or open-ended. Work is often generated through, and resulting from, a studio and/or seminar approach. Students are required to take significant responsibility for their study and production of photography. Focus areas for this course include research, analysis, reflection, application, and production. Students must have access to a 35-mm camera as well as film and photographic paper.
54645X0PA ★ HONORS PHOTOGRAPHY (ADVANCED)
Credit 1 unit
Prerequisite Honors Visual Arts (Proficient) and/or demonstrated ability

Note: This course may be repeated for credit.

This is the most advanced level photography course and requires additional in-depth knowledge of photographic processes, history, and media, including the use of technology to study, learn, and, when applicable, to produce photographs. Students strive to exhibit fluency of ideas and products and understand the basic rationale and psychology behind the creative process. As a result, students become initiators of learning and demonstrate mastery of skills and processes with a completed portfolio. Basic supplies are provided. Students must have access to a 35-mm camera as well as film and photographic paper.

5A047X0A ★ ADVANCED PLACEMENT STUDIO Art: DRAWING (AHS)
Credit 1 unit
Recommended Prerequisites Honors Visual Arts (Proficient) and Honors Visual Arts (Advanced)

Note: It is recommended that Honors Visual Arts (Advanced) be taken the semester before Advanced Placement Studio Art.

Advanced Placement Studio Art: Drawing is a rigorous, experiential course which results in the creation of a portfolio of twenty-four works. The portfolio must exhibit proficiency in three categories: quality, breadth, and concentration. The Drawing portfolio addresses a wide range of approaches and media with a specific focus on drawing issues. Students are required to work outside the classroom and beyond scheduled periods. In addition, students may be asked to provide their own materials depending on their choice of media. At the end of the course the student’s portfolio will be evaluated by the College Board. These works are submitted digitally through the AP College Board website while five actual works are mailed for assessment. In this manner, students may possibly earn course exemption and/or credit at the college/university level.

5A027X0A ★ ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN (AHS,NHHS, JTH)
Credit 1 unit
Recommended Prerequisites Honors Visual Arts (Proficient) and Honors Visual Arts (Advanced)

Note: It is recommended that Honors Visual Arts (Advanced) be taken the semester before Advanced Placement Studio Art.

Advanced Placement Studio Art: 2-D Design is a rigorous, experiential course which results in the creation of a portfolio containing five actual works and twenty-four slides using a variety of art forms. The works in the portfolio must exhibit proficiency in three categories: quality, breadth, and concentration. Students are required to work outside the classroom and beyond scheduled periods. In addition, students may be asked to provide their own materials depending on their choice of media. At the end of the course the student’s portfolio will be evaluated by the College Board. In this manner, students may possibly earn course exemption and/or credit at the college/university of their choice.

DANCE

51152X0A ★ DANCE (BEGINNING) (EAL)
Credit 1 unit

Note: This course may be repeated for credit.

Dance (Beginning) explores movement as a creative art form. Students develop kinesthetic awareness, proper body alignment, physical strength, flexibility, and endurance. Improvisation, expressive movement, and basic modern dance techniques are explored. Students experience the role of both choreographer and dancer and have opportunities to present their work. The study of dance in various cultures and historical periods and the study of dance as a career are explored. Attendance at after school rehearsals and performances is required.
51162X0A ★ DANCE (INTERMEDIATE) (EAL)
Credit  1 unit
Prerequisite Dance (Beginning) and/or demonstrated ability

Note: This course may be repeated for credit.

This course is an exploration of the elements of dance and the acquisition of intermediate movement skills and refined motor control. It is designed to give further study of ballet, modern and creative dance, jazz, and stage techniques. Students extend their understanding of dance through improvisations, the study of the history of dance, and opportunities to choreograph and perform. Proper dance attire is required. Attendance at after-school rehearsals and performances is also required.

51175X0A ★ HONORS DANCE (PROFICIENT) (EAL)
Credit  1 unit
Prerequisites Dance (Intermediate), and/or demonstrated ability

Note: This course may be repeated for credit.

Honors Dance (Proficient) addresses the Essential Standards and Qualifying Objectives for Dance with greater complexity, novelty, and acceleration. Students demonstrate a commitment to personal fitness and technical skill. This course focuses on more advanced, individualized work in authentic learning situations, as well as in-depth research, analysis, reflection, and performance. Students maintain a portfolio that contains written and/or visual examples of their work. Proper dance attire is required. Attendance at after-school rehearsals and performances is also required.

51185X0A ★ HONORS DANCE (ADVANCED)(EAL)
Credit  1 unit
Prerequisites Honors Dance (Proficient), and/or demonstrated ability

Note: This course may be repeated for credit.

Honors Dance (Advanced) follows the Essential Standards and Clarifying Objectives for Dance with the highest level of complexity, expectations, and acceleration. Students use expanded aesthetic criteria to analyze, synthesize, and evaluate their own choreography and performance, as well as that of others. Students learn to assess personal health and fitness, develop and achieve personal dance goals, and integrate knowledge and skills with a variety of other content areas. Students maintain a portfolio containing written and/or visual examples of their work. Proper dance attire is required. Attendance at after-school rehearsals and performances is also required.

MUSIC

52172X0A ★ MUSIC THEORY (INTERMEDIATE)
Credit  1 unit
Suggested Prerequisites Band (Beginning), Orchestra (Beginning), or Vocal Music (Beginning)

Note: This course may be repeated for credit.

This course is designed for students who wish to increase their understanding of the elements of music. Ear training, keyboard harmony, composition, arranging, and evaluating music are emphasized. Through analysis and the study of history, appropriate music vocabulary, and symbols, this course provides students with an appreciation and understanding of music in relation to styles, periods, composers, and cultures.
**ADVANCED PLACEMENT MUSIC THEORY**

Credit 1 unit

**Recommended Prerequisites:** Band (Advanced), Orchestra (Advanced), or Vocal Music Advanced) or Music Theory (Intermediate)

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course progresses to include more creative tasks, such as the harmonization of a melody by selecting appropriated chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation.

**BAND**

**52552X0A ♩ BAND (BEGINNING)**

Credit 1 unit

**Note:** *First-year students must enroll in both the fall and spring semesters. This course may be repeated for credit.*

This course provides students with basic instrumental techniques, performance skills, and music theory. Band literature representing diverse genres, styles, and cultures is an integral part of this course. Students develop skills in listening to, analyzing, evaluating, and reading music. They develop an understanding of band literature in relationship to history, culture, and other content areas.

The fall semester includes activities in Marching Band such as football games, competitions, and parades, as well as Concert Band activities. The spring semester includes activities in Concert Band such as All-District Band, All-County Band, State Contest and other concerts, Solo/Small Ensembles, and Marching Band activities such as parades and show preparation. Attendance at after-school rehearsals and performances is required.

**52562X0A ♩ BAND (INTERMEDIATE)**

Credit 1 unit

**Prerequisites** Band (Beginning) and/or demonstrated ability

**Note:** *First-year students must enroll in both the fall and spring semesters. This course may be repeated for credit.*

This course provides students with opportunities to develop and demonstrate appropriate instrumental practices. Students further develop skills in listening to, analyzing, evaluating, and reading music and playing with increased technical accuracy and expression. Band literature, which includes moderate technical demands, expanded ranges, varied interpretive requirements representing diverse genres, styles, and cultures, is an integral part of this course.

The fall semester includes activities in Marching Band such as football games, competitions, and parades, as well as Concert Band activities. The spring semester includes activities in Concert Band such as All-District Band, All-County Band, State Contest and other concerts, Solo/Small Ensembles, and Marching Band activities such as parades and show preparation. Attendance at after-school rehearsals and performances is required.
**52575X0A HONORS BAND (PROFICIENT)**

Credit  1 unit  
Prerequisites  Band (Intermediate), and/or demonstrated ability

**Note:** This course may be repeated for credit.

Honors Band (Proficient) addresses the Essential Standards and Clarifying Objectives for Band with greater complexity, expectations, and acceleration. It also provides a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. This course provides more advanced, individualized work in authentic learning situations. Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work.

The fall semester includes activities in Marching Band such as football games, competitions, and parades, as well as Concert Band activities. The spring semester includes activities in Concert Band such as All-District Band, All-County Band, State Contest and other concerts, Solo/Small Ensembles, and Marching Band activities such as parades and show preparation. Attendance at after-school rehearsals and performances is required.

**52585X0A HONORS BAND (ADVANCED)**

Credit  1 unit  
Recommended Prerequisites  Band (Proficient), Honors Band (Proficient), and/or demonstrated ability

**Note:** This course may be repeated for credit.

This course is the highest level of the band music program and is intended to provide more advanced, individualized work in authentic learning situations. Honors Band (Advanced) addresses the Essential Standards and Qualifying Objectives for Music at the highest level of acceleration, expectations, and rigor. This course provides a foundation for advanced proficiencies in music performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work.

The fall semester includes activities in Marching Band such as football games, competitions, and parades, as well as Concert Band performances.

The spring semester includes activities in Concert Band such as All-District Band, All-County Band, State Contest and other concerts, Solo/Small Ensembles, and Marching Band activities such as parades and show preparation. Attendance at after-school rehearsals and performances is required.

**JAZZ ENSEMBLE**

**52172X0A JAZZ ENSEMBLE (INTERMEDIATE)**

Credit  1 unit  
Prerequisite  Demonstrated ability

**Note:** This course may be repeated for credit.

This course offers instruction in and experience with various dance band styles, popular instrumental music styles, and jazz styles and techniques. This course includes the study of improvisation and the reading of popular music and jazz rhythms. Attendance at after-school rehearsals and performances is required.
HONORS JAZZ ENSEMBLE (PROFICIENT)
Credit  1 unit
Prerequisites  Jazz Ensemble (Intermediate), and/or demonstrated ability

Note: This course may be repeated for credit.

Honors Jazz Ensemble (Proficient) addresses the Essential Standards and Clarifying Objectives for Music with greater complexity, expectations, and acceleration. It also provides a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. This course provides more advanced, individualized work in authentic learning situations. Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work.

HONORS JAZZ ENSEMBLE (ADVANCED)
Credit  1 unit
Prerequisites  Honors Jazz Ensemble (Proficient) and/or demonstrated ability

Note: This course may be repeated for credit.

This course is the highest level of the jazz ensemble program and is intended to provide more advanced, individualized work in authentic learning situations. This course addresses the Essential Standards and Qualifying Objectives for Music at the highest level of acceleration, expectations, and rigor. Jazz Ensemble (Advanced) provides a foundation for advanced proficiencies in music performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work.

ORCHESTRA

ORCHESTRA (BEGINNING)
Credit  1 unit

Note: This course may be repeated for credit.

This course provides students with basic instrumental techniques, performance skills, and music theory. Orchestra literature representing diverse genres, styles, and cultures is an integral part of this course. Students develop skills in listening to, analyzing, evaluating, and reading music. They also develop an understanding of orchestra literature in relationship to history, culture, and other content areas. Proper concert attire is required. Attendance at after-school rehearsals and performances is required.

ORCHESTRA (INTERMEDIATE)
Credit  1 unit
Prerequisites  Orchestra (Beginning) and/or demonstrated ability

Note: This course may be repeated for credit.

This course provides students with opportunities to develop and demonstrate appropriate instrumental practices. Students further develop skills in listening to, analyzing, evaluating, and reading and playing music within creased technical accuracy and expression. Orchestral literature, which includes moderate technical demands, expanded ranges, varied interpretive requirements representing diverse genres, styles, and cultures, is an integral part of this course. Proper concert attire is required. Attendance at after-school rehearsals and performances is required.
52425X0A HONORS ORCHESTRA (PROFICIENT)
Credit 1 unit
Prerequisites Orchestra (Intermediate) and/or demonstrated ability

Note: This course may be repeated for credit.

Honors Orchestra (Proficient) addresses the Essential Standards and Clarifying Objectives for Music with greater complexity, expectations, and acceleration. It also provides a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. This course provides more advanced, individualized work in authentic learning situations. Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work. Proper concert attire is required. Attendance at after-school rehearsals and performances is required.

52435X0A HONORS ORCHESTRA (ADVANCED)
Credit 1 unit
Prerequisites Honors Orchestra (Proficient), and/or demonstrated ability

Note: This course may be repeated for credit.

This course is the highest level of the orchestra music program and is intended to provide more advanced, individualized work in authentic learning situations. The Essential Standards and Clarifying Objectives for Music are addressed at the highest level of complexity, acceleration, and rigor. This course provides a foundation for advanced proficiencies in music performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Proper concert attire is required. Attendance at after-school rehearsals and performances is also required.

VOCAL MUSIC

52302X0A VOCAL MUSIC (BEGINNING)
Credit 1 unit

Note: This course may be repeated for credit.

This course provides students with basic vocal techniques, performance skills, and music theory. Choral literature representing diverse genres, styles, and cultures is an integral part of this course. Students develop skills in listening to, analyzing, evaluating, and reading music. They also develop an understanding of choral literature in relation to history, culture, and other content areas. Proper concert attire is required. Attendance at after-school rehearsals and performances is also required.

52312X0A VOCAL MUSIC (INTERMEDIATE)
Credit 1 unit
Prerequisites Vocal Music (Beginning) and/or demonstrated ability

Note: This course may be repeated for credit.

This course provides students with opportunities to develop and demonstrate appropriate vocal practices and refine the use of the voice. Students listen to, analyze, evaluate, and read music. They sing with increased technical accuracy and expression. Choral literature, which includes moderate technical demands, expanded ranges, varied interpretive requirements representing diverse genres, styles, and cultures, is an integral part of this course. Proper concert attire is required. Attendance at after-school rehearsals and performances is also required.
Honors Vocal Music (Proficient) addresses the Essential Standards and Clarifying Objectives for Music with greater complexity, acceleration, and expectations. The course provides opportunities for students to develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument. Honors Vocal Music (Proficient) provides a foundation for advanced proficiencies in performance, conducting, listening, analyzing, composing, and written research. Students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Proper concert attire is required. Attendance at after-school rehearsals and performances is also required.

Honors Vocal Music (Advanced) is the highest level of the vocal music program and is intended to provide more advanced, individualized work in authentic learning situations. Honors Vocal Music (Advanced) addresses the Essential Standards and Clarifying Objectives for music with complexity and rigor. Students sing difficult vocal literature and refine the use of the voice as an instrument. This course provides a foundation for advanced proficiencies in music performance, conducting, listening, analyzing, composing, and written research. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Proper concert attire is required. Attendance at after-school rehearsals and performances is also required.

Theatre Arts (Beginning) promotes learning the essential vocabulary and processes of theatre. It includes personal development, structure of plays, varieties of plays, evaluation, improvisation, pantomime, voice and diction, and acting. In addition, students learn about and reflect upon aspects of theatre through history and different cultures, as well as the various forms of theatre and theatre-related media. This course also assists students in developing a sense of creativity and spontaneity. Attendance at after-school rehearsals and all performances is required.

Theatre Arts (Intermediate) is designed for students who wish to continue their exploration of theatre arts. It is a more detailed study of theatre vocabulary, reading, and writing of theatre literature, acting, and technical theatre. The acting experience in Theatre Arts (Intermediate) furthers the exploration of the concepts of self, body and voice, improvisation, and acting techniques. In addition, students begin to analyze and critique student-generated work, as well as that created throughout history and various cultures. Attendance at after-school rehearsals and all performances is required.
53175X0A ★ HONORS THEATRE ARTS (PROFICIENT)

Credit 1 unit
Prerequisites Theatre Arts (Intermediate) and/or demonstrated ability

Note: This course may be repeated for credit.

Honors Theatre Arts (Proficient) is an advanced course offering study and work often generated through and resulting from seminar or ensemble. This course follows the Essential Standards and Clarifying Objectives for Theater with greater complexity, expectations, and rigor. Students are involved in a wide variety of activities including historical research for productions, script writing through improvisation, directing, designing, conceptualizing, and realizing informal and formal productions. Independent work in this course develops commitment and helps students form aesthetic judgments and refine artistic choices. Full-length and one-act plays are produced. Attendance at after-school rehearsals and all performances is required.

53185X0A ★ HONORS THEATRE ARTS (ADVANCED)

Credit 1 unit
Prerequisite Honors Theatre Arts (Proficient), and/or demonstrated ability

Note: Honors Theatre Arts (Advanced) -Fall or Honors Theatre Arts (Advanced) - Spring may be taken for one unit of credit or both courses may be taken for two units of credit.
This course may be repeated for credit.

Honors Theatre Arts (Advanced) is the highest level theater course which concentrates on in-depth research, analysis, reflection, application, production, and performance. This course follows the Essential Standards and Clarifying Objectives for Theatre with complexity and rigor. Students become initiators of learning and demonstrate leadership and expertise in theatre arts. Attendance at after-school rehearsals and all performances is required.

53622X0A ★ TECHNICAL THEATRE (INTERMEDIATE)

Credit 1 unit
Prerequisite Theatre Arts (Beginning) and/or demonstrated ability

Note: This course may be repeated for credit

This course is designed to teach students to understand and demonstrate a working knowledge of how the various areas of technical theatre operate and support performances. After extensive research, students create props and costumes and work with makeup, lights, and sound using available resources. Students gain experience in generating publicity for productions. Attendance at after-school rehearsals and all performances is required.

53635X0A ★ HONORS TECHNICAL THEATRE (PROFICIENT)

Credit 1 unit
Recommended Prerequisites Technical Theatre Arts (Intermediate) and/or demonstrated ability

Note: This course may be repeated for credit.

This advanced level course is designed for the student who has significant experience in technical theatre work and who can assume major production responsibilities. The student is expected to take a leadership role in the technical aspects of productions including scenery, costumes, makeup, lighting, sound, and props. Attendance at after-school rehearsals and all performances is required.

53645X0A ★ HONORS TECHNICAL THEATRE (ADVANCED)

Credit 1 unit
Prerequisites Honors Technical Theatre (Proficient) and/or demonstrated ability

Note: This course may be repeated for credit.

Honors Technical Theatre (Advanced) is the highest level technical theater course which concentrates on in-depth research, analysis, reflection, application, production, and performance. This course requires students to assume major production responsibilities and to work with independence and initiative. Leadership roles are a significant part of this course. Attendance at after-school rehearsals and all performances is required.
CAREER TECHNICAL EDUCATION

The mission of Career-Technical Education is to help empower students for effective participation in an international economy as world-class workers and citizens. The Career and Technical Education Curriculum promotes best practices, integration of common core standards in language arts, mathematics and 21st century technology skills. Students are encouraged to complete a concentration in an area of special interest such as Career and Technical Education (CTE) by earning at least four credits in one of the thirteen career clusters, including one course at the advanced level.

CAREER AND COLLEGE PROMISE

In today’s global economy, successful careers could require a two or four-year degree or a nationally recognized job credential. 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. The program is tuition free to all students who maintain a “B” average and meet other eligibility requirements.

Career and Technical Education Pathways – As a junior or senior in a career cluster program during high school, this pathway will give students the opportunity to enroll in a Community College Certificate Program that aligns with career cluster concentrations in the following areas:

- Accounting
- Automotive Customizing Technology
- Automotive System Technology
- Business Administration
- Carpentry
- Collision Repair and Refinishing
- Construction Management
- Cosmetology
- Criminal Justice
- Culinary Arts
- Electrical System Technology
- Electronics Engineering
- Fire Protection Technology
- Healthcare Business Informatics
- Landscape Gardening
- Medical Office Administration
- Mechanical Engineering Technology
- Nurse Aide
- Plumbing
- Welding Technology

Cooperative Innovative High Schools (limited availability) – Students can begin earning tuition-free college credits as a high-school freshman by attending a Cooperative Innovative High School (Early College Programs).

For additional information see your school counselor or visit http://cfcc.edu/ccp/career-and-technical-education-pathways/

NEW HANOVER COUNTY SCHOOLS/CAPE FEAR COMMUNITY COLLEGE COURSE ARTICULATION

High School students can receive High School and Community College credit for select Career and Technical Education (CTE) courses. To receive articulated credit, students must maintain a B or higher in select CTE High School courses and receive a scaled score of 93 or higher on the Career Technical Education end-of-course assessment.

To receive articulated credit, students must enroll at the Community College within two years of their High School graduation date.

For more information, please see the course list on the following pages and the Career and Technical Education Website: http://ctpnc.org/articulation/
The North Carolina High School to Community College Articulation Agreement is an arrangement between the North Carolina Department of Public Instruction and the North Carolina Community College System that provides a seamless process to join secondary and postsecondary Career and Technical Education (CTE) programs of study.

