

HARNETT COUNTY SCHOOLS

Inspiring learners to be leaders!

Course Guide 2022-2023



The goal of Harnett County Schools is to ensure that students graduate on time with the essential knowledge and skills to guarantee access to higher education and/or employment in the 21st Century. This course guide contains course offerings in Harnett County High Schools. It is intended to be a guide for you as you plan your program of study for the next year.

Please pay special attention to the requirements for the North Carolina Academic Scholars Program as well as the section regarding course offerings that have weighted credit. These honors and AP classes are advanced level classes that are taught at an accelerated pace. By registering for these courses, you are committing yourself to accept the academic challenge these courses provide.

As you choose your courses for next year, keep your career plans in mind. Making good decisions now will help provide you with many opportunities for success in the future. If you are planning to continue your education beyond high school, it is important that you communicate with the counseling department to make certain that your planned course of study meets university or community college entrance requirements.

Once you and your parents have selected your courses for next year and those selections have been reviewed by your counselor, they are considered final. After schedules have been run and classes have been assigned, change will be made only for errors that occur due to the scheduling process.

Without a doubt, we have the finest school community. The support of students, parents, faculty, families, and the community has been tremendous. Thank you in advance for your continued support as we work together to make Harnett County Schools second to none. Please contact the excellent counseling department in your school, should you have questions or concerns about the scheduling process.

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COURSE AVAILABILITY

It is the policy of the Harnett County Board of Education not to discriminate on the basis of race, color, national origin, sex, or handicap in its educational program activities. Counseling materials and/or activities will not direct or urge any student to enroll in a particular career or program based upon the students' race, color, national origin, sex, or disability. Disabled students will not be counseled toward more restrictive career objectives than non-disabled students with similar abilities and interests.

GENERAL INFORMATION

The attached information is provided to assist students and their parents/guardians in the planning and registration processes. It is the responsibility of students to make sure they are registered for courses needed to complete graduation and college or university admissions requirements.

CPR Requirement (GCS-N-004)

The NC State Board of Education (October 4, 2012) approved an update to the State Graduation Requirements Policy, GCS-N-004, to include new CPR graduation requirement. CPR will be recorded as a proficiency test in eSIS, therefore, the Data Manager will need to add CPR into eSIS as a test. This requirement is effective immediately for 2015 graduates and beyond. Students usually complete CPR instruction as part of the Healthful Living course in the 8th grade. School districts should use POWERSCHOOL to identify if the student passed the 8th grade Healthful Living course and verify that CPR was routinely taught as part of that course. If both of these conditions were met, this will satisfy the requirement for verifying successful completion of CPR for students who will be in the ninth or tenth grade in the 2012-13 school year. These students may also fulfill this CPR requirement by presenting proof of CPR certification through the American Red Cross or the American Heart Association. Once the student passes the Healthful Living class, which includes the CPR instruction, or presents proof of CPR certification, he/she will have met the CPR requirement.

North Carolina and Local GRADUATION REQUIREMENTS

To obtain a diploma, students must meet the state and local requirements. Required course credit is as follows:

English	4 credits
Mathematics (including NC Math 1)	4 credits
Science (including biology, earth/environmental & physical science)	3 credits
Social Studies (civics/econ., World & American history I & II) updates p. 7	4 credits
Health & PE	1 credits
Electives	10 or 11 credits *
Total	26 credits

Additional Requirements

- Meeting CPR requirements, and
- Meeting all the requirements for one of the North Carolina High School Courses of Study

NOTE: Students who do not meet the stated requirements to earn either a High School Diploma or Certificate of Achievement may not participate in graduation exercises.

PLANNING FOR THE FUTURE

Business and industry leaders throughout the nation are seeking employees who can communicate effectively, solve problems, and perform technical skills. The business community is demanding a better-prepared workforce, which has both the technical skills and academic background to accomplish assigned tasks. Economic growth and development is dependent upon properly educated citizens. To obtain successful employment in the future, students will need to focus on acquiring technical and/or college preparatory skills. Students are encouraged to set goals, beginning at the eighth grade, through a career development plan. This individualized plan should be reviewed at least once each year to ensure the best possible instructional program is taken to accomplish one's career goals. Through proper planning, students will be prepared to enter a four-year college, community college, go directly into the workforce, or the military. Through the Career & College Promise initiative, some students will earn community college credits while still in high school.

In addition to the current higher expectations noted by Future Ready Core requirements (2009 and beyond), students may accomplish these goals through one of the following courses of study, which are also found in the graduation requirements as follows:

Future-Ready Core- All students will be expected to meet the requirements outlined under the Future-Ready Core Course of Study. The primary differences between this course of study and previous courses of study are an additional mathematics course and a recommended four elective credits in a concentrated area. By taking four elective credits in a concentrated area, students can tailor their course concentrations to fit their interests and goals while building a strong academic foundation. Under the six total elective units required for graduation, four elective credits (a four-course concentration) could be taken from one of the following areas of focus: Career and Technical Education, JROTC, Arts Education or any other subject area mathematics, science, social studies, English). The remaining two electives must be any combination from Career and Technical Education, Arts Education or Second Languages. For some students with learning disabilities, the Occupational Course of Study will remain an option.

Occupational—Designed for a very small number of students who have an Individual Education Plan (IEP) and are identified as exceptional education students according to North Carolina guidelines. The IEP team will determine a student's eligibility for this course of study. Students who are qualified for this course of study will take occupational English, mathematics, science, and social studies, health and physical education, vocational education electives, and courses in occupational preparation. Students will complete an Occupational Course of Study Portfolio. All students, including students in an occupational course of study, are required to take state-mandated assessments (NC Math 1 End-of-Course test, Biology End-of-Course test, English II End-of-Course test, etc.).

PROMOTION REQUIREMENTS

Grade levels for students will be determined after summer school each year based on total number of earned credits. Students are not allowed to change homeroom grade levels at the end of first semester, even if the number of earned credits meets the requirements for the next grade level. Students may only receive the privileges allowed for their specific grade level. Students placed in senior homerooms must have passed the minimum allowable credits to be considered a senior and be in the position to graduate.

- 6 credits required to be promoted to 10th grade
- 12 credits required to be promoted to 11th grade
- 18 credits required to be promoted to 12th grade
- 26 credits required for graduation*

* Transfer students will be advised of graduation requirements.

NORTH CAROLINA ACADEMIC ATHLETIC ELIGIBILITY

To be eligible to participate in any sport, a student must meet all of the eligibility requirements of the North Carolina High School Athletic Association. Included among these requirements are the following: (1) pass a minimum of 3 courses the previous semester, (2) being in attendance a minimum of 85% of the previous semester, (3) not reaching age 19 on or before August 31 of the current year; (4) Senior athletes who choose to participate in Flex are required to pass all three courses in which they are enrolled.

NORTH CAROLINA ACADEMIC DRIVING ELIGIBILITY

Any student, younger than 18 years of age, must pass at least 3 of the 4 courses in a semester to be academically eligible to obtain and/or keep a driving permit or driving license. Failure to do so will result in notification by the North Carolina Department of Motor Vehicles for the student to surrender the permit or license. Seniors participating in Flex are required to pass all three courses in which they are enrolled in order to maintain their driving permit or driving license.

EARLY GRADUATION AND FLEX PERIOD

The Harnett County Board of Education approved a Senior Acceleration Opportunity in 2002 that allows seniors who have completed all graduation requirements by the end of first semester of their senior year to graduate early. Flex Scheduling is offered to seniors who have earned enough credits and met other graduation requirements. This enables eligible seniors to take only 3 classes during a semester. A rising senior who qualifies and wants to apply for either of these options must obtain and complete an application by a designated deadline.

GRADE POINT AVERAGE (GPA) AND CLASS RANK

Harnett County high schools currently use a weighted grading scale and transcript as mandated by HSP-L-004 (Statutory Reference GS 116-11(10a)). Grade point average (GPA) and class rank are calculated by a standard method by all public high schools in the state. All courses attempted in grades 9-12 are used in computing grade point average and class rank.

GRADING SCALE AND QUALITY POINTS

Calculations are based on a standardization of academic course levels, grading scales, and the weighting of course grades. Grading scale and quality points will adhere to State Board of Education and Harnett County Schools policy.

HONORS AND ADVANCED PLACEMENT COURSES

The Honors and Advanced Placement (AP) courses are designed to give students an opportunity to take rigorous high school classes. Many colleges grant college credit to students who make sufficiently high marks on the AP examination given in the spring. (Cost approximately \$85—paid by state in 2016-17 school year.) Students should check specific college policies regarding AP exams and credit allowed.

Course content, pace, and academic rigor of **Advanced and Honors** courses require high expectations from students and surpass standards set by the North Carolina Standard Course of Study. Such courses demand a greater independence and responsibility. **If a student registers for an Advanced or Honors course, he or she is expected to complete the course. An Advanced or Honors course will be changed/ dropped only with extenuating circumstances.**

Course content, pace, and academic rigor of the **Advanced Placement (AP)** courses are **college-level** as adopted by the College Board and are geared to enable students to pass the College Board Advanced Placement Examinations. AP Exams are used for college credit and/or placement purposes. This varies from college to college. If a student registers for an Advanced Placement (AP) course, he/she is expected to complete the course and to take the AP exam. **Any student needing assistance to pay for the AP exam should work closely with his or her AP teacher and the AP Coordinator. An AP course will be changed/ dropped only with extenuating circumstances.**

Honors and Advanced Placement (AP) courses place added demands on a student's time. Careful consideration should be given before selecting such a course. Courses will be given a "weight" according to the following guidelines:

- Honor courses will be weighted so that .5 point is added to the value of the grade on the grading scale
- AP courses will be weighted so that 1 points are added to the value of the grade on the grading scale
- These weighted grades will be computed into the grade point average (GPA).

The North Carolina Department of Public Instruction, the State Board of Education, and the College Board require an approved curriculum—specific to each Honors or Advanced Placement course—that promotes academic rigor and aligns with expectations regarding course weight and quality points. Also included are any CTE courses designated for Honors Credit. Selected online courses may earn quality points. Also included are any CTE courses designated for Honors Credit. Selected online courses may earn quality points based on academic rigor. **All other courses in the curriculum are not weighted.**

Credit by Demonstrated Mastery is available for high school courses. “Mastery” is defined as a student’s command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. Students must demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. Harnett County will also expect additional requirements, such as performance tasks. This multi-phase assessment process builds a body-of-evidence that allows a committee to determine if the student has a deep understanding of the standards for the course or subject area, as defined by the *North Carolina Standard Course of Study*, thereby earning credit for the course without experiencing it in the school setting. Please speak with your counselor as needed.

Pursuant to state graduation requirements, the following Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International Examination (CIE) courses satisfy NCSBE graduation requirements:

1. English

- AP English Language and Composition satisfies the English III credit requirement
- AP English Literature and Composition satisfies the English IV credit requirement
- IB English Language and Literature satisfies the credit requirements for English III and/or IV
- IB English Literature provides satisfies the credit requirements for English III and/or IV
- CIE English Language, AS or A level, satisfies the English III credit requirement
- CIE English Literature, AS or A level, satisfies the English IV credit requirement

2. Mathematics

The following courses satisfy the requirement for a fourth mathematics credit:

- AP Calculus AB
- AP Calculus BC
- AP Computer Science
- AP Statistics
- IB Computer Science
- IB Math Studies
- IB Math SL
- IB Math HL
- IB Further Math HL
- IB Analysis and Approaches, SL or HL level
- IB Applications & Interpretation, SL or HL level
- CIE Mathematics, AS or A level
- CIE Mathematics & Mechanics, AS or A level
- CIE Mathematics & Probability/Statistics, AS or A level

3. Science

- AP Chemistry satisfies the physical sciences credit requirement
- AP Physics (all options) satisfies the physical sciences credit requirement
- AP Biology satisfies the Biology credit requirement

- AP Environmental Science satisfies the earth/environmental science credit requirement
- IB Chemistry satisfies the physical sciences credit requirement
- IB Physics satisfies the physical sciences credit requirement
- IB Biology satisfies the Biology credit requirement
- IB Environmental Systems and Societies satisfies the earth/environmental science credit requirement
- CIE Biology, AS or A level, satisfies the Biology credit requirement
- CIE Chemistry, AS or A level, satisfies the physical sciences credit requirement
- CIE Environmental Management AS satisfies the earth/environmental science credit requirement
- CIE Physics, AS or A level, satisfies the physical sciences credit requirement

4. Social Studies

- AP World History satisfies the World History credit requirement
- AP World History: Modern satisfies the World History credit requirement
- AP US History and an additional social studies elective satisfy the American History I and American History II credit requirement
- AP US History satisfies the American History credit requirement
- IB History of the Americas and an additional social studies elective satisfy the American History I and American History II credit requirement
- IB History of the Americas HL satisfies the American History credit requirement
- IB History SL satisfies the World History credit requirement
- AP Government and Politics satisfies the Founding Principles of The United States of America and North Carolina: Civic Literacy requirement as long as the following topics are covered as mandated by legislation (NCGS S.L. 2019-82):
 - The Creator-endowed inalienable rights of the people.
 - Structure of government, separation of powers with checks and balances.
 - Frequent and free elections in a representative government.
 - Rule of law.
 - Equal justice under the law.
 - Private property rights.
 - Federalism.
 - Due process.
 - Individual rights as set forth in the Bill of Rights.
 - Individual responsibility.
 - Constitutional limitations on government power to tax and spend, and prompt payment of public debt.
 - Strong defense and supremacy of civil authority over military.
 - Peace, commerce, and honest friendship with all nations, entangling alliances with none.

