

# THE HIGH SCHOOLS OF PENDER



## Superintendent Message

Dear Students, one of the most important decisions you and your family will make is selecting courses during high school. The high school courses you take show colleges and future employers what kind of goals you have set for yourself. Are you signing up for advanced classes, certification courses, honors sections, or accelerated sequences? Are you choosing electives that really stretch your mind and help you develop new abilities? The Pender County Schools 2023-2024 High School Course Catalog is designed to provide information that will help you with these decisions. This catalog will serve as a primary resource to establish a pathway for your college and career goals. Inside this catalog, you will find course descriptions, testing information, graduation requirements, and educational opportunities within and outside of the school building. We are very proud of our ongoing partnerships with Cape Fear Community College, UNCW and other higher education institutions. Through these programs and others all students are provided with diverse educational choices to obtain high school and college credits. When planning your selections, you should utilize the course of study information required for the Future-Ready Course of Study. You should also consider individual test scores, student assessment instruments as well as your teacher, college career advisor and counselor recommendations. Pender County Schools is working with external partners to develop pathways leading to career readiness. Through the North Carolina Career and College Promise, you have the opportunity to earn college credit while still in high school, helping you get a jump start on your college credentials and future career. These courses are offered through our partnership with Cape Fear Community College. There are also other ways that you can take courses while in high school that may allow you to earn college credit. Some examples are Advanced Placement and Dual Enrollment through our partnership with UNCW. I encourage you to speak with your counselor about taking advantage of these opportunities. Obtaining a quality education is the most important factor to a successful career and achieving life goals, so please stay focused and apply yourself. We look forward to working with you and your family along this education journey, and later celebrating your graduation.

All my best wishes for success,

Dr. Brad Breedlove  
Superintendent of Pender County School

**Pender County Board of Education**  
**925 Penderlea Highway**  
**Burgaw, NC 28425**  
**Telephone (910) 259-2187**  
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## Pender County Board of Education

*CHAIRPERSON*

**KEN SMITH**

*VICE-CHAIRPERSON*

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***Heide Trask Sr. High School***

14328 NC Hwy 210  
Rocky Point, NC, 28457  
(910) 602-6810  
Principal-Tony Hudson




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***Pender Innovation Learning Academy***

1886 NC Hwy 133  
Rocky Point, NC, 28457  
(910) 789-6073




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***Pender Early College High School***

100 Industrial Drive  
Burgaw NC 28425  
(910) 362-7925  
Principal-Christie Brown




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***Pender High School***

5380 NC Hwy 53 West  
Burgaw, NC 28425  
(910) 259-0162  
Principal-Caroline Godwin




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***Topsail High School***

245 N. Saint Johns Church Road  
Hampstead, NC, 28443  
(910) 270-2755  
Principal-Dr. Larry Obeda

## Getting Started

This course catalog reflects a continuing effort to offer a comprehensive high school curriculum that meets the needs of every student. All students and parents should take the time to read this guide carefully. Student course selections should be determined by realistic goals based on interests, aptitude, and plans for the future.

We have made every effort to insure that the information in this course catalog is current and informative. If there are areas that you are unsure of, you are encouraged to speak with your school counselor.

Pender County Schools personnel will do everything possible to help students have a successful high school career and to graduate on time. We hope that this course catalog will assist you in getting started towards your future goals.

## Non-Discrimination Policy

Pender County Schools does not discriminate on the basis of race, religion, color, national origin, sex, disability, age, immigrant status, English-speaking status, or any other characteristic protected by applicable federal or N.C. law in its programs or activities. For questions regarding the nondiscrimination policies call 910-259-2187, or write Pender County Schools.

## Acknowledgments

We wish to acknowledge that segments of information in this curriculum guide were obtained from the North Carolina Department of Public Instruction, North Carolina High School Athletic Association, and National Collegiate Athletic Association Eligibility Center.

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## Promotion and Graduation Requirements

To be a Sophomore:	6 units including English I
To be a Junior:	13 units including English II
To be a Senior:	20 units including English III
To Graduate:	28 units including English IV

(and successful completion of any additional state and local requirements)

Adjustments must be made for those students who transfer in from a six or seven period day. Consult the counseling office for detailed information.

Note: Students graduate under the state and local requirements which were in place when they entered the ninth grade.

**Class Rank** - Class Rank/Grade Point Average (GPA) is calculated at the end of each semester by using the weighted 4.0 scale.

## VALEDICTORIAN, SALUTATORIAN, HONOR GRADUATES, AND JUNIOR MARSHALS

**Junior Marshals:** A junior marshal is an honor bestowed on the top academic students from the high school junior class. Junior marshals may serve as the ambassadors for the school at important academic functions. In order to establish consistent eligibility standards and selection processes among high schools, ranking for junior marshals will be determined at the end of the third nine-week grading period. A dual enrollment course taken the second semester will not be included in the calculation because there will be no final grade when calculations are done. High schools will select the top fifteen (15) students ranked with weighted GPA after third nine weeks to serve as junior marshals. The two junior marshals with the highest GPAs will serve as co-chief marshals.

**Valedictorian and Salutatorian:** Ranking for these honors will be determined after all final grades have been turned in. The determination of these honors will be based on weighted GPAs.

**Senior Honor Graduates:** Ranking for honor graduates will be determined at the end of the third nine-week grading period. A dual enrollment course taken the second semester will not be included in the calculation because there will be no final grade when calculations are done. A weighted 3.6 GPA is required to be an honor graduate.

**High School Honor Roll:** Ranking for The Principal's List will be determined at the end of each semester. A weighted GPA of 4.0 or higher with no letter grade below a "C" is required to be on The Principal's List. Ranking for the Honor Roll will be determined at the end of each semester. A weighted GPA between 3.0 and 3.9 with no letter grade below a "C" is required to be on the Honor Roll.

## Graduation Requirements and Information

The following are requirements for graduation from all Pender County High Schools

- **Course and Credit Requirements**— Students must meet the course and credit requirements listed on page 9.
- **End-of-Course Test Requirements**— NC Math I, NC Math III, Biology, and English II.
- **Local Requirements**—Meet any additional requirements adopted by your local board of education.

### High School Courses

#### Completed in Middle School

Students may receive high school credit for specific high school courses taken in middle school. High school courses completed in middle school do not count toward high school GPA. The course appears on the high school transcript, but the student is required to complete the same number of courses toward high school graduation as the student not taking high school courses in the middle grades.

### Mid-year Graduation

Mid-year graduates are students who complete graduation requirements and earn a high school diploma in January or earlier months of their senior year. Students who wish to graduate early must complete a Mid-year Graduate Verification Form and submit it to their counselor no later than December 1st of the year they plan to graduate. All mid-year graduates must meet local and state graduation requirements and be approved by the building level principal and the Superintendent of Pender County Schools. Interested student should consult with their school counselors for more information.

### Credit by Demonstrated Mastery

Credit by Demonstrated Mastery (CDM) is the process by which a student may be awarded credit in a particular course without completing classroom instruction for any amount of seat time. The CDM process will consist of a student scoring mastery on a specific cumulative exam and completing a required artifact that shows a mastery level of the course content. CDM is available during each of the fall and spring semesters. For more information:

<http://www.ncpublicschools.org/docs/accountability/testing/cdmgde16.pdf>

or contact your school's AIG Advisor.

## High School

# Diploma Endorsements

Students in North Carolina public schools and public charter schools may earn 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 careers and/or college.

Students may earn more than one diploma endorsement. Students are not required to earn an endorsement in order to receive a diploma.

Based on State Board of Education policy (GRAD-007), the implementation of the diploma endorsements is required for all Local Education Agency high schools.

## Overview of the Five Endorsements

- **Career Endorsement** indicating completion of a rigorous course of study that includes a CTE concentration;
- **College Endorsement** indicating readiness for entry into community colleges
- **College/University of North Carolina (UNC) Endorsement** indicating readiness for entry into a four-year university in the UNC 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

These endorsements are earned by completing specific coursework, maintaining a minimum GPA, and earning additional industry certification (Career Endorsement only). For specific information on the requirements to earn the Career Endorsement, College Endorsement, College/UNC Endorsement, NC Academic Scholars Endorsement, or Global Languages Endorsement, please visit the Diploma Endorsements web page at <https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements/high-school-diploma-endorsements>

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## The 7 Key Steps for Selecting Your Courses for 2022 –2023

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**STEP 1:** Review the Future Ready Standard Course of Study **Pages 11**. Make sure you fully understand the requirements needed to earn your high school diploma. Talk to your school counselor and/or teachers if you need help understanding graduation requirements.

**STEP 2:** Complete the High School Graduation Plan worksheet located in the back of this manual.

**STEP 3:** Be sure you understand your teachers' recommendations. Courses may be offered on standard, honors, or Advanced Placement levels. You should follow your teachers' recommendations concerning the level that would best support your academic success. However, if you, your parents/guardians, and your school counselor discuss other options and agree that a different plan would be appropriate for you, please request a level change. As a general guideline, Pender County Schools encourages you to take the most challenging courses and levels that you can successfully complete. School counselors and teachers use a variety of data to help you make course and level decisions.

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

**STEP 5:** Complete your school's registration form and return it by the due date indicated on the form. Be sure that you request the courses you really want to take! Schools plan their master schedules based on their students' requests; therefore, it is unlikely you will be able to make changes to your schedule after the school year begins.

**STEP 6:** Review your course selections and final schedule when you receive them from your school. Make sure your schedule includes the required courses you need for graduation, the correct levels of each course, and the electives you requested.

**STEP 7:** If you need to change any of the courses on your schedule, be sure to do so during the designated schedule change period at your high school.

## GRADING SYSTEM

### QUALITY POINTS for students entering 9th grade prior to 2015-16:

LETTER GRADE	STANDARD COURSES	HONORS COURSES	AP/COLLEGE COURSES
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0
FF	0	0	0

Note: Students will receive one extra quality point for **SOME** Community College courses approved by the Comprehensive Articulation Agreement (CAA)\*. Independent college and UNC system courses will also earn one extra quality point. Official AP and IB courses will earn two extra quality points. N.C. State Board of Education Policy GCS-L-004.

### QUALITY POINTS for students entering 9th grade in 2015-16 and beyond:

LETTER GRADE	STANDARD COURSES	HONORS COURSES	AP/COLLEGE COURSES
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0
FF	0	0	0

Note: Students will receive one extra quality point for **SOME** Community College courses approved by the Comprehensive Articulation Agreement (CAA)\*. Independent college and UNC system courses will also earn one extra quality point. Official AP and IB courses will earn one extra quality point. N.C. State Board of Education Policy GCS-L-004 (Section 3.1.4).

### Honors Courses (.5 points)

Honor Courses are designed for students who are ready for an extension of the North Carolina Standard Course of Study for the standard level course. Curriculum indicates depth in rigor, accelerated pacing, complexity, challenges and creativity beyond the standard level course.

### Advanced Placement (AP) Courses (1 point)

AP courses are designed for students who are ready for the rigors of college level work and are willing to dedicate significant time outside of class to be academically successful at a high level. Students who take AP courses may be eligible to obtain college credit for the AP course. **College credit may be earned by attaining the required scores on the national AP exams.** Students should consult with their chosen college to determine the test grade required to receive credit at that institution.

For more information on specific course content and AP information, please consult the website of the College Board [www.collegeboard.org](http://www.collegeboard.org) or <http://apstudent.collegeboard.org/apcourse>.

### Career & College Promise Courses (May be 1 Point-See list below)

Career & College Promise (CCP) is North Carolina's dual enrollment program for high school students. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent [Comprehensive Articulation Agreement Transfer List](#), and for courses taught at four-year universities and colleges.

Below is the CCP Grade Conversion. All grades will be converted to PowerSchool using the following scale.

Letter Grade	Numeric Grade Conversion
A, A+, A-	= 95
B, B+, B-	= 85
C, C+, C-	= 75
D, D+, D-	= 65
F	= 55



**North Carolina**

**Virtual Public School**

NCVPS offers over 150 Advanced Placement (AP), Honors, Traditional, Credit Recovery, and Occupational Course of Study Blended course offerings taught by highly qualified, licensed teachers. NCVPS courses utilize real-time asynchronous collaborative tools, audio and video, and blogs to promote collaborative learning. NCVPS courses are.



# North Carolina Future-Ready Course of Study

The North Carolina State Board of Education has approved two Future-Ready Courses of Study that will prepare all students for post-secondary success. All public high school students must meet minimum state graduation requirements to earn a diploma and graduate. The Future-Ready Occupational Course of Study is intended to meet the needs of students with disabilities who require a greatly modified curriculum that focuses on post-school employment and independent living.

Future-Ready Core	Future Ready Occupational
English: 4 Credits English I, II, III, IV	English: 4 Credits Occupational English I, II, III, IV
Mathematics: 4 Credits NC Math I, II, III and a 4th Math Course to be aligned with the student's post high school plans  A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.	Mathematics: 3 Credits OCS Introduction to Mathematics OCS Math I OCS Financial Management
Science: 3 Credits Earth/ Environmental Science, Biology, a Physical Science course	Science: 2 Credits OCS Applied Science OCS Biology
Social Studies: 4 Credits American History: Founding Principles, Civics and Economics, World History, American History I, and American History II OR AP US History or other college-level courses that are appropriate**; additional social studies course**  <b>Freshman entering 2020-2021 School Year</b> American History World History Founding Principles of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance	Social Studies: 2 Credits OCS Social Studies - American History: Founding Principles, Civics and Economics OCS Social Studies - American History I or American History II  <b>Freshman entering 2020-2021 School Year</b> OCS Social Studies - Founding Principles of the United States of America and North Carolina: Civic Literacy OCS Social Studies- Economics and Personal Finance
World Language: Not required for graduation. A two credit minimum is required for admission to a university in the UNC system.	World Language: Not required
Health & Physical Education: 1 Credit Health/Physical Education	Health & Physical Education: 1 Credit Health/Physical Education
Electives: 6 Credits required 2 Elective credits of any combination from either: <ul style="list-style-type: none"> <li>– Career and Technical Education (CTE)</li> <li>– Arts Education</li> <li>– World Languages</li> </ul>	Occupational Preparation: 6 Credits OCS Preparation I, II, III, IV Elective credits/ completion of IEP objectives/ Career Portfolio required
	Electives: 4 Credits Career/ Technical Education Electives Credits
	Fine Arts: Recommended: at least one credit in an arts discipline and/or requirement by local decision
22 Credits plus any local requirements (PCS Local Requirements=6 additional courses) Total Required for Graduation from PCS= 28	22 Credits plus any local requirements (6) (PCS = 28)

# Academic Course Offerings

## 2023-2024

Course offerings are dependent upon student enrollment and teacher/staffing availability.

### ENGLISH

Required (Four Courses): English I, II, III, and IV

Course	Grade	Prerequisite	Description
<b>English I</b> 10212X0 Trask Pender Topsail	9	None	English I will teach skills necessary for communication development. As a result, the following will be stressed: listening, speaking, reading, writing, and viewing. Students will be introduced to various kinds of literature. Students will be able to identify and analyze literary terms. Composition skills will be stressed in this class. Students explore the ways that audience, purpose and context shape oral and written communications as well as media and technology.
<b>English II</b> 10222X0 Trask Pender Topsail	10	English I	Students will read, discuss, and write about classical and contemporary literature. Students will evaluate and engage in various modes of informational and research-based writing. Emphasis is on editing, textual analysis, and critical response in preparation for the new English II EOC. The literary genres studied at this level will be poetry, short stories, drama, and novels with special emphasis on World Literature. Composition pieces in 10th grade prepare students for higher-level writing and the EOC.
<b>English III</b> 10232X0 Trask Pender Topsail Pender Early College	11	English II	This course will provide for continued reinforcement and refinement of communication skills taught in previous courses. Writing skills will be reinforced, particularly research skills. British literature may be studied but American Literature will be the focal point at this level.
<b>English IV</b> 10242X0 Trask Pender Topsail	12	English III	This course will continue to provide reinforcement and refinement of skills taught in previous courses. Writing skills will be reinforced through the writing process and with a research paper. Emphasis will be on expository writing, formal essays and critical analysis. Narrative and descriptive writing will be practiced. American literature may be studied but British literature will be the focal point at this grade level.
<b>CCRG-Enhanced English IV</b> 10255X0IV Trask Pender Topsail Pender Early College	12	English III	The course integrates the North Carolina ELA Standard Course of Study (NCSCOS) for Grades 11-12 and Career and College Ready learning outcomes. Students will complete a variety of reading, analysis, writing, research, and presentation activities to bolster college and career readiness. This course is for Grade 12 students with an Unweighted GPA of 2.2 to 2.799 at the end of their Junior year.