Listed below are courses that meet this agreement:

<table>
<thead>
<tr>
<th>HS Program Area</th>
<th>HS Course Number</th>
<th>HS Course Title</th>
<th>CC Course Number</th>
<th>CC Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Agricultural Education</td>
<td>AP41</td>
<td><em>Horticulture I</em></td>
<td>HOR-150</td>
<td>Intro to Horticulture</td>
</tr>
<tr>
<td>2 Agricultural Education</td>
<td>AP44</td>
<td><em>Horticulture II - Landscaping</em></td>
<td>HOR-114 OR LSG-111</td>
<td>Landscaping Construction OR Basic Landscaping Technique</td>
</tr>
<tr>
<td>3 Business and Information Technology Education</td>
<td>BA10</td>
<td><em>Accounting I</em></td>
<td>ACC-115 OR ACC-118</td>
<td>College Accounting OR Accounting Fundamentals I</td>
</tr>
<tr>
<td>4 Business and Information Technology Education</td>
<td>BA20</td>
<td><em>Honors Accounting II</em></td>
<td>ACC-115 OR ACC-118 OR ACC-119</td>
<td>College Accounting OR Accounting Fundaments II</td>
</tr>
<tr>
<td>5 Business and Information Technology Education</td>
<td>BM10</td>
<td><em>Microsoft Word AND PowerPoint</em></td>
<td>CIS-111 OR CIS-124 OR OST-136</td>
<td>Basic PC Literacy OR DTP Graphics Software OR Word Processing</td>
</tr>
<tr>
<td>6 Business and Information Technology Education</td>
<td>BD10</td>
<td><em>Multimedia and Webpage Design</em></td>
<td>WEB-110 OR WEB-120</td>
<td>Internet/Web Fundamentals OR Intro Internet Multimedia</td>
</tr>
<tr>
<td>7 Business and Information Technology Education</td>
<td>BFO5</td>
<td><em>Personal Finance</em></td>
<td>BUS-125</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>8 Family and Consumer Science Education</td>
<td>FE 11 &amp; FE12</td>
<td><em>Early Childhood Education I</em> AND <em>Early Childhood Education II</em></td>
<td>EDU-119</td>
<td>Intro to Early Childhood Education</td>
</tr>
<tr>
<td>9 Family and Consumer Science Education</td>
<td>FN41 &amp; FN42</td>
<td><em>Foods I AND Foods II Enterprise</em></td>
<td>CUL-112</td>
<td>Nutrition for Food Service</td>
</tr>
<tr>
<td>10 Family and Consumer Science Education</td>
<td>FN42 AND ServSafe certification</td>
<td><em>Foods II Enterprise AND ServSafe certification</em></td>
<td>CUL-110 AND CUL-110A</td>
<td>Sanitation &amp; Safety AND Sanitation &amp; Safety Lab</td>
</tr>
<tr>
<td>11 Health Occupations Education</td>
<td>HU40</td>
<td><em>Health Science I</em></td>
<td>MED-121 AND MED-122</td>
<td>Medical Terminology I AND Medical Terminology II</td>
</tr>
<tr>
<td>12 Health Occupations Education</td>
<td>HU42</td>
<td><em>Health Science II</em></td>
<td>HSC-110 AND (HSC-120 OR MED-180)</td>
<td>Orientation to Health Careers AND (CPR OR CPR Certification)</td>
</tr>
<tr>
<td>13 Health Occupations Education</td>
<td>HN43</td>
<td><em>Honors Nursing Fundamentals</em></td>
<td>NAS-101</td>
<td>Nursing Assistant I</td>
</tr>
<tr>
<td>14 Marketing Education</td>
<td>ME11</td>
<td><em>Entrepreneurship I</em></td>
<td>ETR-210</td>
<td>Intro to Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>Course of Study</td>
<td>Code</td>
<td>Course</td>
<td>Code</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------</td>
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<td>------------------------------------------</td>
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</tr>
<tr>
<td>15</td>
<td>Marketing Education</td>
<td>MM51</td>
<td><em>Marketing</em></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Trade and Industrial Education</td>
<td>IT11</td>
<td><em>Auto Service</em></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Trade and Industrial Education</td>
<td>IC22</td>
<td><em>Carpentry II</em></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Trade and Industrial Education</td>
<td>IC23</td>
<td><em>Carpentry III</em></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Trade and Industrial Education</td>
<td>II21</td>
<td><em>Computer Engineering Technology I</em></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Trade and Industrial Education</td>
<td>II22</td>
<td><em>Honors Computer Engineering Technology II</em></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Trade and Industrial Education</td>
<td>IC21</td>
<td><em>Carpentry I</em></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Trade and Industrial Education</td>
<td>IC61</td>
<td><em>Drafting I</em></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Trade and Industrial Education</td>
<td>IC61 &amp; IC62</td>
<td><em>Drafting I AND Drafting II - Architectural</em></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Trade and Industrial Education</td>
<td>IC61 &amp; IV22</td>
<td><em>Drafting I AND Drafting II - Engineering</em></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Trade and Industrial Education</td>
<td>1V23</td>
<td><em>Honors Drafting III - Engineering</em></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Trade and Industrial Education</td>
<td>IC41 &amp; IC42</td>
<td><em>Electrical Trades I AND Electrical Trades II</em></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Trade and Industrial Education</td>
<td>II11</td>
<td><em>Honors Network Engineering Technology I</em></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Trade and Industrial Education</td>
<td>II12</td>
<td><em>Honors Network Engineering Technology II</em></td>
<td></td>
</tr>
</tbody>
</table>
CAREER CLUSTERS

**Career Clusters** are groupings of occupations based on common knowledge and skills. This classification system can be used as a guidance and planning tool for students. Career Cluster concentrations highly recommended by the state for graduation diploma endorsements.

**Foundational Courses** - provide core content for a cluster.

**Enhancement** - enrich the foundational courses for a cluster.

To earn a concentration for graduation and for federal reporting purposes in Career and Technical Education:

- The student must complete four technical credits from the courses listed in the Career Cluster one of which must be an advanced level identified by an asterisk (*).
- At least three of the technical credits must come from the Foundational courses.
- The fourth technical credit can be either a Foundational or Enhancement course.
- Enhancement courses can be from any program area identified in the Career Cluster.

<table>
<thead>
<tr>
<th>Agriculture, Food and Natural Resources</th>
<th>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, and other plant and animal products/resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Courses</strong></td>
<td><strong>Enhancement Courses</strong></td>
</tr>
<tr>
<td>Courses that provide core content for a cluster. (Minimum of three — one must be starred)</td>
<td>Courses that enhance the foundational courses for a cluster.</td>
</tr>
<tr>
<td><strong>Plant Systems</strong></td>
<td><strong>Food Products and Processing Systems</strong></td>
</tr>
<tr>
<td>Horticulture I</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>Horticulture II *</td>
<td>Foods I</td>
</tr>
<tr>
<td>Horticulture II—Landscaping*</td>
<td>Foods II — Enterprise*</td>
</tr>
<tr>
<td></td>
<td>Microsoft Word and PowerPoint</td>
</tr>
<tr>
<td></td>
<td>Microsoft Excel and Access Marketing</td>
</tr>
<tr>
<td></td>
<td>Introduction to Culinary Arts and Hospitality</td>
</tr>
<tr>
<td></td>
<td>CTE Internship</td>
</tr>
<tr>
<td></td>
<td>CTE Community College</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship I</td>
</tr>
<tr>
<td></td>
<td>Principles of Business &amp; Finance</td>
</tr>
<tr>
<td></td>
<td>Career Management (NCVPS)</td>
</tr>
<tr>
<td></td>
<td>Microsoft SharePoint (NCVPS)</td>
</tr>
<tr>
<td>Architecture and Construction</td>
<td>Careers in designing, planning, managing, building and maintaining the built environment</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Foundational Courses</strong></td>
<td><strong>Enhancement Courses</strong></td>
</tr>
<tr>
<td>Courses that provide core content for a cluster. (Minimum of three — one must be starred)</td>
<td>Courses that enhance the foundational courses for a cluster.</td>
</tr>
<tr>
<td><strong>Construction</strong></td>
<td>Multimedia and Webpage Design</td>
</tr>
<tr>
<td>Core and Sustainable Construction</td>
<td>Microsoft Word and PowerPoint</td>
</tr>
<tr>
<td>Carpentry I</td>
<td>Marketing</td>
</tr>
<tr>
<td>Carpentry II *</td>
<td>Apparel and Textile Production I</td>
</tr>
<tr>
<td>Carpentry III</td>
<td>CTE Internship</td>
</tr>
<tr>
<td>Electrical Trades I</td>
<td>CTE Community College</td>
</tr>
<tr>
<td>Electrical Trades II *</td>
<td>Entrepreneurship I</td>
</tr>
<tr>
<td>Electrical Trades III</td>
<td>Fashion Merchandising</td>
</tr>
<tr>
<td>Drafting I</td>
<td>Career Management (NCVPS)</td>
</tr>
<tr>
<td>Honors Drafting II – Architectural *</td>
<td>Microsoft SharePoint (NCVPS)</td>
</tr>
<tr>
<td>Honors Drafting III – Architectural</td>
<td></td>
</tr>
<tr>
<td>Personal Finance</td>
<td></td>
</tr>
<tr>
<td>Principals of Business and Finance</td>
<td></td>
</tr>
<tr>
<td>Interior Design I</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts, Audio/Video Technology and Communications</th>
<th>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Courses</strong></td>
<td><strong>Enhancement Courses</strong></td>
</tr>
<tr>
<td>Courses that provide core content for a cluster. (Minimum of three — one must be starred)</td>
<td>Courses that enhance the foundational courses for a cluster.</td>
</tr>
<tr>
<td><strong>Audio and Video Technology and Film</strong></td>
<td>Microsoft Excel and Access</td>
</tr>
<tr>
<td>Multimedia and Webpage Design</td>
<td>Interior Design I</td>
</tr>
<tr>
<td>Adobe Academy - Adobe Visual Design</td>
<td>CTE Internship</td>
</tr>
<tr>
<td>Adobe Academy – Adobe Digital Design*</td>
<td>CTE Community College</td>
</tr>
<tr>
<td>Adobe Academy - Adobe Video Design</td>
<td>Principles of Business and Finance</td>
</tr>
<tr>
<td><strong>Printing Technology</strong></td>
<td>Personal Finance</td>
</tr>
<tr>
<td>Introduction to Graphic Communications</td>
<td>Career Management (NCVPS)</td>
</tr>
<tr>
<td>Digital File Preparation*</td>
<td>Microsoft SharePoint (NCVPS)</td>
</tr>
<tr>
<td>Print Advertising and Design</td>
<td></td>
</tr>
<tr>
<td>Adobe Academy - Adobe Visual Design*</td>
<td></td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Microsoft Word and PowerPoint</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>Apparel and Textile Production I</td>
<td></td>
</tr>
<tr>
<td>Apparel and Textile Production II *</td>
<td></td>
</tr>
<tr>
<td>Scientific and Technical Visualizations I</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship I</td>
<td></td>
</tr>
<tr>
<td>Game Art and Design*</td>
<td></td>
</tr>
<tr>
<td>Advanced Game Art and Design</td>
<td></td>
</tr>
</tbody>
</table>
## Business Management and Administration

Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.

### Foundational Courses
Courses that provide core content for a cluster. (Minimum of three —one must be starred)

### Enhancement Courses
Courses that enhance the foundational courses for a cluster.

<table>
<thead>
<tr>
<th>General Management</th>
<th>Multimedia and Webpage Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law*</td>
<td>Marketing</td>
</tr>
<tr>
<td>Accounting I</td>
<td>CTE Internship</td>
</tr>
<tr>
<td>Microsoft Word and PowerPoint</td>
<td>CTE Community College</td>
</tr>
<tr>
<td>Entrepreneurship I*</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>Principles of Business and Finance</td>
<td>Career Management (NCVPS)</td>
</tr>
<tr>
<td>Business Management*</td>
<td>Microsoft SharePoint (NCVPS)</td>
</tr>
<tr>
<td>Microsoft Excel and Access</td>
<td>Strategic Marketing (NCVPS)</td>
</tr>
<tr>
<td>Microsoft SharePoint (NCVPS)</td>
<td></td>
</tr>
</tbody>
</table>

## Finance

Planning, services for financial and investment planning, banking, insurance, and business financial management.

### Foundational Courses
Courses that provide core content for a cluster. (Minimum of three —one must be starred)

### Enhancement Courses
Courses that enhance the foundational courses for a cluster.

<table>
<thead>
<tr>
<th>Business Finance</th>
<th>Microsoft Word and PowerPoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law</td>
<td>Marketing</td>
</tr>
<tr>
<td>Accounting I</td>
<td>CTE Internship</td>
</tr>
<tr>
<td>Accounting II*</td>
<td>CTE Community College</td>
</tr>
<tr>
<td>Microsoft Excel and Access</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>Entrepreneurship I</td>
<td>Career Management (NCVPS)</td>
</tr>
<tr>
<td>Principles of Business and Finance</td>
<td>Microsoft SharePoint (NCVPS)</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>Strategic Marketing (NCVPS)</td>
</tr>
</tbody>
</table>
### Health Science

**Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.**

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Enhancement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses that provide core content for a cluster.</strong> (Minimum of three —one must be starred)</td>
<td><strong>Courses that enhance the foundational courses for a cluster.</strong></td>
</tr>
<tr>
<td><strong>Therapeutic Services, Diagnostic Services, Health Informatics, Support Services</strong></td>
<td>Microsoft Word and PowerPoint</td>
</tr>
<tr>
<td>Health Team Relations</td>
<td>Microsoft Excel and Access</td>
</tr>
<tr>
<td>Biomedical Technology</td>
<td>Marketing</td>
</tr>
<tr>
<td>Health Science I</td>
<td>Foods I</td>
</tr>
<tr>
<td>Honors Health Science II *</td>
<td>Parenting and Child Development</td>
</tr>
<tr>
<td>Honors Nursing Fundamentals</td>
<td>CTE Internship</td>
</tr>
<tr>
<td>Biomedical Technology II</td>
<td>CTE Community College</td>
</tr>
<tr>
<td><strong>Enhancement Courses</strong></td>
<td>Entrepreneurship I</td>
</tr>
<tr>
<td></td>
<td>Principles of Business and Finance</td>
</tr>
<tr>
<td></td>
<td>Personal Finance</td>
</tr>
<tr>
<td></td>
<td>Career Management (NCVPS)</td>
</tr>
<tr>
<td></td>
<td>Microsoft SharePoint (NCVPS)</td>
</tr>
</tbody>
</table>

### Hospitality and Tourism

**Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.**

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Enhancement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses that provide core content for a cluster.</strong> (Minimum of three —one must be starred)</td>
<td><strong>Courses that enhance the foundational courses for a cluster.</strong></td>
</tr>
<tr>
<td><strong>Restaurants and Food/Beverage Service</strong></td>
<td>Multimedia and Webpage Design</td>
</tr>
<tr>
<td>Foods I</td>
<td>Microsoft Word and PowerPoint</td>
</tr>
<tr>
<td>Introduction to Culinary Arts and Hospitality</td>
<td>Microsoft Excel and Access</td>
</tr>
<tr>
<td>Culinary Arts and Hospitality I</td>
<td>CTE Internship</td>
</tr>
<tr>
<td>Culinary Arts and Hospitality II*</td>
<td>CTE Community College</td>
</tr>
<tr>
<td>Foods II - Enterprise</td>
<td>Principles of Business and Finance</td>
</tr>
<tr>
<td><strong>Travel and Tourism</strong></td>
<td>Personal Finance</td>
</tr>
<tr>
<td>Marketing</td>
<td>Career Management (NCVPS)</td>
</tr>
<tr>
<td>Hospitality and Tourism *</td>
<td>Microsoft SharePoint (NCVPS)</td>
</tr>
<tr>
<td>Principals of Business and Finance</td>
<td>Career Management (NCVPS)</td>
</tr>
<tr>
<td>Sports and Entertainment Marketing I</td>
<td>Microsoft SharePoint (NCVPS)</td>
</tr>
<tr>
<td>Sports and Entertainment Marketing II *</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>Entrepreneurship I</td>
<td>Career Management (NCVPS)</td>
</tr>
</tbody>
</table>
### Human Services

**Preparing individuals for employment in career pathways that relate to families and human needs.**

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Enhancement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses that provide core content for a cluster. (Minimum of three —one must be starred)</td>
<td>Courses that enhance the foundational courses for a cluster.</td>
</tr>
<tr>
<td><strong>Early Childhood Development and Services</strong></td>
<td>Microsoft Word and PowerPoint</td>
</tr>
<tr>
<td>Parenting and Child Development</td>
<td>Microsoft Excel and Access</td>
</tr>
<tr>
<td>Early Childhood Education I</td>
<td>Foods I</td>
</tr>
<tr>
<td>Honors Early Childhood Education II*</td>
<td>CTE Internship</td>
</tr>
<tr>
<td>Principles of Business and Finance</td>
<td>CTE Community College</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>Entrepreneurship I</td>
</tr>
<tr>
<td></td>
<td>Career Management (NCVPS)</td>
</tr>
<tr>
<td></td>
<td>Microsoft SharePoint (NCVPS)</td>
</tr>
</tbody>
</table>

### Information Technology

**Building Linkages in IT Occupations Framework: For entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.**

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Enhancement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses that provide core content for a cluster. (Minimum of three —one must be starred)</td>
<td>Courses that enhance the foundational courses for a cluster.</td>
</tr>
<tr>
<td><strong>Program and Software Development</strong></td>
<td>Technology Engineering by Design</td>
</tr>
<tr>
<td>Principles of Business and Finance</td>
<td>CTE Internship</td>
</tr>
<tr>
<td>Microsoft Excel and Access</td>
<td>CTE Community College</td>
</tr>
<tr>
<td>Computer Programming I (NCVPS)</td>
<td>Entrepreneurship I</td>
</tr>
<tr>
<td>Computer Programming II (NCVPS)</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>Honors SAS Programming I (NCVPS)</td>
<td>Career Management (NCVPS)</td>
</tr>
<tr>
<td>Honors SAS Computer Programming II (NCVPS)</td>
<td>Microsoft SharePoint (NCVPS)</td>
</tr>
<tr>
<td><strong>Web and Digital Communications</strong></td>
<td></td>
</tr>
<tr>
<td>Microsoft Word and PowerPoint</td>
<td></td>
</tr>
<tr>
<td>Multimedia and Webpage Design*</td>
<td></td>
</tr>
<tr>
<td>Adobe Visual Design</td>
<td></td>
</tr>
<tr>
<td>Adobe Digital Design*</td>
<td></td>
</tr>
<tr>
<td>Adobe Video Design</td>
<td></td>
</tr>
<tr>
<td>Honors e-Commerce I*</td>
<td></td>
</tr>
<tr>
<td><strong>Information Support and Services</strong></td>
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</tr>
<tr>
<td>Computer Engineering Technology I</td>
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</tr>
<tr>
<td>Honors Computer Engineering Technology II*</td>
<td></td>
</tr>
<tr>
<td><strong>Network Systems</strong></td>
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</tr>
<tr>
<td>Honors Network Engineering Technology I</td>
<td></td>
</tr>
<tr>
<td>Honors Network Engineering Technology II*</td>
<td></td>
</tr>
<tr>
<td>Honors Network Engineering Technology III</td>
<td></td>
</tr>
</tbody>
</table>
### Manufacturing

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Enhancement Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses that provide core content for a cluster. (Minimum of three —one must be starred)</td>
<td>Courses that enhance the foundational courses for a cluster.</td>
</tr>
</tbody>
</table>
| Apparel and Textile Production I  
Apparel and Textile Production II  
Enterprise I  
Marketing  
Fashion Merchandising  
Principles of Business and Finance  
See Career Technical Facilitator for the Career and College Promise Certificate Options for Welding and Electronics | Multimedia and Webpage Design  
Microsoft Word and PowerPoint  
Microsoft Excel and Access  
Drafting I  
Personal Finance  
CTE Internship  
CTE Community College  
Career Management (NCVPS)  
Microsoft SharePoint (NCVPS) |

### Marketing

Planning, managing, and performing marketing activities to reach organizational objectives.