5. Other AP, IB, and CIE courses provide elective credits in the appropriate content areas.

Content Area	FUTURE READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study Requirements
English	Four sequential English credits which shall be: 1. Starting with English I 2. English II 3. English III 4. English IV	Four sequential English credits which shall be: 1. Starting with English I 2. English II 3. English III 4. English IV
Math	Four math credits which shall be either: 1. NC Math 1, 2 and 3 and a fourth mathematics course to be aligned with the student's post high school plans. 2. In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.G.G.S. 115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart.	Three math credits that shall be: 1. Introduction to Mathematics 2. NC Math I 3. Financial Management
Science	Three Science credits which shall be: 1. A physical science course 2. Biology 3. an earth/environmental science course	Two Science credits that shall be: 1. Applied Science 2. Biology

Social Studies	Students entering 9th grade between 2014-2015 and 2019-2020. Four Social Studies credits which shall be: 1. A founding principles course which shall be either: 1. American History: Founding Principles, Civics & Economics 2. Founding Principles of the United States of America and North Carolina Civic Literacy *Note: <i>Courses must follow the NCSCOS in its entirety and may not be satisfied by any other course</i> 2. American history courses which shall be either: 1. American History I & American History II 2. American History 1 or II and another Social Studies course 3. American History & another Social Studies course 3. World History	Students entering Grade 9 2020-2021. Four Social Studies credits which shall be: 1. A founding principles course which shall be either: 1. American History: Founding Principles, Civics and Economics 2. Founding Principles of the United States of America and North Carolina Civic Literacy 2. An American history course which shall be either: 1. American History I 2. American History II 3. American History 3. World History 4. Economics and Personal Finance *Note: It is strongly recommended that these students take World History in the <u>first year</u> of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-2022. Economics & Personal Finance is strongly recommended to be offered later in the student's high school career.	Two Social Studies credits that shall be: 1. American History: Founding Principles, Civics and Economics 2. American History I or American History II *For students entering Grade 9 for the first time in 2014-15(before 2017-18), two Social Studies credits that shall be: 1. American History I 2. American History II
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In July 2019 House Bill 924 was passed mandating a course in Economics and Personal Finance (EPF) be developed. The legislation mandates The course be a graduation requirement for all students graduating from a North Carolina public high school and charges the North Carolina State Board of Education to require the course be a full-credit. A passing grade in the course shall be required for graduation. This shall apply to all students entering the ninth grade in the 2020-2021 school year.

Health and Physical Education	One Health & Physical Education credit: - Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation. - Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.	One Health & Physical Education credit: Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.
Specific Electives or other requirements	Ten Total Credits Required Two Elective credits of any combination from either: - Career and Technical Education (CTE) or - Arts Education or - World Language Four Elective credits from the following (four-course concentration recommended): - Career Technical Education (CTE) - ROTC - Arts Education (e.g. dance, music, theater arts, visual arts) - Any other subject area or cross-disciplinary courses (e.g. mathematics, science, social studies, English and dual enrollment courses)	Six Occupational Preparation Education Credits: Which shall be Occupational Preparation I, II, III, and IV (i.e. completion of 150 hours of school-based training with work activities and experiences that align with student's post-school goals, 225 hours of community-based training, and 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and other volunteer and/or community service hours.
Career Technical		Four Career/Technical Elective Credits
Additional Requirements	Local Attendance Requirements Board Policy 4400 Meeting CPR Requirements Successful completion of state-mandated assessments (NC Math 1 EOC, Biology EOC, NC Math 3 EOC and English II EOC, ACT, Work Keys for CTE Completers, etc.) including students in the Occupational Course of Study. *FOR OCS STUDENTS ONLY* – A career portfolio	
Total	26 credits plus any local requirements	

*OCS Pathway Courses aligned with North Carolina Standard Course of Study in English I, II, III, IV; NC Math I and American History I, II, and Biology

**A Student who takes AP US History or IB History of the Americas instead of taking American History I and American History II must also take an additional elective social studies course in order to meet the four credit requirement.

***Examples of electives include Art Education, JROTC and other courses that are of interest to the Student.

North Carolina Mathematics Graduation Requirements
Options Charts for students who entered high school **prior to the 2021-2022 School Year**

1. Admission into a UNC System Institution <i>The following courses will fulfill the NC graduation requirements for mathematics and meet the UNC System Institution Minimum Course Requirements for admission. For admission into universities and colleges outside of the UNC System Institution, please check with that institution's admissions office for requirements and recommendations.</i>		Students must earn credit for: ● 2109 – NC Math 1 ● 2209 – NC Math 2 ● 2309 – NC Math 3 And <u>1</u> credit from the following:
NC SCOS – 4th Level Math Courses ● 2401 – Discrete Mathematics for Computer Science ● 2403 – Precalculus ● 2409 – NC Math 4 ● 2400 – Advanced Functions and Modeling (AFM)^D ● 2402 – Integrated Math IV^D ● 2406 – AMTEM-Mindset^D	Advanced Placement Courses ● 2A00 – AP Calculus AB ● 2A01 – AP Calculus BC ● 2A03 – AP Statistics	
Community College Course ● 2C01 – MAT 143 – Quantitative Literacy ● 2C02 – MAT 152 – Statistical Methods I ● 2C03 – MAT 171 – Precalculus Algebra ● 2C04 – MAT 172 – Precalculus Trigonometry ● 2C05 – MAT 263 – Brief Calculus ● 2C06 – MAT 271 – Calculus I ● 2C07 – MAT 272 – Calculus II ● 2C11 – MAT 252 – Statistics II ● 2C12 – MAT 273 – Calculus III ● 2C13 – MAT 280 – Linear Algebra ● 2C14 – MAT 285 – Differential Equations ● 2C15 – MAT 141 – Mathematical Concepts I ● 2C16 – MAT 142 – Mathematical Concepts II ● 2C20 – MAT 167 – Discrete Math	International Baccalaureate Courses ● 2I06 – IB Analysis and Approaches SL ● 2I07 – IB Analysis and Approaches HL ● 2I08 – IB Applications & Interpretations SL ● 2I09 – IB Applications & Interpretations HL ● 2I02 – IB Mathematical Studies SL^D ● 2I03 – IB Mathematics SL^D ● 2I04 – IB Mathematics HL^D ● 2I05 – IB Further Math HL^D	
	Cambridge Courses ● 2V00 – CIE Mathematics AS ● 2V01 – CIE Mathematics A ● 2V02 – CIE Mathematics & Mechanics AS ● 2V03 – CIE Mathematics & Mechanics A ● 2V04 – CIE Mathematics & Probability/Statistics AS ● 2V05 – CIE Mathematics & Probability/Statistics A	

**Disabled courses can no longer be scheduled.*

North Carolina Mathematics Graduation Requirements
Options Charts for students who entered high school prior to the 2021-2022 School Year

2. Admission into Community College or enter directly into a Career after High School <i>The following courses will fulfill the NC graduation requirements for mathematics. Students may also earn a credit in a course listed on the Admission into a UNC Institution Chart.</i>	Students must earn credit for: • 2109 – NC Math 1 • 2209 – NC Math 2 • 2309 – NC Math 3 And <u>1</u> credit from the following:
Additional Mathematics Courses • 2090 – Foundations of NC Math 1 • 2091 – Foundations of NC Math 2 • 2092 – Foundations of NC Math 3 • 2013 – CCRG Mathematics	Advanced Placement and International Baccalaureate Courses • 2A02 – AP Computer Science • 2I00 – IB Computer Science SL • 2I01 – IB Computer Science HL
CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation • 0A02 – AP Computer Science Principles • AP44 – Horticulture II Landscaping <i>New</i> • BA10 – Accounting I • BA20 – Accounting II • BF10 – Principles of Business and Finance • BM20 – Microsoft Excel • BP10 – Computer Programming I • BP12 – Computer Programming II • FH10 – Culinary Arts and Hospitality I • FH22 – Culinary Arts and Hospitality II^D • FA31 – Apparel & Textile Production I • FA32 – Apparel & Textile Production II • FH72 – ProStart II^D • FI51 – Interior Design I^D • FI52 – Interior Design II^D	• IC21 – Carpentry I • IC61 – Drafting I • IC62 – Drafting II Architectural • IM41 – Metals Manufacturing Technology I • IM42 – Metals Manufacturing Technology II • IV22 – Drafting II Engineering • TP11 – PLTW Introduction to Engineering Design • TP12 – PLTW Principles of Engineering • TP21 – PLTW Digital Electronics • TP22 – PLTW Computer Integrated Manufacturing • TP23 – PLTW Civil Engineering and Architecture • TP25 – PLTW Aerospace Engineering • TP27 – PLTW Environmental Sustainability • TP31 – PLTW Engineering Design and Development • TE21 – Principles of Technology I • TE22 – Principles of Technology II
CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation • BF05 – Personal Finance^D AND ME11 – Entrepreneurship I • BP20 – SAS I AND BP22 – SAS II • FI21 – Interior Design Fundamentals AND FI23 Interior Design Technology <i>New Paired Option</i> • IC11 – Masonry I AND IC12 – Masonry II • IC22 – Carpentry II AND IC23 – Carpentry III • IC41 – Electrical Trades I AND IC42 – Electrical Trades II • IM21 – Woodworking I AND IM22 – Woodworking II • IM31 – Electronics I AND IM32 – Electronics II • FH20 – Introduction to Culinary Arts & Hospitality^D AND FH11 – Culinary Arts and Hospitality II Applications • FH20 – Introduction to Culinary Arts & Hospitality^D AND FH21 – Culinary Arts & Hospitality I^D • FH20 – Introduction to Culinary Arts & Hospitality^D AND FH71 – ProStart I^D • FH71 – ProStart I^D AND FH12 Culinary Arts and Hospitality II Internship • TS21 – Scientific & Technical Visualization I AND TS22 – Scientific & Technical Visualization II • TS31 – Game Art and Design AND TS32 – Advanced Game Art and Design	

^D - Disabled courses can no longer be scheduled.