### Honors Level Courses

Course content, pace and academic rigor put high expectations on the student and surpasses standards specified by the NC Standard Course of Study. Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an End of Course exam where available. **Honors level courses are weighted quality points (see page 8) and may require a teacher recommendation.**

Course	Grade	Prerequisite	Description
<b>Honors English I</b> 10215X0 Pender Early College Pender Topsail Trask	9	None	Students enrolled in this course should have a strong background in English, a desire to move at a rapid pace, an enjoyment of reading and the initiative to work independently. The course will emphasize the development of meta-cognitive thinking, research methods, writing skills and interpretive reading skills. Highly motivated students who enjoy reading, analyzing, and writing about literature will appreciate the study of literary terms and genre.
<b>Honors English II</b> 10225X0 Pender Early College Pender Topsail Trask	10	English I	This course will develop students' analytical, critical thinking, research, and writing skills. A fast-paced study of literary genres with special emphasis on World Literature will challenge students who enjoy reading, writing, and speaking about literature. Emphasis on editing, textual analysis, and critical response will prepare for the new English II EOC.
<b>Honors English III</b> 10235X0 Pender Early College Pender Topsail Trask	11	English II	This course is another step in the accelerated English curriculum. This course is centered around an extensive study of American Literature that will challenge the student who enjoys reading, writing, and speaking about literature. Interpretive reading skills and research strategies are also employed.
<b>Honors English IV</b> 10245X0 Pender Early College Pender Topsail Trask	12	English III	This course will continue to provide reinforcement and refinement of skills taught in previous courses. Emphasis will be on expository writing, formal essays and critical analysis. Several self-directed projects will also be assigned. American literature may be studied but British literature will be the focus on this course.
<b>AP Courses</b> <i>Course content, pace and academic rigor is college level as adopted by the College Board and is geared to enable students to pass the AP exam. The course provides credit towards a high school diploma. <b>AP Courses are weighted quality points (see page 8) and may require a teacher recommendation.</b></i>			
=Course	Grade	Prerequisite	Description
<b>AP English Language and Composition</b> 1A007X0 Trask Pender Topsail	11	English I and II	<p>Note: A student with a weakness in a particular area such as reading comprehension, formal composition or grammatical construction should avoid registering for this class.</p> <p>The primary goals of this course are to increase the student's awareness of how effective writers manipulate language and to advance the student's growth as a writer. The principle means to achieve these goals will be the analysis of a variety of models, which range from student authored texts to literary selections and frequent writing opportunities.</p> <p>Upon completion of this college level course, students are expected to take the AP Exam. A qualifying grade (usually 3 or better) on the AP Exam may allow the student to receive college credit in most universities.</p>

<b>AP English Literature and Composition</b> 1A017X0 Trask Pender Topsail	12	English I, II, and III	<p>“The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.” -Excerpt from <i>The Advanced Placement English Literature CED</i></p> <p>Note: A student with a weakness in a particular area such as reading comprehension, formal composition or grammatical construction should avoid registering for this class.</p> <p>Upon completion of this college level course, students will have opportunity to take the AP Exam. A qualifying grade (usually a 3 or better) on the AP Exam may allow the student to receive college credit in most universities.</p>
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## ENGLISH ELECTIVES

Course	Grade	Prerequisite	Description
<b>Creative Writing I</b> 10252X0A Trask	9, 10, 11, 12	Basic word processing skills or teacher recommendation.	<p>Students should be interested in writing and artistic expression.</p> <p>Student poets, future novelists, and all students who enjoy writing but are tired of doing literary analysis will enjoy this course. Sign up here and explore the wonderful world of creative writing. Put your imagination to use. You will have opportunities to write creatively in several modes: poetry, short stories, articles and essays. Students will study poets of diverse eras, styles &amp; backgrounds.</p>
<b>Creative Writing II</b> 10252X0B Trask	10, 11, 12	Successful completion of Creative Writing I	<p>Students should be interested in writing and artistic expression.</p> <p>Student poets, future novelists, and all students who enjoy writing but are tired of doing literary analysis will enjoy this course. Sign up here and explore the wonderful world of creative writing. Put your imagination to use. You will have opportunities to write creatively in several modes: poetry, short stories, articles and essays. Students will study poets of diverse eras, styles &amp; backgrounds.</p>
<b>Mythology I</b> 10252X0 Topsail	9, 10, 11, 12	None	Through the study of mythology, explore the world of the immortals and their impact on literature, nature and man. This class is meant to serve as a supplement to reinforce writing skills being developed in grades 9-11.
<b>Honors Mythology II</b> Topsail		Mythology I	Students will develop a cross-cultural perspective on myths, mythologies, and folklore from around the world. Through more advanced reading, writing, and project-based instruction, students will explore different theories of the cultural meanings and functions of myth, past and present. Students will be introduced to the various ways of interpreting and experiencing myth and folklore as texts with oral origins.

<b>Yearbook Publications I</b> 10252X0 Pender Early College Pender Topsail	10, 11, 12	An application must be submitted to Yearbook Committee for approval.	The members of this class compose the staff, which publishes the yearbook. Computer and paper layout, photography, picture schedules, ad sales and all other details involved in publishing the complete volume are the basis of study. <i>Sometime after school will be required.</i> Due to the rigorous application process and workload, students will receive an Honors credit in Yearbook I.  In this course, students will gain skills in one or more of the following areas: page design, advanced publishing techniques, writing, editing and photography, while producing a creative, innovative yearbook, which records school memories and events.
<b>Yearbook Publications II/III</b> II / 10252X0 III / 10255X0 Pender Early College Pender Topsail	10, 11, 12	One full year working as a Yearbook, I staff member.	The members of this class are comprised of staff members who have been enrolled in Yearbook I semester or have been enrolled in Yearbook I for one semester and worked on yearbook after school the second semester. Students must apply for yearbook I through an application process. Honors credit will be given to all Yearbook staff members who successfully completed Honors Yearbook I.
<b>Journalism I</b> 10312X0 Pender Topsail Trask	10, 11, 12	None	This class will incorporate writing, editing, photography, advertising, layout and design, business principles, ethics, and production. Production goal will be an 8 by 12-page issue 2 to 3 times per semester. This course will focus on newspaper journalism. Yearbook is not included. Students will learn reporting strategies, interview techniques, and professional writing skills.
<b>Honors Journalism I</b> 10315X0 Trask			This class will incorporate writing, editing, photography, advertising, layout and design, business principles, ethics, and production for both newspaper and yearbook. This course will focus on newspaper and yearbook journalism. Students in the Honors sections will document their learning in a formal portfolio process.
<b>Journalism II</b> 10322X0 Pender Topsail Trask	11, 12	None	Journalism II is offered only to the editorial staff of the school paper. It will only be offered at the same time, as Journalism I. Students will learn reporting strategies, interview techniques, and professional writing skills. The class will be expected to publish a monthly (or possibly bi-monthly) issue of a Newspaper or a Web Paper; thus, students will be required to cover after-school events.
<b>Journalism III</b> 10332X0 Trask	11, 12		Journalism III will be offered to students that complete Journalism II. This class will only be offered at the same time as Journalism I & II. Students will further develop skills in writing, reporting, interviewing, and producing print/digital media. Also, editors will be given the further responsibility of producing video content in the form of five-minute daily announcements.
<b>Journalism IV</b> 10342X0 Trask	11, 12		Journalism IV will be offered to student that completes Journalism III. This class will only be offered at the same time as Journalism I, II & III. Students will further develop skills in writing, reporting, interviewing, producing print/digital media, and video content. Also, editors will be producing 20-minute news segments.
<b>Literature for the 21<sup>st</sup> Century</b> 10252X0 Topsail	9	None	This class is an academic elective designed to improve students' reading abilities. Students will be introduced to various levels of literature. This course is designed to prepare students for English 1.

# MATHEMATICS

**Required: Four Courses: Math I, Math II, Math III, and a 4<sup>th</sup> Math aligned to your college/career goals.**

Course	Grade	Prerequisite	Description
<b>Foundations of NC Math I</b> 20902X0 Pender Topsail Trask Pender Early College	9	None	Foundations of NC Math I is an elective math course designed to bridge gaps and address misconceptions in a student's prior learning before advancing to NC Math I. Students may be required to take this course prior to taking NC Math I.
<b>NC Math I</b> 21092X0 Pender Early College Pender Topsail Trask	9	None	NC Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. <b>There is a required NC state End of Course test for this course.</b>
<b>NC Math II</b> 22092X0 Pender Topsail Trask	9,10, 11, 12	NC Math I and	NC Math II continues a progression of the standards established in NC Math I. In addition to these standards, NC Math II includes polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.
<b>NC Math III</b> 23092X0 Pender Topsail Trask	9, 10, 11, 12	NC Math II	NC Math III progresses from the standards learned in NC Math I and NC Math II. In addition to these standards, NC Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles. <b>There is a required NC state End of Course test for this course.</b>
<b>NC Math IV</b> 24092X0 Pender Early College Pender Topsail Trask	10, 11, 12	NC Math III	The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone of introductory statistical concepts. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.
<b>CCRG Math</b> 20132X0 Pender Early College Pender Topsail Trask	12	NC Math III	This course is a survey of the fundamental skills required for freshman level/gateway college math courses. Demonstration of mastery of these skills in the course permits the student to have higher placement in community college courses and better preparation for university courses. The course topics include number sense, graphing, functions, geometry, statistics, and trigonometry.  Grade 12 students with an Unweighted GPA of 2.2 to 2.799 at the end of their Junior year.

## Honors Level Courses

Course content, pace and academic rigor put high expectations on the student and surpasses standards specified by the NC Standard Course of Study. Such courses demand a greater independence and responsibility. The courses provide

credit toward a high school diploma and require an End of Course exam where available. **Honors level courses are weighted quality points (see page 8) and may require a teacher recommendation.**

Course	Grade	Prerequisite	Description
<b>Honors NC Math I</b> 21095X0 Pender Early College Pender Topsail Trask	9, 10	Math 8 <sup>th</sup>	Honors NC Math I is more challenging than the standard NC math I course and provides multiple opportunities for students to take greater responsibility for their learning. Honor Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics, and modeling throughout the course. <b>There is a required NC state End of Course test for this course.</b>
<b>Honors NC Math II</b> 22095X0 Pender Early College Pender Topsail Trask	9, 10, 11	NC Math I	Honors NC Math II is more challenging than the standard NC Math II course and provides multiple opportunities for students to take greater responsibility for their learning. Honors NC Math II is a combination of Algebra and Geometry topics with further study of Probability and Statistics. The main focus will be on solving, graphing and writing quadratic equations with an introduction to exponential, logarithmic, and radical equations. Geometry topics will include triangle properties, congruence of triangles, right triangle trigonometry and transformations. Probability and Statistics will include analyzing sets including union and intersection in addition to independent, conditional and dependent probabilities.
<b>Honors NC Math III</b> 23095X0 Pender Early College Pender Topsail Trask	9, 10, 11	NC Math II	Honors NC Math III is more challenging than the standard NC Math III course and provides multiple opportunities for students to take greater responsibility for their learning. Honors NC Math III is a combination of Algebra and geometry topics with a further study of Probability and Statistics. The main focus will be on complex numbers, polynomial functions, exponential functions, logarithmic functions and circle trigonometry. Geometry topics will include similarity of triangles and circles and properties of circles and quadrilaterals. Probability and Statistics topics will include understanding the difference in ways of collecting data as well as interpreting that data in a meaningful way. <b>There is a required NC state End of Course test for this course.</b>
<b>Honors Math IV</b> 24095X0 Pender Early College Topsail Trask	11, 12	NC Math III	Honors Math IV is more demanding and has requirements beyond those of the standard Math IV course. Honors Math IV is an in-depth study of the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. Appropriate technology, including manipulatives, calculators and application software will be used regularly for instruction and assessment.
<b>Honors Pre-Calculus</b> 24035X0 Pender Early College Pender Topsail Trask	11, 12	NC Math III	This course provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling will be included throughout the course of study. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment. Students are expected to have a strong background in NC Math II and NC Math III. This course is a prerequisite for AP Calculus.



**AP Courses**

*Course content, pace and academic rigor is college level as adopted by the College Board and is geared to enable students to pass the AP exam. The course provides credit towards a high school diploma. **AP Courses are weighted quality points (see page 8) and may require a teacher recommendation.***

Course	Grade	Prerequisite	Description
<b>AP Calculus AB</b> 2A007X0 Topsail Trask	12	Pre-Calculus	This course is comparable to Calculus courses in colleges and universities and consists of a full academic year of work in Calculus. Emphasis is placed on the topic of elementary functions, differential calculus, integral calculus and limits. Upon completion of this college level course, students are expected to take the AP Exam. A qualifying grade (usually 3 or better) on the AP Exam may allow the student to receive college credit in most universities.
<b>AP Calculus BC</b> 2A017X0 Topsail	12	AP Calculus AB	This course extends the study of differential and integral calculus studied in Calculus AB. Additional topics include parametric and polar equations, sequences and series. Graphing calculator technology is used to enhance problem-solving capabilities. Calculus AB and Calculus BC together are equivalent to the first two semesters of college calculus. Upon completion of this course, students are expected to take the AP Exam. The Calculus BC Exam covers Calculus AB and BC and rewards two separate scores. A qualifying grade (usually 3 or better) on the AP exam may allow the student to receive college credit in most universities.
<b>AP Statistics</b> 2A037X0 Topsail Trask	11, 12	NC Math III	This course is equivalent to a one-semester introduction, non-calculus based college course in Statistics. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. They must also possess sufficient quantitative reasoning ability to interpret and discuss choices and outcomes. Unlike most math courses, students will be required to write interpretations of and conclusions drawn from their data. Upon completion of this college level course, students are expected to take the AP Exam. A qualifying grade (usually 3 or better) on the AP Exam may allow the student to receive college credit in most universities.



# SCIENCE

**Required: Three Courses: Earth/Environmental Science, Biology, and a Physical Science**

Course	Grade	Prerequisite	Description
<b>Earth/ Environmental</b> 35012X0 Pender Topsail Trask	9	None	This course is a study of fundamental concepts in Earth and Environmental Science. Broad topics to be covered include: Earth in the Universe and Earth Systems, Structures and Processes. Emphasis will be placed on human influences and the impact they have on the environment.
<b>Foundations of Biology</b> 30202X0FB Pender Early College	10, 11	None	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 nonliving world. Important topics include the physical, chemical, and cellular basis of life, energy acquisition and use, and the continuity of life (genetics).
<b>Biology</b> 33202X0 Pender Topsail Trask	10, 11	None	This course deals with the study of living things. Areas of study include: the cell, genetics, ecology, plant and animal groups.
<b>Chemistry</b> 34202X0 Topsail Trask	11, 12	NC Math II or Co-requisite: NC Math II	This course deals with matter and its changes. Presentation of course content is supplemented by laboratory investigations. Competence in Algebra skills is essential to success in Chemistry.
<b>Physical Science</b> 34102X0 Pender Early College Pender Topsail Trask	9, 10, 11	NC Math I or Co-requisite: NC Math I	This course is an introduction to the study of Chemistry and Physics. Topics that will be studied include: mechanics (motion, force, energy); structures and properties of matter, regularities in Chemistry; wave motion (waves, light, sound); electricity and magnetism.
<b>Physics</b> 34302X0 Topsail	10, 11, 12	NC Math II	This course attempts to explain the concepts of our physical world from a mathematical perspective. Topics covered include motion, electricity, work, force, light, sound and waves.

## Honors Level Courses

Course content, pace and academic rigor put high expectations on the student and surpasses standards specified by the NC Standard Course of Study. Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an End of Course exam where available. **Honors level courses are weighted quality points (see page 8) and *may* require a teacher recommendation.**

Course	Grade	Prerequisite	Description
<b>Honors Biology</b> 33205X0 Pender Early College Pender Topsail Trask	9, 10	None	This course is designed to give the college-bound student the fundamentals of life science with more challenge than most introductory Biology classes. Areas of study include: the cell, genetics, ecology and biotechnology. Emphasis is placed on the human and its relation to other living systems.
<b>Honors Chemistry</b> 34205X0 Pender Early College Pender Topsail Trask	10, 11, 12	NC Math II with an "A" or Honors NC Math II with "B" or higher  Co-requisite: Honors NC Math II	This course is designed for students who are able to grasp concepts quickly, have good problem solving skills and can handle algebraic equations with ease. Topics will be treated in more depth and at a faster pace than Chemistry.
<b>Honors Earth/Environmental</b> 35015X0 Pender Early College Pender Topsail Trask	9	None	This course is a study of fundamental concepts in Earth and Environmental Science. Broad topics to be covered include – Earth in the Universe and Earth: Systems, Structures and Processes. Emphasis will be placed on human influences and the impact they have on the environment. Topics will be treated in more depth and at a faster pace than Earth/Environmental Science.
<b>Honors Physics</b> 34305X0  Topsail	10, 11, 12	NC Math II	This course attempts to explain the concepts of our physical world from a mathematical perspective. Topics covered include motion, electricity, work, force, light, sound and waves. This is a rigorous course designed for the college-bound student. Topics will be treated in more depth and at a faster pace than Physics.