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| **Marketing Management**  
Marketing  
Entrepreneurship I*  
Principles of Business and Finance  
Fashion Merchandising  
Strategic Marketing (NCVPS) | Business Law  
Multimedia and Webpage Design  
Microsoft Word and PowerPoint  
Microsoft Excel and Access  
Apparel and Textile Production I  
CTE Internship  
CTE Community College  
Personal Finance  
Hospitality and Tourism  
Career Management (NCVPS)  
Microsoft SharePoint (NCVPS) |
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AGRICULTURE EDUCATION

AP412X0A ★ HORTICULTURE I (JTH)
Credit 1 unit Grades 9, 10, 11
Prerequisite None

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Skills in biology, chemistry, and algebra aligned with the Common Core Essential Standards are reinforced.

AP422X0A ★ HORTICULTURE II (JTH)
Credit 1 unit Grades 11, 12
Prerequisites Horticulture I

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 landscaping design, installation and maintenance, lawn and turf grass management and personal development. English language arts, mathematics and science are reinforced. Instruction on leadership skills and employable skills are incorporated. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AP442X0A ★ HORTICULTURE II-LANDSCAPING (JTH)
Credit 1 unit Grades 11, 12
Prerequisite Horticulture I

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Landscape Contractors Association skill standards for a certified landscape technician. Students are instructed in interpreting landscape designs, identifying plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Students gain an understanding of careers and the employable skills needed to enter the landscape industry. Work-based learning strategies appropriate for this course include internships and apprenticeship programs with certified landscape technicians.

CS972X0A ★ CTE INTERNSHIP
Credit 1 unit Grades 11, 12
Prerequisite Students must have completed a level II course in a CTE Cluster. See CTE Facilitator for more information.

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

BUSINESS EDUCATION

BA102X0A ★ ACCOUNTING I
Credit 1 unit Grades 10, 11, 12
Prerequisites None

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics aligned with the Common Core Essential Standards is reinforced. Work-based learning strategies appropriate for this course include a school-based enterprise, service learning, an internship and job shadowing.
BA205X0A  ★ HONORS ACCOUNTING II
Credit  1 unit  Grades 11, 12
Prerequisite  Accounting I

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics aligned with the Common Core Essential Standards is reinforced. Work-based learning strategies appropriate for this course include an internship, school-based enterprise, service learning, and job shadowing.

BB302X0A  ★ BUSINESS LAW
Credit  1 unit  Grades 10, 11, 12
Prerequisite  Principles of Business and Finance

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this internship, and job shadowing.

BB402X0A  ★ BUSINESS MANAGEMENT
Credit  1 unit  Grades 10, 11, 12
Prerequisite  Principles of Business and Finance

This course expands student understanding of management, including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the course. English language arts aligned with the Common Core Standards are reinforced. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

BM102X0A  ★ MICROSOFT WORD and POWERPOINT
Credit  1 unit  Grades 9, 10, 11, 12
Prerequisite  None

Note:  Enrollment is not to exceed 25.

Students in Microsoft IT Academies benefit from the world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. Students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share, and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Integration of English/Language Arts Common Core Standards are reinforced.

BM105X0A  ★ HONORS MICROSOFT WORD and POWERPOINT
Credit  1 unit  Grades 9, 10, 11, 12
Prerequisite  None

Note:  Enrollment is not to exceed 25.

Students in the Honors Microsoft IT Academy will benefit from a world-class Microsoft curriculum along with software tools by linking academic learning to real-world job skills. Students will learn at a more challenging level the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents. Students will also learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In addition, students will learn to use the basic features of Publisher to create, customize, and publish a quality publication. Students will choose among honors recommended projects in addition to the activities in the standard curriculum. Integration of English Language Arts Common Core Standards are reinforced.
**BM202X0A ♦ MICROSOFT EXCEL AND ACCESS**

Credit 1 unit  Grades 10, 11, 12  
Prerequisite NC Math 1, Microsoft Word

**Note:** Enrollment is not to exceed 25.

Students in Microsoft IT Academies benefit from the world-class Microsoft curriculum and cutting edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help students use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. Integration of Math Common Core Standards are reinforced.

**BM205X0A ♦ HONORS MICROSOFT EXCEL AND ACCESS**

Credit 1 unit  Grades 10, 11, 12  
Prerequisite NC Math 1, Microsoft Word

**Note:** Enrollment is not to exceed 25.

The Honors Microsoft Excel and Access course is distinguished by a difference in the depth and scope of work required. Students must possess the interest, ability and motivation to meet the challenge of this Honors course. Students will benefit from the world-class Microsoft curriculum and cutting edge software tools by aspiring to an advanced level of learning through quality work. Students will be introduced to the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Students will learn how to create and work with a database and its objects by using the new features in Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. Math Common Core Standards are reinforced.

**BD102X0A ♦ MULTIMEDIA AND WEBPAGE DESIGN**

Credit 1 unit  Grades 10, 11, 12  
Prerequisite Microsoft Word and PowerPoint

**Note:** Enrollment is not to exceed 25.

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include service learning, an internship and job shadowing.

**BF052X0A ♦ PERSONAL FINANCE**

Credit 1 unit  Grades 11, 12  
Prerequisite None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. Integration of English/Language Arts and Mathematics Common Core Standards is reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.
BF055X0A ★ HONORS PERSONAL FINANCE
Credit 1 unit Grades 11, 12
Prerequisite None

The Honors Personal Finance course is designed for students who are motivated, organized and independent learners, capable of moving through material at a more rapid pace and at a more in-depth cognitive level. Students will be required to design and maintain an electronic portfolio of their quality work as a demonstration of 21st century skills. This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. Integration of English/Language Arts and Mathematics Common Core Standards are reinforced.

BF102X0A ★ PRINCIPLES OF BUSINESS AND FINANCE
Credit 1 unit Grades 10, 11, 12
Prerequisite None

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.

BD125X0A ★ HONORS e-COMMERCE I
Credit 1 unit Grades 11, 12
Prerequisite Multimedia and Webpage Design

Note: This is an online course. Students are expected to login and work on the weekly course lessons, read the announcements, email, and participate in the online discussion board every school day.

This course is designed to help students’ master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students learn through project-based applications as they plan, design, create, publish, maintain, and promote an e-commerce website. Art aligned with the Common Core Essential Standards is reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, an internship, school-based enterprise, service learning, and job shadowing.

CS972X0A ★ CTE INTERNSHIP
Credit 1 unit Grades 11, 12
Prerequisite Students must have completed a level II course in a CTE Cluster. See CTE Facilitator for more information.

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.
**FAMILY AND CONSUMER SCIENCE**

**FA312X0A ★ APPAREL AND TEXTILE PRODUCTION I (JTH, NHHS)**
Credit: 1 unit Grades 9, 10, 11, 12
Prerequisite: None

*Note: For safety and equipment purposes, enrollment is not to exceed 20.*

In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.

**FA322X0A ★ APPAREL AND TEXTILE PRODUCTION II (JTH, NHHS)**
Credit: 1 unit Grades 10, 11, 12
Prerequisite: Apparel and Textile Production I

*Note: For safety and equipment purposes, enrollment is not to exceed 20.*

The Honors Apparel and Textile Production II course is distinguished by a difference in the depth and scope of work required. Students must possess the interest, ability and motivation to meet the challenge of this Honors course. Students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise allows students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing.

**FA325X0A ★ HONORS APPAREL AND TEXTILE PRODUCTION II (JTH, NHHS)**
Credit: 1 unit Grades 10, 11, 12
Prerequisite: Apparel and Textile Production I

*Note: For safety and equipment purposes, enrollment is not to exceed 20.*

The Honors Apparel and Textile Production II course is distinguished by a difference in the depth and scope of work required. Students must possess the interest, ability and motivation to meet the challenge of this Honors course. Students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise allows students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing.

**FH202X0A ★ INTRODUCTION TO CULINARY ARTS AND HOSPITALITY**
Credit: 1 unit Grades 10, 11
Prerequisite: Foods I

*Note: For Safety and equipment purposes, enrollment is not to exceed 20.*

In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, small wares, culinary math, and basic knife skills in a commercial foodservice facility are taught. Art, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.
FH212X0A ♦ CULINARY ARTS AND HOSPITALITY I
Credit 1 unit Grades 10, 11
Prerequisite Introduction to Culinary Arts and Hospitality

Note: For Safety and equipment purposes, enrollment is not to exceed 20.

This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills. Art, English/Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Students are responsible for acquiring inoculations and drug screening required for participation at internship sites.

FH222X0C ♦ CULINARY ARTS AND HOSPITALITY II
Credit 2 units Grades 11, 12
Prerequisite Culinary Arts and Hospitality I

Note: For Safety and equipment purposes, enrollment is not to exceed 20.

This course provides advanced experiences in cold and hot food production, management (front and back of the house), and service skills. Topics include menu planning, business management, and guest relations. Art, English/Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, an internship, school-based enterprise, service learning and job shadowing. Students are responsible for acquiring inoculations and drug screening required for participation at internship sites.

FH225X0C ♦ HONORS CULINARY ARTS AND HOSPITALITY II
Credit 2 units Grades 11, 12
Prerequisite Culinary Arts and Hospitality I

Note: For Safety and equipment purposes, enrollment is not to exceed 20.

The Honors Culinary Arts and Hospitality II course is distinguished by a difference in the depth and scope of work required. Students must possess the interest, ability and motivation to meet the challenge of this Honors course. This course provides advanced experiences in cold and hot food production, management (front and back of the house), and service skills. Topics include menu planning, business management, and guest relations. Art, English/Language Arts, Mathematics, and Science aligned with the Essential Standards are reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, an internship, school-based enterprise, service learning and job shadowing. Students are responsible for acquiring inoculations and drug screening required for participation at internship sites.

FE112X0C ♦ EARLY CHILDHOOD EDUCATION I
Credit 2 units Grades 10, 11
Prerequisite

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, service learning, and job shadowing. Early Childhood Education interns come into contact with children on a regular basis. Therefore, it is required that all students have a criminal background check and a current tuberculosis screening before beginning their Early Childhood internships.
FE125X0C  *HONORS EARLY CHILDHOOD EDUCATION II*
Credit               2 units        Grades 11, 12
Prerequisite     Early Childhood Education I

Early Childhood Education II is the second course in a two-course, four-credit sequence designed to prepare students to work with young children in early education and child care settings. This Honors course is designed for students who are motivated, organized and independent learners, capable of moving through material at a more rapid pace and at a more in-depth cognitive level as well as creating a digital portfolio of their work. Major areas of study include personal and professional growth, observation and teaching methods, guidance techniques, health and safety policies and procedures, child development from birth to age twelve, developmentally appropriate activities and programs, history of the early childhood field, and opportunities in early childhood education. This two-credit course with work-based learning comprises 50 percent of instructional time. In addition to the internship, other work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced.

FN412X0A  *FOODS I*
Credit                1 unit        Grades 9, 10, 11, 12
Prerequisite      None

*Note:* For Safety and equipment purposes, enrollment is not to exceed 20.

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. English/Language Arts, Mathematics, Science, and Social Studies aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.

FN422X0A  *FOODS II - ENTERPRISE*
Credit:              1 unit       Grades 10, 11, 12
Prerequisite:    Foods I or Culinary Arts and Hospitality I

*Note:* For Safety and equipment purposes, enrollment is not to exceed 20.

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English/Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards 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.
**FN425X0A ▶ HONORS FOODS II – ENTERPRISE**  
**Credit** 1 unit  Grades 10, 11, 12  
**Prerequisite** Foods I or Culinary Arts and Hospitality I

**Note:** For Safety and equipment purposes, enrollment is not to exceed 20.

This Honors course is designed for students who are motivated, organized and independent learners, capable of moving through material at a more rapid pace and at a more in-depth cognitive level as well as creating a portfolio of their work. This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English/Language Arts, Mathematics, and Science aligned with the Essential Standards 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.

**FI512X0A ▶ INTERIOR DESIGN I (JTH, NHHS)**  
**Credit** 1 unit  Grades 9, 10, 11, 12  
**Prerequisite** Apparel I and Textile Production I

**Note:** For safety and equipment purposes, enrollment is not to exceed 25.

This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. Art and Mathematics aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include an internship, school-based enterprise, service learning, and job shadowing.

**FE602X0A ▶ PARENTING AND CHILD DEVELOPMENT**  
**Credit** 1 unit  Grades 9, 10, 11, 12  
**Prerequisite** None

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English/Language Arts, and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. It is recommended as an excellent preparation for the study of Early Childhood Education I and II.

**BF052X0A ▶ PERSONAL FINANCE**  
**Credit** 1 unit  Grades 11, 12  
**Prerequisite** None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English/Language Arts and Mathematics aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.
BF055X0A  HONORS PERSONAL FINANCE
Credit           1 unit Grades 11,12
Prerequisite     None

The Honors Personal Finance course is designed for students who are motivated, organized and independent learners, capable of moving through material at a more rapid pace and at a more in-depth cognitive level. Students will be required to design and maintain an electronic portfolio of their quality work as a demonstration of 21st century skills. This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. Integration of English/Language Arts and Mathematics Common Core Standards are reinforced.

CS972X0A  CTE INTERNSHIP
Credit           1 unit Grades 11, 12
Prerequisite     Students must have completed a level II course in a CTE Cluster. See CTE Facilitator for more information.

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

HEALTH SCIENCE

HU102X0A  HEALTH TEAM RELATIONS
Credit           1 unit Grades 9, 10, 11
Prerequisite     None

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. Common Core English language arts and Math standards are reinforced. Community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

HB1102X0A  BIOMEDICAL TECHNOLOGY (LHS)
Credit           1 unit Grades 9, 10, 11, 12
Prerequisite     None

This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science aligned with the Common Core Essential Standards are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
HB122X0A  ➤ BIOMEDICAL TECHNOLOGY II (LHS)
Credit       1 unit    Grades 10, 11, 12
Prerequisite  Biomedical Technology I and Biology

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning, and job shadowing. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HU402X0A  ➤ HEALTH SCIENCE I
Credit       1 unit    Grades 10, 11
Prerequisite  None

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English/Language Arts and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.

HU425X0A  ➤ HONORS HEALTH SCIENCE II
Credit       1 unit    Grades 11 and 12
Prerequisite  Health Science I

Note:  Class enrollment limited to 20 to establish a foundation of knowledge critical to the application of patient care skills.

The Honors Health Science II course is designed for students who are motivated, organized and independent learners, capable of moving through material at a more rapid pace and at a more in-depth cognitive level. This course is designed to help students expand a deeper understanding of trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. Integration of English/Language Arts and Mathematics Common Core Standards are reinforced. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HN435X0C  ➤ HONORS NURSING FUNDAMENTALS
Credit       2 units    Grade 12
Prerequisite  Health Science II

Note:  This course has a maximum enrollment of ten students.

Honors Nursing Fundamentals is designed for students interested in medical careers where basic nursing skills are required. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSL) Nurse Aide I (NAI) curriculum. The honors course extends the Essential Standards curriculum to a higher, more challenging level. This course helps to prepare students for the National Nurse Aide Assessment (NNAAP). English/Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Students will be required to provide a current drug screening and tuberculosis screening before beginning the clinical internship. Interested students should see the Allied Health Science teacher for other details.
MARKETING EDUCATION

ME112X0A ★ ENTREPRENEURSHIP I
Credit: 1 unit Grades 11, 12
Prerequisite: Marketing or Personal Finance or Principles of Business and Finance

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English/Language Arts and Social Studies aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate include entrepreneurship, an internship, school-based enterprise, service learning, and job shadowing.

MI212X0A ★ FASHION MERCHANDISING
Credit: 1 unit Grades 10, 11, 12
Prerequisite: None

In this course students are introduced to the fashion and merchandising industries. Students acquire transferrable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. Mathematics and science are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing.

MH422X0A ★ HOSPITALITY AND TOURISM
Credit: 1 unit Grades 11, 12
Prerequisite: Marketing or Sports and Entertainment Marketing I

In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion. Mathematics and Social Studies aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, an internship, school-based enterprise, service learning, and job shadowing.

MM512X0A ★ MARKETING
Credit: 1 unit Grades 10, 11, 12
Prerequisite: None

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and Social Studies aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate include an internship, school-based enterprise, service learning, and job shadowing.

BF052X0A ★ PERSONAL FINANCE
Credit: 1 unit Grades 11, 12
Prerequisite: None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English/Language Arts and Mathematics aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.

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BF055X0A ★ HONORS PERSONAL FINANCE
Credit 1 unit Grades 11, 12
Prerequisite None

The Honors Personal Finance course is designed for students who are motivated, organized and independent learners, capable of moving through material at a more rapid pace and at a more in-depth cognitive level. Students will be required to design and maintain an electronic portfolio of their quality work as a demonstration of 21st century skills. This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. Integration of English/Language Arts and Mathematics Common Core Standards is reinforced.

MH312X0A ★ SPORTS AND ENTERTAINMENT MARKETING I
Credit 1 unit Grades 11, 12
Prerequisite None

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and Social Studies aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate include entrepreneurship, internship, school-based enterprise, service learning, and job shadowing.

MH322X0A ★ SPORTS AND ENTERTAINMENT MARKETING II
Credit 1 unit Grades 11, 12
Prerequisite Sports and Entertainment Marketing I

In this course, students acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. Mathematics and social studies aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate include internship, school-based enterprise, service learning, and job shadowing.

CS972X0A ★ CTE INTERNSHIP
Credit 1 unit Grades 11, 12
Prerequisite Students must have completed a level II course in a CTE Cluster. See CTE Facilitator for more information.

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.

TECHNOLOGY EDUCATION

TS312X0A ★ GAME ART AND DESIGN
Credit 1 unit Grades 10, 11, 12
Prerequisite Scientific and Technical Visualization I

Note: For safety and equipment reasons, maximum enrollment is not to exceed 20.

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. Art, English/Language Arts, Mathematics and Science are reinforced.
TS322X0A  ♦  ADVANCED GAME ART AND DESIGN
Credit  1 unit Grades 10, 11, 12
Prerequisite       Game Art and Design

Note:  For safety and equipment reasons, maximum enrollment is not to exceed 20.

This course is a continuation in the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting and networking protocols, and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3D game project. Art, English/Language Arts, Mathematics and Science aligned with the Common Core Standards are reinforced.

TE112X0A  ♦  TECHNOLOGY ENGINEERING AND DESIGN
Credit  1 unit Grade 9, 10, 11

Note:  For safety and equipment reasons, maximum enrollment is not to exceed 20.

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate Mathematics, Physical and Social Sciences. English/Language Arts, and Art aligned with the Common Core Standards are reinforced.

TE122X0A  ♦  TECHNOLOGICAL DESIGN
Credit  1 unit Grades 10, 11
Prerequisite       Technology Engineering and Design

Note:  For safety and equipment reasons, maximum enrollment is not to exceed 20.

This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Art, English/Language Arts, Mathematics and Science aligned with the Common Core Standards are reinforced.

TE132X0A  ♦  ENGINEERING DESIGN
Credit  1 unit Grades 10, 11, 12
Prerequisite       Technology Engineering and Design

Note:  For safety and equipment reasons, maximum enrollment is not to exceed 20.

This course continues to apply the skills, concepts, and principles of engineering. Students explore various technological systems and engineering processes in related career fields. Topics include investigating technological system, design optimization, and problem solving. Students utilize CAD and physical and virtual modeling concepts to construct, test, collect, and report data. Art, English/Language Arts, Mathematics and Science aligned with the Common Core Standards are reinforced.
TS212X0A ★ SCIENTIFIC AND TECHNICAL VISUALIZATION I  
Credit 1 unit Grades 10, 11, 12  
Prerequisite None  

Note: For safety and equipment reasons, maximum enrollment is not to exceed 20.  

Students are introduced to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the course. Activities are structured to integrate Physical and Social Sciences. Mathematics, English/Language Arts, and Art aligned with the Common Core Standards are reinforced.  

TS225X0A ★ HONORS SCIENTIFIC AND TECHNICAL VISUALIZATION II  
Credit 1 unit Grades 11, 12  
Prerequisite Scientific and Technical Visualization I  

Note: For safety and equipment reasons, maximum enrollment is not to exceed 20.  