North Carolina Mathematics Graduation Requirements
Options Charts for students who entered high school prior to the 2021-2022 School Year

3. Principal Exemption from the Future Ready Core Graduation Requirements <i>The following courses will fulfill the NC graduation requirements for mathematics with a principal override. Students may also earn a credit in a course listed on the Admission into a UNC Institution Chart.</i>	Students must earn credit for: • 2109 – NC Math 1 • 2209 – NC Math 2 And <u>2</u> credits from the following:
Additional Mathematics Courses • 2020 – Introductory Mathematics • 2040 – Alternate Mathematics I • 2041 – Alternate Mathematics II • 2090 – Foundations of NC Math 1 • 2091 – Foundations of NC Math 2 • 2092 – Foundations of NC Math 3 • 2013 – CCRG Mathematics	Advanced Placement and International Baccalaureate Courses • 2A02 – AP Computer Science • 2I00 – IB Computer Science SL • 2I01 – IB Computer Science HL
CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation • 0A02 – AP Computer Science Principles • AP44 – Horticulture II Landscaping <i>New</i> • BA10 – Accounting I • BA20 – Accounting II • BF10 – Principles of Business and Finance • BM20 – Microsoft Excel • BP10 – Computer Programming I • BP12 – Computer Programming II • FH10 – Culinary Arts and Hospitality I • FH22 – Culinary Arts and Hospitality II^D • FA31 – Apparel & Textile Production I • FA32 – Apparel & Textile Production II • FH72 – ProStart II^D • FI51 – Interior Design I^D • FI52 – Interior Design II^D	• IC21 – Carpentry I • IC61 – Drafting I • IC62 – Drafting II Architectural • IM41 – Metals Manufacturing Technology I • IM42 – Metals Manufacturing Technology II • IV22 – Drafting II Engineering • TP11 – PLTW Introduction to Engineering Design • TP12 – PLTW Principles of Engineering • TP21 – PLTW Digital Electronics • TP22 – PLTW Computer Integrated Manufacturing • TP23 – PLTW Civil Engineering and Architecture • TP25 – PLTW Aerospace Engineering • TP27 – PLTW Environmental Sustainability • TP31 – PLTW Engineering Design and Development • TE21 – Principles of Technology I • TE22 – Principles of Technology II
CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation • BF05 – Personal Finance^D AND ME11 – Entrepreneurship I • BP20 – SAS I AND BP22 – SAS II • FI21 – Interior Design Fundamentals AND FI23 Interior Design Technology <i>New Paired Option</i> • IC11 – Masonry I AND IC12 – Masonry II • IC22 – Carpentry II AND IC23 – Carpentry III • IC41 – Electrical Trades I AND IC42 – Electrical Trades II • IM21 – Woodworking I AND IM22 – Woodworking II • IM31 – Electronics I AND IM32 – Electronics II • FH20 – Introduction to Culinary Arts & Hospitality^D AND FH11 – Culinary Arts and Hospitality II Applications • FH20 – Introduction to Culinary Arts & Hospitality^D AND FH21 – Culinary Arts & Hospitality I^D • FH20 – Introduction to Culinary Arts & Hospitality^D AND FH71 – ProStart I^D • FH71 – ProStart I^D AND FH12 Culinary Arts and Hospitality II Internship • TS21 – Scientific & Technical Visualization I AND TS22 – Scientific & Technical Visualization II • TS31 – Game Art and Design AND TS32 – Advanced Game Art and Design	

^D - Disabled courses can no longer be scheduled.

North Carolina Mathematics Graduation Requirements
Options Charts for students who entered high school **prior to the 2021-2022 School Year**

Students identified as Learning Disabled in Math

General Statute 115C-12(9d) states:

“The State Board shall not adopt or enforce any rules that requires Algebra I* as a graduation standard or as a requirement for a high school diploma for any student whose individualized education program (i) identifies the student as learning disabled in the area of mathematics and (ii) states that this learning disability will prevent the student from mastering Algebra I.” As noted in General Statute 115C-12(9d), the individualized education program (IEP) must state that the specific learning disability (SLD) in the area of mathematics will prevent the student from mastering Algebra I (now interpreted as NC Math 1 per memo dated 12/16/13).

The IEP team decision regarding the application of this statute through documentation in the IEP could occur at different times during the academic career of a student with a SLD in the area of mathematics. For further information on the required considerations for application of this statute, please see the August 24, 2016 [memo and worksheet](http://bit.ly/NCSLDMathFRC) (<http://bit.ly/NCSLDMathFRC>).

Note: The memo and worksheet refer to General Statute 115-81b. Recent legislation relocated the content of 115-81b to 115-12(9d) without changing the text of the statute. Please continue to use the memo and worksheet as intended for students with a specific learning disability in the area of mathematics.

Students included in the category defined by NC General Statute 115C-12(9d) must complete four credits in mathematics. These students must construct a four-course mathematics sequence using any combination of the courses listed in the preceding Options Charts. Each student's course selection should be guided by his or her post-secondary goals, as defined in his/her IEP.

For complete information on application of General Statute 115C-12(9d), refer to the Students with Specific Learning Disabilities and Mathematics Sequence Exemption in the Future-Ready Course of Study memo referenced above.

The following courses remain active to provide IEP teams with additional options for students who qualify for the exemption from the entire NC Math 1, 2, and 3 sequence.

- 2020 – Introductory Mathematics
- 2040 – Alternate Mathematics I
- 2041 – Alternate Mathematics II

These math courses do not have state standards. This allows teachers to create objectives to meet the needs of students enrolled in these courses based on the student's future plans stated in the student's IEP.

*Algebra I is now interpreted as NC Math I.

Students following the Occupational Course of Study

Students who follow this sequence should be classified as Occupational Course of Study.

To meet mathematics graduation requirements*, students must earn credit for:

- 9220B – Introduction to Mathematics
- 9225B – NC Math 1
- 9222B – Financial Management

* Students following the OCS pathway are not required to earn credit in NC Math 2 or NC Math 3.

IMPORTANT INFORMATION FOR SENIORS 2021 and Beyond

Senate Bill 561

FALL OF 2020

In compliance with Career and College Ready Graduates (CCRG) legislation that will take effect beginning with the 2020-21 academic school year, each high school is required to offer CCRG courses in English and Math for Seniors meeting eligibility requirements.

This requirement known as the Career and College Ready Graduates (CCRG) requires high school juniors, who do not meet career and college ready benchmarks, to be given the opportunity take CCRG courses in their senior year. These courses will allow students to enroll at the community college without the need for remediation. This legislation also requires that all high schools begin teaching these courses in the 2020-21 academic year.

High schools are required to use the curriculum approved by the State Board of Community Colleges (SBCC), in consultation with the State Board of Education (SBOE).

The CCRG for English will be embedded into English IV and CCRG for math will be a separate class. Students who take the CCRG are still required to take a fourth math. This course does not count as a fourth level math for students attending a 4 year UNC system, but does count as a 4th math for community college and graduation.

Students who have an unweighted GPA between 2.2 and 2.799 as a high school junior are eligible to take CCRG math and English courses in their senior year. An unweighted GPA 2.8 or above signifies career and college ready. Students with an unweighted GPA below 2.2 may opt into the CCRG courses. If the student meets any of the following criteria in either math or English, he/she will be exempt from the CCRG course for which the criteria is met.

TST	SAT	ACT	MATH 3 EOC
ENGLISH	480 COMPOSITE SCORE FOR EVIDENCED-BASED READING AND WRITING.	18	
READING		22	
MATHEMATICS	530	22	4 OR 5

Per legislation, students on the Occupational Course of Study shall not be required to take remedial courses for CCRG, unless a parent specifically requests through the IEP process that the student participates.

HARNETT COUNTY CAREER & TECHNICAL EDUCATION CAREER PATHWAYS (Revised 1.8.2020)

Note: A concentrator is a student who has earned the required number of technical credits in a Career Pathway (at least one of which is a completer course). Completer courses are designated by *. (Completer status may differ per course within each pathway.)

<u>Agriculture, Food & Natural Resources</u> <u>Animal Science Career Pathway (ANSC)</u> Animal Science I Animal Science II OR Animal Science II Small Animal* <u>Natural Resources Career Pathway (NARE)</u> Natural Resources I Natural Resources II* Plant Systems Career Pathway (PLSV) Horticulture I Horticulture II OR Horticulture II Landscaping* Power, Structural, & Technical Systems Career Pathway (PSTE) Agricultural Mechanics I Agricultural Mechanics II* <u>Approved CCP CTE Pathway Courses</u> VET110 Animal Breeds and Husbandry VET114 Intro to Vet Med Tech VET120 Vet Anatomy & Physiology VET121 Veterinary Medical Terminology VET137 Vet Office Practices	<u>Architecture & Construction</u> <u>Carpentry Career Pathway (CARP)</u> Core Construction Carpentry I Carpentry II* <u>Drafting Architectural Career Pathway (DRFA)</u> Drafting I Drafting II – Architectural* <u>Electrical Trades Career Pathway (ELTR)</u> Core Construction Electrical Trades I Electrical Trades II* <u>Interior Design Pathway (INDE)</u> Interior Design I Interior Design II* <u>Masonry Career Pathway (MASO)</u> Core Construction Masonry I Masonry II* <u>Approved CCP CTE Pathway Courses</u> BPR111 Print Reading ELC131 DC/AC Circuit Analysis I* ELC131A Circuit Analysis I Lab	<u>Arts, AV Technology & Communication</u> <u>Adobe Academy Career Pathway (ADAC)</u> Adobe Visual Design Adobe Digital Design* OR Adobe Video Design* <u>Apparel & Textile Production Career Pathway (ATPR)</u> Apparel & Textile Production I Apparel & Textile Production II* <u>Approved CCP CTE Pathway Courses</u> – BPT110 Intro to Broadcasting BPT111 Broadcast Law & Ethics BPT112 Broadcast Writing BPT113 Broadcast Sales BPT121 Broadcast Speech I BPT122 Broadcast Speech II* BPT131 Audio/Radio Production I BPT135 Radio Performance I BPT231 Video/TV Production I BPT232 Video/TV Production II*	<u>Business Management & Administration</u> <u>Entrepreneurship Career Pathway (ENTRE)</u> Entrepreneurship I Entrepreneurship II* <u>General Management Career Pathway (GMGT)</u> Principles of Business & Finance Business Management I Business Management II* <u>Approved CCP CTE Pathway Courses</u> ACC120 Principles of Fin. Accounting ACC121 Principles of Man. Accounting* ACC122 Principles of Fin. Accounting II* ACC150 Account. Software Applications BUS110 Introduction to Business BUS115 Business Law I DBA110 Database Concepts BUS137 Principles of Management
<u>Finance</u> <u>Accounting Career Pathway (ACCT)</u> Accounting I Accounting II* <u>Financial Securities & Investments Career Pathway (FSIN)</u> Principles of Business & Finance Wealth Building Wealth Management* <u>Approved CCP CTE Pathway Courses</u> ACC120 Principles of Accounting I ACC121 Prin. of Managerial Accounting* ACC130 Business Income Taxes* ACC150 Account. Software Applications BUS110 Introduction to Business BUS115 Business Law I DBA110 Database Concepts ACC129 Individual Income Taxes	<u>Health Science</u> <u>Health Professional Career Pathway (HPCP)</u> Health Science I Health Science II* <u>Approved CCP CTE Pathway Courses</u> DEN100 Basic Orofacial Anatomy MED121 Medical Terminology I MED122 Medical Terminology II* MED140 Exam Room Procedures I NAS101 Nursing Assistant I MED110 Orientation to Medical Assisting	<u>Hospitality</u> <u>Culinary Arts Applications Career Pathway (CULA)</u> Culinary Arts & Hospitality I Culinary Arts & Hospitality II Applications Culinary Arts & Hospitality III* <u>Travel & Tourism Career Pathway (TRTO)</u> Sports & Marketing Entertainment Marketing I OR Marketing I or Principles of Business & Finance Hospitality & Tourism* <u>Approved CCP CTE Pathway Courses</u> CUL110 Sanitation and Safety CUL140 Culinary Skills I CUL140A Culinary Skills I Lab CUL160 Baking I* CUL240 Culinary Skills II* CUL240A Culinary Skills II Lab	<u>Information Technology</u> <u>Computer Science Principles Career Pathway (CSPR)</u> Computer Science Principles I Computer Science Principles II* <u>Python Programming Career Pathway (PYPR)</u> Python Programming I Python Programming II* <u>Approved CCP CTE Pathway Courses –</u> CIS110 Introduction to Computers CIS111 Basic PC Literacy CTI110 Web, Program, & Database Found. CTI120 Network & Security Found. CTS115 Information Sys Business Concept CTS120 Hardware/Software Support CTS220 Adv. Hardware/Software Support* DBA110 Database Concepts SEC110 Security Concepts NOS130 Windows Single User WEB214 Social Media

HARNETT COUNTY CAREER & TECHNICAL EDUCATION CAREER PATHWAYS (Revised 1.8.2020)

Note: A concentrator is a student who has earned the required number of technical credits in a Career Pathway (at least one of which is a completer course). Completer courses are designated by *. (Completer status may differ per course within each pathway.)