<b>Research Methods in Honors Biology</b> 30205X0 Topsail	10, 11, 12	Co-requisite: AP Biology	This course is the laboratory component of AP Biology. It is required to take this course in conjunction with AP Biology.
<b>Research Methods in Honors Chemistry</b> 30205X0 Topsail	10, 11, 12	Co-requisite: AP Chemistry	This course is the laboratory component of AP Chemistry. It is required to take this course in conjunction with AP Chemistry.
<b>AP Courses</b> <i>Course content, pace and academic rigor is college level as adopted by the College Board and is geared to enable students to pass the AP exam. The course provides credit towards a high school diploma. <b>AP Courses are weighted quality points (see page 8) and may require a teacher recommendation.</b></i>			
Course	Grade	Prerequisite	Description
<b>AP Biology</b> 3A007X0 Topsail Trask	10, 11, 12	Biology or Honors Biology  Chemistry is Strongly Recommended  Co-requisite: Honors Research Methods in Biology	This course focuses on an in-depth study of areas in Biology, including ecology, biochemistry, the cell, genetics, evolution, behavior, the kingdoms of life and human anatomy and physiology. It is designed for the college-bound student and emphasis will be placed on both lectures and the laboratories. This course covers two semesters of college level biology in a 1-year high school course.  For a detailed course description visit collegeboard.org. <i>Upon completion of this college level course, students are expected to take the AP Exam. A qualifying grade (usually 3 or better) on the AP Exam allow the student to receive college credit at most universities.</i>
<b>AP Chemistry</b> 3A017X0 Topsail	11, 12	Honors Chemistry or Chemistry is recommended but not required  Co-requisite: Honors Research Methods in Chemistry	This course covers two semesters of college-level chemistry in a 1-year high school course. It is designed for the college-bound student and emphasis will be placed on both lectures and laboratories. <i>Upon completion of this college level course, students are expected to take the AP Exam. A qualifying grade (usually 3 or better) on the AP Exam may allow the student to receive up to 8 hours of college credit in most universities.</i>  For a detailed course description visit collegeboard.org. <i>Upon completion of this college level course, students are expected to take the AP Exam. A qualifying grade (usually 3 or better) on the AP Exam allows the student to receive college credit at most universities.</i>
<b>AP Environmental Science</b> 3A027X0 Topsail Trask	10, 11, 12	NC Math I Biology  Chemistry or Physical Science is strongly recommended	This course focuses on an in-depth study of areas in Environmental Science, including scientific inquiry, interdependence of Earth's systems, population dynamics, renewable and nonrenewable resources, environmental quality, global changes and consequences and environmental decision making.  For a detailed course description visit collegeboard.org. <i>Upon completion of this college level course, students are expected to take the AP Exam. A qualifying grade (usually 3 or better) on the</i>

			<i>AP Exam allow the student to receive college credit at most universities.</i>
<b>AP Physics</b> 3A037X0 Topsail	10, 11, 12	Math II	<p>This class focuses on the foundational principles of physics by exploring Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Hands-on laboratory work will be used to investigate phenomena. For a detailed course description visit collegeboard.org.</p> <p><i>Upon completion of this college level course, students are expected to take the AP Exam. A qualifying grade (usually 3 or better) on the AP Exam allows the student to receive college credit at most universities</i></p>

## SCIENCE ELECTIVES

Course	Grade	Prerequisite	Description
<b>Honors Anatomy and Physiology</b> 33305X0 Topsail	10, 11, 12	Biology with a B average or higher	This course will cover the major structures of the human body as well as their corresponding functions. It will also address the integrated nature of body systems and how they maintain homeostatic balance.
<b>Forensic Science I</b> HL102X0 Topsail	11, 12	Biology and one physical science (chemistry, physical science or physics)	This course will focus on the collection and analysis of crime scene evidence (such as serology, toxicology, entomology, odontology and trace evidence), and explore lab analysis techniques (such as chromatography, DNA analysis, fingerprinting, and hair and footprint analysis and facial reconstruction). After successful course completion, students will be able to detect, collect, test, analyze and assess a variety of evidence and explain the significance and science of the evidence to a courtroom.
<b>Honors Forensic Science I</b> HL105X0 Pender Topsail	11, 12	Biology and one physical science (chemistry, physical science or physics)	This course will focus on an in depth collection and analysis of crime scene evidence (such as serology, toxicology, entomology, odontology and trace evidence), and explore lab analysis techniques (such as chromatography, DNA analysis, fingerprinting, and hair and footprint analysis and facial reconstruction). After successful course completion, students will be able to detect, collect, test, analyze and assess a variety of evidence and explain the significance and science of the evidence to a courtroom. In addition to the standard course expectations in Forensic Science, students will be expected to complete a series of academically based projects that apply knowledge to real-world situations. This course is not a physical science and does not fulfill the physical science graduation requirement.
<b>Oceanography</b> 35362X0 Topsail Trask	10, 11, 12	Earth/Environmental Science	This course is designed to develop basic understanding of the marine environment, and its effect and importance to man. Included in the course will be units dealing with tools of marine science; marine plant and animal life; the fisheries industry; farming or the sea; tides and currents; ocean topography; make-up of sea water; marine ecology; and man in the sea. This course is not a physical science and does not fulfill the physical science graduation requirement.
<b>Honors Oceanography</b> 35365X0 Topsail	9, 10, 11, 12	Earth/Environmental Science	This course is designed to develop in depth understanding of the marine environment, and its effect and importance to man. Included in the course will be units dealing with tools of marine science; marine plant and animal life; the fisheries industry; farming or the sea; tides and currents; ocean topography; make-up of sea water; marine ecology; and man in the sea. Emphasis will be placed on human influences and the impact they have on the marine environment. This course is not a physical science and does not fulfill the physical science graduation requirement.
<b>STEAM 1</b> 30202X0 Pender Early College	9, 10, 11, 12	None	The class will have a focus on STEAM, careers, research, community outreach, and leadership in the school, math and science literacy, and participation in science and math clubs. We will focus on problem solving, project development, and community service.
<b>STEAM 2</b> 30202X0 Pender Early College	9, 10, 11, 12	Steam I	The class will have a focus on STEAM, careers, research, community outreach, and leadership in the school, math and science literacy, and participation in science and math clubs. We will focus on problem solving, project development, and community service.

# SOCIAL STUDIES-FOR STUDENTS WHO ARE ENTERING HIGH SCHOOL FOR THE FIRST TIME 2020-2021

Required Four Courses: World History, American History, and Founding Principles of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance

Course	Grade	Prerequisite	Description
<b><u>World History</u></b> 43032X0 Trask Pender Topsail	9, 10, 11, 12	None	World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200.
<b><u>American History</u></b> 43112X0 Trask Pender Topsail	9, 10, 11, 12		The <i>American History</i> course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). While the scope begins with the French and Indian War, concepts and topics prior to the French and Indian War to establish context will be examined.
<b><u>Founding Principles of the United States of America and North Carolina: Civic Literacy</u></b> 43182X0 Trask Pender Topsail Pender Early College	9, 10, 11, 12		This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Because the civics and government strand is an integral part of the vertical learning progression of each course, kindergarten through high school, students are expected to enter this course with a fundamental knowledge and understanding of the structure and function of government and civic responsibility. This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles as identified by N.C. Session Law 2019-82, House Bill 924.
<b><u>Economic and Personal Finance</u></b> 43192X0 Trask Pender Topsail Pender Early College	11, 12	None	The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924.

## Honors Level Courses

Course content, pace and academic rigor put high expectations on the student and surpasses standards specified by the NC Standard Course of Study. Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an End of Course exam where available. Honors level courses are weighted quality points (see page 8) and may require a teacher recommendation.

Course	Grade	Prerequisite	Description
<b>American History Honors</b> 43115X0 Pender Pender Early College Trask	9, 10, 11	None	Providing a foundation to understand our nation's past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. American History course by requiring higher level thinking skills to complete course assignments. This American History course requires higher level thinking skills to complete course assignments and assessments will include larger writing portions.
<b>Honors Found Prin USA&amp;NC: Civic Literacy</b> 43185X0 Pender Early College Pender Topsail Trask	9, 10, 11, 12	None	Students will be required to complete outside reading and projects as directed by the teacher. This course extends beyond the scope of the regular Civic & Economics course by requiring higher level thinking skills to complete course assignments. Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America.
<b>Honors World History</b> 43035X0 Pender Early College Pender Topsail Trask	9, 10, 11, 12	None	Students will be required to complete outside reading and projects as directed by the teacher. This course extends beyond the scope of the regular World History course by requiring higher level thinking skills to complete course assignments. More independent reading writing assignments will be assigned. In addition, throughout the year, students will analyze primary and secondary documents on historical topics and discuss these in the realm of the subject being discussed.
<b>Honors Economics and Personal Finance</b> 43195X0 Pender Early College Pender Topsail Trask	11, 12 strongly recommended	None	Students will be required to complete outside reading and projects as directed by the teacher. This course extends beyond the scope of the regular World History course by requiring higher level thinking skills to complete course assignments. This course supports the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

**AP Courses<sup>9</sup>,**

*Course content, pace and academic rigor is college level as adopted by the College Board and is geared to enable students to pass the AP exam. The course provides credit towards a high school diploma. **AP Courses are weighted quality points (see page 8) and may require a teacher recommendation.***

Course	Grade	Prerequisite	Description
<b>AP Human Geography</b> 4A027X0 Pender	10,11, 12	Honors Social Studies Course recommended	The purpose of the AP Human Geography course is to introduce students to the systemic of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ special concepts and landscape analysis to examine human organization and its environmental consequences. They also learn about methods and tools geographers use in their science and practice.
<b>AP United States Government and Politics</b> 4A067X0 Topsail Trask	11, 12	Civics and Economics	AP Government and Politics US includes general concepts used to interpret US politics (specific examples will be analyzed). Students in this course will confront critical questions about the American political landscape and their roles as citizens. We will question the compatibility of capitalism and democracy, the balance between security and liberty, and the relationship between rights and responsibilities.
<b>AP Psychology</b> 4A057X0 Topsail	9, 10, 11, 12	Teacher recommendation	This course is designed to introduce the student to the systematic and scientific study of behavior and mental process of human beings. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They will learn about the ethics and methods psychologists use in their science and practice. Students will be required to complete outside reading and assignments as directed by the teacher. This course extends beyond the regular Psychology course by requiring more depth, higher order thinking skills, and an emphasis on the application of principles. <i>Students may only take one level of Psychology (On level, Honors, or AP) for credit throughout high school.</i>
<b>AP US History</b> 4A077X0 Topsail	11, 12	Civics and Economics	This course examines critical interpretive issues in American History from the Colonial Era to the present and required extensive writing i.e. document based questions and essays. The class is taught as a college course and has college-based expectations from students. The rigorous approach combines a narrative chronology of American development with an in-depth examination of ongoing problems in America. Upon completion of this college level course, students are expected to take the AP Exam. A qualifying grade (usually 3 or better) on the AP Exam may allow the student to receive college credit in most universities. AP US History is paired with Honors Turning Points in American History at Trask and Topsail.
<b>AP World History: Modern</b> 4A097X0 Topsail	9,10,11,12	Teacher Recommendation	This course has an advanced social studies curriculum. The primary purpose is to not only develop a greater understanding of the developments of world history in terms of the historical period- Ancient (before 300 BCE), Classical (300BCE-500CE), Post Classical/Medieval (500-1400), Early modern (1400-1800), Modern/Contemporary (1800 to present) but to see the various cultural differences and exchanges in global societies during those periods. In addition to looking at global history from the perspectives of change and continuity, students will develop advanced analytic reading and critical thinking skills through the analysis of primary source documents and their various perspectives. Students will also produce high quality academic writing that shows their understanding of historical themes, relationships, and changes.



# SOCIAL STUDIES ELECTIVES

Course	Grade	Prerequisite	Description
<b>Current Affairs</b> 48012XOCA Pender Early College	10, 11, 12	None	This course is designed to address current events, issues and people in the news. Among topics to be discussed and analyzed are technological issues such as nuclear weapons and arms control, environmental issues such as acid rain, human rights issues, economic issues, health issues such as drug abuse and the spread of AIDS, international economic and political issues stemming from the demand for democratic governments in nations of Latin America and Eastern Europe. Focus will be placed on the global context of these issues as well as their importance in local, state and national affairs.
<b>21st Century Global Geography</b> 45052XO Topsail	9, 10, 11, 12	None	This class will explore the geographic factors of the world and how they affect human life. The class will focus on the five themes of geography: location, place, movement, regions and human-environmental interaction. Students will be introduced to various cultures & ethnicities of the world as it is explored in the class through class discussion, lectures, readings, music, videos, student created projects, and food demonstrations.
<b>History vs. Hollywood</b> 48012X0CHH Pender Early College Topsail	10, 11, 12	None	This class will analyze films for historical accuracy. Students will not just be watching films, but completing research, writing comparative and narrative essays, completing projects related to the film and providing discussion. Students will also create their own films/plays. Parents will have to complete a film approval form to approve students having permission to view all films in the class. Alternative assignments may be provided as needed.
<b>Psychology</b> 44032X0 Topsail	10, 11, 12	None	Students enroll in this course to gain a better understanding of themselves, to learn more about adjusting to life and to gain more knowledge of how to solve life's problems. Topics included are personality, motivation, emotions, growth and development, mental health, mental illness, and social behavior.

# WORLD LANGUAGE

Not Required for high school graduation, but two courses are required for admission to any university.

Course	Grade	Prerequisite	Description
<b>ESL</b> 10382X0 Trask	9, 10, 11, 12	Limited English Proficient Status	This course provides English Language learning materials to students whose first language is not English. Areas covered are writing skills, reading skills and vocabulary building. Focus is placed on improving reading level and preparing for competency tests. Advanced students will receive tutoring in core subjects. <i>Students who qualify for Limited English Proficient Status can receive services in addition to this course.</i>
<b>Spanish I</b> 11412X0 Pender Topsail Trask	10, 11, 12	None	This is an introductory course and is designed to provide students with a foundation for understanding the Spanish language. The course covers beginning vocabulary, simple grammar, and sentence structure, as well as cultural elements of Spanish speaking countries. Students will learn to communicate in simple phrases and sentences and will develop basic listening, speaking, reading, and writing skills in Spanish.
<b>Spanish II</b> 11422X0 Pender Topsail Trask	10, 11, 12	Spanish I	This course is a continuation of Spanish 1, building upon the foundation of basic grammar, vocabulary, and sentence structure introduced in the first course. In Spanish 2, students will further develop their listening, speaking, reading, and writing skills, as well as their cultural understanding of Spanish-speaking countries. The course may include a focus on more complex grammatical structures and a wider range of vocabulary, through exposure to authentic materials such as news articles, literature, music (and/or) authentic videos.
<b>Spanish Heritage I</b> 11492X0 Trask Topsail	10, 11, 12	Teacher Recommendation	Spanish Heritage I is a course designed for native Spanish speakers who have already achieved some level of Spanish proficiency. The prospective student either learned Spanish as his/her first language, or learned English as his/her first language, but is exposed to Spanish at home. The course is not designed to replace ESL instruction, but instead to enhance the heritage language of the student. While many of the skills, processes and strategies will transfer to English, the course content will be delivered in Spanish. The curriculum for this course is based on the national standards and on the North Carolina Standard Course of Study. While the curriculum emphasizes the language skills of listening, reading, writing, and speaking: the course allows the student to use these skills in the study of literature, translation, culture and art and technology.

## Honors Level Courses

Course content, pace and academic rigor put high expectations on the student and surpasses standards specified by the NC Standard Course of Study. Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an End of Course exam where available. **Honors level courses are weighted quality points (see page 8) and *may* require a teacher recommendation.**

Course	Grade	Prerequisite	Description
<b>Honors Spanish III</b> 11435X0 Trask Topsail	10, 11, 12	Spanish II	This course is an expansion of Spanish I and II and strives to further listening, speaking, reading and writing skills. Emphasis is placed on reading comprehension and the analysis of original texts from the Hispanic Americas. Major movements in history and art may also be discussed as each relates quite well with literature. Oral and written self-expression in the target language is a major objective. Students receive honors credit.
<b>Honors Spanish IV</b> 11445X0 Trask	10, 11, 12	Spanish III	This course is an expansion of the Spanish I - III and strives to further listening, speaking, reading and writing skills. Emphasis is placed on reading comprehension and the analysis of original texts from Spain. Major movements in history and art may also be discussed. Another goal of the course is the use of Spanish outside of the classroom particularly in the professional arena. Thematic units revolve around fields such as medicine, social service, business, etc. Students will be given the opportunity to apply their language skills within the community as interpreters, tutors, translators, etc. Students receive honors credit.
<b>Spanish Heritage II</b> 11505X0 Trask	10,11, 12	Spanish for Native Speakers I or Spanish Heritage I	Spanish Heritage II is an <b>Honors course</b> designed for native Spanish speaking students who have already achieved some level of Spanish proficiency. The course is not designed to replace ESL instruction, but instead to enhance the heritage language of the student. While many of the skills, processes and strategies will transfer to English, the course content will be delivered in Spanish. The curriculum for this course is based on the national standards and on the North Carolina Standard Course of Study. While the curriculum emphasizes the language skills of listening, reading, writing, and speaking: the course allows the student to use these skills in the study of literature, translation, culture and art and technology. Students will interact and communicate in Spanish with Native speakers of the target language in the school or community. Interaction, writing, and proper grammar are the main focus at this level.