The Honors Scientific and Technical Visualization course is designed for students who are motivated, organized and independent learners, capable of moving through material at a more rapid pace and at a more in-depth cognitive level. Student learning must go beyond the skills of recognition, fact gathering and recall with an emphasis on problem solving and critical thinking. Students will be required to design and maintain an electronic portfolio of their quality work as a demonstration of 21st century skills. This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles. Activities are structured to integrate Physical and Social Sciences. Mathematics, English/Language Arts, and Art aligned with the Common Core Standards are reinforced.  

TRADES AND INDUSTRIAL EDUCATION  

II312X0A1 ★ ADOBE ACADEMY– ADOBE VISUAL DESIGN  
Credit 1 unit Grades 10, 11, 12  
Prerequisite None  

This course covers the Adobe curriculum. The course content includes the following applications: Adobe Photoshop, Adobe In-design and Adobe Illustrator. English Language Arts and Mathematics are reinforced. This course helps students prepare for the Adobe Photoshop certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.  

II322X0A ★ ADOBE ACADEMY – ADOBE DIGITAL DESIGN  
Credit 1 Unit Grades 10, 11, 12  
Prerequisite Adobe Visual Design  

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, In-design, and Illustrator certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Art and Language Arts aligned with the Common Core Standards are reinforced.
II332XOA ♦ ADOBE ACADEMY – ADOBE VIDEO DESIGN
Credit  1 Unit  Grades 10, 11, 12
Prerequisite  Adobe Visual Design and Adobe Digital Design

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

IT112X0A ♦ INTRODUCTION TO AUTOMOTIVE SERVICE
Credit  1 unit  Grades 10, 11
Prerequisite: None

Note:  This course is taught at NHHS but is available to other high school students.
 Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This course introduces automotive safety, basic automotive terminology, system and components identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English/Language Arts aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include job shadowing.

IT116X0A ♦ AUTOMOTIVE SERVICE I
Credit  1 unit  Grades 10, 11
Prerequisite  Introduction to Automotive Service

Note:  Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drive train, engine HVAC and steering and 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 and Mathematics aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, job shadowing and internship.

IT172X0A ♦ AUTOMOTIVE SERVICE II
Credit  1 unit  Grades 11, 12
Prerequisite  Automotive Service I

Note:  Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This course builds on the knowledge and skills introduced in Automotive Service I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering and 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 and Mathematics aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include job shadowing and internship. This course helps students prepare for the Automotive Service Excellence (ASE) certification in Maintenance and Light repair (MLR – GI).
IT182X0A  AUTOMOTIVE SERVICE III
Credit  1 unit Grades 11, 12
Prerequisite  Automotive Service

Note: Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This course builds on the knowledge and skills introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, and drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experiences. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English/Language Arts and Mathematics aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include job shadowing and internship. This course helps students prepare for the Automotive Service Excellence (ASE) certification in Maintenance and Light repair (MLR – GI).

IC002X0A  CORE AND SUSTAINABLE CONSTRUCTION
Credit  1 Unit Grades 9, 10, 11
Prerequisite  Required Entry level course for Electrical Trades and Carpentry

Note: Required Entry level course for Electrical Trades and Carpentry  
Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and “Your Role in the Green Environment”. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also 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 aligned with the Common Core Standards are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

IC212X0A  CARPENTERY I
Credit  1 unit Grades 9, 10, 11
Prerequisite  Core and Sustainable Construction
Recommended Prerequisite  NC Math 2

Note: Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English/Language Arts and Mathematics aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, an internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification.
IC222X0A  ♦  CARPENTRY II
Credit  1 unit  Grades 10, 11, 12
Prerequisite  Carpentry I

Note:  Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English/Language Arts and Mathematics aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, an internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification.

IC232X0A  ♦  CARPENTRY III
Credit  1 units  Grades 10, 11, 12
Prerequisite  Carpentry II, NC Math 2

Note:  Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This course develops advanced technical aspects of carpentry with emphasis on development of skills. The course content includes roofing applications, thermal and moisture protection, exterior finishing, cold formed steel framing and drywall installations. English/Language Arts and Mathematics aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, an internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) Certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

IC612X0A  ♦  DRAFTING I
Credit  1 unit  Grades 10, 11, 12
Prerequisite  NC Math 2

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

IC615X0A  ♦  HONORS DRAFTING I
Credit  1 unit  Grades 10, 11, 12
Prerequisite  NC Math 2

The honors course is offered at an accelerated pace. This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer assisted design (CAD), orthographic projection, and 3-D modeling. English language arts, mathematics, and science aligned with the Common Core Standards are reinforced. An electronic portfolio is required for this course.
IC625X0A ✴ HONORS DRAFTING II - ARCHITECTURAL
Credit 1 unit Grades 11, 12
Prerequisite Drafting I

This accelerated course utilizes complex graphic tools to reinforce principles and concepts used in the field of architecture, structural systems and construction technologies. Computer Assisted Design (CAD) is used to create multilevel floor plans, wall sections and elevation drawings. Students will demonstrate their learning through performances, presentations, demonstrations, applications, processes and products. This Honors course extends learning beyond the regular curriculum by instituting a major research/conceptual design project and a final electronic portfolio to enhance all major concepts of the standard curriculum. English/Language Arts, Mathematics, and Science aligned with the Common Core Standards are reinforced.

IV225X0A ✴ HONORS DRAFTING II - ENGINEERING
Credit 1 unit Grades 11, 12
Prerequisite Drafting I

The Honors course is designed for students who are motivated, organized and independent learners, capable of moving through material at a more rapid pace and at a more in-depth cognitive level. Students will be required to design and maintain an electronic portfolio of their quality work as a demonstration of 21st century skills. This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using computer assisted design (CAD). Work-based learning strategies appropriate for this course include an internship and job shadowing. English/Language Arts, Mathematics, and Science aligned with the Common Core Standards are reinforced.

IC635X0A ✴ HONORS DRAFTING III - ARCHITECTURAL
Credit 1 unit Grade 12
Prerequisite Honors Drafting II - Architectural

Students utilize advanced CAD tools to design advanced site and foundation plans as well as topographical detailed drawings. Students will develop architectural plans according to standard building codes and design 3-D models of the sites. Interior elevations and architectural rendering will be required. Work-based learning strategies appropriate for this course include an internship and job shadowing. English/Language Arts, Mathematics, and Science aligned with the Common Core Standards are reinforced. This honors curriculum teaches students the necessary skills required to continue study at the post-secondary level.

IV235X0A ✴ HONORS DRAFTING III - ENGINEERING
Credit 1 unit Grade 12
Prerequisite Honors Drafting II-Engineering

This course introduces the student to advanced engineering concepts using computer assisted design (CAD) tools. Topics studied include descriptive geometry, geometric tolerance, and advanced engineering design concepts such as surface and solid modeling. The assignments in this honors course are more rigorous and challenging to students. Students must be critical thinkers and problem solvers in order to complete the hands on projects required. The design project and portfolio allow the student to explore the creation of a unique product from scratch and requires a great deal of professionalism to achieve at an Honors level. English/Language Arts, Mathematics, and Science aligned with the Common Core Standards are reinforced.

IC412X0A ✴ ELECTRICAL TRADES I (EAL)
Credit 1 unit Grades 10, 11
Prerequisite Core and Sustainable Construction

Note: Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This course covers basic electrical trades terminology and develops technical aspects of electrical trades with emphasis on development of introductory skills such as residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. English/Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include internship and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification.
IC422X0A • ELECTRICAL TRADES II (EAL)
Credit  1 unit  Grades 11, 12
Prerequisites  Electrical Trades I and NC Math 2

Note:  Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This course builds on skills mastered in Electrical Trades I and provides an introduction to the National Electric Code, devices boxes, hand bending, raceways and fittings, conductors and cables, construction drawings, residential services, test equipment, alternating circuits, grounding and bonding. English/Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced. Work – based learning strategies appropriate for this course include internship and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification.

IC432X0A • ELECTRICAL TRADES III (EAL)
Credit  1 unit  Grades 11, 12
Prerequisite  Electrical Trades II

Note:  Due to potentially hazardous processes and equipment, maximum enrollment is not to exceed 20.

This course content includes motors, electric lighting, conduit bending, pull and junction boxes, conductor installations, cable tray, conductor terminations and splices, circuit breakers and fuses, control systems, and concepts. Upon successful completion of the this course, students should be prepared to enter the workforce as an electrical helper and/or continuing education towards degrees in Construction Management or Electrical Engineering. English/Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include internship and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification.

II212X0A • COMPUTER ENGINEERING TECHNOLOGY I
Credit  1 unit  Grades 10, 11, 12
Prerequisite  None

This course includes basic computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. English/Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include internship, and job shadowing. This course helps prepare students for the CompTIA A+ credential. For optimum A+ credential preparation it is recommended that students take this course and Computer Engineering Technology II in the same school year.

II225X0A • HONORS COMPUTER ENGINEERING TECHNOLOGY II
Credit  1 unit  Grades 11, 12
Prerequisite  Computer Engineering Technology I

Note:  Work-based strategies appropriate for this course include job shadowing, internship programs. See course instructor for details.

In this Honors course students learn the essential operating systems competencies for an entry-level PC service technician. These are also the skills needed for CompTIA A+ Certification, a nationally recognized certification for computer service technicians. Students will demonstrate knowledge of building, installing, configuring, upgrading, troubleshooting and repairing operating systems. Hands-on experiences provide opportunities to enhance classroom instruction and career development. This course includes advanced computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. English/Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced.
II115X0A ★ HONORS NETWORKING ENGINEERING TECHNOLOGY I
Credit: 1 unit Grades 10, 11
Prerequisite: None

This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in home and small business environments. Content includes personal computer hardware and operating systems, connection to networks and to the Internet through an ISP, network addressing, network services, wireless technologies, basic security, and troubleshooting networks. This course uses Cisco CCNA Discovery - Networking for Home and Small Businesses curriculum and must be conducted using the Cisco Networking Academy connection. English, Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include an internship and job shadowing. This course helps prepare students for the Cisco Certified Entry Networking Technician (CCENT) certificate.

II125X0A ★ HONORS NETWORK ENGINEERING TECHNOLOGY II
Credit: 1 unit Grades 11, 12
Prerequisite: Networking Engineering Technology I

This Honors course is designed for students who are motivated, organized and independent learners, capable of moving through material at a more rapid pace and at a more in-depth cognitive level. This course provides a basic overview of routing and remote access, addressing, security, email services, web space, and authenticated access. Content includes the Internet and its uses, Help Desk operations, planning network upgrades, planning the addressing structure, configuring network devices, routing, ISP services, ISP responsibilities, troubleshooting, and Cisco Certified Entry Networking Technician (CCENT) exam preparation. This course uses Cisco CCNA Discovery - Working at a Small-to-Medium Business or ISP curriculum and must be conducted using the Cisco Networking Academy connection. English, Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced. This course can help prepare students for the CCENT industry certificate.

II135X0A ★ HONORS NETWORK ENGINEERING TECHNOLOGY III
Credit: 1 unit Grade 12
Prerequisite: Networking Engineering Technology II

In this honors course, students are introduced to the concepts of wide area networks, advanced router configurations, switched networks, VLANs, and simple vendor-specific network management protocols through hands-on experiences. This course is designed for students with advanced problem-solving and analytical skills. Presentation and communication skills used by a network engineer are emphasized and practiced throughout the semester through student demonstrations and PowerPoint's. One of the expectations of this course is to prepare students for the CCNA industry-credentialing exam. The curriculum is provided by the Cisco Network Academy. Work-based strategies appropriate for this course are internships programs.

IA112X0A ★ INTRODUCTION TO GRAPHIC COMMUNICATIONS
Credit: 1 unit Grades 10, 11
Prerequisite: None

Note: For safety and equipment purposes, enrollment is not to exceed 25.

This course provides students an overall understanding of the printing industry, its major operations, and the fundamental measurement, math, and interpersonal skills needed for a career in the printing industry. The content is theory-based and requires students to learn production-related issues, rather than to demonstrate performance. Art, English, Language Arts, Mathematics, and Science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
IA122X0A ★ DIGITAL FILE PREPARATION
Credit: 1 unit grade 11, 12
Prerequisite: Introduction to Graphic Communications

Note: For safety and equipment purposes, enrollment is not to exceed 25.

This course focuses on the digital aspects of designing and programming needed in the digital printing age. Knowledge needed in this area requires students to understand the basic concepts and procedures in each step of file preparation. Students learn about file-related issues and to demonstrate various skills in creating and exporting images and laying out a page in appropriate software. Presses are not required. English language arts, mathematics, and science aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

IA132X0A ★ PRINT ADVERTISING AND DESIGN
Credit 1 unit Grades 11, 12
Prerequisite: Digital File Preparation

Note: For safety and equipment purposes, enrollment is not to exceed 25.

This course covers digital aspects of designing and programming needed in the digital printing. Hands-on activities for this course include the use of computer equipment and digital input devices. No presses are required. The course involves the application of creative thinking and development of design problems. Art, English/Language Arts, and Mathematics aligned with the Common Core Essential Standards are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
ENGLISH

The Common Core State Standards (CCSS) for English Language Arts are aligned with college and career ready (CCR) expectations. They include rigorous content and application of knowledge through higher order thinking skills, are internationally benchmarked, and are evidence and/or research-based. Rooted in the criteria of “fewer, clearer, higher,” the Common Core Standards for ELA reflect a strong belief that fewer core standards allow a deeper focus on essential knowledge and skills, that clearer standards can be implemented with rigor and instructional creativity, and that higher standards help all students to learn deeper content knowledge and acquire meaningful authentic skills needed to achieve in a 21st century global society.

At the secondary level, the standards also define end-of-year expectations and a cumulative progression through grade bands 9-10 and 11-12/CCR to enable students to meet college and career readiness expectations no later than the end of high school. The expectations are organized into the strands of Reading, Writing, Speaking/Listening, and Language.

The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels/bands by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence.

The Speaking/Listening standards require that students be able to gain, evaluate, and present increasingly complex information, ideas, and evidence. The Language standards include vocabulary and convention standards that should not be taught, learned, and implemented in isolation but should be used and developed through reading, writing, and speaking/listening.

Emphasis is placed on informational texts directed toward the sum of student reading—not just the reading in the English Language Arts setting. “The Standards insist that instruction in reading, writing, speaking/listening, and language be a shared responsibility within the school” [and across disciplines]. Literacy in (not mastery of) subjects other than English is expected of students studying under the teaching and learning expectations of the Common Core State Standards.

10212X0A ENGLISH I
Credit 1 unit

Note: Students must pass this course in order to be promoted to the 10th grade.
A North Carolina Final Exam is administered for this course.

The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It should include influential U.S. documents and one Shakespearean play.

10215X0A HONORS ENGLISH I
Credit 1 unit

Note: Students must pass this course in order to be promoted to the 10th grade.
A North Carolina Final Exam is administered for this course.

Honors English I provides opportunities for students to go beyond the English I requirements, exploring more widely and deeply, texts that are more complex. Honors English I requires students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators.

10222X0A ENGLISH II
Credit 1 unit
Prerequisite 1 unit of English

Note: A North Carolina End-of-Course test is administered for this course.

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included.
10225X0A ★ HONORS ENGLISH II
Credit  1 unit
Prerequisite  1 unit of English

Note: A North Carolina End-of-Course test is administered for this course.

Honors English II provides opportunities for students to go beyond the English II requirements, exploring more widely and deeply, texts that are more complex. Honors English II requires students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators.

10232X0A ★ ENGLISH III
Credit  1 unit
Prerequisites  2 units of English

Note: A North Carolina Final Exam is administered for this course.

English III is an in-depth study of American literature and nonfiction, especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play should be included.

10235X0A ★ HONORS ENGLISH III
Credit  1 unit
Prerequisites  2 units of English

Note: A North Carolina Final Exam is administered for this course.

Honors English III provides opportunities for students to go beyond the English III requirements, exploring more widely and deeply, texts that are more complex. Honors English III requires students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators.

1A007X0A ★ AP LANGUAGE AND COMPOSITION
Credit  1 unit
Prerequisites  3 units of English – Honors English I, II, and III is recommended

The AP English III: Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

This course is intended to provide the equivalent in content and difficulty of a college-level introductory English course. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP English examination is designed, administered, and graded by the College Board.

Note: AP Language and Composition can be substituted in the place of English III or Honors English III. Students choosing to skip English III to directly enroll into AP Language will be required to complete a summer reading assignment due at the beginning of the school year.
**10242X0A ★ ENGLISH IV**

Credit: 1 unit  
Prerequisites: 3 units of English

**Note:** Completion of a Graduation Project is required for graduation.  
A North Carolina Final Exam is administered for this course.

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play should be included. New Hanover County Schools also requires the completion of a Graduation Project as part of English IV. In completing the Graduation Project, English IV students focus on argumentation by developing a position of advocacy through reading, writing, speaking, listening, using media/technology, planning, designing, and self-monitoring.

**10245X0A ★ HONORS ENGLISH IV**

Credit: 1 unit  
Prerequisites: 3 units of English

**Note:** Completion of a Graduation Project is required for graduation.  
A North Carolina Final Exam is administered for this course.

Honors English IV provides opportunities for students to go beyond the English IV requirements, exploring more widely and deeply, texts that are more complex. Honors English IV requires students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. New Hanover County Schools also requires the completion of a Graduation Project as part of Honors English IV. In completing the Graduation Project, Honors English IV students focus on argumentation by developing a position of advocacy through reading, writing, speaking, listening, using media/technology, planning, designing, and self-monitoring.

**96105X0GP ★ HONORS GRADUATION PROJECT**

Credit: 1 unit  
Prerequisites: 3 units of English

The Graduation Project is designed to engage students in self-directed learning, which promotes the transition from the school to the real world. The project requires students to synthesize prior learning, engage in dialogue with the community, and foster creativity leading to a deeper understanding of individual talents and abilities. Critical thinking, independent and cooperative learning, research skills, and written/oral communication skills are emphasized.

**Note:** Beginning with the 2015 – 2016 school year, all students will receive an honors course credit and course grade, separate from their English course grade, for the required Graduation Project. The Graduation Project will be taught, administered, and assessed in the selected English course (English IV, Honors English IV, or AP Literature), but students will now receive two separate credits and grades.

**1A017X0A ★ AP LITERATURE AND COMPOSITION**

Credit: 1 unit  
Prerequisites: 4 units of English - Honors English I, II, III, and IV is recommended

The AP English IV: Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

This course is intended to provide the equivalent in content and difficulty of a college-level introductory English course. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP English examination is designed, administered, and graded by the College Board.

**Note:** AP Literature and Composition can be substituted in the place of English IV or Honors English IV.  
Students choosing to skip English IV to directly enroll into AP Literature will be required to complete a summer reading assignment due at the beginning of the school year.
10252X0A ★ CREATIVE WRITING (AHS, NHHS, WECHS)
Credit 1 unit
Prerequisite English I

This course develops skills required in analyzing and creating imaginative prose, poetry, drama, and short stories utilizing observation, past experience, and sensory perception. Through the completion of varied writings, the student perfects the writing process from pre-writing to presentation.

10255X0A ★ HONORS CREATIVE WRITING I (AHS, NHHS)
Credit 1 unit
Prerequisite English I

Honors Creative Writing extends the instruction of on-level Creative Writing by demanding more challenging and varied reading assignments, as well as a film studies component and research of career opportunities (both writing and publication). However, the true distinction between the two courses lies in the level of complexity of the additional supplemental texts and of the sophistication (in structure, theme(s), figurative language, character development, and overall creativity/ingenuity) of the student produced work. Honors students should also exhibit a mastery of grammar and mechanics by the final draft.

10255X0A2 ★ HONORS CREATIVE WRITING II (AHS)
Credit 1 unit
Prerequisite Honors Creative Writing I

Honors Creative Writing II is an intermediate to advanced-level writing course for students who wish to have additional instructional opportunities and mentoring in a self-selected genre (i.e. fiction, songwriting, screenwriting, etc.). All coursework, including increasingly sophisticated reading and writing assignments, is intended to support successful completion of an extensive, student-proposed final project in the student’s genre of choice. Students will also research specific writing and publishing career opportunities, with particular focus on networking, self-promotion, and marketing.

10281X0E ★ SPECIAL INTEREST ENGLISH (Focus 9: Reading Comprehension and Grammar)
Credit 1 unit

Students in Focus 9 will learn the parts of speech and how they are used in sentences. Students will improve their writing at the sentence level, phrase level, and word level. Through reading and responding to high interest and relevant non-fiction, students will strengthen their reading skills by learning and applying reading strategies. This course is taken prior to English I.