Law, Public Safety, Corrections & Security <u>Emergency Medical Technology Career Pathway (EMMT)</u> Emergency Medical Technology I Emergency Medical Technology II* <u>Fire Fighter Technology Career Pathway (FIFI)</u> Fire Fighter Technology I Fire Fighter Technology II* Fire Fighter Technology III <u>Law & Justice Career Pathway (LAWJ)</u> Law & Justice I Law & Justice II* <u>Public Safety Career Pathway (PUSA)</u> Public Safety I Public Safety II* <u>Approved CCP CTE Pathway Courses</u> CJC111 Introduction to Criminal Justice CJC112 Criminology CJC113 Juvenile Justice CJC131 Criminal Law CJC132 Court Procedure and Evidence CJC141 Corrections CJC212 Ethics and Comm Relations* CJC214 Victimology* CJC221 Investigative Principles* CJC231 Constitutional Law*	Human Services <u>Early Childhood Development & Services Career Pathway (EACH)</u> Child Development Early Childhood Education I* (2 credits) <u>Food & Nutrition Career Pathway (FONU)</u> Food and Nutrition I Food and Nutrition II* <u>Approved CCP CTE Pathway Courses</u> BAR111 Barbering Concepts I COS111 Cosmetology Concepts I COS112 Salon Part COS113 Cosmetology Concepts II* COS114 Salon II* COS115 Cosmetology Concepts III COS116 Salon III COS121 Manicuring/Nail Tech I COS222 Manicuring/Nail Tech II*	Manufacturing <u>Metals Manufacturing Career Pathway (MEMA)</u> Metals Manufacturing Technology I Metals Manufacturing Tech II* (2 credits) <u>Approved CCP CTE Pathway Courses</u> ELN131 Semiconductor Applications ISC110 Workplace Safety MAC111 Machining Technology I MAC112 Machining Technology II* MAC124 CNC Milling MEC142 Physical Metallurgy ELN133 Digital Electronics MAC151 Machining Calculations MAC171 Measure/Materials and Safety WLD115 SMAW (Stick) Plate WLD131 GTAW (TIG) Plate WLD121 GMAW (MIG) FCAW/Plate	Marketing <u>Marketing Management Career Pathway (MMGT)</u> Marketing Marketing Applications* <u>Sales Career Pathway (PRSM)</u> Sales I Sales II* <u>Approved CCP CTE Pathway Courses</u> BUS115 Business Law I MKT120 Principles of Marketing MKT220 Advertising & Sales Promotion* MKT223 Customer Service* MKT232 Social Media Marketing* BUS280 REAL Small Business
Science, Technology, Engineering & Mathematics <u>Drafting Engineering Career Pathway (DREN)</u> Drafting I Drafting II – Engineering* <u>Approved CCP CTE Pathway Courses</u> DFT111 Technical Drafting I DFT154 Introduction to Solid Modeling DFT170 Engineering Graphics DFT211 Gears, Cams & Pulleys* DFT254 Inter. Solid Model/Render* EGR131 Intro to Electronics Tech EGR150 Introduction to Engineering MEC142 Physical Metallurgy	Transportation, Distribution & Logistics <u>Automotive Services Career Pathway (AUTO)</u> Automotive Services Fundamentals Automotive Service I Automotive Service II* <u>Collision Repair Career Pathway (COLL)</u> Collision Repair Fundamentals Collision Repair I Collision Repair II Non-Structural* OR Collision Repair II Refinishing* <u>Drone Technology Career Pathway (DRON)</u> Drone Technology I Drone Technology II* <u>Approved CCP CTE Pathway Courses</u> TRN110 Intro to Transport Tech TRN120 Basic Transportation Electricity	 Learning that works for North Carolina	
		Additional CCP Offerings may apply. Please refer to CCCC CCP Pathway document for additional course offerings.	

HIGH SCHOOL DIPLOMA ENDORSEMENTS

Students enrolled in North Carolina high schools shall have the opportunity to earn Endorsements to their High School Diploma that identify a particular area of focused study, beginning with the graduating class of 2014-2015. The earning of endorsements shall be based on the following criteria:

1. Students shall meet all requirements set forth in State Board Policy, “State Graduation Requirements” related to earning a high school diploma.
2. Students may earn a Career Endorsement, a College Endorsement, a College/UNC Endorsement, a North Carolina Academic Scholars Endorsement, and/or a Global Languages Endorsement.
3. The requirements for earning these endorsements are defined below:

I. Career Endorsement:

- a. Except as limited by N.C.G.S. §115C-81(b), the student shall complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, Math I, II, III or Integrated Math I, II, III and a fourth mathematics course aligned with the student’s post-secondary plans. Acceptable fourth math courses for the Career Endorsement include any math course that may be used to meet NC high school graduation requirements, including applied math courses found in the Career and Technical Education (CTE) domain;
- b. The student shall complete a CTE concentration in one of the approved CTE Career Pathways;
- c. The student shall earn an unweighted grade point average of at least 2.6;
- d. The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments or another appropriate industry credential/certification; and
- e. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark score.

II. College Endorsement:

- a. The student shall complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, Math I, II, III or Integrated Math I, II, III; and a fourth mathematics course aligned with the student’s post-secondary plans. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing college math class under the North Carolina Community College System’s Multiple Measures Placement policy;
- b. The student shall earn an unweighted grade point average of at least 2.6; and
- c. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark score.

III. College/UNC Endorsement

- a. The student shall complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, Math I, II, III or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either Algebra II, Math III or Integrated Mathematics III as a pre-requisite;
- b. The student shall complete three units of science including at least one physical science with a lab, one life science and one additional science course;
- c. The student shall complete U.S. History or equivalent coursework;
- d. The student shall complete two units of a world language (other than English);
- e. Students shall earn a weighted grade point average of at least 2.5; and
- f. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark score.

IV. North Carolina Academic Scholars Endorsement:

- a. The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III and a fourth-level mathematics course that meets University

of North Carolina system Minimum Course Requirements that include a mathematics course with either Math III, Algebra II, or Integrated Mathematics III as a pre-requisite.

- b. The student shall complete three course credits of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include either physics or chemistry.
- c. For students entering ninth grade in 2012-13 or later, the student shall complete four course credits of social studies.
- d. The student shall complete two course credits of a world language (other than English).
- e. The student shall complete four elective course credits in any one subject area, such as Career and Technical Education (CTE), JROTC, Arts Education, World Languages, or in another content area.
- f. The student shall have completed at least three higher-level courses during junior and/or senior years which carry quality points such as Advanced Placement, International Baccalaureate or Dual Enrollment courses; Advanced CTE and CTE credentialing courses; honors level courses, or Project Lead the Way courses.
- g. The student shall earn an unweighted grade point average of at least 3.50.

V. Global Languages Endorsement

- a. The student shall earn a combined unweighted 2.5 GPA or above for the four English Language Arts courses required for graduation.
- b. The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction.
- c. Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery SBE policy.
- d. Complete a four-course sequence of study in the same world language, earning an overall unweighted GPA of 2.5 or above in those courses.
- e. Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale
- f. English Learner students shall complete all the requirements of sections 5a and 5b above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

4. Students may earn more than one Endorsement.

5. Students are not required to earn an Endorsement in order to receive a diploma.

6. The implementation of this policy is required for all Local Education Agency high schools. This policy is optional for charter school boards of directors.

POST-SECONDARY EDUCATION / ADMISSIONS REQUIREMENTS

Any student who plans to continue his/her education beyond high school in a technical school, community college, or four-year college or university should select courses that will meet the admissions requirements of that institution.

The admissions requirements of colleges and universities differ widely, so it is important that the student determine admissions requirements for the school in which he/she is interested. Information for this purpose is available in the school guidance office, the high school media center, the admissions office of specific post-secondary schools, and through the www.cfnc.org online resource.

MINIMUM ADMISSIONS REQUIREMENTS AT THE 16 CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA

To enroll in any one of the 16 public universities that make up the University of North Carolina, undergraduate students must meet specific requirements. For the Class of 2005 and beyond, the following courses will be required for admission, in addition to an institution's own specific requirements:

- In **English**, four course units emphasizing grammar, composition, and literature;
- In **mathematics**, four course units including NC Math 1, NC Math 2, NC Math 3 or a higher-level mathematics course for which NC Math 3 is a prerequisite. Beginning in the fall of 2006, college freshmen are required to have taken 4 units of mathematics including NC Math 1, NC Math 2, NC Math 3, and an additional higher-level math. The fourth math must be AP Calculus, AP Statistics, Pre-Calculus, Discrete Math, IB Math Level IV, Integrated Math IV, or Advanced Functions & Modeling.
- In **science**, three course units including:
 - At least one unit in a Life or Biological science (for example, Biology)
 - At least one unit in a physical science (for example, Physical Science, Chemistry, Physics)
 - At least one laboratory course (Biology, Chemistry, Physics)
- In **foreign languages**, at least two units of a language other than English;
- In **social studies**, two course units including one unit in US History and one unit in Civics & Economics
- in addition, it is recommended that a student take one upper-level math course in grade 12.

Students should be aware that these are minimum general requirements for most colleges and all public universities in the UNC System.

Most data available appear to indicate that colleges are increasingly seeking the most qualified applicants, and that serious students who wish to maximize their chances for admission to the college of their choice should take **additional academic rigorous courses**.

The University of North Carolina

*Appalachian State University
*East Carolina University
*Elizabeth City State University
*Fayetteville State University
*North Carolina A&T State University
*North Carolina Central University
*North Carolina School of the Arts
*North Carolina State University at Raleigh

*University of North Carolina/Asheville
*University of North Carolina/Chapel Hill
*University of North Carolina/Charlotte
*University of North Carolina/Greensboro
*University of North Carolina/Pembroke
*University of North Carolina/Wilmington
*Western Carolina University
*Winston-Salem State University

Individual constituent institutions may require other courses in addition to the minimum requirements.

SAT and ACT

High school students should take the Scholastic Aptitude Test (SAT) or American College Test (ACT) either in their junior year or in the fall of their senior year. **(NOTE: All juniors will take the ACT as part of the state accountability program effective 2012 and beyond.)** It is recommended that juniors planning to attend college take the SAT or ACT at least twice prior to their senior year. Scores are forwarded directly to the admissions officer of the colleges of your choice. Students unable to pay the testing fee may request a waiver provided by The College Board or American College Testing Program from the guidance department. To determine admission to a college/university, the admissions committee considers the applicant's high school courses, grades, class rank, grade point average (GPA), SAT or ACT scores, extracurricular activities, and recommendations.

PREPARING FOR COLLEGE: A TIMETABLE

All students will graduate from a rigorous, relevant academic program that equips them with the knowledge, skills and dispositions necessary to succeed in both post-secondary education and 21st Century careers and to be participating, engaged citizens. Academic rigor and relevance are based on established expectations that ensure that all students develop the capacity to master content that is complex and challenging. In this environment, school guidance counselors and other guiding adults in the middle and high school settings

- Shall provide guidance and information to students about course selections and requirements prior to ninth grade;
- Shall know and understand the number and nature of credits required for college entrance;
- Shall encourage ninth grade students to complete these requirements in less than four years where feasible and appropriate;
- Shall help students to set up schedules that promote their early completion (within three years) of requirements for college entry, to the extent appropriate for the individual student as they assist and advise ninth grade students in annual/semester course selection and in career planning activities;
- Shall inform students about opportunities to accelerate completion of graduation requirements and early college entrance opportunities;
- Shall provide information in such settings as orientation sessions, class and grade-level meetings, small group settings, and/or one-to-one sessions; and
- Shall distribute and explain this information to school staff and parents. (Source: **Policy GCS-L-006 for Adequately Informing Ninth Grade Students About Accelerated Preparation for College Entry**)

Preparing for college is a process that should begin long before your senior year in high school. There are things that should be done during all four years of high school. The following is a guide to assist you in planning and to help you accomplish your goal of entering the college of your choice.

9th GRADE

Think seriously about colleges you would like to attend. Write to them and/or visit Student Services to learn about the specific academic requirements for admission. Then plan your high school coursework accordingly. The website www.cfnc.org is most helpful for college planning. It is very wise to develop a four-year course of study that shows all of the courses you plan to take during high school. A thoughtful plan ensures that you will not be "caught short" at the end of your senior year. Your freshman year is a good time to begin to get involved in some school and club activities. Since you may not be with your very closest middle and elementary school friends, this is an excellent opportunity to meet new people and develop new interests that may last a lifetime. Choose activities you like best and work to be a good member of the team or club. Be careful, however, not to get involved with too much too fast. You may spread yourself too thin. Next spring, you should select rigorous courses that meet both graduation and college admission requirements.

10th GRADE

Your primary efforts in 10th grade should be to work hard, learn all that you can, and make the very best grades you are capable of making. If you are taking, or have taken NC Math 2, you should take the Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT) at no charge. These additional practices should strengthen your test-taking skills as you prepare for the SAT (Scholastic Assessment Test). Continue to seek leadership opportunities in the school and community. Get to know your guidance counselor. Check with your counselor to make certain your selection of courses for the junior year fits your future plans and academic abilities.