# FINE ARTS

## Honors Level Courses

Course content, pace and academic rigor put high expectations on the student and surpasses standards specified by the NC Standard Course of Study. Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an End of Course exam where available. **Honors level courses are weighted quality points (see page 8) and may require a teacher recommendation.**

Course	Grade	Prerequisite	Description
<b>Sports Filming &amp; Photography</b> <b>10252X0SFP</b> Pender	9, 10, 11, 12	None	Explore digital photography techniques as well as filming techniques while learning to enhance images by editing programs while focusing on sporting events. Through weekly photography and filming projects, combined with critiques and class discussions, students will examine the technical aspects of their work while preparing projects for online/social media publication. Course topics will include composition, the elements and principles of design, photography and filming basics, social media etiquette and expectations. Students will produce final products suitable for publication in both photography and film. Students will be expected to attend events after school hours and must have their own transportation to and from events.
<b>Beginning Dance</b> <b>51152X0</b> Trask Pender	9, 10, 11, 12	None	Beginning Dance explores dance and movement as a creative form of expression. Students develop proper body alignment, stamina, and flexibility through a modern dance approach as well as other dance forms. Students learn the roles of choreographers as well as dancers. Students will be working on original choreography and improvisational techniques. Various cultural dance aspects are also explored in beginning dance. Attendance of after school performance is required if performance opportunities are available.
<b>Intermediate Dance</b> <b>51162X0</b> Trask Pender	9, 10, 11, 12	None	Intermediate Dance explores various dance techniques at an intermediate level. It explores ballet, modern, jazz, cultural dance and performance abilities. Students will use improvisation to enhance their choreography skills and will be performing and presenting classroom choreography projects. Students will also study the history of dance. Attendance of after-school performances is required if performance opportunities are available.
<b>Proficient Dance</b> <b>51175X0</b> Trask Pender	10, 11, 12	Apply with a portfolio or audition	Proficient Dance explores the Essential Standards and Objectives for dance in greater detail. Students will work on furthering their technical skills and personal performance abilities through fitness and strengthening class. This course focuses also on individualizing choreographic skills and personalizing dance styles. Students will also study the history of dance. Attendance of after school performances is required if performance opportunities are available. <b>Honors</b>
<b>Advanced Dance</b> <b>51185X0</b> Trask Pender	9, 10, 11, 12	Apply with a portfolio or audition	Advanced Dance explores the Essential Standards and Objectives at the highest level. Students use criteria to analyze their technical abilities and performance skills. Students will also be journaling and keeping portfolios on original choreography. Students will use other disciplines such as literature, music, art and theatrical elements to enhance their dance works. Attendance of after-school performances is required if performance opportunities are available. <b>Honors</b>
<b>Beginning Guitar</b> <b>52162X0GB</b> Pender Trask	9, 10, 11, 12	None	This is an elective course for guitarists with little to no experience on the instrument. Students will learn open chords, power chords, moveable chords, single note (melody) playing, accompanying techniques, and a variety of playing techniques and styles. The course also includes music fundamentals, theory, songs,

			listening, improvising, and learning to read standard music notation as well as tablature.
<b>Guitar</b> 52172X0 (Intermediate G) 52185X0GP (Proficient G) 52195X0GA (Advanced G)  Pender Trask	9, 10, 11, 12	Beginning Guitar	This is an elective course for intermediate, proficient, and advanced guitarists with little to no experience on the instrument. Students will learn open chords, power chords, moveable chords, single note (melody) playing, accompanying techniques, and a variety of playing techniques and styles. The course also includes music fundamentals, theory, songs, performances, listening, improvising, and learning to read standard music notation as well as tablature.
<b>Color Guard: Beginner/Intermediate</b> 52962 (Beginner CG) 52962 (Intermediate CG) Pender Topsail	9,10, 11, 12	Placement Audition/Teacher Recommendation	The Color Guard class offers instruction for all beginning and intermediate guard members. Instruction will include movement basics, equipment basics on flag and rifle, performance observation and analysis, and basic design and choreography. Color Guard performs for all home varsity football games, Saturday band competitions and may also perform for local parades and indoor performances. Color Guard includes mandatory band camp that meets during the summer. This class <b>REQUIRES</b> rehearsal and performance time outside of the normal school day. Fundraisers will be held throughout the year to raise money to cover the costs of participating in this ensemble. Participation is required for all trips, performances, and events.
<b>Color Guard: Proficient/Advanced</b> 52962 (Proficient CG) 52962 (Advanced CG) Topsail	10, 11, 12	Placement Audition//Teacher Recommendation	The <b>honors</b> Color Guard class offers instruction for all proficient and advanced level guard members. Instruction will include movement basics, equipment basics on flag and rifle, performance observation and analysis, and basic design and choreography. Color Guard performs for all home varsity football games, Saturday band competitions and may also perform for local parades and indoor performances. Color Guard includes mandatory band camp that meets during the summer. This class <b>REQUIRES</b> rehearsal and performance time outside of the normal school day. Fundraisers will be held throughout the year to raise money to cover the costs of participating in this ensemble. Participation is required for all trips, performances, and events.
<b>Marching Band Beginning</b> 52552X0 Pender Topsail	9, 10, 11, 12	*Middle School experience strongly recommended	This course is designed for the student with limited musical performance experience but wishes to learn the fundamentals of instrumental music and participation in ensembles. The student will learn concepts and fundamentals of playing an instrument and performing in an outside marching environment. Band students perform for all home varsity football games, Saturday band competitions and may also perform for local parades and indoor concert performances. Marching Band includes mandatory band camp that meets during the summer. This class <b>REQUIRES</b> rehearsal and performance time outside of the normal school day. It is highly suggested that the student also registers for Symphonic Band in the Spring semester. Fundraisers will be held throughout the year to raise money to cover the costs of participating in this ensemble. Participation is required for all trips, performances and events.
<b>Marching Band: Intermediate</b> 52562X0 Pender Topsail Trask	9, 10, 11, 12	Placement Audition/Teacher Recommendation	This course serves the student who has achieved an Intermediate level by audition. The student will continue with musical studies on a band instrument and learn advanced concepts and fundamentals of playing an instrument and performing in an outside marching environment. Band students perform for all home varsity football games, and Saturday band competitions, and may also perform for local parades and indoor concert performances. Marching Band includes a mandatory band camp that meets during the summer. This class <b>REQUIRES</b> rehearsal and performance time outside of the normal school day. It is highly suggested that the student also registers for Symphonic Band in the Spring Semester. *Fundraisers will be held throughout the year to raise money to cover the costs of participating in this ensemble. Participation is required for all trips, performances, and events.

<b>Marching Band:</b> <b>Proficient</b> 52575X0 Pender Topsail Trask	10, 11, 12	Placement Audition/Teacher Recommendation	Proficient level Marching Band is an <b>honors course</b> for students who have achieved a proficient level by audition. The student will continue with musical studies on a band instrument and learn advanced concepts and fundamentals of playing an instrument and performing in an outside marching environment. Band students perform for all home varsity football games, and Saturday band competitions, and may also perform for local parades and indoor concert performances. Marching Band includes a mandatory band camp that meets during the summer. This class <b>REQUIRES</b> rehearsal and performance time outside of the normal school day. Students are expected to audition for and participate in All County Band and All District Band. It is highly suggested that the student also registers for Symphonic Band in the Spring Semester. *Fundraisers will be held throughout the year to raise money to cover the costs of participating in this ensemble. Participation is required for all trips, performances, and events.
<b>Marching Band:</b> <b>Advanced</b> 52585X0 Pender Topsail Trask	11, 12	Placement Audition/Teacher Recommendation	Advanced level Marching Band is an <b>honors course</b> for students who have achieved and advanced level by audition. The student will continue with musical studies on a band instrument and learn advanced concepts and fundamentals of playing an instrument and performing in an outside marching environment. Band students perform for all home varsity football games, and Saturday band competitions, and may also perform for local parades and indoor concert performances. Marching Band includes a mandatory band camp that meets during the summer. This class <b>REQUIRES</b> rehearsal and performance time outside of the normal school day. Students are expected to audition for and participate in All County Band and All District Band. It is highly suggested that the student also registers for Symphonic Band in the Spring Semester. *Fundraisers will be held throughout the year to raise money to cover the costs of participating in this ensemble. Participation is required for all trips, performances, and events.

<b>Symphonic Band:</b> <b>Beginning</b> 52552X0 Pender Topsail	9, 10, 11, 12	*Middle School experience strongly recommended	This course is designed for the student with limited musical performance experience but wishes to learn the fundamentals of instrumental music and participation ensembles. The student will learn concepts and fundamentals of playing an instrument and performing in an ensemble. Band students will perform in a variety of concert settings including indoors festivals and parades. This class <b>REQUIRES</b> time outside the normal classroom day.
<b>Symphonic Band:</b> <b>Intermediate</b> 52575 Pender Topsail Trask	10, 11, 12	Placement Audition/Teacher Recommendation	Proficient level Symphonic Band is an <b>honors course</b> for students who have achieved a proficient level by audition. Students will continue musical studies on a band instrument while interacting within a large ensemble. Band students will perform in a variety of concert settings including indoors, festivals, and parades. Students are expected to audition for and participate in All County Band and All District Band. The class <b>REQUIRES</b> time outside the normal classroom day.
<b>Symphonic Band:</b> <b>Proficient</b> 52575X0CS Pender Topsail Trask	10, 11, 12	Placement Audition/Teacher Recommendation	Proficient level Symphonic Band is an <b>honors course</b> for students who have achieved a proficient level by audition. Students will continue musical studies on a band instrument while interacting within a large ensemble. Band students will perform in a variety of concert settings including indoors, festivals, and parades. Students are expected to audition for and participate in All County Band and All District Band. The class <b>REQUIRES</b> time outside the normal classroom day.
<b>Symphonic Band:</b> <b>Advanced</b> 52585X0 Pender Topsail Trask	11, 12	Placement Audition	Advanced level Symphonic Band is an <b>honors course</b> for students who have achieved an advanced level by audition. Students will continue musical studies on a band instrument while interacting within a large ensemble. Band students will perform in a variety of concert settings including indoors festivals and parades. Students are expected to audition for and participate in All County Band and All District Band. This class <b>REQUIRES</b> time outside the normal classroom day.

<b>Jazz Ensemble: Proficient</b> 52962(Jazz) Topsail	9, 10, 11, 12	Placement audition/Teacher Recommendation: Student must be at the P/A level. Participation in either Marching Band or Symphonic Band is mandatory.	Proficient level Jazz Band is an <b>honors course</b> for students who have achieved proficient level by audition. This course will offer instruction and experience with jazz as a serious art form through the performance medium. Emphasis is on performance and students will continue learning fundamentals of various jazz styles and techniques. Students will continue to develop improvisation and have opportunities to perform solos in public. They will also learn leadership and sectional rehearsal techniques. The group will have a balanced instrumentation and will perform frequently at outside events. This class is a flex schedule class meeting before school and <i>REQUIRES</i> time outside the normal classroom day. Participation in either <u>Marching Band</u> or <u>Symphonic Band</u> is mandatory.
<b>Jazz Ensemble: Advanced</b> 52962 (Jazz) Pender Topsail	10, 11, 12	Placement Audition/Teacher Recommendation	Advanced level Jazz Band is an <b>honors course</b> for students who have achieved advanced level by audition. This course will offer instruction and experience with jazz as a serious art form through the performance medium. Emphasis is on performance and students will continue learning fundamentals of various jazz styles and techniques. Students will continue to develop improvisation and have opportunities to perform solos in public. They will also learn leadership and sectional rehearsal techniques. The group will have a balanced instrumentation and will perform frequently at outside events. This class is a flex schedule class meeting before school and <i>REQUIRES</i> time outside the normal classroom day. Participation in either <u>Marching Band</u> or <u>Symphonic Band</u> is mandatory.
<b>Music Exploration</b> 52962X0 Pender	9,10,11,12	None	Music exploration is a beginning level class that introduces students to the basic elements of music literacy, response, and creation. Students will explore music notation, music history, and the science and math of music; learn to listen critically to modern music and music of the past; and learn about the technology in music and music creation. No previous knowledge about music is necessary.
<b>Music Independent Study</b> 52962 Pender Topsail	11, 12	Placement Audition/Teacher Recommendation: Advanced Level	Independent study in music is an <b>honors level course</b> designed for proficient/advanced level music students who seek to learn more in a detailed field of study related to music. This can include, but not limited to, musical composition/arranging, jazz improvisation, marching band show design, conducting, advanced performance techniques, mastery of a secondary instrument, music technology, and music business. The student should discuss the desired educational outcomes with the instructor in order to design a learning plan for the program. Time will be required outside of the regular school day to fulfill learning objectives.
<b>AP Music Theory</b>  5A017X0 Topsail	10, 11, 12	AP Music Theory	AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.
<b>Vocal Music: Beginning</b> 52302X0 Pender Trask	9, 10, 11, 12	None	This course is designed for the student with limited or no previous musical performance experience, but wishes to learn the fundamentals of music in order to enter a music ensemble. Chorus emphasizes vocal music as well as basic music literacy and skills. This course <i>REQUIRES</i> rehearsal and performance time outside of the normal school day. Students will be prepared to audition for placement at intermediate level choral classes.
<b>Vocal Music: Intermediate</b> 52312X0 Chorus Pender Trask	9, 10, 11, 12	Placement Audition	This course is a performing class designed to teach the fundamentals of vocal music. Students will continue to develop performing and rehearsal techniques with a vocal ensemble. This course <i>REQUIRES</i> time outside the normal classroom day

<b>Honors Vocal Music: Proficient</b> 52325X0 Pender Trask	10, 11, 12	Placement Audition	<p>Proficient level chorus is an <b>honors</b> performing class designed to continue the study of vocal music. Students will continue to develop performing and rehearsal techniques with a vocal ensemble. Leadership and rehearsal techniques will be stressed. This course <b>REQUIRES</b> time outside the normal classroom day.</p>
<b>Honors Vocal Music: Advanced</b> 52335X0 Pender Trask	11, 12	Placement Audition	<p>Advanced level chorus is an <b>honors</b> performing class designed to continue the study of vocal music. Students will continue to develop performing and rehearsal techniques with a vocal ensemble. They will also exhibit leadership and help teach rehearsal techniques and lead sectionals, as well as participate in the choir council and assist in planning choral activities. This course <b>REQUIRES</b> time outside the normal classroom day.</p>
<b>Theatre Arts Beginning</b> 53152X0 Pender Topsail Trask	9, 10, 11, 12	None	<p>This course is designed to introduce traditions, roles, and conventions of Theatre as an art form. 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.</p> <p>The student will learn to illustrate appropriate theatre etiquette and theatrical elements as a member of an audience, as a performer, and as a technician. Students will identify and use the tools of acting by exploring and understanding Theatre games and exercises and using methods of improvisation, pantomime, monologue, and poetry performance. There is also focus on set, light, costume and makeup design; as well as character development and script analysis. Students will also learn the various professions which are tied to the theatre. Participation in Theatre productions may be mandatory</p>
<b>Theatre Arts: Intermediate</b> 53162X0 Pender Topsail Trask	10, 11, 12	Placement Audition and / or Teacher Recommendation Required	<p>Theatre Arts (Intermediate) is designed for students who wish to continue their exploration of theatre arts. This course is designed for the student who has experienced success in Beginning Theatre and who is serious about the subject. Emphasis is on improving acting skills/technical Theatre skills mastered in first year Theatre.</p> <p>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.</p> <p>Students will focus further on script analysis through the study of history and human behavior and will use technical knowledge and design skills to formulate designs and implement them into performance. Class performances are required may require some after school activity.</p>



<b>Honors Theatre Arts: Proficient</b> 53175X0 Pender Topsail Trask	11, 12	Placement Audition/Teacher Recommendation Required	<p>Proficient level Theater is an honors course for students who have achieved proficient level by audition. This course is designed for the dedicated Theatre student who enjoys performing, writing, analyzing, directing, technical Theatre, creating original works, plays and productions. This course follows Objectives for Theater with greater complexity, expectations, and rigor.</p> <p>Course work will include performance, technical Theatre skills and analysis. Students will also learn about various acting methods and pioneers in the Theatre world. Students are required to perform in school and public productions and commit to extracurricular activities for this course. This course REQUIRES time outside the normal classroom day. Full-length and one-act plays are produced. Attendance at after-school rehearsals and all performances is required.</p>
<b>Honors Theatre Arts: Advanced</b> 53185X0 Pender Topsail Trask	11, 12	Placement Audition/Teacher Recommendation Required	<p>Honors Theatre Arts (Advanced) is the highest level theater course is an honors course for students who have achieved advanced level by audition. This course follows Objectives for Theater with greater complexity, expectations, and rigor. This course concentrates on in-depth research, analysis, reflection, application, production, and performance.</p> <p>This course is designed for the serious and dedicated drama student who is considering furthering their knowledge in Theatre in college and/or heading for career opportunities in the field. This is a performance based class and is designed to help the Theatre student further and broaden their understanding of Theatre and Theatre experience. Students are expected to perform in school and public productions and commit to extracurricular activities. Full-length plays are produced. Attendance at after-school rehearsals and all performances is required. This course REQUIRES time outside the normal classroom day.</p>
<b>Honors Theatre Arts Production: Advanced</b> 53645X0 Production Pender Topsail	11, 12	Placement Interview/Audition, Letter of recommendation	<p>Advanced level Theater Production is an honors course for students who have achieved advanced level as demonstrated through mastery and documented through a placement interview and audition. This class will provide practical working experience and the foundation for the Major School production.</p> <p>Students will design and build sets, work out lighting, costuming, makeup, and public relations. Students will hold Auditions and utilize all production conventions and theatrical elements for this class. This course is designed to extend the students' training from rehearsal through the run of a production. This course follows Objectives for Theater with greater complexity, expectations, and rigor.</p> <p>All students are required to participate in the production. Students are expected to perform in school and public productions and commit to extracurricular activities. This course REQUIRES time outside the normal classroom day.</p>
<b>Theatre Arts Independent Study</b> 53802X0	11, 12	Placement Audition/Teacher Recommendation Required	<p>Theater Arts Independent Study is an advanced level honors course that incorporates the goals and objectives of theater arts at the high school level. The student in the course may focus on one specific aspect of theatre, but the other aspects will be addressed and integrated into the course since the process of creating and</p>

Pender Topsail			producing theatre encompasses all of them and they are all inherently part of this collaborative art form. The emphasis for the course may be on one or more of the following: Playwriting, Acting, Directing, Theatre criticism, designing in all areas of technical theatre, technical theatre, play production, Researching theatre history, literature, criticism and/or theory. Students will propose topics and work Independently to learn more about the process of Theatre.
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<b>Visual Arts: Beginning</b> 54152X0 Pender Topsail Trask	9, 10, 11, 12	None	This course is a beginning level class that introduces the student to artistic concepts and processes. Technical development focuses on drawing and design skills, with both 2 and 3 dimensional projects. Aesthetics, criticism, and art history are introduced. A sketch book may be required for this class.
<b>Visual Art Specialization (Crafts) Beginning</b> 54612X0 Trask	9, 10, 11, 12	None	Foundation level class that explores world cultures and life experiences through art media. Technical focus is on 2- and 3-dimensional media and processes, both traditional and innovative. Cultural context, life application and artistic expression are part of each project. Weekly academic work includes a related cultural reading and written reflective response to that reading. Interdisciplinary focus is on world cultures and human development. A sketchbook may be required for this course.
<b>Visual Art Specialization (Crafts) Intermediate</b> 54622X0 Trask	9, 10, 11, 12	None	Intermediate level course for the student who was successful in Crafts beginning. The focus of this course is on human needs, world cultures, and crafts. Technical focus is on learning processes of greater complexity. Academic work includes cultural research and project development. A sketchbook may be required for this course.
<b>Visual Art Specialization (Crafts) Proficient-Honors</b> 54635X0 Trask	10, 11, 12	Apply with a portfolio or audition	Honors level course for students who have been successful in previous levels and have expressed serious interest in cultural crafts. Studio work focuses on improving technical abilities, creative interpretation, and further understanding of traditional crafts processes. Academic work includes cultural research, service learning, and creative exploration. A sketchbook may be required for this course.
<b>Visual Art Specialization (Crafts) Advanced- Honors</b> 54645X0 Trask	10, 11, 12	Apply with a portfolio or audition	Honors level course for students who excel in previous classes. Studio skills will be refined and developed, with advanced processes introduced. Academic work focuses on independent research, creative development, service learning and exploring the economics of crafts. A sketchbook may be required for this course.
<b>Visual Art: Intermediate</b> 54162X0 Pender Topsail Trask	10, 11, 12	Portfolio Placement/ Teacher Recommendation Required	Intermediate Art is designed for students who have achieved success in Beginning Art. This course expands on and explores the connections between critical and creative thinking. Technical development focuses on applied design principles and composition. Aesthetics, criticism and art history are applied through academic work, critiques and the beginning development of the student's individual concept of art. A sketchbook may be required for this course.