10281X0F ★ SPECIAL INTEREST ENGLISH (Focus 10: Reading Comprehension and Grammar)
Credit 1 unit
Prerequisite English I

Students in Focus 10 learn skills to improve their writing at the sentence level, phrase level, and at the word level. Students will learn how to write a literary analysis essay, personal essay, and report. Having successfully learned sentence and paragraph construction through fundamental sentence diagramming, students will apply this knowledge to writing. This course is taken prior to English II.

10312X0A ★ JOURNALISM I (Yearbook)
Credit 1 unit

Note: Journalism I (fall) and Journalism I (spring) may be taken for one unit of credit or both courses may be taken for two units of credit.

Students compose and publish the yearbook. Dummy designs, layouts, picture schedules, proofreading, selling ads, and all other details involved in publishing the complete volume are the basis of study. This course may be repeated for credit.
10325X0A ★ HONORS JOURNALISM II (Honors Yearbook)–
Credit 1 unit Grades 11, 12

Note: Honors Journalism II (fall) and Honors Journalism II (spring) may be taken for one unit of credit or both courses may be taken for two units of credit.

This junior and senior level course requires students to work independently and complete advanced assignments. This course requires students to assume leadership roles and exhibit managerial skills.

96082X0A ★ LIBRARY/MEDIA ASSISTANCE (Library Skills I)
Credit 1 unit
Prerequisite Media Specialist’s approval

This is a semester elective course designed for students with library/media interests. Emphasis is given to the acquisition of organizational skills, problem solving, and utilization of all forms of media. Special emphasis is placed on the use of computers for media tasks, instructional software, and the use of the internet as a resource. Instruction will be both formal and informal. Students will demonstrate a working knowledge of all library/media skills taught.

ENGLISH AS A SECOND LANGUAGE

10382XOA ★ ESL I
Credit 1 unit Grades 9, 10, 11, 12

This course is for students whose first language is a language other than English and who are in need of beginning English language skills in speaking, listening, reading, and writing. Areas of study include academic, content-integrated vocabulary development and language patterns used in context. Time is designated daily for cross-curricular resource support. This course may be repeated for credit.

10382XOB ★ ESL II
Credit 1 unit Grades 9, 10, 11, 12

This course is for students whose first language is a language other than English and who need to improve English language skills in speaking, listening, reading, and writing at an intermediate level. Areas of study include academic, content-integrated vocabulary development and language structures used in context. Time is designated daily for cross-curricular resource support. This course may be repeated for credit.

10382XOC ★ ESL III
Credit 1 unit Grades 9, 10, 11, 12

This course is for students whose first language is a language other than English and who need to refine their English language skills at an advanced level. Areas of study include developing academic oral communication, and building academic writing skills in contextual applications. Time is designated daily for cross-curricular resource support. This course may be repeated for credit.
HEALTHFUL LIVING EDUCATION

The purpose of New Hanover County Schools’ Healthful Living Education Program is to educate and involve students in a program promoting healthy lifestyles. Students apply skills that foster self-esteem, behavior management, and communication. The program focuses on the following topics to reduce incidences of high-risk behaviors:

- the nature of health, health risks, and health education
- stress management
- substance abuse
- nutrition and weight management
- self-protection
- relationships
- personal fitness
- recreational dance
- lifetime sports

60492XOA ★ HEALTH AND PHYSICAL EDUCATION
Credit  1 unit
Note: This course is required for graduation.
Students graduating in and after 2015 must have Hands-Only CPR instruction.

This course is made up of two nine-week segments—nine weeks of health and nine-weeks of physical education. The health segment is comprised of building self-esteem, making responsible decisions, and relating these skills to key issues of a healthy lifestyle. The physical education component emphasizes flexibility, cardiovascular conditioning, and a variety of activities. Both segments are aligned with North Carolina’s High School Healthful Living Essential Standards and clarifying objectives.

96102X0BT ★ PHYSICAL EDUCATION ELECTIVE (Beginning Tennis –Fall) (EAL, NHHS)
Credit  1 unit

Tennis covers fundamental skills, rules, scoring, etiquette, strategy, court positioning, equipment selection, and game play. Special emphasis is placed on flexibility and cardiovascular training.

96102X0IT ★ PHYSICAL EDUCATION ELECTIVE (Intermediate Tennis – Spring Only) (NHHS)
Credit  1 unit
Prerequisite Beginning Tennis

This course is designed for students wanting to improve their fundamental skills, learn more about singles and doubles game play, and practice tournament sportsmanship in actual game situations. Special emphasis is placed on lifetime fitness. This course may be repeated for credit.

96102X0PF ★ PHYSICAL EDUCATION ELECTIVE (Personal Fitness) (AHS)
Credit  1 unit

Personal fitness addresses a variety of topics related to health and physical fitness. Students learn how to assess their own health and fitness level. Based on that knowledge they are able to design their own personal fitness program using a wide range of fitness and wellness activities. This course may be repeated for credit.

96102X0TS ★ PHYSICAL EDUCATION ELECTIVE (Team Sports) (AHS, EAL, NHHS)
Credit  1 unit

Students learn the history, basic skills, and rules associated with many traditional sports such as basketball, soccer, softball, volleyball, and non-traditional sports such as cricket, team handball, floor hockey, lacrosse, and ultimate Frisbee. Special emphasis is placed on lifetime fitness. This course may be repeated for credit.

96102X0BC ★ PHYSICAL EDUCATION ELECTIVE (Body Conditioning and Weight Training)
Credit  1 unit

Body conditioning and weight training is designed for students who are seriously interested in strenuous physical activity. The primary focus of this course is weight training. Cardiovascular fitness and flexibility exercises are also incorporated. This course may be repeated for credit.
Theory of knowledge is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share.

The Language and Literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

The French SL syllabus approaches the learning of language through meaning. Through the study of the core (communication and media, global issues, and social relationships), and two added options (cultural diversity, customs and traditions, health, leisure, or science and technology), students build the necessary skills to reach the assessment objectives of the language B: French course through the expansion of their receptive, productive and interactive skills.

The French HL syllabus approaches the learning of language through meaning. Through the study of the core (communication and media, global issues, and social relationships), and two added options (cultural diversity, customs and traditions, health, leisure, or science and technology), students build the necessary skills to reach the assessment objectives of the language B: French course through the expansion of their receptive, productive and interactive skills.

The Spanish SL syllabus approaches the learning of language through meaning. Through the study of the core (communication and media, global issues, and social relationships), and two added options (cultural diversity, customs and traditions, health, leisure, or science and technology), students build the necessary skills to reach the assessment objectives of the language B: French course through the expansion of their receptive, productive and interactive skills.
Spanish Higher Level (HL)
Credit 1 unit
Prerequisite Honors Spanish IV or teacher recommendation

Note: The HL curriculum takes Standard Level topics to greater depth, and includes two works of literature beyond that of the SL course.

The Spanish HL syllabus approaches the learning of language through meaning. Through the study of the core (communication and media, global issues, and social relationships), and two added options (cultural diversity, customs and traditions, health, leisure, or science and technology), students build the necessary skills to reach the assessment objectives of the language B: Spanish course through the expansion of their receptive, productive and interactive skills.

Classical Language (Latin) Standard Level (SL)
Credit 1 unit
Prerequisite Honors Latin III

The classical language courses provide an opportunity for students to explore the languages, literatures and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language.

Classical Language (Latin) Higher Level (HL)
Credit 1 unit
Prerequisite Honors Latin IV or teacher recommendation

The classical language courses provide an opportunity for students to explore the languages, literatures and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language. Higher level students will continue with their study beyond the depth of that experienced in standard level in addition to supplementary extracts presented on the external exam.

French Ab Initio (SL only)
Credit 1 unit
Prerequisite None

Note: This course option does not receive additional weighted credit.

The language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students’ linguistic abilities through the development of receptive, productive and interactive skills by providing opportunities to respond and interact appropriately in a defined range of everyday situations.
**Spanish Ab Initio (SL only)**

Credit 1 unit  
Prerequisite None

**Note:** *This course option does not receive additional weighted credit.*

The language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing opportunities to respond and interact appropriately in a defined range of everyday situations.

**History Standard Level (SL) 20th Century Topics**

Credit 1 unit  
Prerequisite World History, Civics and Economics

The 20th Century Topics course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Such post-World War II topics as peacekeeping in international relations, the Arab-Israeli conflict, Communism, the Cold War, and democratic states are studied. Students are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

**History Higher Level (HL): History of the Americas**

Credit 1 unit  
Prerequisite 20th Century World Topics (4I088X0)

The History of the Americas course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past - especially in the geographical areas of North America, South America, Central America, and Canada. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

**Information Technology in a Global Society Standard Level (SL)**

Credit 1 unit  
Prerequisite None

The Information Technology in a Global Society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

**Biology Standard Level (SL)**

Credit 1 unit  
Prerequisite Biology, Chemistry

In Biology SL, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Topics include cell biology, molecular biology, genetics, ecology and conservation, evolution and biodiversity, human physiology, neurobiology, and biotechnology.
3I018X0D  Biology Higher Level (HL)
Credit  1 unit
Prerequisite  Honors Biology, Chemistry

In Biology HL, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Topics include cell biology, molecular biology, genetics, ecology and conservation, evolution and biodiversity, human physiology, neurobiology, and biotechnology. HL course options include nucleic acids, metabolism, plant biology, genetics and evolution, and animal physiology.

3I028X0D  Chemistry Standard Level (SL)
Credit  1 unit
Prerequisite  Honors Biology, Honors Chemistry

In Chemistry SL, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.
Topics include stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics & thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement and data processing, and periodic table - the transition metals.

3I038X0D  Chemistry Higher Level (HL)
Credit  1 unit
Prerequisite  Honors Biology, Honors Chemistry

In Chemistry HL, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.
SL topics (stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics & thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement and data processing, and periodic table - the transition metals) are studied at a greater depth, in addition to further HL topics (materials, biochemistry, energy, medicinal chemistry).

3I048X0D  Physics Standard Level (SL)
Credit  1 unit
Prerequisite  Honors NC Math 3

In Physics SL, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.
Topics include measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, energy production, wave phenomena, fields, electromagnetic induction, quantum and nuclear physics, relativity, engineering physics, imaging, and astrophysics.
In Physics HL, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Students study the Physics SL topics (measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, energy production, wave phenomena, fields, electromagnetic induction, quantum and nuclear physics, relativity, engineering physics, imaging, and astrophysics) to greater depth, in addition to further HL topics (wave phenomena, fields, electromagnetic induction, quantum and nuclear physics).

The Mathematical Studies standard level (SL) course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students’ mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

The Mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for mathematics HL. The Mathematics SL course focuses on the continued study of calculus, algebra, functions and equations, circular functions and trigonometry, vectors, and statistics and probability.

The Mathematics higher level (HL) course assumes the concepts of Mathematics SL to focus on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The teacher includes all Mathematics SL topics to a great depth, as well as choosing a seventh mathematical option.
Visual Arts Standard Level (SL)
Credit: 1 unit
Prerequisite: Proficient Visual Arts

Visual Arts is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Visual Arts SL follows art in three major areas (context, methods, and communication).

Visual Arts Higher Level (HL)
Credit: 1 unit
Prerequisite: Advanced Visual Arts

Visual Arts is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Higher level moves to a depth of study and focus beyond that of standard Level.
NON-SUBJECT-SPECIFIC COURSES

47022X0A ★ SERVICE LEARNING
Credit: 1 unit   Grades 9 and 10
Prerequisite: Instructor Approval

The Service Learning course is a dual purpose course that integrates academic and college and career readiness curriculum with a civic or service component. Within the service learning course, class time will be spent in research and discussion of what civic responsibility and service mean, analysis of people and organizations that are service oriented, establish standards of professionalism, present reflections and research, and produce a professional e-portfolio. During both the ethics and college/career readiness units, students will complete training and maintain professionalism by participating in service, job shadowing and college tours as a class.

47025X0A ★ HONORS SERVICE LEARNING
Credit: 1 unit   Grades 11 and 12
Prerequisite: Instructor Approval

The Service Learning course is a dual purpose course that integrates academic and career readiness curriculum with a civic or service component. Students will divide their week between 2 days of classroom instruction and collaborative learning with 3 days of service time on site at their partner organization. Class time will be spent in research and discussion of what civic responsibility and service mean, analysis of people and organizations that are service oriented, establish standards of professionalism, present reflections and research, and produce a professional e-portfolio. The remainder of course time will be spent actively involved at their service location completing training and maintaining professionalism. At the end of the course students will present their research and suggestions to their service mentors in the form of a professional presentation.

96042X0A ★ TEACHER CADET I
Credit: 1 unit   Grades 11 and 12
Prerequisite: 3.0 or higher GPA, three teacher recommendations, and a written essay

The Teacher Cadet I Class is designed for high school juniors/seniors who are interested in the field of education and have followed the college preparatory curriculum. The curriculum is divided into four units: The Learner, The School, The Teacher and Teaching, Culminating Activities. The course teaches students about different personality styles, learning styles, and human development (physical, social, and moral).

96062X0A ★ TEACHER CADET II
Credit: 1 unit   Grades 11 and 12
Prerequisite: Teacher Cadet I

The Teacher Cadet II Class is designed for high school juniors/seniors who are interested in the field of education and have followed the college preparatory curriculum. The curriculum is divided into four units: The Learner, The School, The Teacher and Teaching, Culminating Activities. The course teaches students about different personality styles, learning styles, and human development (physical, social, and moral).
JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

Note: JROTC cannot be used as a substitute for the health and physical education requirement for graduation.

ARMY (NHHS)

The high school Army Junior Reserve Officers’ Training Corps (AJROTC) program is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. AJROTC helps motivate high school students to become better citizens and to prepare students for leadership roles in the school and community. The program promotes graduation and the desire for higher education or military service.

AJROTC includes academic work, drills, ceremonies, and physical fitness. Enrollment is open to all students that are physically able to participate in the school’s physical education program. Students enrolled in AJROTC incur no military obligation and all uniforms are provided free of charge. Upon graduation, students may also be considered for advanced rank and additional benefits if enlisting in the U.S. Armed Forces. ROTC scholarships from all uniformed services are available for qualified graduates of the program.

The Army JROTC program also includes the Washington, DC field trip, the annual military ball, participation in local parades, the junior varsity and varsity pellet rifle and drill teams, JROTC Field Day, award ceremonies, and participation in numerous color guard and honor guard ceremonies. The program is designed to allow freshmen and first year students the opportunity to participate in all JROTC activities. Participation does not interfere with other academic programs (such as AVID or Lyceum), sports, band, and or other extracurricular activities.

All students are encouraged to enroll in JROTC I (AR 1) for the fall semester and JROTC I (AR 2) for the spring semester so they may take advantage of all the opportunities provided by this program.

95012X0AR1  JROTC I
Credit  1 unit  Grade 9 or students not previously enrolled in JROTC
Prerequisite  Meet the enrollment requirements above.

The course is designed to introduce students to Army JROTC. It provides a basic knowledge of leadership, wellness, fitness, first aid, geography, earth science, citizenship, foundations of success and basic individual military skills (drill and ceremony and map reading). Students are required to create personal portfolios, which will be updated throughout their enrollment in JROTC. Students will be taught how to care for and wear the uniform and will have the opportunity to participate in individual drill. Students may elect to become members of the junior varsity drill and pellet rifle teams and letter in these sports.

95012X0AR2  JROTC I
Credit  1 unit  Grades 9, 10, 11, 12
Prerequisite  Completion of JROTC I (AR 1)

This course provides practical application of basic individual skills developed during the JROTC (AR 1) course. It reinforces instruction received in leadership, wellness, fitness, first aid, geography, earth science, citizenship, and basic military skills (drill and map reading). This course also introduces history of the U.S. Army and the chain of command. Students have the opportunity to compete as members of squad level drill and rifle teams and first year color guards. Students may elect to become members of the varsity drill and pellet rifle teams.

95022X0AR3  JROTC II
Credit  1 unit  Grades 10, 11, and 12
Prerequisite  Completion of JROTC I (AR 2)

This course is designed to train cadets to be effective squad leaders. Subjects taught include duties and responsibilities of a squad leader and the proper procedures to lead an armed and unarmed squad and intermediate level color guard. The course also provides intermediate leadership theory and application, foundations of success, wellness, fitness, first aid, geography, earth science, citizenship, American history, and military skills.
**JROTC II**

**Credit** 1 unit  
**Grades** 10, 11, and 12  
**Prerequisite** Completion of JROTC II (AR 3)

This course provides practical application of squad leader skills developed during AJROTC II (AR 2). Cadets will be the primary trainers for their squads and will be required to lead their squads during armed and unarmed drill and intermediate color guard competitions. This course also provides practical application at the squad level through case studies of intermediate leadership theory and application, foundations of success, wellness, fitness, first aid, geography, earth science, citizenship, and American history.

**JROTC III**

**Credit** 1 unit  
**Grades** 10, 11, and 12  
**Prerequisite** Completion of JROTC II (AR 4)

This course is designed to train cadets to be effective platoon sergeants and platoon leaders. Subjects taught include duties and responsibilities of a platoon sergeant and a platoon leader and the proper procedures to lead an armed and unarmed platoon and a primary color guard. This course provides working knowledge of ethical reasoning and instruction in leadership and problem solving skills at the platoon level, advanced oral and written communication skills, training methods used to teach basic military subjects, technology advancements, and how leaders, acting as role models, promote wellness and fitness.

**JROTC IV**

**Credit** 1 unit  
**Grades** 10, 11, and 12  
**Prerequisite** Completion of JROTC IV (AR 7)

This course provides practical application of company/battalion level leaders' skills developed during AJROTC 4A. Cadets will be the primary trainers for their companies/battalion and will be required to command their companies and battalions during armed and unarmed drill, primary color guard competitions and company/battalion formations and ceremonies. This course also provides practical application at the company/battalion level of previous ethical reasoning and decision-making, communication skills, training methods, military history, and wellness and fitness instruction.
The AJROTC Honors Leadership lab provides selected cadets the opportunity to enhance their instructor skills by participating as peer instructors, drill leaders, and battalion staff officers. Cadets will be taught proper methods of instruction and then serve as cadet instructors both in the classroom and in drill field environments. Assigned battalion staff officers will receive instruction in battalion staff duties and responsibilities and be given the opportunity to apply these skills on a daily basis in preparation for the annual formal inspection. Cadets will create and brief the battalion command during the formal inspection. Cadets are expected to participate and be leaders in extracurricular activities (drill, rifle, and color guard teams) and receive grades for this participation. Cadets will receive weighted credit for each unit completed. This course will enable cadets to be more competitive for colleges, military academies, appointments, and JROTC scholarships.

**Note:** This course may be repeated for credit.

**NAVY (AHS, JTH)**

The Naval Junior Reserve Officer Training Corps (NJROTC) has the following six basic objectives: develop informed and responsible citizens; strengthen positive character traits; help form good habits of self-discipline; promote an understanding of the basic elements and requirements for national security; develop respect for an understanding of the need for constituted authority in a democratic society; and develop skills needed to lead others in a positive and team focused manner toward common goals.

The NJROTC courses include academic work, drill and ceremonies, physical fitness, marksmanship, and leadership training. Enrollment is open to all students that are physically able to participate in the school’s physical education program. NJROTC cadet uniforms, insignia, and awards are furnished at no cost to the student.

The NJROTC program includes trips to military facilities and ships, the military ball, annual honors ceremony, and opportunities to compete on several varsity lettering teams, which include armed and unarmed drill, Color Guard, marksmanship, sailing, orienteering, track and field, and sword team.

Students enrolled in the NJROTC program are under no obligation to any military service; however, NJROTC cadets do have an added advantage when competing for college ROTC scholarships or appointments to military service academies. Upon high school graduation, cadets who obtain at least two course credits may also be considered for advanced rank and benefits if enlisting in the U.S. Navy or one of the other uniformed services.

**95012X0NA1 ★ JROTC I**

**Credit** 1 unit  Grades 9, 10, 11, 12

**Prerequisite** Meet the basic enrollment requirements above

Naval Science I (NA1) is the basic introductory course that includes studies in naval customs and courtesies, naval ranks and insignia, leadership and followership, basic navigation, knots, and deck equipment.