11th GRADE

Near the beginning of the year, you should begin to narrow your choices to four or five colleges that have what you are looking for in courses, location, and extracurricular activities. Make sure that the colleges offer the major you wish to pursue. Throughout the year, many college representatives visit our school to talk with students, so plan to take advantage of these opportunities. During your first semester, write to colleges on your list and ask about admissions requirements and financial aid. Be sure to ask about "merit aid" as well. Continue to work with your counselor more closely and do some research into scholarships. Make certain you take the PSAT in the Fall and the SAT or ACT at least twice in the Spring. **(NOTE: All juniors will take the ACT as part of the state accountability program effective 2012 and beyond.)**

When spring registration is held, sign up for academically rigorous courses. College admission is competitive, and what you are taking your senior year will show up on your transcript. As you plan your senior schedule, check graduation requirements to be sure you are taking the courses for the colleges or jobs in which you are interested. You should also plan to take the SAT or ACT once or twice before the end of your junior year. By the summer of your junior year, you should try to reduce your list of potential colleges to three or four. You and your family should try to schedule some vacation time during the summer to visit campuses to check their dorms, dining halls, student unions, extracurricular activities, and sports that interest you.

12th GRADE

Sign up to take the SAT or ACT again this fall - you may do even better this time. The ACT can be used as an alternative to the SAT. Consult your counselor for more information. By **September**, select colleges to which you plan to apply and write for application and financial aid information. Check with the Guidance Department and in your "Senior Guidelines" often for scholarship information. Update your list of honors and extracurricular activities for your application.

In **September and October**, complete college applications. If you are required to submit written recommendations, solicit them from counselors, teachers, and people in the community. The first deadline for many colleges for early admission is October or November. Many state-supported colleges request that applications be mailed during these months for early admission, and they sometimes fill their quota early. Therefore, if you are applying to a state-supported college, it is strongly advised that you apply early.

By **January**, call admissions offices of schools to which you have applied and ask if they have received everything needed to process your application for admission or for scholarships. Most colleges will send confirmation that all materials have been received. Along with your parents, plan to attend a financial aid workshops offered by local high school and colleges. These workshops are usually given by the end of January or first of February. Notify the college or school you are planning to attend. Also notify those colleges that accepted you that you will not be attending them. Keep working hard to maintain your good academic standing! Upon receiving your final transcript, colleges can rescind admissions if your performance is not adequate at the end of the year. The guidance department keeps an updated file on most colleges in North Carolina and can obtain information for you on out-of-state schools, plus information on North Carolina colleges is always available at www.cfnc.org.

HARNETT COUNTY CAREER ACADEMIES

Employers in Harnett County and across our state have voiced the need for both highly skilled and highly qualified professionals to fill positions in the Healthcare field. In an effort to meet this challenge head on, Harnett County Schools has partnered with Central Carolina Community College to develop the Harnett Health Science Academy. The vision is to home grow budding professionals who have prepared for this field by taking rigorous academic and health-related electives to strengthen their value as both college and career ready.

In order to be a part of this amazing endeavor, students must have a desire to be a part of a cohort of students that want to venture into the healthcare field post-graduation. Rising freshmen will be inducted into the Academy based on various pieces of data (including, but not limited to, the following: career interest surveys, successful completion of prior coursework, EXPLORE test results, and most importantly, student expressed interest). Pursuant to the North Carolina Career and College Promise (CCP) requirements, each student must submit a CCP application and maintain a 2.0 GPA in all college work. If you are interested in the possibility of admittance into the **Harnett Health Sciences Academy**, obtain an application, complete the online survey (<http://bit.ly/HHSAInterestForm>) or speak to your Career Development Coordinator, Health Science Teacher, School Counselor or Career & College Promise Advisor today!

This healthcare-focused, personalized small-learning community will provide the needed resources to all partners: students of Harnett County Schools, Central Carolina Community College, and future employers. Come be a part of something great!

Harnett County Schools Public Safety Academy

The Public Safety Academy includes instruction and training in Fire Fighting, EMT, and Law and Justice. The Public Safety Academy answers a need for skilled and certified first responders in Harnett County and surrounding areas. Students earn industry recognized credentials/certifications through the North Carolina Office of the State Fire Marshal (OSFM) and the North Carolina Office of Emergency Medical Services.

Law & Justice Academy(HCHS)

Students desiring to pursue a career in Law and Justice will examine the basic concepts of law related to citizen's rights and officers' responsibilities, to maintain a safe society. Students will examine the components of the criminal justice system, roles of police, courts, and corrections. Community service and leadership training provide the opportunity to apply essential standards and workplace readiness through authentic experiences.

EMT Academy (HCHS and WHHS)

The EMT program is aligned to the EMT Basic Certification available from the North Carolina Office of Emergency Medical Services. Upon completion of the EMT I, II, students will be eligible to sit for the Emergency Medical Services State Examination. Upon passing the exam, students are eligible to be hired as an EMT or go straight to Paramedic School.

Firefighter Academy (HCHS and WHHS)

Upon completion of Firefighter Technology, I, II, III and passing all 20 state certification exams, students will be a certified Firefighter with the State of North Carolina.

Academy of Digital Design (OHS)

Our newest academy offering will begin on the Overhills High campus Fall 2020. This program will cohort rising Freshman with an interest in Digital Media and Design. Students will earn multiple industry recognized credentials, specializing in the Adobe Software Suite, complete cross-curricular projects, and develop/enhance employability skills.

If you are interested in any of these opportunities see your Guidance Counselor, Career Development Coordinator, or CTE Teacher for additional information.

E-Learning: Online Courses

Harnett County Schools provides students with an opportunity to participate in distance learning through the North Carolina Virtual Public School (NCVPS). These courses are made available during the school day through an “e-learning” class held in a computer lab setting. The E-Learning Program provides rigorous learning opportunities through courses not available in the traditional face-to-face curriculum. The online courses are taught by highly qualified instructors from across the state and nation. The classroom is supervised by an on-site facilitator who interacts regularly with each online instructor on behalf of students; the facilitator also facilitates communication with parents. AP courses are year-long courses (1 block each semester) and other courses are semester-length (1 block). Each distance learning class is limited to 20 students. NOTE: Course availability is subject to change.

Program Expectations and Logistics:

1. Students must commit to full participation in all work assignments and accept the rigor and challenges associated with honors and AP level courses.
2. Students are expected to interact regularly and appropriately with the online instructor seeking clarification and support as needed.
3. Once enrolled, students must remain in the course for the full semester with exceptions made only by the principal.
4. Depending upon the online course provider, the duration for the course may be “block” (semester only) or “year-long”.
5. Students enrolled in year-long courses will be awarded one (1) credit for the course even though the coursework consumes a full block period each semester.
6. Students enrolled in an AP course will be required to take the AP exam (no exceptions). The exam fee may be waived for qualifying students pending the availability of funding.
7. If the daily work schedule permits, students may also access additional online learning support programs such as SAT Prep and other tutorial-based program.
8. Some courses may involve hands-on activities facilitated by the school's faculty.
9. Students must adhere to the attendance policy.

Guidelines for Participation:

1. The student must possess a satisfactory conduct record and attendance record for the previous years in high school.
2. The student is well-versed in the North Carolina Information and Technology Essential Standards.
3. The student must complete an Application and Pre-Enrollment Questionnaire. These forms are available in the guidance office or online at the link below.
4. The student must receive approval from the counselor and the principal who reviews the student's conduct record, attendance record, current transcript, application, and pre-enrollment questionnaire to help determine best placement.
5. If accepted as a participant, the Student and Parent Participation Agreement must be completed and returned to the counselor. This form is available in the Guidance office, or online at the link below.
6. Courses that are offered as “face-to-face” courses at the school are not to be taken as “online” courses except in special situations such as such as scheduling conflicts. Permission for a student to take an online course that is otherwise available must be approved by the Assistant Superintendent of Curriculum and Instruction prior to registering the student for the course.

Course availability is subject to change. For more information about NCVPS as well as course offerings, please see www.ncvps.org. Contact your local guidance counselor for additional guidelines. More information is also available at <http://www/harnett.k12.nc.us/hsdl>.

CAREER & COLLEGE PROMISE (CCP)

Central Carolina Community College AND Harnett County Schools

Attention Rising Juniors and Seniors

Earn College and Career Credit Tuition Free!!!!

Career & College Promise is designed to help every qualified student gain access to an affordable college education. Qualified North Carolina high-school age students can begin their two- or four-year college work, tuition free, while they are in high school allowing them to get a head start on their workplace and college preparation. In Harnett County, Career & College Promise provides two pathways to help advance eligible students' post-high school success: The College Transfer Pathway and the Technical Career Pathway.

College Transfer Pathway

Who is eligible?

- High school juniors and seniors.
- Students with at least an unweighted 2.8 grade point average OR students who have demonstrated college readiness on an approved assessment or placement test (Pending State Approval Spring 2019)

What are the benefits?

- Reduced cost for a two or four-year degree.
- Accelerated completion of a diploma, and associate degree or four-year degree.
- Readiness skills for success at the next educational level.

College Readiness Benchmarks on Diagnostic Assessment Tests						In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores as benchmarks for college readiness:	
Test	PLAN	PSAT	Asset (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	Accuplacer (NCCCS Cut Score)	SAT	ACT
English	15	45	41 Writing	70 Writing	86 Sentence Skills	500	18
Reading	18	47	41 Reading	81 Reading	80 Reading	500	22
Math	19	47	41 Numerical Skills and 41 Int. Algebra	47 Pre-Alg and 66 Alg	55 Arithmetic and 75 Elem. Alg	500	22

Technical Career Pathway

Who is eligible?

- High school juniors and seniors.
- Students interested in pursuing one of the 16 high school [Career and Technical Education career clusters](#).
- Students with at least an unweighted 2.8 grade point average OR upon principal recommendation.
- Students who have demonstrated college readiness by meeting course prerequisites.

What are the benefits?

- A credential, certificate or diploma in a technical career.
- A credential that builds skills for an entry-level job.

Again, students can earn both community college credits and high school credits for selected community college courses through **Career & College Promise**. Any student planning to enroll in a CCP program should work closely with his or her counselor. Students must provide their own transportation to the Lillington CCCC campus and the CCCC West Harnett Center. Fees are required for the Cosmetology program. Students enrolling in courses at Central Carolina Community College must pass their college class if credits are needed for graduation requirements. Participation generates a college transcript in addition to a high school transcript. If you have questions, please contact a counselor for registration details. For Harnett County Schools, please note that the following guidelines apply:

Location:	CCCC campus and/or your high school campus
Schedule:	Program will follow the Harnett County Public School calendar for teacher workday schedule, the high school holiday schedule, and the inclement weather schedule. If the Harnett County Schools are not in session, these classes will also not be in session.
Books:	HCS College Transfer Pathway books must be purchased by the student . Technical Career Pathway books must be purchased by the student.
Transportation:	Students will provide their own transportation.

See the *Career & College Promise Course Selections* section of this guide to review the specific courses available to you.

REGISTRATION PROCEDURES FOR ALL STUDENTS

- ☐ Students are encouraged to register in courses providing the highest academic challenges to their abilities. Parents and teachers are encouraged to offer positive guidance and direction in helping a student establish goals and make realistic choices. The guidance department, individually or in small groups, will be available for registration counseling services. Students are encouraged to take advantage of this service. In addition, the counseling department is open for appointments with parents who wish further individualized service.
 - ☐ Study the information contained in this booklet carefully, and discusses your selections with teachers, parents, counselors, and any other person who might assist you.
 - ☐ Compare the admission requirements of the college/university, community college, technical school, business school, or etc. with the courses you plan to take.
 - ☐ Examine your past record and compare it with all local graduation requirements, as well as, the requirements for the N.C. Scholars Program and the UNC System minimum admission requirements, if applicable.
 - ☐ Make sure that you qualify for the courses you register to take by having taken and passed the prerequisites for the courses.
 - ☐ Discuss your final selections of courses with your parents/guardians, fill out your registration form neatly, and you and your parent sign it.
 - ☐ Return the completed registration form to a counselor during your assigned registration meeting or by the designated deadline.
 - ☐ Be sure to list alternate courses. Alternate courses are considered as second choices and may be used if there is a conflict in scheduling your courses. If alternate courses are not listed, a student will be placed in courses at the discretion of the principal and/or guidance counselor. Careful planning now will help you to avoid problems later!
- When you and your parent/guardian sign the registration form, you have contracted to participate in all listed courses and/or listed alternates.** Students who enroll in an Honors or AP course **will not be** allowed to withdraw from the course.