<b>Honors Visual Art: Proficient</b> 54175X0 Pender Topsail Trask	10, 11, 12	Portfolio Placement/Teacher Recommendation Required	<p>Proficient Art is an honors level course designed for students who have achieved success in Intermediate Art and have had a portfolio placement/teacher recommendation. This course provides students with opportunities to refine and experiment with new media. Critiques and portfolio development are essential to this course. A sketchbook may be required for this course.</p>
<b>Honors Visual Art: Advanced</b> 54645X0 Pender Topsail Trask	11, 12	Portfolio Placement/Teacher Recommendation Required	<p>Advanced Art is an honors level course designed for students who have achieved success in Proficient Art and have had a portfolio placement/teacher recommendation. Students produce portfolios that address their technical and conceptual development as an artist. Academic inquiry into aesthetics, criticism and art history is required. Critiques and portfolio development are essential to this course. A sketchbook may be required for this course.</p>
<b>AP Art and Design: 2-D Design</b> 5A027X0 Topsail	11, 12	Portfolio Placement/Teacher Recommendation Required	<p>The AP Art and Design Program includes three different courses: AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing. Students will develop a body of artwork and communicate their ideas through written and visual expression. The class is taught as a college course and has college-based expectations from students. Students should have prior successes in previous visual arts courses along with teacher recommendation. Students will submit a portfolio of artwork to the College Board for their AP Exam. A qualifying grade (usually 3 or better) on the AP Exam may allow the student to receive college credit in most universities.</p>
<b>AP Art and Design: 3-D Design</b> 5A037X0 Topsail	11, 12	Portfolio Placement/Teacher Recommendation Required	<p>The AP Art and Design Program includes three different courses: AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing. Students will develop a body of artwork and communicate their ideas through written and visual expression. The class is taught as a college course and has college-based expectations from students. Students should have prior successes in previous visual arts courses along with teacher recommendation. Students will submit a portfolio of artwork to the College Board for their AP Exam. A qualifying grade (usually 3 or better) on the AP Exam may allow the student to receive college credit in most universities.</p>
<b>AP Art and Design: Drawing</b> 5A047X0 Topsail	11, 12	Portfolio Placement/Teacher Recommendation Required	<p>The AP Art and Design Program includes three different courses: AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing. Students will develop a body of artwork and communicate their ideas through written and visual expression. The class is taught as a college course and has college-based expectations from students. Students should have prior successes in previous visual arts courses along with teacher recommendation. Students will submit a portfolio of artwork to the College Board for their AP Exam. A qualifying grade (usually 3 or better) on the AP Exam may allow the student to receive college credit in most universities.</p>
<b>ART 283 Ceramics I</b> 5C245X0 Topsail	10, 11, 12	Portfolio Placement/Teacher Recommendation Required	<p>Ceramics I is for students who have an interest in working with clay. This course gives students experiences in making functional and sculptural pieces, using a variety of techniques, such as hand-building (coil, slab, and pinch methods), glazing, and introduction to the potter's wheel. Art history, criticism, and aesthetics are experienced through visual, verbal, and written means.</p>
<b>Visual Art: Independent Study</b> 54202X0 Pender Topsail	11, 12	Portfolio Placement/Teacher Recommendation Required	<p>Visual Arts Independent Study is an advanced level honors class that meets the goals and objectives of visual art at the high school level. Academic inquiry into aesthetics, criticism and art history is required. Creative sketchbook exploration leads to innovative visual responses and research supported projects. Collaborative and independent service projects are required as well as a digital and physical portfolio of work. The emphasis for the course may be on one or more of the following: drawing, painting, mixed media, sculpture,</p>

			crafts, fibers, art, history, aesthetics, criticism, photography or graphic design. See instructor for additional options. A sketchbook is required for this course.
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## HEALTH & PHYSICAL EDUCATION

Required Courses: One Course

Course	Grade	Prerequisite	Description
<b>Health/PE</b> 60492X0 Pender Topsail Trask	9, 10, 11, 12	None	Students will study topics related to mental health, nutrition, chemical and substance abuse, safety and first aid, chronic diseases and family life. PE activities will emphasize physical fitness, games, sports and recreational activities. <i>This is a required course for all ninth graders and is also required for graduation.</i>

## PHYSICAL EDUCATION ELECTIVES

Course	Grade	Prerequisite	Description
<b>Weight Training</b> 60192X0 Topsail Trask	10, 11, 12	Health/ PE or previous PE elective	This course is designed primarily for weight training, isometrics, agility drills, running drills and stretching exercises with major emphasis on the physical development of the student.
<b>Advanced Weight Training</b> 60392X0 Pender Trask	10, 11, 12	Participate in a JV or Varsity sport or coach recommendation	This course is designed primarily for weight training, isometrics, agility drills, running drills and stretching exercises with major emphasis on the physical development of the student.
<b>Aerobics</b> 60392X0 Pender	10, 11, 12	Health/ PE or previous PE elective	Students will learn the basic benefits of aerobics, including the calculation of target heart rates. Students will understand nutrition and weight control concepts. Students will develop improved cardiovascular fitness while participating in the following aerobic activities: high, low and combination impact classes, run and walk exercise circuit training, step aerobics and weight training.
<b>Healthful Living</b> 60192X0 Pender	9, 10, 11, 12	None	Students will learn basic benefits of healthful living including nutrition, exercise, and cardio.
<b>Lifetime Fitness/Weight Training I -</b> 60292X0WT1 Topsail	10, 11, 12	Health and Physical Education I	Lifetime fitness/weight training I - IV emphasize cardiovascular conditioning, flexibility, and total body strength improvement. The students will improve their personal level of fitness while learning the value of fitness to maintain a healthy lifestyle.

<b>Lifetime Fitness/Weight Training II-</b> 60292X0WT2 Topsail	10, 11, 12	Health and Physical Education I	Lifetime fitness/weight training I - IV emphasize cardiovascular conditioning, flexibility, and total body strength improvement. The students will improve their personal level of fitness while learning the value of fitness to maintain a healthy lifestyle.
<b>Honors Lifetime Fitness/Weight Training III -</b> 60292X0WT3 Topsail	10, 11, 12	Health and Physical Education I	Lifetime fitness/weight training I - IV emphasize cardiovascular conditioning, flexibility, and total body strength improvement. The students will improve their personal level of fitness while learning the value of fitness to maintain a healthy lifestyle.
<b>Honors Lifetime Fitness/Weight Training IV -</b> 60292X0WT4 Topsail	11, 12	Health and Physical Education I	Lifetime fitness/weight training I - IV emphasize cardiovascular conditioning, flexibility, and total body strength improvement. The students will improve their personal level of fitness while learning the value of fitness to maintain a healthy lifestyle.
<b>Sports Medicine I</b> 60632X0 THS	10, 11, 12	Health and Physical Education I	This course introduces the student to athletic training procedures as they relate to the athlete, physical educator, coach, and athletic trainer. The course includes the history of the athletic training profession, ethics, proper recording of injuries, basic taping procedures, and principles of athletic training.
<b>Sports Medicine II</b> 60642X0 THS	11, 12	Sports Medicine I, Application process; offered only 4th period; limited to 10 students	This course is designed for students wanting to further their knowledge in the field of athletic training through the integration of information presented in Sports Medicine I. The primary focus includes but is not limited to the following topics: human anatomy, exercise physiology, biomechanics, kinesiology, specific sports injuries or conditions related to the foot/ankle/lower leg, knee, shoulder, elbow, forearm, wrist/hand, hip, thigh, groin, pelvis, abdomen, thorax, lumbar/thoracic/cervical spine, head, face, in addition to other health considerations and advanced taping techniques. Students may be required to engage in practical experience outside of class for the purpose of applying knowledge and techniques learned in class.
<b>Team Sports</b> 60602X0 PHS	9, 10, 11, 12	Health and Physical Education I	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.
<b>Physical Education II- Team Sports -</b> 60292X0TS Topsail	10, 11, 12	Health and Physical Education I	Physical Education II - IV will help students improve a variety of physical education skills and techniques. The advanced physical education courses address overall physical conditioning and includes running, calisthenics, and activities designed to increase strength, stamina, and endurance. The student must pass each level course to advance.
<b>Physical Education III- Personal Fitness</b> - 60292X0PF Topsail	10, 11, 12	Health and Physical Education I	Physical Education II - IV will help students improve a variety of physical education skills and techniques. The advanced physical education courses address overall physical conditioning and includes running, calisthenics, and activities designed to increase strength, stamina, and endurance. The student must pass each level course to advance.
<b>Physical Education IV- Lifetime Sports -</b> 60292X0LS Topsail	10, 11, 12	Health and Physical Education I	Physical Education II - IV will help students improve a variety of physical education skills and techniques. The advanced physical education courses address overall physical conditioning and includes running, calisthenics, and activities designed to increase strength, stamina, and endurance. The student must pass each level course to advance.

# JROTC

Course	Grade	Prerequisite	Description
<b>JROTC Leadership Education &amp; Training I</b> 95012X0 Pender Trask	9, 10, 11, 12	None	This course introduces the Army Junior Reserve Officer Training Corps (JROTC) program and develops knowledge of the rights, responsibilities, privileges and freedoms that underlie good citizenship. Cadets receive basic instruction in oral and written communications, study skills, leadership, physical fitness, drill and ceremonies, map reading, military history and citizenship. Cadets will perform a variety of school and community service activities to include a service-learning project. Extracurricular opportunities exists in both individual and team competition initiatives – rifle, drill and raider (fitness/military skills) – and in field trips, orientations, battlefield visits, parades, colors presentations, hikes, et al. Cadets will wear the Army uniform one entire school day each week and as otherwise directed. Cadets incur no military obligation. However, the successful completion of the first year of JROTC can entitle cadets to placement credit in college Army ROTC or advanced rank (enlisted grade two) in the Armed Forces.
<b>JROTC Leadership Education &amp; Training II</b> 95022X0 Pender Trask	10, 11, 12	Successful completion of previous JROTC Level	Cadets demonstrate knowledge of the ethical values and principles of good citizenship and display basic leadership skills. They receive intermediate level instruction in the same subject areas as in the first year but with additional emphasis on “Foundations of Success” consisting primarily of nutrition and health and life skills. Selected cadets serve in “first line” leadership positions in the cadet battalion and assist in some instruction presented to first-year students.
<b>JROTC Leadership Education &amp; Training III</b> 95032X0 Trask Pender	11, 12	Successful completion of previous JROTC Level regardless of Service.	Cadets practice problem solving/decision making techniques while serving in “middle management” leadership positions in the cadet battalion. Additional instructional emphasis at this level addresses, oral presentation (staff briefing), military history and “Unlocking Your Potential.” These cadets assist in some instruction presented to first-year and second-year cadets and provide primary leadership to team initiatives in rifle, drill and raider.
<b>JROTC Leadership Education &amp; Training IV</b> 95042X0 Trask Pender	12	Successful completion of previous JROTC Level regardless of Service.	Cadets continue to practice problem-solving/decision making techniques while serving in top leadership and staff positions in the cadet battalion. Under Instructor guidance, the cadets run the day-to-day JROTC operations, plan activities and maintain administrative and logistics files. The cadets assist in instruction to junior cadets and are responsible for teaching basic skills.
<b>Honors JROTC Leadership Education &amp; Training III</b> 95035X0LE3 Trask Pender	11, 12	Recommended prerequisite(s): JROTC II	This is an <b>honors</b> level course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the fall semester. Spring semester is by Senior Army Instructor’s approval only.  The course is designed to give the JROTC III level cadets a better understanding of leadership through management of the cadet corps or major projects in support of the cadet corps such as the military ball, major award ceremonies, and formal inspections.

			<p>In addition to regular JROTC III academic instruction, the JROTC III Honors cadet is required to read and report, both verbally and in writing, on four selected books or readings about leadership. The Honors cadet is expected to participate in JROTC extra-curricular activities such as the competitive drill team. They are also expected to lead and/or participate in major events, marching activities, physical training and other assigned projects.</p>
<b>Honors JROTC Leadership Education &amp; Training IV</b> 95045X0LE4 Trask Pender	11, 12	Recommended prerequisite(s): JROTC III	<p>This is an honors level course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the fall. Spring semester is by Senior Army Instructor's approval only.</p> <p>The course is designed to give the JROTC IV cadets a better understanding of leadership through management of the cadet corps or major projects in support of the cadet corps such as the military ball, major award ceremonies, and formal inspections.</p> <p>In addition to regular JROTC IV academic instruction, the JROTC IV Honors cadet is required to read and report, both verbally and in writing, on four selected books or readings on famous historical military leaders. The Honors cadet is expected to participate in JROTC extra-curricular activities such as the competitive drill team. They are also expected to lead d/or participate in major events, marching activities, physical training and other assigned projects.</p>
<b>Coast Guard JROTC MARITIME SCIENCE I</b> 95012X0CG1 Topsail	9, 10, 11, 12	None	<p>This course introduces the Coast Guard Junior Reserve Officer Training Corps (JROTC) program and develops knowledge of the rights, responsibilities, privileges, and freedoms that underlie good citizenship. Cadets receive basic instruction in oral and written communications, study skills, leadership, health and well-being, physical fitness, drill and ceremonies, government and citizenship, Coast Guard missions, assets, and organization of the service.</p> <p>Cadets will perform a variety of school and community service activities to include a service-learning project. Extracurricular opportunities exist in both individual and team competition initiatives – marksmanship, Color Guard, drill, and athletic team. (fitness/military skills). Other activities include field trips, orientations, military unit visits, parades, colors presentations, hikes, et al. Cadets will wear the Coast Guard uniform one entire school day each week and as otherwise directed. Cadets will perform drill once a week and participate in other physical fitness activities twice a week. Cadets incur no military obligation. However, the successful completion of the CGJROTC Maritime Science I-III curriculum may entitle cadets to placement credit in college ROTC or enlistment at a higher rank in the Armed Forces.</p>
<b>Coast Guard JROTC MARITIME SCIENCE II</b> 95022X0CG2 Topsail	10, 11, 12	Successful completion of Maritime Science I and a Positive SMSI/MSI Recommendation	<p>Cadets demonstrate knowledge of the ethical values and principles of good citizenship and display basic leadership skills. Cadets will be introduced to oceanography, atmospheric influences and how they impact Earth's weather. Selected cadets serve in "first line" leadership positions in the CGJROTC unit and assist in some instruction presented to Maritime Science I cadets. Cadets will continue to participate in all physical and community service activities outlined in Maritime Science I, as well as have all extra-curricular activities available to them. Cadets will demonstrate an understanding of the evolution of maritime sea power and America's history from the American Revolution to present day, primarily from a maritime sea-services perspective. Successful completion of the</p>

			CGJROTC Maritime Science I-III curriculum may entitle cadets to placement credit in college ROTC or enlistment at a higher rank in the Armed Forces.
<b>Coast Guard JROTC MARITIME SCIENCE III</b> 95032X0CG3  Topsail	11, 12	Successful completion of Maritime Science II and a Positive SMSI/MSI Recommendation	Cadets practice problem solving/decision making techniques while serving in “middle management” leadership positions in the CGJROTC unit. Additional instructional emphasis at this level addresses, oral presentation (staff briefing), military history and “Unlocking Your Potential.” These cadets assist in some instruction presented to Maritime Science I and II cadets and provide primary leadership to unit team initiatives such as marksmanship, Color Guard, drill and athletic teams. Cadets will continue to participate in all physical and community service activities outlined in Maritime Science I, as well as have all extra-curricular activities available to them. Successful completion of the CGJROTC Maritime Science I-III curriculum may entitle cadets to placement credit in college ROTC or enlistment at a higher rank in the Armed Forces.
<b>Coast Guard JROTC MARITIME SCIENCE IV</b> 95042X0CG4 Topsail	12	Successful completion of Maritime Science III and a Positive SMSI/MSI Recommendation	Cadets continue to practice problem-solving/decision making techniques while serving in top leadership and staff positions in the CGJROTC unit. Under Instructor guidance, the cadets run the day-to-day JROTC operations, plan activities and maintain administrative and logistics files. The cadets assist in instruction to junior cadets and are responsible for teaching basic skills.
<b>Coast Guard JROTC MARITIME SCIENCE HONORS I</b> 95015X0CG1 Topsail	11, 12	Required prerequisite(s): Successful completion of Maritime Science IV and a Positive SMSI Recommendation	<p>This is an honors level course in applied leadership using the Cadet Organization as the basis for practical application. This course can be taken in the fall semester. Spring semester is by Senior Coast Guard Instructor’s approval only.</p> <p>The course is designed to give the JROTC III level cadets a better understanding of leadership through management of the cadet corps and major projects in support of the cadet corps such as the military ball, major award ceremonies, and formal inspections.</p> <p>The Honors I cadet is required to read and report, both verbally and in writing, on four selected books or readings about leadership. The Honors cadet is expected to participate in JROTC extra-curricular activities such as the marksmanship, Color Guard, and athletic teams. They are also expected to lead and/or participate in major events, marching activities, physical training and other assigned projects.</p>
<b>Coast Guard JROTC MARITIME SCIENCE HONORS II</b> 95025X0CG2 Topsail	11, 12	Required prerequisite(s): Successful completion of Maritime Science Honors I and a Positive SMSI Recommendation	<p>This honors level course builds upon the experience in applied leadership that cadets developed in the Honors I course. This course can be taken in the fall semester. Spring semester is by Senior Coast Guard Instructor’s approval only.</p> <p>Honors II Cadets will synthesize experience developed over the course of the Maritime Science curriculum and apply practical leadership skills to lead the cadet corps and manage major projects in support of the cadet corps such as the military ball, major award ceremonies, and formal inspections.</p> <p>The Honors II cadet is required to develop and complete a capstone leadership project. The Honors II cadet is expected to participate in JROTC extra-curricular activities such as the marksmanship, Color Guard, and athletic teams. They are also expected to lead and/or participate in major events, marching activities, physical training and other assigned projects.</p>