**95012X0NA2 ★ JROTC I**

**Credit** 1 unit  Grades 9, 10, 11, 12

**Prerequisite** Completion of NAJROTC I (NA1)

Naval Science I (NA2) is an in-depth study of the foundations of our government including the Declaration of Independence, the Constitution, and the development of our national defense. The mission of Navy Ships and Naval Aviation are also studied.

**95022X0NA3 ★ JROTC II**

**Credit** 1 unit  Grades 10, 11, 12

**Prerequisite** Completion of NAJROTC I (NA2)

Naval Science II (NA3) is a study in Naval History from early Western Civilization to the present.
Naval Science II (NA4) is a study of Nautical Science, including oceanography, meteorology, astronomy, and physical science.

Naval Science III (NA5) is a study of Naval knowledge and includes studies in national security, naval operations, military law, and international law and the sea.

Naval Science III (NA6) is a class in Naval skills and includes studies in ship construction, damage control, shipboard organization, basic seamanship, marine navigation, and naval weapons and aircraft.

Naval Science IV (NA7) includes studies in the fundamentals of leadership, group dynamics, theory of motivation and positive leadership techniques.

Naval Science IV (NA8) is a study of the responsibilities and qualities of leadership and of achieving effective communication.

Cadets enrolled in the Honors Naval Science course will be assigned to key leadership positions in the unit. Management and leadership styles will be researched, studied, and applied to the daily administration of the NJROTC program. Cadets in this class will serve as mentors for underclassmen. Students will plan, organize, staff, and lead the activities of junior cadets. They will train, screen, and recommend for additional responsibility those members assigned to them. The class will develop a Plan of Action and Milestones for various projects, including drill and field meets, community service projects, annual orientation tour, military ball, etc.

Note: This course may be repeated for credit.

This lab course will cover all basic drill procedures. Procedures for honors and ceremonies that would apply to both military and civilian protocol are included. In addition to standard military drill under arms, exhibition drill will be taught to enhance the cadet drill team’s skills and capabilities.
The Air Force Junior Reserve Officers' Training Corps (AFJROTC) program is developed to enable students to achieve the following objectives: broad-based knowledge of the aerospace age; an appreciation of the basic elements and requirements for national security; respect for and an understanding of the need for constituted authority in a democratic society; patriotism and an understanding of the student's personal obligation to contribute toward national security; habits of orderliness and precision; a high degree of personal honor, self-reliance, and leadership; knowledge of fundamental aerospace doctrine; a knowledge of and an appreciation for the traditions of the U.S. Air Force; and an interest in a career in the military.

AFJROTC courses are open to all male and female students that are physically able to participate in the school's physical education program. Courses include classroom academics, leadership, discipline, citizenship, management, and drill. Cadets in AFJROTC incur no military commitment. Cadet uniforms, insignia, and awards are provided at no cost to the student.

Visits to military installations are planned for the cadets each year. One visit may include a flight on a military aircraft. Other features of the program include the annual formal military ball, the military dining in/out, and the mid-year and end-of-year awards/honors nights. Students and parents should understand that some after-school activities such as awards ceremonies require mandatory attendance. The opportunity to win a varsity letter as a member of the Drill Team/Color Guard is available. Members completing the AFJROTC program may become eligible for a scholarship or admission to a military academy. Upon graduation, cadets may also be considered for advanced rank and benefits if enlisting in the U.S. armed services.

**95012X0AF ★ JROTC I**
Credit 1 unit  Grades 9, 10, 11, 12
Prerequisite Meet the enrollment requirements above.

**Note:** This course may only be repeated once for credit with instructor approval.

Journey into Aviation History—This course includes an overview of the development of aerospace activities, familiarization with aircraft from Greek mythology, the preparations for the first flight in powered aircraft, World War I, and World War II. This course also provides an overview of the aerospace activities and familiarization with aircraft usage during the conflicts in Korea, Vietnam, Cuba, and the Persian Gulf. Current events impacting aviation history are reviewed.

**95022X0AF ★ JROTC II**
Credit 1 unit  Grades 9, 10, 11, 12
Prerequisite Meet the enrollment requirements above.

**Note:** This course may only be repeated once for credit with instructor approval.

Science of Flight—This is a science course designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. This course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, the effect of the environment on flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation, including map reading, course plotting, and the effects of wind. They also study the human requirements of flight, which focuses on human physiology, including the human circulatory system, the effects of acceleration and deceleration, and protective equipment.

**95032X0AF ★ JROTC III**
Credit 1 unit  Grades 10, 11, 12
Prerequisite Meet the enrollment requirements above.

**Note:** This course may only be repeated once for credit with instructor approval.

An Introduction to Astronomy explores the history of astronomy from prehistoric times to the present. The sun, earth, and moon system is emphasized. Study includes the solar system, the physical features of the earth and its interior, and the moon and its effect on tides. Other topics include Isaac Newton and the birth of astrophysics.
95042X0AF ‡ JROTC IV
Credit 1 unit Grades 11, 12
Prerequisites Must have successfully completed JROTC I, JROTC II, and JROTC III, received instructor approval, and completed an individual drill evaluation.

Note: This course may only be repeated once for credit with instructor approval.

Management of the Cadet Corps includes study of The Principles of Management, the primary course curriculum for this level of cadet. The student’s communication, leadership, and management skills are fine tuned. Specific emphasis is placed on public speaking and demonstration of leadership in drill and ceremonies. The course includes competition with other JROTC units from throughout the southeastern United States in precision drill with and without weapons, color guard (four and five persons), manual of arms, and exhibition drill. Students earn special awards, decorations, and recognition to include a Varsity letter for outstanding participation.

95045X0AF ‡ HONORS JROTC IV
Credit 1 unit Grades 11, 12
Prerequisites Must have successfully completed JROTC I, JROTC II, and JROTC III, received instructor approval, and completed an individual drill evaluation.

Note: This course may only be repeated once for credit with instructor approval.

Management of the Cadet Corps includes study of The Principles of Management, the primary course curriculum for this level of cadet. The student is assigned a leadership position with the Corps of Cadet and applies leadership techniques in staff meeting preparation, presentation, and flight management. The student instructs basic drill, implements military leadership, and conducts school and community ceremonies employing finely tuned communication skills to influence individual and group behavior using leadership theory. The course includes competition with other JROTC units from throughout the southeastern United States in precision drill with and without weapons, color guard (four and five persons), manual of arms, and exhibition drill. Students earn special awards, decorations, and recognition to include a Varsity letter for outstanding participation.
MATHEMATICS

The Common Core State Standards for Mathematics provide students with the following:

- strong mathematical problem-solving and reasoning abilities.
- a firm grounding in essential mathematical concepts and skills, including computation and estimation.
- connections within mathematics and with other disciplines.
- the ability to use appropriate tools including technology to solve mathematical problems.
- the ability to communicate understanding of mathematics effectively.

The Common Core State Standards for Mathematics specify the mathematics that all students should study in order to be college and career ready. The standards are organized into the following conceptual categories: number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

**20902X0A ★ FOUNDATIONS OF NC MATH 1**

Credit 1 unit

**Note:** This course provides elective credit only and does not fulfill a graduation requirement for mathematics.

The Foundations of NC Math 1 curriculum continues a student’s study of algebraic concepts, building upon those learned in middle school. The curriculum includes integer operations, number theory, graphs, the concept of variable, the concept of equation and inequality, pattern recognition, proportional reasoning, rate of change, and linear relationships.

**21092X0A ★ NC MATH 1**

Credit 1 unit

**Note:** A North Carolina End-of-Course test is administered for this course.

Students must pass this course in order to be promoted to the 10th grade.

NC Math 1 formalizes and extends the mathematics students learned in middle school. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students’ geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.

**21095X0A ★ HONORS NC MATH 1**

Credit 1 unit

**Note:** A North Carolina End-of-Course test is administered for this course.

Students must pass this course in order to be promoted to the 10th grade.

The Honors NC Math 1 provides a more in-depth extension of the mathematics students learned in middle school. This course deepens the understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students’ geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Finally, students will be encouraged to think, write, communicate, and solve real world scenarios at a more rigorous level, while making connections to other subjects.
20912X0A ★ FOUNDATIONS OF NC MATH 2
Credit         1 unit
Prerequisite   NC Math 1

Note:  This course provides elective credit only and does not fulfill a graduation requirement for mathematics.

The Foundations of NC Math 2 curriculum continues a student’s study of algebraic and geometric concepts, building upon those learned in middle school and NC Math 1. Students are developing knowledge in new and previously learned topics which include quadratics, exponentials, and systems of equations. New concepts within geometry are introduced including transformations, triangle properties and proofs, and volume and surface area. The student is encouraged to model topics with teacher assistance to think, write, communicate, and solve real world scenarios. This course is taken prior to NC Math 2.

22092X0A ★ NC MATH 2
Credit         1 unit
Prerequisite   NC Math 1

Note:  A North Carolina Final Exam is administered for this course.

NC Math 2 continues a student’s study of algebraic and geometric concepts building upon middle school topics and NC Math 1. Students are developing knowledge to reach a higher level of understanding in new and previously learned topics, which include quadratics, exponentials, and systems of equations. New concepts within geometry are introduced including transformations, triangle properties and proofs, volume and surface area, and trigonometry. Additionally, students are engaging in topics where they are encouraged to think, write, communicate, and solve real world scenarios, which includes making connections to other subjects.

22095X0A ★ HONORS NC MATH 2
Credit         1 unit
Prerequisite   NC Math 1

Note:  A North Carolina Final Exam is administered for this course.

Honors NC Math 2 demands a more challenging approach to the student’s study of mathematical concepts. Students are expected to use their prior knowledge from NC Math 2 to reach a high level of knowledge in new and previously engaged topics, which include quadratics, exponentials, and systems of equations. New concepts within geometry are introduced including transformations, triangle properties and proofs, volume and surface area, and trigonometry. In addition, students are expected to model topics where they are encouraged to think, write, communicate, and solve real world scenarios, which includes making connections to multiple other subject areas.

20922X0A ★ FOUNDATIONS OF NC MATH 3
Credit         1 unit
Prerequisites  NC Math 1 and NC Math 2

Note:  This course provides elective credit only and does not fulfill a graduation requirement for mathematics.

The Foundations of NC Math 3 course continues a student’s study of advanced algebraic and geometric concepts including the use of geometric and algebraic properties of figures to solve problems, systems of functions, and inequalities. Reasoning skills and modeling are emphasized.

23092X0A ★ NC MATH 3
Credit         1 unit
Prerequisites  NC Math 1 and NC Math 2

Note:  A North Carolina Final Exam is administered for this course.

NC Math 3 continues a student’s study of advanced algebraic concepts including functions, polynomials, and geometric concepts including functions, geometric constructions, systems of functions, inequalities, trigonometry, and inferential statistics. Students describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis is placed on practical applications and modeling.
23095X0A ★ HONORS NC MATH 3  
Credit: 1 unit  
Prerequisites: NC Math 1 and NC Math 2

**Note:** A North Carolina Final Exam is administered for this course.

Honors NC Math 3 continues a student's study of advanced algebraic concepts including functions, polynomials, and geometric concepts including functions, geometric constructions, systems of functions, inequalities, trigonometry, and inferential statistics. Students describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis is placed on practical applications, modeling, and a more in-depth analysis of functions and relations.

24082X0A ★ ESSENTIALS FOR COLLEGE MATH  
Credit: 1 unit  
Prerequisite: NC Math 3

**Note:** Essentials for college math does serve as a 4th math credit towards high school graduation and college and university entrance.

The essentials for college math content focuses on the eight Standards of Mathematical Practices needed for students to be ready to undertake postsecondary academic or career preparation in non-STEM fields or majors. The course addresses standards throughout high school and even earlier and consists of seven mandatory modules: algebraic expressions, equations, measurement and proportional reasoning, linear functions, linear systems of equations, quadratic functions, and exponential functions.

24002X0A ★ ADVANCED FUNCTIONS AND MODELING  
Credit: 1 unit  
Prerequisite: NC Math 3

**Note:** A North Carolina Final Exam is administered for this course.

Advanced functions and modeling continues a student’s study of advanced algebraic concepts, emphasizing probability with data analysis and the study of algebraic concepts with a limited amount of trigonometry. This application-centered course includes relevant topics such as recreation, work, consumer issues, public policy, and scientific investigations.

24005X0A ★ HONORS ADVANCED FUNCTIONS AND MODELING  
Credit: 1 unit  
Prerequisite: NC Math 3

**Note:** A North Carolina Final Exam is administered for this course.

Advanced functions and modeling continues a student’s study of advanced algebraic concepts, emphasizing probability with data analysis and the study of algebraic concepts with a limited amount of trigonometry. This application-centered course includes relevant topics such as recreation, work, consumer issues, public policy, and scientific investigations. In addition to the topics covered in Advanced Functions and Modeling, students will be expected to complete in-depth projects that directly apply their learning of the standards to real life scenarios. Students will engage in a higher level of thinking as they design mathematical models, conduct experiments and analyze data based on results.

24012X0A ★ DISCRETE MATHEMATICS  
Credit: 1 unit  
Prerequisite: NC Math 3

**Note:** A North Carolina Final Exam is administered for this course.

Discrete mathematics extends a student’s application of matrix arithmetic, probability with data analysis, modeling, and solving problems concerning fair outcomes. Students are introduced to the mathematics of networks, social choice, and decision making.
24015X0A  HONORS DISCRETE MATHEMATICS
Credit  1 unit
Prerequisite  NC Math 3

Note:  A North Carolina Final Exam is administered for this course.

Honors discrete mathematics extends a student's application of matrix arithmetic, probability with data analysis, modeling, and solving problems concerning fair outcomes. Students are introduced to the mathematics of networks, social choice, and decision making. In addition to topics covered in discrete mathematics, in-depth investigations of municipal, state, and national elections and legislative and congressional apportionment are conducted.

24035X0A  HONORS PRE-CALCULUS
Credit  1 Unit
Prerequisite  NC Math 3, Discrete Math or Advanced Functions and Modeling

Note:  A North Carolina Final Exam is administered for this course.

Pre-calculus provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling are included throughout the course.

25005X0A  HONORS CALCULUS
Credit  1 Unit
Prerequisite  NC Math 3, Discrete Math or Advanced Functions and Modeling

Honors calculus is designed to give students a rigorous overview of calculus topics such as limits, derivatives, anti-derivatives, integrals and differentials.

2A007X0A  ADVANCED PLACEMENT CALCULUS AB
Credit  1 unit
Prerequisite  Pre-calculus

Advanced Placement calculus AB covers topics in analytic geometry and functions, limits, continuity, derivatives and their applications, and anti-derivatives and integrals and their applications. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP Calculus AB examination is designed, administered, and graded by the College Board.

2A017X0A  ADVANCED PLACEMENT CALCULUS BC
Credit  1 unit
Prerequisite  AP Calculus AB

Advanced Placement Calculus BC covers all of the topics in Advanced Placement Calculus AB plus parametric, vector, and polar functions, Euler's Method, L'Hopital's Rule, integration by parts and by partial fractions, improper integrals, logistic differential equations, polynomial approximations, and series. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP Calculus BC examination is designed, administered, and graded by the College Board.

2A037X0A  ADVANCED PLACEMENT STATISTICS
Credit  1 unit
Prerequisite  NC Math 3, Advanced Functions and Modeling, Discrete Math, or Pre-calculus

The topics for Advanced Placement Statistics are divided into four major themes: explorative analysis, planning a study, probability, and statistical inference. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP statistics examination is designed, administered, and graded by the College Board.
SCIENCE

The North Carolina Science Essential Standards serve as a curricular framework for effective science education. 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. Teachers should provide opportunities for students to engage in "hands-on/minds-on" activities that are exemplars of scientific inquiry, experimentation, scientific literacy and technological design.

Science as Inquiry
Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies.

35012X0A ★ EARTH/ENVIRONMENTAL SCIENCE
Credit 1 unit

Note: A North Carolina Final Exam is administered for this course.

Earth/environmental science introduces the student to the function and the impact of human interactions on the earth's geological and environmental systems. Through lab experiences, students analyze and examine scientific evidence about issues relevant to the earth. Emphasis is placed on problem solving and reliance on evidence to promote learning in an investigative-based, issue-oriented science course. Topics covered include matter, energy, plate tectonics, origin and evolution of the earth and solar system, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system.

35015X0A ★ HONORS EARTH/ENVIRONMENTAL SCIENCE
Credit 1 Unit

Note: A North Carolina Final Exam is administered for this course.

Honors Earth and environmental science is a rigorous curriculum designed to allow motivated students to conduct an in-depth study of the Earth/Environmental Science course. Students are expected to work independently and at a faster pace on a variety of assignments and accept greater responsibility for their learning. Additional topics will be added for enrichment. Students will be required to perform out-of-class projects as well as increased lab work.

33202X0A ★ BIOLOGY
Credit 1 unit
Recommended Prerequisite Earth/Environmental Science

Note: A North Carolina End-of-Course test is administered for this course.

This course provides opportunities for students to gain an understanding of the fundamental principles related to living things. The major objective is to introduce students to the living world as well as its interactions with the non-living world. Important topics include the physical, chemical, and cellular basis of life; continuity of life (genetics); the changes in organisms over time (biological evolution); unity and diversity of life (the five kingdoms); ecological relationships among organisms (ecology); and organism behavior.
33205X0A ★ HONORS BIOLOGY
Credit  1 unit
Recommended Prerequisite Earth/Environmental Science

Note: A North Carolina End-of-Course test is administered for this course.

Honors biology is designed to give the student a more challenging and in-depth experience of the North Carolina Standard Course of Study in biology. In honors biology, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In addition to the Standard Course of Study goals and objectives, students are expected to design and carry out several independent investigations of biological questions, read and report on recent research in biology, and demonstrate a more in-depth conceptual understanding of all biology objectives.

34102X0A ★ PHYSICAL SCIENCE
Credit  1 unit
Recommended Prerequisite Earth/Environmental Science

Note: A North Carolina Final Exam is administered for this course.

Physical science introduces chemistry and physics and provides an understanding of the interactions of matter and energy. Through lab experiences, students collect and mathematically analyze data involving the classes of matter, chemical equations, Newton's Laws, thermodynamics, light, electricity, nuclear energy, and scientific technology.

34202X0A ★ CHEMISTRY
Credit  1 unit
Recommended Prerequisite Biology
Recommended Corequisite NC Math 3

Note: A North Carolina Final Exam is administered for this course.

Chemistry encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce the concepts. Topics covered include a detailed study of matter and its changes, atomic theory, bonding, formula writing, general and acid/base reactions, gas behavior, solutions, heat, and nuclear chemistry.

34205X0A ★ HONORS CHEMISTRY
Credit  1 unit
Recommended Prerequisite Honors Biology
Recommended Corequisite Honors NC Math 3

Note: A North Carolina Final Exam is administered for this course.

Honors chemistry is an accelerated comprehensive laboratory course designed to give students a more conceptual and in-depth understanding of the concepts in the North Carolina Standard Course of Study in chemistry. In honors chemistry students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course includes the additional honors objectives and an in-depth study of enrichment topics. Students design and complete at least one in-depth independent study of chemistry-directed questions. Strong mathematical connections are integrated and include operating with algebraic expressions to solve problems using direct, inverse, combined, and joint variation; using logarithms and exponents to solve problems; and describing graphically, algebraically, and verbally real-world phenomena as functions.

34302X0A ★ PHYSICS
Credit  1 unit
Recommended Prerequisite NC Math 3

Note: A North Carolina Final Exam is administered for this course.

Physics uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy. The following topics are explored: motion, forces, heat, waves, optics, electricity, and magnetism.
HONORS PHYSICS
Credit  1 unit
Recommended Prerequisite NC Math 3

Note:  A North Carolina Final Exam is administered for this course.

Honors physics uses the North Carolina Standard Course of Study for physics as a foundation for more challenging and rigorous study that broadens the student’s view of the larger physics community including current research. Substantial class time is devoted to student-directed exploration and experimentation. In honors physics, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course includes an in-depth study of enrichment topics. Strong mathematical connections are integrated and include operating with algebraic expressions to solve trigonometric functions; using exponents to solve problems; and describing graphically, algebraically, and verbally real-world phenomena as functions.

HONORS PHYSICS II (AP Physics Prep)
Credit  1 unit
Recommended Prerequisite Honors Physics or Honors Chemistry

This course prepares students for advanced placement physics and covers both classical and modern physics. The basic mathematical concepts are introduced in connection with physical concepts such as acceleration and work. Other topics include mechanics, motion, waves, and optics.