PROCEDURES FOR SCHEDULE CHANGE

A great deal of time and work are invested in the registration and scheduling process. Allotment of Teachers and the Master Schedule are dictated by the courses that students register for in the spring to take the following school year. For these reasons, no course changes will be allowed for fall or spring semesters once students receive their schedules in August with teachers and period assignments; unless, changes are deemed necessary by the school administration. Necessary changes fall into the following categories:

- ☐ The student had no schedule or an incomplete schedule due to a master schedule conflict.
- ☐ A course is needed for promotion or graduation purposes.
- ☐ The student lacks a necessary prerequisite for a course.
- ☐ The student has passed and received credit for the course previously.
- ☐ A course must be changed to accommodate an administrative need.
- ☐ Other extenuating circumstances will be considered by the principal and a counselor.



Guidelines for CCP Classes

Career & College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation.

Guidelines for Grades 9 and 10

One CCP class may be taken for 1 period per day per semester

Students must select offered programs from one of the two pathways:

1. Career and Technical Programs

- Industrial Systems Technology
- Mechanical Engineering Technology
- Automotive Restoration Technology
- Automotive Systems Technology
- Motorcycle Mechanics
- Accounting & Finance
- Business Administration
- Healthcare Management Technology
- Social Media Marketing

ELIGIBILITY FOR CAREER AND TECHNICAL PROGRAMS

- ✓ Have the recommendation of the high school principal or his/her designee and a rationale for the recommendation must be provided.
- ✓ Have the recommendation of the College's Chief Academic Office or Chief Student Development Administrator
- ✓ Scored a 3 or higher on the End of Course assessment (EOC) for Math I; and Scored a 3 or higher on the 8th grade ELA assessment OR Demonstrate college readiness in English, reading and mathematics on an approved assessment (ACT, SAT, PreSAT, PreACT).

2. College Transfer Program

- Pre-Associate in Arts
- Pre-Associate in Science
- Pre-Associate in Nursing
- Pre-Associate in Engineering
- ✓ The student is determined to be academically gifted, have a demonstrated readiness for the course material, and have the maturity to justify admission to the community college by (i) the community college president, (ii) the student's high school principal or equivalent administrator, and (iii) the academically gifted coordinator, if one is employed by the high school or local school administrative unit.
- ✓ The student participates in academic advising focused on the implications of being admitted to college early with representatives from the high school and community college.
- ✓ The student's parents or guardian has given consent for the student to participate.

Guidelines for Grades 11 and 12

- CCP classes may be taken in Junior and Senior year.
- 2 CCP classes per period.
- CCP classes may be taken for 1 period per day per semester in Junior year and for 2 periods per day per semester in Senior year. (This would allow a maximum of 4 CCP classes in the Junior year and 8 CCP classes in the Senior year).
- CCP classes may be taken in the summer after completion of 11th or 12th grade.
- If a seated CCP class is dropped, the student must be enrolled in a course **assigned** by the high school.

Grading for ALL CCP Classes

- CCP classes taken during the school year will be on the high school report card and transcript and will count in the GPA.
- CCP classes dropped within the first ten days will not be on the transcript. CCP classes dropped after the first ten days will be recorded as W for withdrawn.
- CCP classes taken the summer of the 12th grade will not be on the high school transcript. These courses will be on the CCCC transcript. (12th grade students still enroll with the CCP advisor for the free summer school classes).
- CCP summer classes will be on the high school transcript for credit but will not be calculated in the GPA.
- FF will be added to the high school transcript for students not adhering to the HCS attendance policy, regardless of the grade they earned on their CCCC transcripts.
-

The number of classes allowed and students allowed to participate are suggested guidelines. High school principals may use their discretion and allow students to request a waiver.

CCP Course Waiver Request

Name _____ Grade _____ Student ID _____

School Year: _____

Semester for which the waiver is requested (circle): Fall Spring

Current GPA: _____

CCP class requested: _____ Credit Hours: _____

Explanation of request:

Applicants must initial the following:

- ☐ I have successfully completed and passed at least 1 prior CCP course.
- ☐ I have read and understand CCP procedures and grading.
- ☐ I have not failed **any** classes.

By signing this form, I understand that waivers are only valid for one semester. If I wish to seek this waiver in a subsequent semester, I must reapply and complete another request form.

Student Signature

Date

Parent Signature

Date

OFFICE USE ONLY

I have met with this student and based on advisement, I **am** / **am not** (circle one) in support of this application.

School Counselor

Date

Request: ☐ APPROVED ☐ DENIED

Principal Signature

Date

ENGLISH

ENGLISH I (10212X0000)

HCHS, OHS, THS, WHHS

Ninth-grade English is a general survey course that includes six units of study: the short story, nonfiction, drama, poetry, epic poetry, and the novel. Emphasis is placed on plot, character, point of view, setting, theme, the essay, biography, personal recollection, Shakespeare and Dickens, diction, imagery, types of poetry, structure and sound patterns of poetry. Communication skills stressed are listening, writing, reading, viewing, speaking, semantics and study skills. All stages of the writing process are taught as a part of ninth grade English.

Credit: 1 **Rigor:** 2 **Length:** SEM

Grade(s): 9 **Prerequisite:** None

HONORS ENGLISH I (10215X0000)

HCHS, OHS, THS, WHHS

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 higher order thinking skills, research skills, 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. Summer reading is strongly recommended.

Credit: 1 **Rigor:** 5 **Length:** SEM

Grade(s): 9 **Prerequisite:** None

Recommendation: 85+ or Level IV in 8th grade Communication Skills

ENGLISH II (10222X0000)

HCHS, OHS, THS, WHHS

Tenth-grade English is a general survey of the diverse cultures of the world as shown through literary and nonfiction writings. The course includes the following areas of concentration: the short story, essays, drama, poetry, the epic, the novel, and magazine and newspaper articles. Major emphasis is placed on the themes and relevance of texts. Authors other than British and American are stressed. Communication skills such as listening, speaking, writing, semantics, dialect, viewing, reading and study skills are stressed. Emphasis is placed on proficiency in effective informational writing. The final exam is a state end-of-course test.

Credit: 1 **Rigor:** 2 **Length:** SEM

Grade(s): 10 **Prerequisite:** English I

HONORS ENGLISH II (10225X0000)

HCHS, OHS, THS, WHHS

This course will continue to develop the students' abilities in the areas of research skills, thinking and writing skills, and interpretive reading skills. A fast-paced study of world literature will challenge the highly motivated student who enjoys reading, writing, and speaking about literature. Summer reading is strongly recommended. The final exam is a state end-of-course test.

Credit: 1 **Rigor:** 5 **Length:** SEM

Grade(s): 10 **Prerequisite:** English I

Recommendation: 85+ or Level IV in English I

ENGLISH III (10232X0000)

HCHS, OHS, THS, WHHS

Eleventh-grade English is a chronological survey of American literature that includes the beginnings of the American tradition, the Revolutionary period, and drama. Authors emphasized are Bradford, Paine, Franklin, Jefferson, Poe, Irving, Emerson, Thoreau, Dickinson, Twain, Crane, Faulkner, Fitzgerald, Steinbeck, etc. Communication skills stressed are writing, speaking and listening. A short research paper is required.

Credit: 1 **Rigor:** 2 **Length:** SEM

Grade(s): 11 **Prerequisite:** English II

HONORS ENGLISH III (10235X0000)

HCHS, OHS, THS, WHHS

Honors English III 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 emphasized. Summer reading is strongly recommended.

Credit: 1 **Rigor:** 5 **Length:** SEM

Grade(s): 11 **Prerequisite:** English II

Recommendation: 85+ or Level IV in English II

ENGLISH IV (10242X0000)**HCHS, OHS, THS, WHHS**

Twelfth-grade English is a chronological survey of British literature that highlights the Anglo-Saxon and Medieval periods, the Renaissance, the Restoration, the Romantic period, the Victorian period and Twentieth century literature. The emphasis in English IV is on argumentation. Students will express reflections and reactions to texts, research issues of public concern, and organize and deliver an argument to an audience. Study and research skills are refined, and an in-depth paper is required. Students will create products and presentations demonstrating the standard conventions of written and spoken language.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 12 **Prerequisite:** English III

HONORS ENGLISH IV (10245X0000)**HCHS, OHS, THS, WHHS**

This British literature survey course requires writing as well as critical thinking. This accelerated course of study will include independent research, extensive outside reading, and writing in response to literature to develop stylistic maturity. Time is taken to understand the complexity of a work, its richness in meaning, and to analyze how that meaning is embodied in the literary form. A documented literary analysis is required for research. Summer reading will be expected.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 12 **Prerequisite:** English III
Recommendation: 85+ or Level IV in English III

AP ENGLISH: LANGUAGE & COMPOSITION (1A007X0000)**HCHS, OHS, THS, WHHS**

Advanced Placement English III is a demanding course with college-level requirements. Students will read American literature. Students will demonstrate style in writing while developing a wide-ranging vocabulary. The emphasis of the course is on building skills to analyze the rhetorical strategies of writers. Study will include irony, tone, paradox, analogy, parallelism, contrasts, and satire. Students are expected to read independently and actively. Selections include nonliterary and literary passages. Pre-course Students will be expected to take the AP English III: Language and Composition Exam. Advanced Placement English III: Language and Composition meets the English III requirement.

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 11 **Prerequisite:** English II
Recommendation: 85+ or Level IV in Honors English II

AP ENGLISH: LITERATURE & COMPOSITION (1A017X0000)**HCHS, OHS, THS, WHHS**

Advanced Placement English IV is a demanding course with college-level requirements. British, American, and world authors are studied. Emphasis is on the complexity of a work, textual detail, historical context, and critical perspectives. Writing centers on literary criticism. Students must read actively. Plays, prose, novels, and poetry will be read extensively outside class with writing assignments to develop style analysis. Class will discuss the analysis of those readings. Pre-course reading will be expected. Students in this class are expected to take the AP English Literature and Composition Exam in May. Advanced Composition is suggested prior to AP English IV. Advanced Placement English IV: Literature and Composition meets the English IV graduation requirement.

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 12 **Prerequisite:** English III
Recommendation: 85+ or Level IV in Honors English III and Advanced Composition (if available)

ESL I (English as a Second Language)**(10382X0100) HCHS, OHS, THS, WHHS**

The purpose of this course is to allow non-English proficient students to develop and improve proficiency in listening, speaking, reading and writing based on the students' identified needs and English proficiency levels. Focus is on acquiring academic English as well as social English while emphasizing rigor in the classroom. Annual ACCESS assessment test will determine if student has attained the English language proficiency level required to be monitored and exit the program.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12
Prerequisite: Using the W-APT Test, students are identified limited English proficient (LEP)
Recommendation: Qualifying scores for ESL are: Tier A or B on most recent Access Scores.

ESL II (English as a Second Language) (10382X0200) HCHS, OHS, THS, WHHS

The purpose of this course is to allow limited English proficient students to continue to develop proficiency in listening, speaking, reading and writing based on the students' identified needs and English proficiency levels. Emphasis is on more rigorous opportunities for increased progress in academic English, in speaking, listening, reading and writing. Annual ACCESS assessment test will determine if student has attained the English language proficiency level required to be monitored and exit the program.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12
Prerequisite: Using the W-APT Test and/or ACCESS Test, students are identified limited English proficient (LEP)
Recommendation: Qualifying scores for ESL II are: Speaking, Listening, Reading and Writing Level 1 (Entering) and/or Level 2 (Emerging) and/or Level 3 (Developing).

ESL III (English as a Second Language) (10382X0300) HCHS, OHS, THS, WHHS

The purpose of this course is to allow intermediate limited English proficient students to continue to improve proficiency in listening, speaking, reading and writing based on the students' identified needs and English proficiency levels. Annual ACCESS assessment test will determine if student has attained the English language proficiency level required to be monitored and exit the program.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12
Prerequisite: Using the W-APT Test and/or ACCESS Test, students are identified limited English proficient (LEP)
Recommendation: Qualifying scores for ESL III are: Speaking, Listening, Reading and Writing. Level 3 (Developing) and/or Level 4 (Expanding) and/or Level 5 (Bridging).