## OTHER AP COURSES

Course	Grade	Prerequisite	Description
<b>AP SEMINAR</b> <b>0A017X0</b> Pender Topsail	9, 10, 11, 12	None	<p>AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses.</p> <p>In this course, students will Develop and practice the skills in research, collaboration, and communication that is needed in any academic discipline. They will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team.</p>

## TEACHER CADET PROGRAM COURSES

Course	Grade	Prerequisite	Description
<b>Teacher Cadet I</b> 96042X0 Pender Topsail	11, 12	College Bound with a 2.5 GPA	The North Carolina Teacher Cadet Program is an innovative activity-based curriculum for high school juniors and seniors. The course is designed to promote a better understanding and create interest in those students who may consider teaching as a profession. It is an honors-type program that details many components of the education environment and involves students in content, application, observations and teaching in preschool, elementary, middle school, and high school settings

### Honors Level Courses

Course content, pace and academic rigor put high expectations on the student and surpasses standards specified by the NC Standard Course of Study. Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an End of Course exam where available. **Honors level courses are weighted quality points (see page 8) and may require a teacher recommendation.**

Course	Grade	Prerequisite	Description
<b>Honors Teacher Cadet II</b> 96065X0 Topsail	11, 12	Teacher Cadet I and College Bound with a 2.5 GPA	This honors based course is the second part of the Teacher Cadet Program and picks up where the Teacher Cadet I course ended.
<b>Honors Teacher Cadet III</b> 96105X0 Topsail	11, 12	Teacher Cadet I, and II, and College Bound with a 2.5 GPA	This honors course is the third part of the Teacher Cadet Program. Students will plan, develop, and teach lesson plans and units of study during an internship period.
<b>Honors Teacher Cadet IV</b> 96105X0IV Topsail	11, 12	Teacher Cadet I, and II, III and College Bound with a 2.5 GPA	This honors course is the final course for the Teacher Cadet Program. Students will plan, develop, and teach lesson plans and units of study during an internship period.

# CAREER AND TECHNICAL EDUCATION

## Pender County Schools Career Pathways



## Pender County Schools Career and Technical Education

In this section, you will find Career Pathways for students. Each pathway contains a prerequisite and concentrator course with the concentrator course being a Level 2 course. Some pathways also contain a foundational prerequisite. Students who complete a pathway will have completed a foundational prerequisite (if one is required), the prerequisite, and the concentrator course. Students who want to continue their coursework in a pathway can choose to complete a Career Pathway Major Course. Corresponding Career and College coursework is listed below the pathway.

***Pender County Schools and its Career and Technical Education Programs do not discriminate on the basis of race, color, religion, national origin, gender, disability, or age in its activities and programs, including employment policies and practices.***

## Agricultural Education

Careers			
Agriculture Bankers Commodity Traders Plant Pathologists Agronomists ARS Scientists Agriculture Mechanics  Agriculture Engineer	USDA Inspectors Meat Processors Wholesale Food Purchasers Irrigation Specialists Horticulture Specialists Landscapers	Turf Managers Agriculture Education Teachers Forest Geneticists Extension Specialists Veterinarians  Aquatic Ecologist	Ranchers Farmers Production Supervisors Natural Resource Specialists Biochemists  USDA Graders

Animal Science Career Pathway (ANSC)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	AA21 Animal Science I	AA22 Animal Science II <b>OR</b> AA23 Animal Science II - Small Animal	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Work-based Experiential Learning	Requirement: Supervised Agricultural Experience		
Career & College Promise	Marine Technology		

Plant Systems Career Pathway (PLSV)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	AP41 Horticulture I	AP42 Horticulture II <b>OR</b> AP44 Horticulture II – Landscaping Honors	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Work-based Experiential Learning	Requirement: Supervised Agricultural Experience		
Career & College Promise	Chemical Technology, Landscape Gardening, Sustainability Technology, Business Administration		

Power, Structural, & Technical Systems Career Pathway (PSTE)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	AS31 Agricultural Mechanics I	AS32 Agricultural Mechanics II Honors	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Work-based Experiential Learning	Requirement: Supervised Agricultural Experience		
Career & College Promise	Welding, Automotive Servicing, Mechatronics Engineering, Diesel Mechanics, Mechanical Engineering, Business Administration		

Clubs
<p>FFA - (also known as Future Farmers of America) makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.</p> <p>Website: <a href="http://www.ffa.org">www.ffa.org</a></p>
Community College Articulation
<p>AS32 Agricultural Mechanics II Honors → WLD112 Basic Welding Processes OR AGR111 Basic Farm Maintenance</p> <p>AA22 Animal Science II Honors → ANS110 Animal Science</p> <p>AP41 Horticulture I → HOR150 Intro to Horticulture</p> <p>AP44 Horticulture II – Landscaping Honors → HOR114 Landscaping Construction OR LSG111 Basic Landscaping Technique</p>
Credential Possibilities
<p>North Carolina Certified Plant Professional NC</p> <p>Private Pesticide Applicator</p> <p>Certified Young Plant Professional</p> <p>Certified Level Beekeeper</p> <p>NC Hunter Safety Course NC Beef</p> <p>Quality Assurance NC Pork Quality Assurance</p> <p>Youth for the Quality Care of Animals (YQCA) Certification</p> <p>NC DENR Animal Waste Certification</p> <p>Canine Care and Training Program (CCTP)</p> <p>Certified Welders for WeldingCode AWS D.1. - 2010 OSHA 10-Hour General Industry (Agriculture) Certification</p> <p>National Safe Tractor and Machinery Operation Certification</p>

## **Agricultural Education Course Descriptions**

### **AA21 Animal Science I**

*(HTHS, PHS, THS) Prerequisite: None*

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced in this class.

### **AA23 Animal Science II-Small Animal**

*(HTHS, PHS, THS) Prerequisite: AA21 Animal Science I*

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class.

### **AP41 Horticulture I**

#### **AP 41 Honors Horticulture I (THS)**

*(HTHS, THS) Prerequisite: None*

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge. 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. English language arts, mathematics, and science are reinforced.

### **AP42 Horticulture II**

#### **AP42 Horticulture II Honors (THS)**

*(HTHS, THS) Prerequisite: AP41 Horticulture I*

Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, career planning, and leadership/personal development. English language arts, mathematics, and science are reinforced.

### **AP44 Horticulture II – Landscaping Honors**

*(HTHS, THS) Prerequisite: AP41 Horticulture I*

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of career. English language arts, mathematics, and science are reinforced.

### **AS31 Agricultural Mechanics I**

*(PHS) Prerequisite: None*

Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, fencing, paints and preservatives, basic metal working, basic agricultural constructions skills related to plumbing, concrete, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced.

## AS32 Agricultural Mechanics II Honors

*(PHS) Prerequisite: AS31 Agricultural Mechanics I*

The topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, plumbing, concrete and masonry, agricultural power and advanced career exploration/decision-making. English language arts, mathematics, and science are reinforced.

## Arts, A/V Technology & Communications

Careers			
Video or Web producer	Fashion/Apparel Designer	Textile Designer or Chemist	Stage Designer
Film Maker	or Illustrator	Curator or Gallery Manager	Publisher
Graphic Designer	Home Furnishing Coordinator	Costume Designer	Radio Broadcaster
Television Studio Producer		Interior Designer	
Adobe Academy Career Pathway (ADAC)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	II31 Adobe Visual Design	II33 Adobe Video Design	CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship
Career & College Promise	Graphic Arts & Imaging Technology, Automotive Customizing, Business Administration		
Clubs			
<p>SkillsUSA - is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel. We provide educational programs, events and competitions that support career and technical education in the nation's classrooms.</p> <p>Website: <a href="http://www.skillsusa.org">www.skillsusa.org</a></p>			
Credentials Possibilities			
Adobe Dreamweaver Adobe Illustrator Adobe InDesign Adobe Premier			

## Arts, A/V Technology & Communications - Course Description

### II31 Adobe Visual Design

(THS) Prerequisite: None

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification

### II33 Adobe Video Design

(THS) Prerequisite: None

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.

## Business, Finance, and Marketing Education

Careers			
Chief Executive Officer Entrepreneur Controller Adjuster Retail Salesperson Office Manager Actuary Accountant Attorney	Budget, Cost or Systems Analyst Marketing Manager Human Resources Manager Receptionist Bookkeeper Financial Planner	Training and Development Specialist Executive Assistant Wholesale or Retail Buyer Hotel, Motel, Resort, or Bed and Breakfast Owner, Operator or Manager	Meeting and Convention Planner Tour Company Owner, Operator or Manager Tourism and Travel Services Marketing Manager Business Teacher Real Estate Broker International Business Law
General Management Career Pathway (GMGT)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
BF10 Principles of Business and Finance	BB40 Business Management I	BB42 Business Management II	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Business Administration, Healthcare Informatics, Medical Office Administration		
Sales Career Pathway (PRSM)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major

None	MI31 Sales I	MI32 Sales II	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Business Administration, Healthcare Informatics, Medical Office Administration		
Sports & Entertainment Marketing Career Pathway (SEMK)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	MH31 Sports & Entertainment Marketing I	MH32 Sports & Entertainment Marketing II Honors	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Business Administration		
Travel & Tourism Career Pathway (TRTO)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	MH31 Sports & Entertainment Marketing I <b>OR</b> BF10 Principles of Business	MH42 Hospitality and Tourism	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Business Administration, Hospitality Management		
Entrepreneurship Career Pathway (ENTRE)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	ME11 Entrepreneurship I	ME12 Entrepreneurship II Honors	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Business Administration, Hospitality Management		



## Clubs

*Future Business Leaders of America* - The mission of NC FBLA is to help build and sustain Business, Finance, and Information Technology Education programs of excellence to serve our communities, state, and nation. It provides students with leadership opportunities at the local, regional, and state levels. Student FBLA members may seek elected office or serve in positions of committee leadership. Students gain valuable hands-on, authentic leadership skills by taking an active part in the student-led organization. Website: [www.fbla-pbl.org](http://www.fbla-pbl.org)

*Distributive Education Clubs of America* - DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. Website: [www.deca.org](http://www.deca.org)

## Credentials Possibilities

Fundamentals Business Concepts (ASK-BF-CERT)  
Advanced Customer Service and Sales Certification Customer  
Service and Sales Certification Fundamental Marketing Concepts  
Venture Entrepreneurial Expedition  
Concepts of Entrepreneurship & Management  
Entrepreneurship and Small Business

## Business, Finance, and Marketing Education Course Descriptions

### BF10 Principles of Business & Finance

*(HTHS, PHS, THS) 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.

### BB40 Business Management I

*(HTHS, PHS, THS) Prerequisite: Principles of Business & Finance*

This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. In addition, the experience includes students working through ethical dilemmas and problem-solving situations with customer service while academic and critical- thinking skills. English language arts is reinforced.

### BB42 Business Management II

*(HTHS, PHS, THS) Prerequisite: Business Management I*

This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data, enhances the effectiveness of their decision-making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. English language arts and mathematics are reinforced.

### ME11 Entrepreneurship I

*(PHS, HTHS, THS) Prerequisite: None*

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.

## **ME12 Entrepreneurship II Honors**

*(PHS, HTHS, THS) Prerequisite: ME11 Entrepreneurship I*

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced.

## **MI31 Sales I**

*(THS) Prerequisite: None*

This course teaches students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, and types of selling, product knowledge and the selling process. Project-based learning, English language arts, and social studies are reinforced.

## **MI32 Sales II**

*(THS) Prerequisite: None*

This course teaches students the art of selling and will build on the content from the Sales I course. Students will further develop their personal brand and will continue to work on communication and customer service skills in addition to learning about pre and post-sales activities. Students will use role-plays to engage in the selling process and will learn to think on their feet. Project-based learning, English language arts, mathematics, and social studies are reinforced.

## **MH31 Sports & Entertainment Marketing I**

*(HTHS, THS) 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 are reinforced.

## **MH32 Sports & Entertainment Marketing II Honors**

*(HTHS, THS) Prerequisite: MH31 Sports & Entertainment Marketing I*

In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. Emphasis is on business management, career development, and client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. English/language arts, mathematics and Social studies are reinforced.

## **MH42 Hospitality & Tourism**

*(HTHS, THS) Prerequisite: BF10 Principles of Business and Finance OR MH31 Sports and Entertainment*

### Marketing I

In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English, language arts, mathematics, social studies and technology are reinforced.

## Computer Science and Information Technology Education

Careers			
Web Designer or Webmaster, Computer or Game  Programmer Virtual Reality Specialist Technical Writer	Data Communication Analyst Network Administrator or Technician Software Applications Architect Computer Hardware Engineer	Graphic Artist Computer Programmer Telecommunications  Technician Security or Database Administrator IT Project Manager	Application Integrator 3D Animator  Help Desk Specialist Software Developer Computer & Information Research Scientist
Digital Design and Animation Career Pathway (DIDE)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	TS24 Digital Design and Animation I	TS25 Digital Design & Animation II	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Information Technology		
Computer Science Principles Career Pathway (CSPR)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	BP41 Computer Science Principles I	BP42 Computer Science Principles II	2A02 AP Computer Science <b>OR</b> Cooperative Education <b>OR</b> CTE Advanced Studies <b>OR</b> CTE Apprenticeship <b>OR</b> CTE Internship
Career & College Promise	Information Technology		

AP Computer Science Career Pathway (APCS)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	0A02 AP Computer Science Principles	2A02 AP Computer Science	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Information Technology		

### Clubs

Technology Student Association - The Technology Student Association enhances personal development, leadership, and career opportunities in STEM, whereby members apply and integrate these concepts through intracurricular activities, competitions, and related programs.

Website: [www.tsaweb.org](http://www.tsaweb.org)

SkillsUSA - is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel. We provide educational programs, events and competitions that support career and technical education in the nation's classrooms. Website:

[www.skillsusa.org](http://www.skillsusa.org)

Students gain valuable hands-on, authentic leadership skills by taking an active part in the student-led organization. Website: [www.fbla-pbl.org](http://www.fbla-pbl.org)

### Credentials

3ds Max Certified Associate

MTA 98-38 1 Introduction to Programming Using Python

## Computer Science and Information Technology Education Course Descriptions

### TS24 Digital Design and Animation I

*(THS) Prerequisite: None*

Digital Design and Animation I is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build needed skills for subsequent courses.

## **TS25 Digital Design and Animation II**

*(THS) Prerequisite: TS24 Digital Design and Animation I*

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

## **BP41 Computer Science Principles I**

*(HTHS, PHS, THS) Prerequisite: None*

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

## **BP42 Computer Science Principles II**

*(HTHS, PHS, THS) Prerequisite: BP41 Computer Science Principles I*

This is a second level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in depth examination of the "big CS ideas" including a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include complex constructs including objects and data abstraction.

## **0A02 AP Computer Science Principles**

*(HTHS, PHS, THS) Prerequisite: Level 4 or higher on NC Math I*

The AP Computer Science Principles course is designed to be equivalent to a first semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. Students in this course will be required to take the AP Computer Science Principles exam administered by the College Board in May. AP exam is

required but will not reflect course credit for successful completion of course.

## 2A02 AP Computer Science

(HTHS, PHS, THS) *Prerequisite: BP42 Computer Science Principles OR 0A02 AP Computer Science Principles (successful completion of the course)*

AP Computer Science is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science course curriculum is compatible with many CS1 courses in colleges and universities. AP exam is required but will not reflect course credit for successful completion of course.