ADVANCED PLACEMENT PHYSICS 1: Algebra-based
Credit  1 unit
Corequisite NC Math 3 or equivalent

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. No prior coursework in physics is necessary.

In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP Physics 1 examination is designed, administered, and graded by the College Board.

ADVANCED PLACEMENT PHYSICS 2: Algebra-based
Credit  1 unit
Prerequisite Advanced Placement Physics 1

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices, while developing critical thinking and reasoning skills.

In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP Physics 2 examination is designed, administered, and graded by the College Board.
3A047X0A ♦ ADVANCED PLACEMENT PHYSICS C: MECHANICS
Credit 1 unit
Corequisite AP Calculus and AP Physics 1

Advanced Placement Physics C: Mechanics forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The course provides instruction in each of the following six content areas: kinematics; Newton’s laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP examination is designed, administered, and graded by the College Board.

3A037X0A ♦ ADVANCED PLACEMENT PHYSICS C: ELECTRICITY AND MAGNETISM
Credit 1 unit
Corequisite AP Calculus

Advanced Placement Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP Physics examination is designed, administered, and graded by the College Board.

33215X0A ♦ HONORS BIOLOGY II (AP Biology Prep)
Credit 1 unit
Prerequisites Biology, Chemistry
Recommended Prerequisites Honors Biology, Honors Chemistry

This course prepares the student for advanced placement biology and covers biochemistry, cell structure and function, metabolism, cellular respiration, photosynthesis, cell division, genetics, and evolution.

3A007X0A ♦ ADVANCED PLACEMENT BIOLOGY
Credit 1 unit
Prerequisite Honors Biology II (AP Biology Prep) and Chemistry

Advanced placement biology is designed to be equivalent to an introductory college-level biology course. It covers the diversity of organisms, structures and functions of plants and animals, and ecology. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP biology examination is designed, administered, and graded by the College Board.

30205X0A ♦ SPECIAL INTEREST SCIENCE (HONORS BIOTECHNOLOGY) (JTH)
Credit 1 unit
Prerequisite Biology

This course includes an in depth investigation of the scientific method, biochemistry, and biotechnology as it relates to our natural world in the 21st century. Numerous laboratory exercises are included. Techniques of biochemistry and ethical issues related to current DNA technology provide the main focus of the curriculum.

34215X0A ♦ HONORS CHEMISTRY II (AP Chemistry Prep)
Credit 1 unit
Recommended Prerequisites Honors Chemistry and Honors NC Math 3
Prerequisites Chemistry and NC Math 3

This course prepares the student for Advanced Placement Chemistry and covers atomic theory, stoichiometry, reaction types, gases, thermochemistry, periodicity, bonding, and solutions. There will be a strong emphasis on the mathematical treatment of matter and its reactions.
3A017X0A ★ ADVANCED PLACEMENT CHEMISTRY
Credit  1 unit
Prerequisite  Honors Chemistry II (AP Chemistry Prep)

Advanced placement chemistry is designed to be equivalent to an introductory college-level chemistry course that has a strong emphasis on laboratory work. It follows the same format as honors chemistry II and covers kinetics, equilibrium and its applications, acid-base theory, reaction spontaneity, and electrochemistry. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP chemistry examination is designed, administered, and graded by the College Board.

3A027X0A ★ ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE
Credit  1 unit
Recommended Prerequisites  Earth/Environmental Science, Biology and a physical science

Advanced placement environmental science is designed to be equivalent to an introductory college-level environmental science course. This integrated course includes the study of biology, geology, geography, physics, and chemistry. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP examination is designed, administered, and graded by the College Board.

35362X0A ★ OCEANOGRAPHY
Credit  1 unit
Prerequisites  Earth/Environmental Science, Biology and a physical science

Oceanography examines all physical aspects of the marine environment including winds, waves, currents, chemical oceanography, and geologic features under the sea. Fieldwork, dissections and laboratory analyses are integral parts of this course.

35365X0A ★ HONORS OCEANOGRAPHY
Credit  1 unit
Prerequisites  Earth/Environmental Science, Biology and a physical science

Honors oceanography examines all physical aspects of the marine environment including winds, waves, currents, chemical oceanography, and geologic features under the sea. Fieldwork, dissections and laboratory analyses are integral parts of this course. Independent learning and student projects are part of the course.

35355X0A ★ HONORS MARINE SCIENCE
Credit  1 unit
Prerequisites  Earth/Environmental Science, Biology and a physical science

Honors marine science focuses on the life in our oceans. Topics include anatomy and physiology of marine organisms, behavior relationships, marine fisheries, habitat analysis, aquarium care and maintenance, oceanographic careers, and explorations in marine technology. Dissections and field trips are an integral part of the course.

33302X0A ★ ANATOMY AND PHYSIOLOGY
Credit  1 unit
Prerequisites  Earth/Environmental Science, Biology and a physical science

Anatomy and physiology is designed to explore the structure and function of human organ systems. Topics covered include the identification of body parts, the function of the organs and systems, and the diseases and malfunctions of organs and organ systems. Laboratory exercises are an integral part of this course. This course is highly recommended for students wanting to pursue a career in a medical field.
**HONORS ANATOMY AND PHYSIOLOGY**

Credit: 1 unit  
Prerequisites: Earth/Environmental Science, Biology and Chemistry

Honors anatomy and physiology is designed to explore the structure and function of human organ systems. Topics covered include the identification of body parts, the function of the organs and systems, and the diseases and malfunctions of organs and organ systems. Laboratory exercises are an integral part of this course. In honors anatomy and physiology students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. This course is highly recommended for students wanting to pursue a career in a medical field.

**ASTRONOMY**

Credit: 1 unit  
Prerequisites: Earth/Environmental Science, Biology and a physical science

Students study topics relating to stars, planets, galaxies, and other natural phenomena that make up the vast universe in which we live. The course covers the pure science of astronomy and expands on exploration and technologies of space science as well.

**HONORS NC WILDLIFE**

Credit: 1 unit  
Prerequisites: Earth/Environmental Science, Biology and a physical science

This course is designed to acquaint students with NC animals. Topics covered include feeding methods, survival techniques, social behavior, mating habits, population distribution, and laws governing hunting and fishing.

**HONORS INTRO OCEANOGRAPHY** (Ashley Marine Science Academy Only)

Credit: 1 Unit  
Prerequisites: Acceptance into Marine Science Academy

Students will explore physical oceanography while studying the history of oceanography, remote sensing, history of Earth, marine provinces, sea floor sediments, air-sea interaction, ocean circulation, waves/wave dynamics, tides, climate change, and NC coastal processes.

**HONORS INTRO MARINE BIOLOGY** (Ashley Marine Science Academy Only)

Credit: 1 Unit  
Prerequisites: Honors Intro Oceanography – Marine Science Academy

Students will explore an introduction to marine environments, the diversity of marine life, and the role of humans in the utilization of marine resources. A study of local marine habitats, including salt marshes, sandy beaches, tidal flats and rocky shores-anatomy and physiology of marine invertebrates and vertebrates, marine microorganisms, micro/macro algae, marine ecosystems will also be included.

**HONORS FORENSICS** (Ashley High School)

Credit: 1 Unit  
Prerequisites: Chemistry or Honors Chemistry

Forensic Science is the application of science to criminal and civil laws that are enforced by police agencies in a criminal justice system. It is a comprehensive subject incorporating Biology, Chemistry, Physics, Entomology, Earth Science, Anatomy and Physiology as well as other aspects of Science. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms, and document analysis. Students will be exposed to a strong inquiry lab component and should be ready to analyze and report data.
SOCIAL STUDIES

The social studies curriculum provides students with learning experiences that enable them to gain the knowledge and skills necessary for becoming effective participants in a democratic society. Courses at the high school level include the disciplines of history, political science, economics, geography, and psychology. Through social studies courses, students gain an understanding of democratic ideals and the benefits of the free enterprise system; an appreciation of the contributions of different races, religions, and cultures to the American way of life; and a respect for the rights and values of others.

Note:

*With the implementation of the new social studies Essential Standards, the sequencing for world history, the founding principles, civics, and economics, and American history I and II has been left up to each individual high school. Check with your school counselor for your school’s specific social studies sequencing.*

43032X0A ★ WORLD HISTORY
Credit 1 unit

Note: A North Carolina Final Exam is administered for this course.

World history is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. World history examines the world chronologically and thematically, focusing on the historical development of phenomena, the rise and fall of civilizations and their unique contributions to humanity, and the universal elements these civilizations have in common throughout time. The application of the themes of geography and an analysis of the cultural traits of civilizations help students understand how people shape their world and how their world shapes them. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. World history provides the foundation that enables students to acquire this knowledge that is used in the study of civics and economics and United States history.

43035X0A ★ HONORS WORLD HISTORY
Credit 1 unit

Note: A North Carolina Final Exam is administered for this course.

In addition to the content described in world history, this course requires students to take a greater responsibility for their learning by participating in problem-seeking and problem-solving, critical analysis and application, and reflective thinking. This course emphasizes argumentative writing and presentations to reflect higher-order thinking skills required to defend ideas generated through the study of content.

4A087X0A ★ ADVANCED PLACEMENT WORLD HISTORY
Credit 1 unit Grades 9, 10, 11, 12
Recommended Prerequisites World History or Honors World History

Note: AP World history can be substituted in the place of World history or Honors World history.

The Advanced Placement world history course focuses on information from ancient times to present day and stresses critical thinking and development of an informed written argument. Students analyze primary and secondary sources to acquire a greater understanding of the development of global processes—change, continuity, and impact on world structures. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP world history examination is designed, administered, and graded by the College Board.
THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS
Credit  1 unit

Note:  A North Carolina Final Exam is administered for this course.

Through the study of The Founding Documents and civics & economics, students examine political, governmental, and legal topics that engage them in examining the legal and political systems of our society and its basic economic institutions. This course begins with the historical foundations of civil, political, and economic activism that created our nation, state, and local government. Knowledge gained from civics and economics empowers students to become politically and economically active and responsible citizens of the global society. At least 50% of the course content in "American History: The Founding Principles, Civics, and Economics" will pertain to The Founding Principles.

HONORS THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS
Credit  1 unit

Note:  A North Carolina Final Exam is administered for this course.

Honors Founding Principles, civics & economics covers the material delivered in a standard Founding Principles, civics & economics course with greater complexity, novelty, and acceleration. Honors students learn to express and defend their ideas while attaining the distance necessary to accept constructive criticism. Opportunities are provided for students to facilitate their own learning as they become reflective thinkers and writers. At least 50% of the course content in "American History: The Founding Principles, Civics, and Economics" will pertain to The Founding Principles.

AMERICAN HISTORY I
Credit  1 unit  (For students entering high school in the 2012 – 2013 school year)

Note:  A North Carolina Final Exam is administered for this course.

American History I: The Founding Principles is a historical, cultural, political, geographic, and economic study of the United States from the late 1400s to the end of the Reconstruction Period in 1877.

HONORS AMERICAN HISTORY I
Credit  1 unit  (For students entering high school in the 2012 – 2013 school year)

Note:  A North Carolina Final Exam is administered for this course.

Honors American History I covers the material delivered in a standard American History course with greater complexity, novelty, and acceleration. This course provides the opportunity for advanced work, rigorous academic study, and the practical application of major ideas and concepts found throughout the standard course of study.

AMERICAN HISTORY II
Credit  1 unit  (For students entering high school in the 2012 – 2013 school year)
Recommended Prerequisite American History I

Note:  A North Carolina Final Exam is administered for this course.

American History II is a historical, cultural, political, geographic, and economic study of the United States from 1877 to present day.

HONORS AMERICAN HISTORY II
Credit  1 unit  (For students entering high school in the 2012 – 2013 school year)
Recommended Prerequisite American History I

Note:  A North Carolina Final Exam is administered for this course.

Honors American History II covers the material delivered in the standard American History II course with greater complexity, novelty, and acceleration. This course provides the opportunity for advanced work, rigorous academic study, and the practical application of major ideas and concepts found throughout the standard course of study.
**ADVANCED PLACEMENT UNITED STATES HISTORY**

Credit: 1 unit  
Grades: 10, 11, 12  
Recommended Prerequisites: American History I and II and World History and Civics & Economics

**Note:** For students beginning high school in the 2012-2013 school year, Advanced Placement United States History may be substituted in the place of American History I and American History II. However, students will receive only one academic credit for AP US History. Students electing to take AP US History instead of American History I and II will need to take one additional social studies elective in order to fulfill the state requirement of four social studies credits to graduate. An additional social studies AP course can be taken to fulfill this requirement.

Advanced Placement United States history covers the entire spectrum of US history from the arrival of Native Americans to the present. It is designed to provide students with the analytical skills necessary to deal critically with the topics and issues in United States history. Students analyze historical materials, generate their own ideas, and evaluate those of others. The AP United States history course develops the skills necessary to arrive at conclusions, make informed judgments, and clearly present evidence in a persuasive essay format. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP United States history examination is designed, administered, and graded by the College Board.

**ADVANCED PLACEMENT EUROPEAN HISTORY**

Credit: 1 unit  
Recommended Prerequisites: Honors World History

The AP European history course consists of an in-depth analysis of European civilization from the late Middle Ages to the present. The course covers economic, social, cultural, intellectual, political, and diplomatic themes in European history. Coursework consists of class discussions, research reports, independent studies, and seminars. Students are expected to develop analytical thinking and persuasive writing skills in dealing with historical evidence and interpretation. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP European history examination is designed, administered, and graded by the College Board.

**ADVANCED PLACEMENT GOVERNMENTAND POLITICS: UNITED STATES (Advanced Placement United States Government and Politics)**

Credit: 1 unit  
Grades: 10, 11, 12  
Recommended Prerequisites: Honors Civics and Economics

Advanced Placement American Government provides students with an intellectual foundation for observing, analyzing, and understanding national politics in the United States. Using primary and secondary source documents, students 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. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP American Government examination is designed, administered, and graded by the College Board.

**ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS (AHS)**

Credit: 1 unit  
Grades: 11, 12  
Recommended Prerequisites: Honors Civics and Economics

The Advanced Placement course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP examination is designed, administered, and graded by the College Board.
**4A027X0A ★ ADVANCED PLACEMENT HUMAN GEOGRAPHY (NHHS, LHS)**

Credit 1 unit  Grades 10, 11, 12  
Prerequisites  World History

The AP Human Geography course 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. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP examination is designed, administered, and graded by the College Board.

**44032X0A ★ PSYCHOLOGY**

Credit 1 unit  Grades 10, 11, 12

Psychology engages students in the understanding, articulation, and dissemination of psychology as a science. This course focuses 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.

**44035X0A ★ HONORS PSYCHOLOGY (AHS)**

Credit 1 unit  Grades 10, 11, 12  
Recommended Prerequisites  Psychology

Honors Psychology covers the material delivered in a standard Psychology course with greater complexity, novelty, and acceleration. This course provides the opportunity for advanced work, rigorous academic study, and the practical application of major ideas and concepts found throughout the standard course of study.

**4A057X0A ★ ADVANCED PLACEMENT PSYCHOLOGY (EAL, AHS, NHHS)**

Credit 1 unit  Grades 10, 11, 12  
Recommended Prerequisites  Psychology

Advanced Placement psychology is designed to introduce students to the systematic and scientific study of human and animal development, behavior, learning, motivation, and personality. Students are exposed to the psychological facts, principles, and phenomena associated with psychology. They also learn about the ethics and methods psychologists use in their science and practice. The study of psychology also enables students to recognize and cope with uncertainty and ambiguity in human behavior. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP psychology examination is designed, administered, and graded by the College Board.

**42082X0A ★ CONTEMPORARY LAW AND JUSTICE**

Credit 1 unit

Contemporary law and justice is a practical study in the legal, judicial, law enforcement, and correctional systems of the United States. Students focus on the laws and procedures derived from legal principles, civic participation, and the utilization of state and local resources. Relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and corrective justice are examined. This course allows students to personally acquire information through direct observation of local courts and law enforcement practices, interviews with local and state officials, and visits to correctional facilities on a non-threatening basis.

**42052X0A ★ CURRENT AFFAIRS AND ISSUES**

Credit 1 unit

Current affairs and issues focuses on controversial and challenging topics facing the leaders and citizens of the world. Students utilize various social studies methodologies from geography, sociology, anthropology, psychology, political science, and economics to practice critical thinking and facilitate the use of many perspectives needed to address complex problems or questions.
46012X0A ★ AFRICAN AMERICAN STUDIES
Credit  1 unit  Grades 10, 11, 12

This course traces the roles of African Americans in the history of the United States by discussing and analyzing their contributions to history, literature, and culture.

96102X0B ★ LEADERSHIP (JTH)
Credit  1 unit
Prerequisite Participation in student government

The leadership discovery class is designed to teach leadership skills that are life skills: self-awareness, organization, time management, goal setting, individual and group decision making, and communication skills including written and verbal presentations. Toleration and conflict management skills are also taught and practiced. Student Council projects are planned, created, and carried out.
WORLD LANGUAGES

The ability to communicate with others is central to human nature. Throughout the ages, humans have been able to share information, interests, needs, and values over time and space and, thus, have influenced others by their actions and their words. In recent years, existing and emerging technologies have brought the world closer and have erased many of the existing borders. As boundaries between countries are being dissolved, the need for foreign language instruction has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today’s ever-shrinking world.

In addition to the need for communication within a global world, the study of a foreign language is needed to ensure economic competitiveness, to maintain national security, and to teach tolerance and respect for others inside and outside of the United States.

Finally, research has shown that learning a foreign language can lead to higher scores on standardized tests (reading, math, SAT), greater cognitive development in the areas of mental flexibility, creativity, divergent thinking and higher-order thinking skills, a broader English vocabulary, a better understanding of one’s own language and culture, and enhanced career opportunities.

Note: All world language courses are now proficiency based. This means a student, based on their command of the target language, could enroll in a higher level language course without going through the beginning levels. Please see your school counselor and world language department chair for more information.

114X0A  SPANISH I
Credit  1 unit
Spanish I provides an introduction to the study of the Spanish language and culture. Emphasis is placed on the development of listening, speaking, reading, and writing skills and the application of the language to real-life situations.

1142X0A  SPANISH II
Credit  1 unit
Prerequisite  Spanish I and/or demonstrated proficiency
Spanish II provides students with opportunities to continue the development of listening, speaking, reading, and writing skills. Students participate in simple oral conversational situations using past and present tense. They create compositions which narrate, describe, compare, and summarize familiar topics from the Spanish culture. Focus is placed on understanding main ideas.

1143X0A  HONORS SPANISH III
Credit  1 unit
Prerequisite  Spanish II and/or demonstrated proficiency
Honors Spanish III provides students with additional opportunities to expand their listening, speaking, reading, and writing skills using short literary texts, authentic materials, and media on relevant topics. Students identify main ideas and significant details in discussions, presentations, and written texts within a cultural context. In addition, they are introduced to Spanish literature through the study of some of the best-known authors of Spain and Latin America.

1144X0A  HONORS SPANISH IV
Credit  1 unit
Prerequisite  Spanish III and/or demonstrated proficiency
Honors Spanish IV is intended for students who have chosen to further develop their proficiency in Spanish listening, speaking, reading, and writing skills with some emphasis on literature, cultural topics, and current events. Students who enroll should have reasonable proficiency in all skills of the Spanish language.
11455X0A ★ HONORS SPANISH V  
Credit  1 unit  
Prerequisite  Spanish IV and/or demonstrated proficiency  

Emphasis is placed on Spanish literature, art, history, culture, and current events with oral and written discussion. Students continue the study of advanced grammar and advanced vocabulary. Oral conversation is stressed with the aid of native speakers, when possible.

1A087X0A ★ ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE (NHHS)  
Credit  1 unit  
Prerequisite  Spanish IV and/or demonstrated proficiency  

Students will develop their speaking, listening, reading, and writing proficiency in Spanish. The AP Spanish Language curriculum requires that the student be able to write a well developed essay in Spanish and discuss a variety of topics in Spanish. The course will incorporate a rich and varied selection of literary texts, historical and cultural readings, periodical readings, and films. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP examination is designed, administered, and graded by the College Board.

11492X0A ★ SPANISH I for NATIVE SPEAKERS  
Credit  1 unit  

Note:  Placement in this course requires consultation with school administrators, ESL staff, and parents.  

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 by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the immediate community. The course encourages students to explore Hispanic cultures in order to gain a better understanding of their native language.