ESL IV (English as a Second Language) (10382X0400) HCHS, OHS, WHHS

The purpose of this course is to allow more advanced limited English proficient students to continue from the previous semester to improve proficiency in listening, speaking, reading and writing based on the students' identified needs and English proficiency levels. Annual ACCESS assessment test will determine if student has attained the English language proficiency level required to be monitored and exit the program.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12
Prerequisite: Using the W-APT Test and/or ACCESS Test, students are identified limited English proficient (LEP)
Recommendation: Qualifying scores for ESL IV are: Speaking, Listening, Reading and Writing. Level 3

(Developing) and/or Level 4 (Expanding) and/or Level 5 (Bridging).

JOURNALISM YEARBOOK I (10312X0100) HCHS, OHS, THS, WHHS

Journalism Yearbook I introduces students to journalistic writing, editing, and proofing of the various modes of features, news, reviews, advertising, and editorials. Writing and design are performed on IBM-PCs in a variety of software applications. It is required to sell ads for this course. Students are responsible for producing the Yearbook.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12
Prerequisite: None
Recommendation: Application and B average in English

JOURNALISM YEARBOOK II (10322X0200) HCHS, OHS, THS, WHHS

The second semester is the continuation of first semester with meeting deadlines for the Yearbook. It is required to sell ads for this course.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12
Prerequisite: Journalism Yearbook I
Recommendation: Application and B average in English.

JOURNALISM YEARBOOK III (10322X0300) HCHS, OHS, THS, WHHS

Journalism Yearbook III is geared to the highly-motivated student who desires a firm background in journalistic writing, emphasizing the techniques of observation, interviewing, reporting, writing, editing, and proofing. The journalistic writing includes news, features, reviews, advertising, and editorials. In addition, these students plan editorial policy, prepare a portfolio to show the range and depth of their work, seek state/regional/national assessment, conduct staff training, and achieve competencies in desktop publishing and telecommunications. It is required to sell ads for this course. Students must take leadership for producing the Yearbook.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12
Prerequisite: Journalism Yearbook II
Recommendation: Application and B average in English.

JOURNALISM YEARBOOK IV (10342X0400) HCHS, OHS, THS, WHHS

The second semester is the continuation of first semester with meeting deadlines for the Yearbook. It is required to sell ads for this course.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12
Prerequisite: Journalism Yearbook III
Recommendation: Application and B average in English.

JOURNALISM YEARBOOK V (10342X0450)**HCHS, OHS, WHHS**

Journalism Yearbook V is geared to the most highly-motivated student who desires a firm background in journalistic writing, emphasizing the techniques of observation, interviewing, reporting, writing, editing, and proofing. The journalistic writing includes news, features, reviews, advertising, and editorials. In addition, these students plan editorial policy, prepare a portfolio to show the range and depth of their work, seek state/regional/national assessment, conduct staff training, and achieve competencies in desktop publishing and telecommunications. It is required to sell ads for this course. Students must take leadership for producing the Yearbook.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** Journalism Yearbook IV**Recommendation:** Application and B average in English**JOURNALISM YEARBOOK VI (10342X0460)****HCHS, OHS, WHHS**

The second semester is the continuation of first semester with meeting deadlines for the Yearbook. It is required to sell ads for this course.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** Journalism Yearbook V**Recommendation:** Application and B average in English**JOURNALISM YEARBOOK PROFICIENT A (10345X0450) HCHS, THS**

Journalism Yearbook Proficient A is geared to the most highly-motivated student who desires a firm background in journalistic writing, emphasizing the techniques of observation, interviewing, reporting, writing, editing, and proofing. The journalistic writing includes news, features, reviews, advertising, and editorials. In addition, these students plan editorial policy, prepare a portfolio to show the range and depth of their work, seek state/regional/national assessment, conduct staff training, and achieve competencies in desktop publishing and telecommunications. It is required to sell ads for this course. Students must take leadership for producing the Yearbook.

Credit: 1 **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** Prior Yearbook Experience**Recommendation:** Application and Teacher Recommendation**JOURNALISM YEARBOOK PROFICIENT B (10345X0451) HCHS, THS**

Journalism Yearbook Proficient B is geared to the most highly-motivated student who desires a firm background in

journalistic writing, emphasizing the techniques of observation, interviewing, reporting, writing, editing, and proofing. The journalistic writing includes news, features, reviews, advertising, and editorials. In addition, these students plan editorial policy, prepare a portfolio to show the range and depth of their work, seek state/regional/national assessment, conduct staff training, and achieve competencies in desktop publishing and telecommunications. It is required to sell ads for this course. Students must take leadership for producing the Yearbook.

Credit: 1 **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** Prior Yearbook Experience**Recommendation:** Application and Teacher Recommendation**JOURNALISM YEARBOOK (Advanced A) (10345X0460) HCHS, THS**

Journalism Yearbook Advanced A is geared to the most highly-motivated student who desires a firm background in journalistic writing, emphasizing the techniques of observation, interviewing, reporting, writing, editing, and proofing. The journalistic writing includes news, features, reviews, advertising, and editorials. In addition, these students plan editorial policy, prepare a portfolio to show the range and depth of their work, seek state/regional/national assessment, conduct staff training, and achieve competencies in desktop publishing and telecommunications. It is required to sell ads for this course. Students must take leadership for producing the Yearbook.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 12 **Prerequisite:** Journalism Yearbook VI**JOURNALISM YEARBOOK (Advanced B) (10345X0461) HCHS, THS**

Journalism Yearbook Advanced B is geared to the most highly-motivated student who desires a firm background in journalistic writing, emphasizing the techniques of observation, interviewing, reporting, writing, editing, and proofing. The journalistic writing includes news, features, reviews, advertising, and editorials. In addition, these students plan editorial policy, prepare a portfolio to show the range and depth of their work, seek state/regional/national assessment, conduct staff training, and achieve competencies in desktop publishing and telecommunications. It is required to sell ads for this course. Students must take leadership for producing the Yearbook.

Credit: 1 **Rigor:** 5 **Length:** SEM **Grade(s):** 12**Prerequisite:** Journalism Yearbook Advanced A

INTRODUCTION TO MATHEMATICS

(28002X0001) THS

Introductory Math provides learners with an opportunity to review and study foundational topics for higher-level mathematics. Topics include: simplifying expressions and solving one-variable equations and inequalities, one-variable statistics; different representation of functions; linear functions; the Pythagorean theorem; volume; solving systems of linear equations; graphing line of best fit; and operations with polynomials. Students will solve relevant and authentic problems using manipulates and appropriate technology.

Credit: 1 **Rigor:** 1 **Length:** SEM
Grade(s): 9 **Prerequisite:** None

FOUNDATIONS OF NC MATH I

(20902X0000) HCHS, OHS, THS, WHHS

Foundations of NC Math 1 supports the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. Foundations is designed for the student who requires more explanation and a slower pace.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

NC MATH I (21092X0000)

HCHS, OHS, THS, WHHS

NC Math 1 continues the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Appropriate technology, from manipulative to calculators and application software, will be used regularly for instruction and assessment.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

HONORS NC MATH I (21095X0000)

HCHS, OHS, THS, WHHS

This course may be taken in place of NC Math 1, as all NC Math 1 objectives will be covered. It is recommended that students be prepared to move at an accelerated pace and be able to deal with more complex problems. Students will be expected to go beyond the standard algebraic curriculum for a more in-depth study of all goals and objectives. Students will complete research-based algebraic problems and are expected to use higher-order thinking and learning skills.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None
Recommendation: 85+ or Level IV in 8th Grade Math

NC MATH II (22012X0000)

HCHS, OHS, THS, WHHS

NC Math 2 continues the study of geometric concepts building upon middle school topics. Students will move from an inductive approach to deductive methods of proof in their study of geometric figures. Two- and three-dimensional reasoning skills will be emphasized and students will broaden their use of the coordinate plane to include transformations of geometric figures. Appropriate technology, from manipulative to calculators and graphics software, will be used regularly for instruction and assessment.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** NC Math 1

HONORS NC MATH II (22015X0000)

HCHS, OHS, THS, WHHS

This course may be taken in place of NC Math 2, as all NC Math 2 objectives will be covered. It is recommended that students be prepared to move at an accelerated pace and be able to deal with more complex problems. Students will be expected to go beyond the standard geometry curriculum for a more in-depth study of all goals and objectives. Students will complete research-based geometry problems and are expected to use higher-order thinking and learning skills.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** NC Math 1
Recommendation: 85+ or Level IV in Math I

NC MATH III (23012X0000)**HCHS, OHS, THS, WHHS**

NC Math 3 furthers the study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis will be placed on practical applications and modeling. Appropriate technology, from manipulative to calculators and application software, will be used regularly for instruction and assessment.

Credit: 1 (students completing course with 85+ may receive CCCC (credit) **Rigor:** 2

Length: SEM **Grade(s):** 10-12

Prerequisite: NC Math 1, NC Math 2

HONORS NC MATH III (23015X0000)**HCHS, OHS, THS, WHHS**

NC Math 3 furthers the study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students will to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Appropriate technology, from manipulative to calculators and application software, will be used regularly for instruction and assessment.

Credit: 1 **Rigor:** 5 **Length:** SEM

Grade(s): 10-12

Prerequisite: NC Math 1, Honors NC Math 2

Recommendation: 85+ in Honors Math 3 or Level IV or V on EOC

NC MATH IV (24092X0000)**HCHS, OHS, THS, WHHS**

NC Math 4 furthers the study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis will be placed on practical applications and modeling. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

Credit: 1 (students completing course with 85+ may receive CCCC credit)

Rigor: 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: NC Math 1, NC Math 2, NC Math 3

HONORS NC MATH IV (24095X0000)**HCHS, THS**

NC Math 4 furthers the study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis will be placed on practical applications and modeling. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

Credit: 1 (students completing course with 85+ may receive CCCC credit)

Rigor: 5 **Length:** SEM

Grade(s): 10-12

Prerequisite: NC Math 1, NC Math 2, NC Math 3

Recommendation: 85+ in Honors Math 3 or Level IV or V in Math 3 EOC

DISCRETE MATHEMATICS (24012X0000)**HCHS, THS**

Discrete mathematics introduces the students to the mathematics of networks, social choice, and decision-making. The course extends students' application of logic, sets, functions relations and equivalence relations, graphs and trees. Applications and modeling are central to this course of study. There will be an emphasis on technology manipulative to calculators and application software, used for instruction and assessment.

Credit: 1 **Rigor:** 2 **Length:** SEM

Grade(s): 10-12 **Prerequisite:** NC Math 3

HONORS DISCRETE MATHEMATICS (24015X0000) HCHS, THS

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

Credit: 1 **Rigor:** 5 **Length:** SEM

Grade(s): 10-12 **Prerequisite:** Honors NC Math 3

Recommendation: 85+ in Honors Math 3 or Level IV or V in Math 3 EOC

HONORS PRE-CALCULUS (24035X0000)**HCHS, OHS, THS, WHHS**

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

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** Honors NC Math 3
Recommendation: 85+ in Honors NC Math 3

AP STATISTICS (2A037X0000)**HCHS, OHS, THS, WHHS**

Advanced Placement Statistics introduces students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models and using probability and simulations, and confirm models. AP Statistics is comparable to Statistics courses in colleges and universities. It is expected that students who take an AP course in Statistics will seek college credit, college placement, or both, from institutions of higher learning. Students will be expected to take the AP Statistics exam at the end of the semester. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 11-12
Prerequisite: Pre-Calculus or Discrete Math

AP CALCULUS (AB) (2A007X0000)**HCHS, OHS, THS, WHHS**

Advanced Placement Calculus develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expressions of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. AP Calculus is comparable to calculus courses in colleges and universities. It is expected that students who take AP Calculus will seek college credit, college placement, or both, from institutions of higher learning. Students will be expected to take the AP Calculus exam at the end of the semester.