## Family and Consumer Sciences Education

Careers			
Restaurant, Food service, Lounge, Casino, Coffee Shop, or Catering Owner, Operator or Manager Interpreter or Translator Food Stylist Nutritionist Child Care Worker	Food Scientist Caterer Hotel, Motel, Resort, or Bed and Breakfast Owner, Operator or Manager Meeting and Convention Planner	Cruise Ship Staff Personal Chef Tour Company Owner, Operator or Manager Tourism and Travel Services Marketing Manager Pre-School Teacher	
Culinary Arts Applications Career Pathway (CULA)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
FH10 Culinary Arts & Hospitality I	FH11 Culinary Arts & Hospitality II Applications	FH13 Culinary Arts & Hospitality III	FH14 Culinary Arts & Hospitality IV Applications <b>OR</b> CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Baking and Pastry Arts, Culinary Arts, Hospitality Management		
Food & Nutrition Career Pathway (FONU)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major

None	FN41 Food and Nutrition I	FN42 Food and Nutrition II	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Baking and Pastry Arts, Culinary Arts, Hospitality Management		
Early Childhood Development and Services (EACH)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
N/A	FE60 Child Development	FE11 Early Childhood Education	FE12 Early Childhood Education II WB37 CTE Advanced Studies HUMA WB38 CTE Apprenticeship HUMA WB39 CTE Internship HUMA
Career & College Promise	Baking and Pastry Arts, Culinary Arts, Hospitality Management		
Clubs			
<p><i>Family Career and Community Leaders of America – FCCLA is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences education in public and private school through grade 12. FCCLA members strive to make a difference in their families, careers, and communities by addressing important personal, work, and societal issues through family and consumer sciences education. Websites: <a href="http://www.ncfccla.com">www.ncfccla.com</a> and <a href="http://www.fcclainc.org">www.fcclainc.org</a></i></p>			
Community College Articulation			
FH10 Culinary & Hospitality I AND ServSafe Certification → CUL110 Sanitation & Safety AND CUL110A Sanitation & Safety Lab FN41 Food and Nutrition I → CUL112 Nutrition for Food Service FN42 Foods II → CUL110 Sanitation & Safety AND CUL110A Sanitation & Safety Lab			
Credentials Possible			
Certified Food Protection Manager (ANSSI-Accredited) Certified Fundamental Cook American Culinary Federation Culinary Arts Pre-PAC American Association of Family & Consumer Sciences ProStart Certificate of Achievement National Restaurant Association Education Foundation ANSI-Accredited Food Handler Certificate Pre-Professional Assessment and Certification in Nutrition, Food, and Wellness			

## Family and Consumer Sciences Education

### Course Descriptions

#### FH10 Culinary Arts & Hospitality

*(THS) Prerequisite: None*

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

### **FH11 Culinary Arts & Hospitality II Applications**

*(THS) Prerequisite: Culinary Arts & Hospitality*

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

### **FH13 Culinary Arts & Hospitality III**

*(THS) Prerequisite: Culinary Arts & Hospitality II Applications*

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

### **FH14 Culinary Arts & Hospitality IV Applications**

*(THS) Prerequisite: Culinary Arts & Hospitality III*

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

### **FN41 Food and Nutrition I**

*(HTHS, THS) Prerequisite: None*

This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced.

### **FN42 Food and Nutrition II**

*(HTHS, THS) Prerequisite: FN41 Food and Nutrition I*

In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced.

### **FE60 Child Development**



*(HTHS) Prerequisite: None*

This course introduces students to responsible nurturing and basic application of child development theory, beginning with prenatal development up to children age 5. Areas of study include effects of family on individuals and society; prenatal development and care; understanding how children develop; and care of infants, toddlers, and preschoolers.

## FE11 Early Childhood Education

*(HTHS) Prerequisite: FE60 Child Development*

This two-credit course prepares students to work with children in early childhood education settings. Topics of study include historical, theoretical, and philosophical foundations of the profession, the structure of early childhood programs, connecting appropriate learning activities and teaching strategies to developmental needs of children, inclusive environments, communicating expectations, setting limits, and guiding behavior, as well as personal growth in the field of child development. An internship makes up 50 percent of instructional time. Due to student participation in internships at early childhood centers that are licensed by the Division of Child Development and Early Education, students must be 15 years of age before September 1. \*For safety reasons and intern placement, enrollment should not exceed 20 in this course.

## FE12 Early Childhood Education II

*(HTHS) Prerequisite: FE11 Early Childhood Education*

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and childcare settings. Areas of study include program planning and management, developmentally appropriate practice, procedures, and strategies for working with special groups of children, career development and professionalism. An internship makes up 50 percent of instructional time. \* For safety reasons and intern placement, enrollment should not exceed 20 in this course.

## Health Science Education

Careers			
Physician Scientist Medical or Public Health Researcher Physical Therapist Cardiovascular Technician Surgical Technician Occupational Therapist	Surgeon Hospital Administrat or Medical Lab Technician Respiratory Therapist Health Information Technician Medical Assistant	Nurse Health Unit Coordinator Physician's or Medical Nursing Assistant Radiation Therapist Veterinary Technician Pharmacist Audiology Technician EKG Technician	Dentist Nutritionist or Dietician Dental Assistant Transcriptionist Biomedical Equipment Technician Respiratory Therapist Dental Hygienist Oncologist
Healthcare Professional Career Pathway (HPCP)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major

None	HU40 Health Science I	HU42 Health Science II	HN43 Nursing Fundamentals Honors and Practicum <b>OR</b> CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
<b>Supplemental Technical Courses</b>	HU10 Foundations of Health Science		
<b>Career &amp; College Promise</b>	Health & Fitness Science, Healthcare Business Informatics, Medical Assisting, Human Services Technology/Substance Abuse, Medical Office		

Biomedical Technology Career Pathway (BTCP)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	HU40 Health Science I	HB11 Biomedical Technology	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Associate in General Education – Nursing, Health & Fitness Science, Healthcare Business Informatics, Medical Office Administration, Health & Fitness Science, Human Services Technology/Substance Abuse, Pharmacy Technology, Medical Assisting		
Clubs			
<i>Health Occupations Students of America</i> – The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health science education students, therefore, helping the student meet the needs of the health care community. Website: <a href="http://www.hosa.org">www.hosa.org</a>			
Community College Articulation			
HU40 Health Science 1 → MED121 Medical Terminology I AND MED122 Medical Terminology II HU42 Health Science II → HSC110 Orientation to Health Careers AND (HSC120 CPR OR MED180 CPR Certification) HN43 Nursing Fundamentals → NAS101 Nursing Assistant 1			
Credentials Possible			
Stop the Bleed CPR/AED OSHA 10-Hour Industry Certification (Healthcare) First Aid North Carolina Nurse Aide I			

## Health Science Education Course Descriptions

### HU40 Health Science I

#### HU40 Health Science I Honors (THS)

*(HTHS, PHS, THS) Prerequisite: None, but recommended Biology & Health Education OR HU10 Foundations of Health Science*

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

### HU42 Health Science II

#### HU42 Health Science II Honors (THS)

*(HTHS, PHS, THS) Prerequisite: HU40 Health Science I*

This course is designed to help students expand their understanding of financing and trends of healthcare

agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training for healthcare professionals. English language arts and science are reinforced in this course.

### HN43 Nursing Fundamental and Practicum Honors

(PHS, THS) Prerequisite: HU42 Health Science II

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts mathematics and science are reinforced.

### HB11 Biomedical Technology

(HTHS, PHS, THS) Prerequisite: None

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

## Trade, Technology, Engineering and Industrial Education

Careers			
Architectural and Civil Drafter or Engineer Civil Engineer  Environmental Designer Construction Worker Masonry Specialist Network Design Engineer Mechanical Engineer	Residential or Commercial Carpenter Systems Configuration Manager Building Services Technician Sheet Metal Technician Mechatronics Engineer Technology, Engineering & Design Teacher	Electrical Design Engineer Electrician HVAC/HVACR Technician  Painter Interior Designer Robotics & Manufacturing Engineer Drone Engineering	
Carpentry Career Pathway (CARP)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Core and Sustainable Construction	IC21 Carpentry I	IC22 Carpentry II Honors	IC23 Carpentry III Honors <b>OR</b> CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Architectural Technology, Boat Building, Carpentry, Construction Management Technology, Construction Management Technology – Framing, Sustainability Technologies, Construction Institutes (Summer 2020)		

Drafting Architectural Career Pathway (DRFA)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
NONE	IC61 Drafting I	IC62 Drafting II – Architectural Honors	IC63 Drafting III Honors <b>OR</b> CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Architectural Technology, Construction Management Technology, Sustainability Technologies		
Masonry Career Pathway (MASO)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Core and Sustainable Construction	IC11 Masonry I Honors	IC12 Masonry II	IC13 Masonry III Honors <b>OR</b> CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Construction Management Technology		
Electrical Trades Career Pathway (ELTR)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
IC00 Core and Sustainable Construction	IC41 Electrical Trades I	IC42 Electrical Trades II Honors	IC43 Electrical Trades III Honors <b>OR</b> CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Electrical Systems Technology, Plumbing, Air Conditioning/Heating/Refrigeration Technology, Construction Management Technology		

Technology Engineering & Design Career Pathway (TEND)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	TE11 Technology Engineering & Design	TE12 Technological Design <b>OR</b>	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b>
		TE13 Engineering Design	CS97 CTE Internship
Career & College Promise	Construction Management Technology		
Robotics Engineering Career Pathway (ROB)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
None	TL18 Robotics I	TL19 Robotics II	CS95 CTE Advanced Studies <b>OR</b> CS96 CTE Apprenticeship <b>OR</b> CS97 CTE Internship
Career & College Promise	Mechatronics Engineering		
Drone Technology Career Pathway (DRON)			
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major
Must be 16 Years of Age	ID11 Drone Technology I	ID12 Drone Technology II	WB61 CTE Advanced Studies TRAN <b>OR</b> WB62 CTE Apprenticeship TRAN <b>OR</b> WB63 CTE Internship TRAN
Career & College Promise	Small Unmanned Aircraft Systems Technology		

Public Safety (PSPW)				
Middle Grades Exploration	Foundational Prerequisite Option(s)	Prerequisite Option(s)	Concentrator Option(s)	Career Pathway Major Options
EY10 Explor Personal Character and Careers EY11 Exploring Careers and Employment TY40 Exploring Safety and Tools in the Trades	N/A	IP11 Public Safety I	IP12 Public Safety II	WB45 CTE Advanced Studies LAW WB46 CTE Apprenticeship LAW WB47 CTE Internship LAW WB48 CTE Entrepreneurial Experience LAW Cooperative Education
	Supplemental Employability Skills Courses		0I00 IB Personal and Professional Skills BM10 Microsoft Word and PowerPoint CC45 Career Management	
	Supplemental Technical Courses		N/A	
	Work-based and Experiential Learning		Business and Industry Field Trip Job Shadowing Internship Service Learning Cooperative Education Entrepreneurial Experience Mentorship School Based Enterprise Apprenticeship	
	Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Intracurricular Career and Technical Student Organizations		SkillsUSA		

## Clubs

*SkillsUSA* - is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel. We provide educational programs, events and competitions that support career and technical education in the nation's classrooms.

Website: [www.skillsusa.org](http://www.skillsusa.org)

Technology Student Association - The Technology Student Association enhances personal development, leadership, and career opportunities in STEM, whereby members apply and integrate these concepts through intracurricular activities, competitions, and related programs.

Website: [www.tsaweb.org](http://www.tsaweb.org)

## Community College Articulation

IC00 Core & Sustainable Construction → WOL110 Basic Construction Skills  
 IC00 Core & Sustainable Construction AND IC21 Carpentry I → CAR Intro to Carpentry OR WOL110 Basic Construction Skills OR CST110 Intro to Construction  
 IC22 Carpentry II – CST111 Construction I IC23  
 Carpentry III – CST112 Construction II  
 IC00 Core & Sustainable Construction AND IC11 Masonry I AND IC12 Masonry II → MAS110 Masonry I  
 IC13 Masonry III → MAS110 Masonry I  
 IC61 Drafting I → DFT111 Technical Drafting I AND DFT111A Technical Drafting I Lab  
 IC61 Drafting I AND IC62 Drafting II – Architectural → DFT115 Architectural Drafting OR DFT119 Basic CAD OR ARC114 Architectural CAD  
 IP11 Public Safety I  
 IP12 Public Safety II

## Credentials Possible

OSHA 10-Hour Construction Industry Certification NC  
NCCER Credential - Core  
NC NCCER Credential - Carpentry I NC  
NCCER Credential - Carpentry II NC  
NCCER Credential - Carpentry III  
Autodesk Certified User AutoCAD  
Autodesk Certified User Revit Autodesk  
Certified Professional Revit NC NCCER  
Credential - Masonry I  
NC NCCER Credential - Masonry II NC  
NCCER Credential - Masonry III  
NC NCCER Credential –Electrical Trades I  
NC NCCER Credential –Electrical Trades II  
NC NCCER Credential –Electrical Trades III  
FAA 14 CFR Part 107 – Drone Technology  
Community Emergency Response Team (CERT)  
NECI 911 Basic Communications  
Law and Public Safety Introductory Comp.  
National Incident Management System



# **Trade, Technology, Engineering and Industrial Education Course Descriptions**

## **IC00 Construction Core**

*(HTHS, PHS, THS) Prerequisite: None*

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and additional Green module (green environment practices). The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing blueprints, material handling, basic communication skills, and basic employability skills. English Language Arts and Mathematics are reinforced

## **IC11 Masonry I Honors**

*(PHS) Prerequisites: IC00 Core & Sustainable Construction*

This course covers basic masonry terminology and develops technical aspects of the masonry industry with emphasis on the development of introductory skills to include the introduction to masonry, masonry tools and equipment, measurement, drawings and specifications, mortar procedures, and masonry units and installation techniques. Mathematics and English language arts are reinforced.

## **IC12 Masonry II**

*(PHS) Prerequisites: IC11 Masonry I*

This course builds on skills mastered in Masonry I and provides an emphasis on residential plans and drawing interpretation, residential masonry, grout and other reinforcement processes, metalwork in masonry, and the introduction to weatherization. English language arts and mathematics are reinforced.

## **IC13 Masonry III Honors**

*(PHS) Prerequisites: IC12 Masonry II*

This course builds on skills mastered in Masonry II and provides an emphasis on advanced laying techniques, construction techniques and moisture control procedures, and construction, inspection and quality control processes.

## **IC21 Carpentry I**

*(PHS, THS) Prerequisite: IC00 Core & Sustainable Construction*

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

## **IC22 Carpentry II Honors**

*(PHS, THS) Prerequisite: IC21 Carpentry I*

This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, windows and exterior doors installation, exterior finishing, and the introduction to weatherization module. English language arts and mathematics are reinforced.

## **IC23 Carpentry III Honors**

*(PHS, THS) Prerequisite: IC22 Carpentry II*

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

## **IC61 Drafting I**

*(HTHS, THS) Prerequisite: None*

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching and computer assisted design (CAD) skills and techniques. English language arts, mathematics, and science are reinforced.

## **IC62 Drafting II – Architectural Honors**

*(HTHS, THS) Prerequisite: IC61 Drafting I*

This course focuses on the principles, concepts of architectural design, and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans, foundation plans, wall sections, and elevation drawings. An understanding of 3D CAD concepts, software, and method of producing finished drawings are essential. English language arts, mathematics, and science are reinforced.

## **IC63 Drafting III – Architectural Honors**

*(HTHS, THS) Prerequisite: IC62 Drafting II – Architectural, Recommendation of Math II & Teacher Recommendation*

This course introduces students to advanced architectural design concepts, and Building Information Modeling (BIM). Continuing use of 3D CAD tools and software, in the design and execution of site and foundation plans, electrical/lighting plans, stair/railing design, bath and kitchen details, multilevel floor systems, site development, renderings and walkthroughs, as well as small commercial building and design. English language arts, mathematics, and science are reinforced.

## **IP11 - Public Safety I**

*(HTHS, THS) No Prerequisite*

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100, 200, 700, 800 are also a part of this course. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced.

## **IP12 - Public Safety II**

*(HTHS, THS) Prerequisite: Public Safety I*

This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification and NECI 40-hour 9-1-1 Basic

Communications course certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. English language arts are reinforced.

### **TE11 Technology Engineering and Design**

*(HTHS, PHS, THS) Prerequisite: None* This course focus 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, and problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English, language arts, and art.

### **TE12 Technological Design**

*(HTHS, PHS, THS) Prerequisite: TE11 Technology Engineering and Design*

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, student 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 are required.

### **TE13 Engineering Design**

*(HTHS, PHS, THS) Prerequisite: TE11 Technology Engineering and Design*

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 are reinforced.

### **TL18 Robotics I**

*(PHS, THS) Prerequisite: None*

This course focuses on engineering concepts including physics, programming, mechanical systems, and electrical and electronics systems. Students will complete STEM based activities and capstone projects during the semester. Core concepts are delivered with a robotics emphasis through relevant activities and projects.

### **TL19 Robotics II**

*(PHS, THS) Prerequisite: Robotics I*

This course is a continuation of the Robotics - Engineering I course with an added emphasis on Advanced C Programming. Students will complete STM based activities and capstone projects during the semester. Core concepts are delivered with a robotics emphasis through relevant activities and projects.

### **ID11 Drone Technology I**

*(THS) Prerequisite: Must be 16 years of age.*

This course is designed to provide students basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. The Small UAS rule adds a new part 107 to Title 14 Code

of Federal Regulations (14 CFR) to allow for routine civil operation of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and flight and mapping software. Minimum 16 age requirement for enrollment by the end of the course due to FAA Part 107 U.S. Commercial Drone Pilot Certification testing age requirement. English language arts are reinforced.

## **Work-Based Learning Course Options**

### **CS95 CTE Advanced Studies**

*(HTHS, PHS, THS) Prerequisite: Complete two-course pathway concentration.*

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to post secondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **CS96 CTE Apprenticeship**

*(HTHS, PHS, THS) Prerequisite: Complete two-course pathway concentration.*

Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate.

### **CS97 CTE Internship**

*(HTHS, PHS, THS) Prerequisite: Complete two-course pathway concentration.*

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.



# *Pender Early College* HIGH SCHOOL

Pender Early College High School is located on the Burgaw Satellite Campus of CFCC. It is a Cooperative Innovative High School under the Career and College Promise program. Pender County Schools partnered with Cape Fear Community College to offer the Early College program. High school classes are taken in conjunction with community college classes in pursuit of the dual graduation. Along with receiving the high school diploma, students may graduate with an Associate in Arts Degree (AA) –or an Associate in Science Degree (AS). Students interested in attending Pender Early College High School must complete an application during their eighth grade school year. Applications may be obtained at

<https://sites.google.com/a/pender.k12.nc.us/pechs/>.

## **Pender Early College High School Overview**

**Phase I:** *9<sup>th</sup> and 10<sup>th</sup> grades* – This phase meets the academic, social and emotional needs of students transitioning into high school. All classes will carry high school credit taught by high school instructors. Exceptions may be made for entry-level college classes and with the approval of the Principal of Pender Early College High School.