11502X0A ★ SPANISH II FOR NATIVE SPEAKERS  
Credit  1 unit  
Prerequisite  Spanish I for Native Speakers or placement  

This course is designed specifically for native or heritage speakers of Spanish to continue to develop, maintain, and enhance proficiency in oral and written Spanish. Advanced grammar concepts are reviewed as students explore topics of importance to heritage speakers in the United States and North Carolina.

11012X0A ★ FRENCH I  
Credit  1 unit  

French I provides an introduction to the study of the French language and culture. Emphasis is placed on the development of listening, speaking, reading, and writing skills and the application of the language to real-life situations.

11022X0A ★ FRENCH II  
Credit  1 unit  
Prerequisite  French I and/or demonstrated proficiency  

French II provides students with opportunities to continue the development of listening, speaking, reading, and writing skills. Students participate in simple oral conversational situations using past and present tense. They create compositions which narrate, describe, compare, and summarize familiar topics from the French culture. Focus is placed on understanding main ideas.
**11035X0A ✶ HONORS FRENCH III**
Credit 1 unit  
**Prerequisite**  French II and/or demonstrated proficiency

Honors French III provides students with additional opportunities to expand their listening, speaking, reading, and writing skills using short literary texts, authentic materials, and media on relevant topics. Students identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context. In addition, they are introduced to French literature through the study of some of the country’s best known authors.

**11045X0A ✶ HONORS FRENCH IV**
Credit 1 unit  
**Prerequisite**  French III and/or demonstrated proficiency

Honors French IV is intended for students who have chosen to further develop their proficiency in French listening, speaking, reading, and writing skills with some emphasis on literature, cultural topics, and current events. Students who enroll should have reasonable proficiency in all skills of the French language.

**11055X0A ✶ HONORS FRENCH V**
Credit 1 unit  
**Prerequisite**  French IV and/or demonstrated proficiency

Emphasis is placed on reading, oral, and written discussion in French of topics related to Francophone life, culture, history, art, and music. Grammar topics are taught as needed.

**11612X0A ✶ GERMAN I (JTH)**
Credit 1 unit

German I provides an introduction to the study of the German language and culture. Emphasis is placed on the development of listening, speaking, reading, and writing skills and the application of the language to real-life situations.

**11622X0A ✶ GERMAN II (JTH)**
Credit 1 unit  
**Prerequisite**  German I and/or demonstrated proficiency

German II provides students with opportunities to continue the development of listening, speaking, reading, and writing skills. Students participate in simple oral conversational situations using past and present tense. They create compositions which narrate, describe, compare, and summarize familiar topics from the German culture. Focus is placed on understanding main ideas.

**11635X0A ✶ HONORS GERMAN III (JTH)**
Credit 1 unit  
**Prerequisite**  German II and/or demonstrated proficiency

Honors German III provides students with additional opportunities to expand their listening, speaking, reading, and writing skills using short literary texts, authentic materials, and media on relevant topics. Students identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context. In addition, they are introduced to German literature through the study of some of the country’s best known authors.

**11645X0A ✶ HONORS GERMAN IV (JTH)**
Credit 1 unit  
**Prerequisite**  German III and/or demonstrated proficiency

Honors Germany IV is intended for students who have chosen to further develop their proficiency in German listening, speaking, reading, and writing skills with some emphasis on literature, cultural topics, and current events. Students who enroll should have reasonable proficiency in all skills of the German language.
11655X0A ★ HONORS GERMAN V (JTH)
Credit 1 unit
Prerequisite German IV and/or demonstrated proficiency

Emphasis is placed on German literature, art, history, culture, and current events with oral and written discussion. Students continue the study of advanced grammar and advanced vocabulary. Oral conversation is stressed with the aid of native speakers, when possible.

12412X0A ★ LATIN I
Credit 1 unit

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

12422X0A ★ LATIN II
Credit 1 unit
Prerequisite Latin I and/or demonstrated proficiency

This course continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, continue cultural studies including history and mythology, and increase their understanding of English via derivatives and grammar analysis. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts.

12435X0A ★ HONORS LATIN III
Credit 1 unit
Prerequisite Latin II and/or demonstrated proficiency

This course focuses on the completion of Latin grammar introduction and the transition from adapted text to authentic Latin literature, prose, and/or poetry. Students continue to refine their knowledge and understanding of the Greco-Roman world and their own culture by examining the interrelationship of these societies.

12445X0A ★ HONORS LATIN IV
Credit 1 unit
Prerequisite Latin III and/or demonstrated proficiency

A major focus of Latin IV is on the reading of authentic Latin texts with grammar, history, and mythology discussed in context of the readings. Emphasis is placed on figures of speech, analysis, and essay writing. There is more in-depth study of the Greco-Roman culture and its influence throughout the world, as well as the student's own culture. Students are able to connect the Latin language to other disciplines and compare it to their own language.

12455X0A ★ HONORS LATIN V
Credit 1 unit
Prerequisite Latin IV and/or demonstrated proficiency

A major focus of Latin V is on the reading of authentic Latin texts with grammar, history, and mythology discussed in context of the readings. Emphasis is placed on figures of speech, analysis, and essay writing.

12457X0A ★ ADVANCED PLACEMENT LATIN VI
Credit 1 unit
Prerequisite Latin III or above and/or demonstrated proficiency

This course emphasizes the skills required for the students to successfully read, translate, analyze, and interpret authentic Latin within the context of the cultural, historical, and political aspects of the literature. In May, students may opt to take an AP examination to validate their academic experience and to receive college credit as determined by individual institutions of higher education. The AP Latin examination is designed, administered, and graded by the College Board.
13012X0A ★ OTHER FOREIGN LANGUAGE I – (Ancient Greek I)
Credit 1 unit

Students are introduced to the ancient Greek alphabet and pronunciation. Emphasis is on acquisition of vocabulary and grammar skills in order to facilitate reading of Greek passages. Students also study Greek culture and history.

13022X0A ★ OTHER FOREIGN LANGUAGE II – (Ancient Greek II)
Credit 1 unit
Prerequisite Ancient Greek I and/or demonstrated proficiency

Students will continue to read passages in Greek as they build their vocabularies and increase their knowledge of advanced grammar. Students will continue to study Greek culture and history.
SPECIAL EDUCATION AND RELATED SERVICES

These courses are offered as specially-designed instruction to meet the individual needs of students receiving Special Education and Related Services through an Individualized Education Program (IEP). Enrollment in each course requires department chairperson approval. In order to receive course credits for graduation with a diploma, students must take courses that follow the Standard Course of Study and take the appropriate End of Course tests. Successful completion of Math I/Algebra I is a graduation requirement unless the student’s “Individualized Education Program identifies the student as learning disabled in the area of mathematics and states that this learning disability will prevent the student from mastering Algebra I” (G.S.115c-81b). Graduation with a diploma or with a certificate of completion is addressed through each student’s Individualized Education Program (IEP).

All students with special needs are educated to the maximum extent possible in age-appropriate settings with their peers. This includes curricular as well as non-academic and co-curricular activities available at each high school. The extent of participation is determined through the IEP process. Students and parents can obtain more information about all Special Education and Related Services from the department chairperson.

Transition services are defined as a coordinated set of activities designed with a results-oriented process that promotes smooth movement from school to adult services. Transition planning begins prior to entering high school and outlines how a student with special needs should prepare for work, post-secondary education, residential independence, and community living. Opportunities are provided for career planning, vocational training, life skills, and contact with adult service programs before leaving high school. Transition services are defined for each student through the IEP process.

**Note:** The North Carolina State Board of Education policy GCS-C-003 that mandates End-of-Course tests count 20% of a student’s final grade has been waived for (OCS) English II, (OCS) Math I/Algebra I, and (OCS) Biology. Students enrolled in the Occupational Course of Study are required to take the EOC exams in English II, Math I/Algebra I and Biology for school accountability purposes. In accordance with NHC School Board Policy 7440 and North Carolina Board of Education Policy GCS-N-004, students completing the rigorous OCS exit standards as described on Page 35 of this Curriculum Course Guide may be awarded a diploma.

Special Interest Topics

**96102XO ★ Individualized Curriculum Social Communication Module (Special Interest Topic)**

Credit: 1 unit  
Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in advocating for personal needs and demonstrating proactive behavior in applying transition planning strategies, setting goals and identifying problem-solving strategies needed to successfully access educational opportunities while using appropriate social and communication strategies.

**10252XO ★ Individualized Curriculum Language Arts Module (Special Interest English Comp)**

Credit: 1 unit  
Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in reading and comprehending a variety of print and non-print materials; applying conventions of grammar and language usage in spoken and written English; and creating and using print and non print text to communicate ideas.

**28002XO ★ Individualized Curriculum Math Module (Locally Developed Math Elective)**

Credit: 1 unit  
Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in math related to numbers and operations; algebraic concepts; geometric concepts; and data analysis.
30202XO ★ Individualized Curriculum Occupational Career Lab Module (Special Interest Science)
Credit: 1 unit
Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in promoting success in the workplace; exploring career opportunities through job simulations; applying decision-making skills; and developing good work habits, self management and communications skills.

9246BXO ★ Individualized Curriculum Self-Advocacy Module (Social Studies II)
Credit: 1 unit
Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in understanding of the student’s disability and understanding personal and legal rights and responsibilities while developing appropriate self advocacy strategies.

48002XO ★ Individualized Curriculum Social Skills Module (Locally Developed Social Studies Elective)
Credit: 1 unit
Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in demonstrating appropriate communication and effective conflict resolution skills; utilizing a variety of impulse control and anger management strategies in order to interact successfully in the school environment; and demonstrating making appropriate choices.

10292XO ★ Individualized Curriculum Study Skills Module (Special Interest English)
Credit: 1 unit
Prerequisite: IEP and Approval of Department Chairperson

This course emphasizes the development of skills in using note-taking in order to record important information from text and class presentations; demonstrating appropriate time management and organizational skills; demonstrating use of reference and research information; and demonstrating use of test preparation and test taking skills.

Future Ready - Occupational Course of Study Course (FR-OCS) Requirements

Note: All Future Ready – Occupational Course of Study Courses (FR-OCS) have a “B” in the 5th place of the course codes.

9240BXO ★ PREPARATION I
Credit: 1 unit
Prerequisites: IEP and Occupational Course of Study Selection by Student and Family

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career Technical Education courses, and operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

9241BXO ★ PREPARATION II
Credit: 2 units
Prerequisite: Preparation I

This course emphasizes the development of skills generic to all career majors: resource management, communication, interpersonal relationship skills, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and begin some work-based learning activities. Job-seeking skills will also continue to be refined.
**9242BXO ★ PREPARATION III**
Credit       2 units
Prerequisites Preparation I & II

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

**9243BXO ★ PREPARATION IV**
Credit       1 unit
Prerequisites Preparation I, II & III

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and determine their applicability to their personal career choice. This course will allow students to solve work-related problems experienced in competitive employment, practice self-advocacy, and master the theoretical and practical aspects of their career choice. Students will complete the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students will also develop a job placement portfolio that provides an educational and vocational record of their high school experience.

**Note:** In order to meet the requirements for a diploma student must also complete the following:

<table>
<thead>
<tr>
<th>Type of Hours</th>
<th>Previous Requirements</th>
<th>New Requirements (beginning with 2014-2015 freshmen)</th>
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</thead>
<tbody>
<tr>
<td>School Based</td>
<td>300</td>
<td>150</td>
</tr>
<tr>
<td>Community Based</td>
<td>240</td>
<td>225</td>
</tr>
<tr>
<td>Paid/Competitive (or unpaid vocational training, etc if paid options are exhausted)</td>
<td>360</td>
<td>225</td>
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<tr>
<td><strong>Total = 900 hours</strong></td>
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<td><strong>Total = 600 hours</strong></td>
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</table>

**9210BXO ★ ENGLISH I**
Credit       1 unit
Prerequisites IEP and Occupational Course of Study Selection by Student and Family

Students in Occupational English I will examine the ways that audience and purpose shape oral communication, written communication, media and technology. Using guided written and oral language that include grammatical conventions, they will engage in communication for personal expression by completing written products that demonstrate expository, argumentative and literary communication competencies.

**Note:** NC Final Exam may be required for this course. Check with your testing coordinator.

**9211BXO ★ ENGLISH II**
Credit       1 unit
Prerequisite English I

Students in OCS English II will read and write about world literature, will be able to identify the cultural significance of various texts and will demonstrate the ability to connect global ideas to their personal experiences. With an emphasis on the explanatory context, they will develop the language competencies necessary for personal information gathering, critical analysis, and literary development as it applies to real life situations.

**Note:** Occupational Course of Study student scores on the end of course exams are not mandated to count as 20% of their final grade and will not impact the students’ eligibility for graduation.
9212BXO ★ ENGLISH III
Credit  1 unit
Prerequisites English I and II

Students in OCS English III will analyze US literary and informational texts for social and historical significance and will gain the information and skills necessary to competently navigate the work force, post-secondary educational opportunities and adult living situations. They will apply reading and comprehension strategies and strengthen the use of the problem solving process to aid in personal decision making. Written products reflecting the outcome of their choices will be guided and developed through the use of technology.

Note:  NC Final Exam may be required for this course. Check with your testing coordinator.

9213BXO ★ ENGLISH IV
Credit  1 unit
Prerequisites English I, II, and III

Students in OCS English IV will integrate all the language arts skills gained throughout their education. They will continue to analyze current events, written texts or personal life situations, and develop and construct written products from their own viewpoint. These completed products will emphasize the ability to evaluate cause and effect and the ability to apply their skills in the adult domains of employment, post secondary education and independent living. They will evaluate their personal communication skills, in a variety of settings, with multiple audiences.

Note:  NC Final Exam may be required for this course. Check with your testing coordinator.

9220BXO ★ INTRODUCTION TO MATHEMATICS I
Credit  1 unit
Prerequisites IEP and Occupational Course of Study Selection by Student and Family

Students in OCS Introduction to Mathematics I will understand rational numbers, patterns and relationships, and data in terms of graphical displays. They will solve problems by using mathematical operations, applying ratios and proportions, and using time and measurement skills. Additionally, they will use the properties of two and three dimensional figures as well as algebraic properties to solve problems in real world contexts.

9221BXO ★ MATH I (formerly known as OCS ALGEBRA I)
Credit  1 unit
Prerequisite Intro to Mathematics I

The students in OCS Math I will use ratios, rates, and properties of exponents to simplify and solve problems. They will select strategies and execute a variety of operations to solve algebraic problems. They will summarize, represent, and interpret data utilizing a variety of models. Through analysis of patterns and data, they will learn to solve real-world challenges useful in everyday life.

Note: All OCS students must have a Math I test score or valid reason code by the end of grade 10. Occupational Course of Study student scores on the end of course exams are not mandated to count as 20% of their final grade, and will not impact the students’ eligibility for graduation.

9222BXO ★ FINANCIAL MANAGEMENT (formerly known as OCS Mathematics III)
Credit  1 unit
Prerequisites Intro to Mathematics I and Math I

The students in OCS Financial Management will understand and apply personal financial management skills through the analysis of wages, taxes, use of credit, and insurance. They will apply their math skills to consumer spending and develop manageable personal budgets and financial capability.
9231BXO ★ APPLIED SCIENCE
Credit  1 unit  Grade 9
Prerequisites  IEP and Occupational Course of Study Selection by Student and Family

The students in OCS Applied Science will be provided opportunities to engage in hands-on activities enabling them to understand force and motion, energy, electricity, properties of matter and how we as humans impact our environment. They will demonstrate an understanding of the major systems of the human body, how to maintain health, and what to do when medical intervention is necessary.

9232BXO ★ BIOLOGY
Credit  1 unit  Grade 11
Prerequisites  IEP and Occupational Course of Study Selection by Student and Family

Students in OCS Biology will use basic hands-on scientific inquiry, experimentation and technology to develop real world problem solving skills. They will understand cells and their structure, molecules, and the interdependence of organisms within our environment. They will also study how humans impact their environment and how they can improve it. Additionally, students will develop a basic understanding of DNA, factors that can influence it, and its role in a variety of theories and classification systems.

Note: All OCS students must have a Biology EOC test score or valid reason code by the end of grade 11. Occupational Course of Study student scores on the end of course exams are not mandated to count as 20% of their final grade and will not impact the students’ eligibility for graduation.

9247BXO ★ American History I
Credit  1 unit  Grade 10
Prerequisites  IEP and Occupational Course of Study Selection by Student and Family

This course is designed to provide students with a basic knowledge of historical, cultural, political, geographic, and economic study of the United States from the late 1400s to the end of the Reconstruction Period in 1877.

Note: NC Final Exam may be required for this course. Check with your testing coordinator.

9248BXO ★ American History II
Credit  1 unit  Grade 12
Prerequisites  American History I, IEP, and Occupational Course of Study Selection by Student and Family

This course is course is designed to provide students with historical, cultural, political, geographic, and economic study of the United States from 1877 to present day.

Note: NC Final Exam may be required for this course. Check with your testing coordinator.
North Carolina Extended Content Standards Courses- (NC – ECS)

**Note:** All NC- Extended Content Standard Courses (NC-ECS) have an “A” in the 5th place of the course codes.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit</th>
<th>GPA Added Value</th>
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<tbody>
<tr>
<td>9310AX0</td>
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<tr>
<td>9311AX0</td>
<td>English/LA II (By Grade 10)</td>
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<tr>
<td>9312AX0</td>
<td>English/LA III</td>
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<tr>
<td>9313AX0</td>
<td>English/LA IV</td>
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<td>9320AX0</td>
<td>Math I A</td>
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<td>9321AX0</td>
<td>Math I B</td>
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<tr>
<td>9322AX0</td>
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<td>9323AX0</td>
<td>Math IV</td>
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<td>9331AX0</td>
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<td>9333AX0</td>
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<td>9340AX0</td>
<td>Social Studies I</td>
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<td>9342AX0</td>
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<td>9343AX0</td>
<td>Social Studies IV</td>
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**Note:** The NC Extended Content Standards (NC-ECS) courses listed below are the same course codes as the Future Ready- Occupational Course of Study (FR-OCS) classes with the EXCEPTION OF THE “A” IN THE FIFTH PLACE which indicates this is a NC-ECS course credit. The intent of these course codes is to provide some students the opportunity to take a FR-OCS class while on the NC-ECS course of study.

<table>
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<tr>
<th>Course Number</th>
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<th>GPA Added Value</th>
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<td>9247AXO</td>
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<tr>
<td>9248AXO</td>
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## VISUAL ART

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<td>54162X0A</td>
<td>Visual Arts (Intermediate)</td>
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<td>54175X0A</td>
<td>Honors Visual Arts (Proficient)</td>
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<tr>
<td>54185X0A</td>
<td>Honors Visual Arts (Advanced)</td>
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<tr>
<td>54622X0CI</td>
<td>Ceramics (Intermediate)</td>
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<td>54635X0CP</td>
<td>Honors Ceramics (Proficient)</td>
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<td>54645X0CA</td>
<td>Honors Ceramics (Advanced)</td>
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<td>54622X0SI</td>
<td>Sculpture (Intermediate)</td>
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<td>54622X0PI</td>
<td>Photography (Intermediate)</td>
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<td>54635X0PP</td>
<td>Honors Photography (Proficient)</td>
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<td>5A047X0A</td>
<td>Advanced Placement Studio – Drawing (ASH)</td>
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<td>5A027X0A</td>
<td>Advanced Placement Studio Art 2D Design (AHS, NHHS)</td>
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## DANCE

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<tr>
<td>51162X0A</td>
<td>Dance - Intermediate (LHS)</td>
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<tr>
<td>51175X0A</td>
<td>Honors Dance - Proficient (LHS)</td>
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<td>51185X0A</td>
<td>Honors Dance – Advanced (LHS)</td>
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## MUSIC

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<td>52157X0A</td>
<td>Advanced Placement Music Theory</td>
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## BAND

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<tbody>
<tr>
<td>52552X0A</td>
<td>Band – Beginning</td>
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<td>52562X0A</td>
<td>Band - Intermediate</td>
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<td>52575X0A</td>
<td>Honors Band – Proficient</td>
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<td>52585X0A</td>
<td>Honors Band - Advanced</td>
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<td>52172X0A</td>
<td>Jazz Ensemble - Intermediate</td>
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<td>52185X0A</td>
<td>Honors Jazz Ensemble - Proficient</td>
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