**Phase II:** *10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades* – Student cohorts in these grades form small learning communities and engage in a concurrent program of high school and college classes. Each cohort of students will meet with advisors and/or instructors, the college liaison, and counselors for academic assistance and guidance support. This support is inclusive, but not limited to, of homework assistance, class assignments, library, research, study skills and work habits, and organizational and time management practices.

**Phase III:** *12<sup>th</sup> & 13<sup>th</sup> grades* – Students are scheduled for a full college program leading to an Associate’s Degree. The advisors, college liaison, and counselors will continue to assist students with course & curriculum planning, preparation of their graduation portfolios, academic support, college transfer planning and financial aid availability.



Pender Innovative Academy's mission is to provide personalized learning pathways and to equip students with academic, social-emotional, and behavioral support for student success beyond high school. The academy encompasses several personalized learning pathways, including a virtual pathway, STAR (Students Taking Alternate Routes) pathway, and day treatment supports. As an innovative academy, we emphasize STEM, Character Education, and Career Readiness. We take pride in making sure our students are ready to enroll in post-secondary college, university, or vocational training programs, enlist in the military, or be employed in the workforce. We have high expectations for all of our students and we are committed to helping our students set and achieve their goals.

## **Pender Innovative Academy Overview**

### **Interested in attending Pender Innovative Academy for the 2023-2024 School Year**

Students may be referred through a variety of channels: administration and guidance from their base school; parent and/or student; and placement by the superintendent. STAR Academy placement consideration is typically given when a student is having difficulty managing academics and/or behavior at their base school. Interested students should submit the google form to schedule an interview [here](#). The virtual pathway is available to students in grades 6-12. The virtual pathway will be offering full-time enrolment which is a full-year commitment. More information is available [here](#).

### **Transition process for students wanting to return to base school**

Depending on your individual program, the transition process will vary. All students will have to complete a transition portfolio before transitioning back to their base school **except** for students that are part of the virtual pathway. Transition portfolios will be discussed in detail during student transition meetings.

### **Extracurricular activities**

Based on proposed legislation in the North Carolina General Assembly (Senate Bill 654), virtual academies are considered separate schools and as such cannot attend or participate in extracurricular and athletic activities at other schools. Students will be able to participate in clubs at PILA.

### **High School Diploma**

Students graduating from Pender Innovative Academy will receive a traditional high school diploma.





### **The North Carolina Career and College Promise: College Courses for High School Students**

Through Career & College Promise (CCP), qualified high-school-age students in North Carolina have the opportunity to pursue college credits, tuition-free, while they are in high school, allowing them to get a jumpstart on their workplace and college preparation. 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.

Course content, pace and academic rigor are, by definition, college-level for these courses. College courses, which may be delivered by a community college, public university or private college or university, provide credit toward a high school diploma and may satisfy a graduation requirement or provide an elective course credit. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent [Comprehensive Articulation Agreement Transfer List](#), and for courses taught at four-year universities and colleges.

**All courses must weigh 3 Credit Hours to count for a High School Credit. If a course is listed on the CAA but is less than three credits, then these courses are not assigned unique course code because they violate NCDPI's Course for Credit ([CCRE-001](#)) policy. Refer to the CAA Courses that are Less Than Three Credit Hours section within this document for additional information regarding courses that fall into this category. Please refer to the [CCP State Guidance](#).**

## **Career and College Promise Pathways**

### **Career Technical Education**

As a high school junior or senior, enroll in hands-on CFCC Career-Technical courses that align with your career goals. Allows students to begin a certification or diploma program in a particular technical field or career area.

### **College Transfer**

As a high school junior or senior, earn transferable credit hours of general education classes required for a four-year degree.

### **Cooperative Innovative High School (Early College)**

Earn a high school diploma and up to two years of college credit within five years.

Once students begin taking college classes, they must maintain eligibility to participate by continuing to make progress toward high school graduation and by maintaining a 2.0 grade-point average for all college coursework.

For more information on the Career and College Pathways, visit the Cape Fear Community College website at <http://www2.cfcc.edu/ccp/>. For more information on North Carolina's Career and College Promise visit the website at <https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/career-and-college-promise>.



# COLLEGE ACCELERATOR PROGRAM

**Earn a High School Diploma &  
Associate's Degree in 4 Years!**

[Associate of Arts](#)

[Associate of Science](#)

## 9th and 10th Grade

Students take high school classes  
exclusively on an accelerated  
pace.



## 11th Grade

Students take  
classes to satisfy the  
“pathway.”

## 12th Grade

Students take  
classes to satisfy the  
“degree.”

# DIVISION I ACADEMIC REQUIREMENTS

To study and compete at a [Division I school](#), you must earn 16 NCAA-approved [core-course credits](#), earn a minimum 2.3 [core-course GPA](#) and submit your final transcript with proof of graduation to the Eligibility Center.

## CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, world language or non doctrinal religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

## QUALIFIER

As a Division I qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division I school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
  - o Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester.
  - o Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
- » Earn a minimum 2.3 [core-course GPA](#).
- » Submit your final transcript with proof of graduation to the Eligibility Center.

## ACADEMIC REDSHIRT

As a Division I academic redshirt, you may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a minimum 2.0 core-course GPA.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

\* More information regarding the impact of COVID-19 can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).



## TEST SCORES

In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements.

*\* More information regarding the impact of COVID-19 can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).*

## CORE-COURSE LIST

Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist). No core-course list means courses taken from that high school will not count for NCAA eligibility. If your high school does not have a list, you risk being ineligible to play in college.

## NONTRADITIONAL AND ONLINE COURSES

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

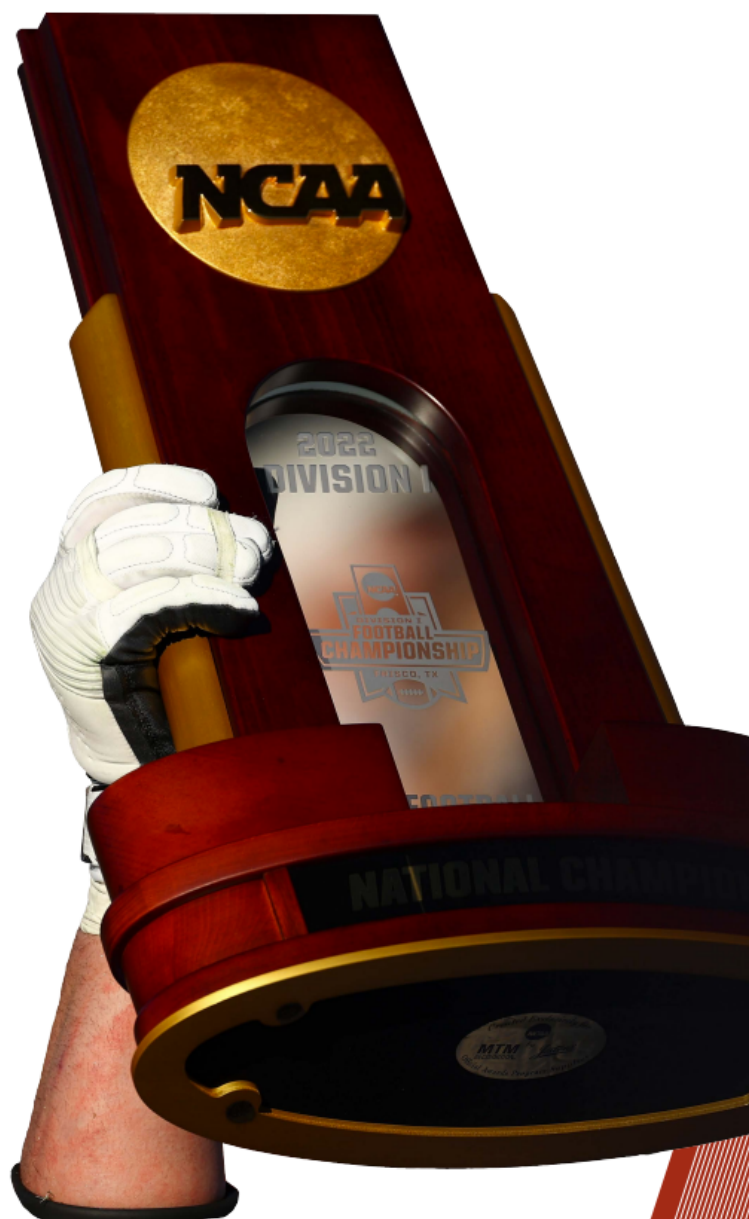
These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on [your school/program's list](#) of NCAA-approved core courses.

## BE AHEAD OF THE GAME

- » Plan to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org) before your freshman year of high school. Visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist) to help guide you through the registration process.
- » After six semesters of high school, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.

## ADDITIONAL RESOURCES

- » [DII Academic Requirements flyer](#).
- » [DIII Amateurism flyer](#).
- » [International Initial-Eligibility flyer](#).



Want more information? Visit [ncaa.org/playcollegesports](https://ncaa.org/playcollegesports).

### CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec): 877-262-1492  
Monday-Friday, 9 a.m. to 5 p.m. Eastern time

[@ncaaec](#) [@playcollegesports](#) [@ncaaec](#)



ELIGIBILITY CENTER



# DIVISION II ACADEMIC REQUIREMENTS

To study and compete at a **Division II school**, you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.2 **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

## CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, world language or non doctrinal religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

## QUALIFIER

As a Division II qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division II school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a minimum 2.2 **core-course GPA**.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

## PARTIAL QUALIFIER

If you have not met all of the Division II academic standards, you will be deemed a partial qualifier. As a partial qualifier, you may practice and receive an athletics scholarship, but may NOT compete, during your first year of full-time enrollment at an NCAA Division II school.

\* More information regarding the impact of COVID-19 can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).

 DIVISION II  
**MAKE IT *YOURS***

## TEST SCORES

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## CORE-COURSE LIST

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These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on [your school/program's list](#) of NCAA-approved core courses.

## BE AHEAD OF THE GAME

- » Plan to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org) before your freshman year of high school. Visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist) to help guide you through the registration process.
- » After six semesters of high school, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.
- » For more information on Division II, visit [ncaa.org/D2](https://ncaa.org/D2).

## ADDITIONAL RESOURCES

- » [DI Academic Requirements flyer](#).
- » [DIII Amateurism flyer](#).
- » [International Initial-Eligibility flyer](#).

**Want more information? Visit**  
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### CONTACT THE NCAA ELIGIBILITY CENTER

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ELIGIBILITY CENTER

# North Carolina Assessment Requirements

Per SBE policy ACCT-021, “all eligible students (i.e., enrolled in a school), including students with disabilities and ELs, in high school courses in which an EOC assessment is administered shall participate in the state assessment program adopted by the SBE.

High school students must take all end-of-course (EOC) tests, State Final exams, and Career and Technical Education State Assessments CTE Post-Assessments) required by the State Board of Education. The results of EOC tests, State Final Exams, and CTE Post-Assessments will count as 20 percent of a student's final grade in each high school course for which there is an EOC test, State Final Exam, or CTE Post Assessment.

This requirement does not apply to EOC tests for students following the Occupational Course of Study. In courses without state assessment, the final exam will also count as 20 percent of the student’s final grade.

## END-OF-COURSE TESTS

End-of-Course (EOC) tests will be administered for the following courses:

**NC Math 1**

**NC Math 3**

**Biology**

**English II**

In all courses with an End-of-Course test, the EOC test shall count as 20% of the student’s final grade.

For the accountability model, a school that does not assess at least 95 percent (95%) of its expected test population for the all students group and each subgroup of students will be deemed not to have met participation rate requirements.”

## ACT

The ACT (American College Testing) is a college admissions test taken by all 11th graders (Spring) as required by the state of North Carolina. The ACT is a curriculum- and standards-based assessment that evaluates eleventh-graders’ general learning outcomes in English, Mathematics, Reading, Science, and Writing.

## ACT WORKKEYS

Students who are identified as Career and Technical Education (CTE) concentrators are required to complete the ACT WorkKeys assessments. The three ACT WorkKeys assessments, which are the basis of the National Career Readiness Certificate (NCRC), include Applied Math, Graphic Literacy, and Workplace Documents.

Students who achieve qualifying scores on the Applied Math, Graphic Literacy, and Workplace Documents assessments can earn a North Carolina Career Readiness Certificate. The certificate provides employers with proof that students have the skills needed to do the jobs available.

## CTE POST ASSESSMENTS

The Career and Technical Education Program of Studies mandates testing in all Career and Technical Education classes. Students are required to take the state test (VoCATS) which is administered as a final Exam and counts 20 percent of the student’s final grade.

# University of North Carolina System Schools

The University of North Carolina System's 17 campuses extend from the state's mountains to the coast. More than 230,000 students are enrolled at 16 universities and the NC School of Science and Mathematics, the country's first public residential high school for gifted students. Undergraduate students must meet the minimum requirements outlined in the chart on page 7.



## North Carolina Independent Colleges and Universities

North Carolina Independent Colleges and Universities is comprised of 36 nonprofit, private liberal arts, research, and comprehensive colleges and universities across North Carolina.



## DRIVING ELIGIBILITY CERTIFICATES

### Frequently Asked Questions

#### What is a Driving Eligibility Certificate?

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

#### How long is a Driving Eligibility Certificate valid?

The Driving Eligibility Certificate is valid for 30 days. § 20-11(n) (3)

#### Who needs a Driving Eligibility Certificate?

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

#### How does a minor enrolled in a public school within North Carolina obtain a Driving Eligibility Certificate?

Upon successful completion of a Driver Education program, the student may obtain a Driving Eligibility Certificate from the school once adequate academic progress (pass at least 70% of the maximum of possible courses each semester and meet promotion standards established by the LEA) 16 NCAC 06E.0301 has been verified by the school.



### **Why would a Driving Eligibility Certificate be revoked?**

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

- **DROPPING OUT OF SCHOOL PRIOR TO AGE 18**

As of August 1, 1998 any public, private, federal, home-schooled, or community college student under age 18 who does not make adequate academic progress or drops out of school will have their driving permit or provisional license revoked. (§ 20-11)

Under the Dropout Prevention Guidelines, a dropout student is one who has withdrawn from school before the end of the academic term and whose enrollment in an educational setting cannot be verified for 30 days. Parents should be notified in writing that the student's Driver Eligibility Certificate will be revoked. Parents may submit a hardship request to the principal or principal's designee to maintain the student's Driving Eligibility status.

- **DISCIPLINARY ACTION**

Disciplinary action includes an expulsion, a suspension for more than 10 consecutive days, or an assignment to an alternative educational setting for more than 10 consecutive days. (§ 20-11(n1))

Under the Lose Control/Lose License guidelines, the Driving Eligibility Certificate is revoked for one year. Unlike the Dropout Prevention guidelines that end when a student turns age 18, the revocation of a Driving Eligibility Certificate for disciplinary action can extend beyond age 18 if the disciplinary action took place during the time the student was age 17.

- **NOT MAKING ADEQUATE ACADEMIC PROGRESS**

At the end of each semester, students not passing 70% of the maximum possible courses are identified. Parents are notified that the student is not making adequate academic progress and have the option of submitting a hardship request to the principal or principal's designee to maintain the student's Driving Eligibility status.

### **What constitutes a hardship request to receive a Driving Eligibility Certificate?**

The school principal or principal's designee may determine specific circumstances exist that constitute a hardship thereby allowing a student to receive a Driving Eligibility Certificate. A hardship is defined as "a demonstrable burden on the student or the student's family..." 16 NCAC 06E.0301 (c) (3)

### **How does the Driving Eligibility Certificate become reinstated? \*\***

Under the "Lose Control/Lose License" § 20-11 (n1) (1) statute, the Driving Eligibility Certificate is reinstated one year after the disciplinary action occurred.

However, if the local education agency determines the student displayed exemplary behavior and is attending school, a student may be eligible for the Driving Eligibility Certificate six months after the disciplinary action occurred. § 20-11 (n1) (2), (3), (4)

Furthermore, if the school administrator determines the student has exhausted all administrative appeals related to the disciplinary action and needs the certificate to drive to and from school, a drug or alcohol

treatment counseling program, as appropriate, or a mental health treatment program, and no other transportation is available, the student is eligible for a Driving Eligibility Certificate. § 20-11 (n1) (3)

**What is the appeal process for the revocation of the Driving Eligibility Certificate?**

The local education agency (school, school district, school board) determines the process by which decisions concerning the issuance of a driving eligibility certificate shall be appealed. 16 NCAC 06E.0301 (d)

\* Subject to change by the State Board of Education.

**\*\* NOTE:** To reinstate driving privileges, the DMV must have electronic confirmation from the child's private school, public school, community college, or for home school students-the Division of Non Public Education as well as the paper DEC when the child and parent/guardian visit the local DMV office. DMV may also charge a restoration fee.

**4 Year-COURSE PLANNING**

**USE THIS PAGE TO CREATE YOUR FOUR-YEAR PLAN**

Grade 9			Grade 10	
Semester One	Semester Two	Core	Semester One	Semester Two
		1		
		2		
		3		
		4		

Grade 11			Grade 12	
Semester One	Semester Two	Core	Semester One	Semester Two
		1		
		2		
		3		
		4		

Course Checklist								
English (4)	English 9		English 10		English 11		English 12	
Math (4)	Math I		Math II		Math III		Math IV	
Science (3)	Earth/Environmental		Biology		A Physical Science		Elective	
Social Studies (4)	World History		American History		Economics and Personal Finance		Civics	
Health/PE (1)	Health/PE		Elective		Elective		Elective	
Electives (CTE, Foreign Language, Other Electives)	Elective		Elective		Elective		Elective	
	Elective		Elective		Elective		Elective	