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 11-12 **Prerequisite:** Pre-Calculus
Recommendation: 85+ in Honors Pre-Calculus

AP CALCULUS (BC) (2A017X0000)**OHS, WHHS**

Advanced Placement Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 11-12 **Prerequisite:** Honors Pre-Calculus and AP Calculus (AB)
Recommendation: 85+ in Honors Pre-Calculus

CAREER AND COLLEGE READY GRADUATE MATH COURSE (CCRG)**(20132X0000) HCHS, OHS, THS, WHHS**

The State Board of Community Colleges (SBCC) in consultation with the State Board of Education (SBOE) developed a program that introduces the college development math curriculum in high school. High school students that are not career and college ready by the end of their junior year will have opportunities for college remediation prior to high school graduation through cooperation with community college partners.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 12 **Prerequisite:** None

SCIENCE

EARTH/ ENVIRONMENTAL SCIENCE

(35012X0000) HCHS, OHS, THS, WHHS

This course is required for graduation starting with the class of 2004. The Earth/Environmental Science Curriculum focuses on the functions of the earth's systems. It is an introduction to geology, meteorology, astronomy and environmental awareness. Students will study the availability of materials and energy, and the cycles that circulate materials and energy through the earth systems.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

HONORS EARTH/ ENVIRONMENTAL SCIENCE (35015X0000)

HCHS, OHS, THS, WHHS

Honors Earth/Environmental Science is a rigorous curriculum designed to allow highly motivated students to conduct an in- depth study of the Earth and Environmental Sciences. In Honors Earth/Environmental Science students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The results of student investigations should be communicated through presentations and formal laboratory reports.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None
Recommendation: 85+ or Level IV in 8th grade Mathematics

AP ENVIRONMENTAL SCIENCE

(3A027X0000) HCHS, OHS, WHHS

AP Earth/Environmental Science focuses on the functions of the earth's systems. It is an advanced study of geology, meteorology, astronomy and environmental awareness. Students will study the availability of materials and energy, and the cycles that circulate materials and energy through the earth systems. This advanced placement course provides additional challenge beyond the regular curriculum. Students are expected to take the Advanced Placement exam in the spring.

Credit: 1 **Rigor:** 7
Length: SEM **Grade(s):** 9-12
Prerequisite: Earth/ Environmental Science is recommended.
Recommendation: 85+ in Honors EES

BIOLOGY (33202X0000)

HCHS, OHS, THS, WHHS

Biology centers on living organisms and their varied environments. Inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution and the interdependence of organisms. There is extensive laboratory activity included in the study of Biology.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 11-12 **Prerequisite:** None

HONORS BIOLOGY (33205X0000)

HCHS, OHS, THS, WHHS

Honors Biology, a more rigorous course, centers on living organisms and their varied environments. Inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution and the interdependence of organisms. There is extensive laboratory activity included in the study of Biology.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** None
Recommendation: 85+ in Honors Earth/Environmental Science

AP BIOLOGY (3A007X0000)

HCHS, OHS, THS, WHHS

Advanced Placement Biology II is an advanced course of life science. The study includes cellular structure and function, biochemistry, genetics, biotechnology, evolution & ecology. Also included is a survey of lower and higher organisms. There are extensive laboratory activities, reports, and essays in preparation for the AP exam. The AP exam questions are based upon the following percentages: molecules and cells (25%); heredity and evolution (25%) and organisms and population (50%).

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 11-12 **Prerequisite:** Biology
Recommendation: 5+ or Level IV in Honors Bio, Honors Chem. and Honors NC Math 3

HONORS ANATOMY & PHYSIOLOGY (33305X0000) **HCHS, OHS, THS, WHHS**

This course will present an in-depth study of the four structural systems of the human body; integumentary, skeletal, muscular, nervous. Strong emphasis will be placed on the study of diseases and disorder of these systems. A major laboratory dissection will be required. Honors Anatomy and Physiology II is a challenging course designed primarily for high school juniors and seniors who have shown exceptional academic success in biology, exhibit high academic potential, possess study skills, and have an interest in the medical sciences and careers. Students must take increased responsibility for their own academic progress, as much of the content will be independent study.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** Biology
Recommendation: 85+ or Level IV in Biology

HONORS ANATOMY AND PHYSIOLOGY II (30205X0AP2)

This course will present an in-depth study of the structure and function of the remaining 7 systems of the human body (cardiovascular, lymphatic, respiratory, digestive, endocrine, urinary, and reproductive). The study of each system will be approached from a microscopic and macroscopic level including cellular, histological, and systemic anatomy and physiology. An understanding of the homeostatic mechanisms that regulate these systems will be emphasized, as well as the pathological implications that result from failure of these systems. This is a laboratory course that will include major dissection experiences. Honors Anatomy and Physiology II is a challenging course designed primarily for high school juniors and seniors who have shown exceptional academic success in biology, exhibit high academic potential, possess study skills, and have an interest in the medical sciences and careers. Students must take increased responsibility for their own academic progress, as much of the content will be independent study.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 9-12
Prerequisite: Honors Anatomy and Physiology

PHYSICAL SCIENCE (34102X0000) **HCHS, OHS, THS, WHHS**

Physical Science is an introductory survey course. The course investigates basic science concepts including an introduction to both chemistry and physics. The study includes energy, electricity, force, motion, and sound. Students also study the structure of matter and the nature of energy. This course is an option for meeting the graduation requirements of one "physical science."

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

CHEMISTRY (34202X0000) **HCHS, OHS, THS, WHHS**

Chemistry is a study of the basic concepts of mass, volume, density, quantitative and dimensional analysis of elements. There is a survey of micro-analysis, organic structure, inorganic analysis, and physical, nuclear and electrochemistry. Students of chemistry should have a strong foundation in mathematics. This course may be an option to meeting the graduation requirement of one "physical science". This option is strongly recommended for students who are planning to attend a 4-year college/university.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 11-12
Prerequisite: Previously (or currently) in NC Math 3.

HONORS CHEMISTRY (34205X0000) **HCHS, OHS, THS, WHHS**

Honors Chemistry is an advanced study of mass, volume, density, quantitative and dimensional analysis of elements. There is a survey of micro-analysis, organic structure, inorganic analysis, and physical, nuclear and electrochemistry. Students of chemistry should have a strong foundation in mathematics. This course may be an option to meeting the graduation requirement of one "physical science". This option is strongly recommended for students who are planning to attend a 4-year college/university.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 11-12
Prerequisite: Previously (or currently) in Honors NC Math 3.
Recommendation: 85+ in Honors Biology

AP CHEMISTRY II (3A017X0000) **HCHS, OHS, THS**

This course has special emphasis on quantitative chemistry structure matter, states of matter, reactions, descriptive chemistry and laboratory experiences, oxidation-reduction titration, gravimetric analysis, chemical equilibrium, reaction rates, representative chemical structure and reactions. Laboratory experiences equivalent to a typical college course is expected. Students are expected to improve their abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Students are expected to take the Advanced Placement Chemistry exam in the spring.

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 11-12 **Prerequisite:** NC Math 3 & Chemistry
Recommendation: 85+ Honors NC Math 3 & Honors Chemistry

HONORS PHYSICS I (34305X0000)**HCHS, OHS, THS, WHHS**

Honors Physics is a study of physical concepts related to matter and energy and their mathematical interrelationships, using a problem solving approach. This course is a study of motion in one, two and three dimensions; force, the cause of motion; gravity, work, energy and power and momentum, the interaction of matter and energy and fields.

Credit: 1 **Rigor:** 5 **Length:** SEM**Grade(s):** 10-12 **Prerequisite:** NC Math 3**Recommendation:** 85+ in Biology or Chemistry or Level IV or V in Biology

HISTORY

ENTERING CLASS OF 2020-21

Future Ready Core Graduation Requirements for Social Studies

1. World History
2. A Founding Principals Course:
 - Founding Principals of Civics and Economics
 - Founding Principals of United States of America and North Carolina and Civic Literacy
3. An American History Course:
 - American History I
 - American History II
 - American History
4. Economics and Personal Finance

Note: SBE recommends beginning with World History so that the new standards may be applied to the other courses starting in 2021-22.

Note: For students who took a SS course in middle school, it will count towards one of these graduation requirements since the standards have been delayed in adoption.

Occupational Course of Study for Social Studies

1. A Founding Principal Course:
 - Founding Principles
 - Civics and Economics
 - Founding Principles of United States of America and North Carolina Civic Literacy
2. Economics and Personal Finance

ENTERING CLASS OF 2021-2022

Four Social Studies credits which shall be:

1. A founding principles course which shall be:
 1. American History: Founding Principles, Civics and Economics
 2. Founding Principles of the United States of America and North Carolina: Civic Literacy
2. An American history course which shall be:
 1. American History I
 2. American History II
 3. American History

3. World History
4. Economics and Personal Finance

ENTERING CLASS OF 2021-2022

Two Social Studies credits which shall be:

1. Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy
2. Economics and Personal Finance

WORLD HISTORY (43032X0000)

HCHS, OHS, THS, WHHS

World History offers students an opportunity to study the rise and fall of world civilizations, to understand the development of national governments, to become acquainted with world leaders throughout the centuries, and to discover events that changed the world forever. This course will prepare you for the Western Civilization class required by most four-year colleges.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

HONORS WORLD HISTORY (43035X0000)

HCHS, OHS, THS

Honors World History challenges students to study the rise and fall of world civilizations, to understand the development of national governments, to become acquainted with world leaders throughout the centuries, and to discover events that changed forever. This course will prepare you for the Western Civilization class required by most four-year colleges.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None
Recommendation: 85+ in 8th grade Social Studies or Level IV or V on Reading EOG

AP WORLD HISTORY (4A087X0000)

HCHS, OHS, WHHS

AP World History uses primary and secondary sources to develop greater understanding of global processes, from ancient times to present day. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies.

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

AMERICAN HISTORY I (43042X0000) OHS, THS

American History I: The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Study includes the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 10 **Prerequisite:** None

HONORS American History I (43045X0000) OHS, THS

American History I: The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Study includes the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 10 **Prerequisite:** None
Recommendation: 85+ in Honors World History

AMERICAN HISTORY II (43052X0000)**HCHS, OHS, THS, WHHS**

American History II: The Founding Principles will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the US from the end of the Reconstruction era to present times. Students will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the US as a major world power. Emphasis is placed on the expanding role of the federal government and federal

courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 11 **Prerequisite:** American History I

FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY**(43182X0000) HCHS, OHS, THS, WHHS**

This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the right of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues and claims in order to communicate ideas and take action to effect change and inform others. This course expects students to enter possessing a fundamental knowledge and understanding of the structure and the function of government and civic responsibility. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the U.S. Constitution.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 12 **Prerequisite:** None

HONORS FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY (43185X0000) **HCHS, OHS, THS, WHHS**

This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the right of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues and claims in order to communicate ideas and take action to effect change and inform others. This course expects students to enter possessing a fundamental knowledge and understanding of the structure and the function of government and civic responsibility. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the U.S. Constitution.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** None

HONORS American History II (43055X0000) **OHS, THS**

The study of American History II continues the American History I curriculum, culminating in present time. The focus of this course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. Students will be expected to use critical thinking skills at a higher level in activities, projects, reading and writing assignments. Art, literature, music, philosophy and current political thought will be included in this course.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 11 **Prerequisite:** American History I
Recommendation: 85+ in previous Honors American History I

TOPICS in US HISTORY (Honors elective) (47005X0300) **THS**

The first semester course covers selected topics in U.S. History. The topics are the Constitutional Period, Jacksonian Democracy, Reconstruction, the Women's Movement, the Cold War, and the Civil Rights Movement. This is an elective course recommended for students taking AP U.S. History.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 11 **Prerequisite:** None
Recommendation: 85+ in Honors Civics and Economics

AP US HISTORY (43077X0000)

HCHS, OHS, THS, WHHS

In Advanced Placement US History, students will examine the study of history and develop their own views of American History. It is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Students will learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weight the interpretations presented in historical scholarship. There are extensive reading and writing assignments. Students who are successful on the AP exam will receive college credit. AP U.S. History may be taken to meet the graduation requirement for American History I and II.

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 11 **Prerequisite:** Topics in US History
Recommendation: 85+ or Level IV in Honors History

CIVICS & ECONOMICS (American History: The Founding Principals, Civics & Economics)

(42092X0000) **HCHS, OHS, THS, WHHS**

This course focuses on the development of economic and political knowledge and skills needed by all students for becoming responsible citizens. In addition to gaining insight into the workings of basic economic concepts, students also study political, governmental, and legal topics which affect our lives each day. Responsible citizenship is the ultimate goal of this course.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** None

HONORS CIVICS & ECONOMICS (American History: The Founding Principals, Civics & Economics) (42095X0000) HCHS, OHS, THS, WHHS

Students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. This course serves as a foundation for United States History. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** None
Recommendation: 85+ in Honors World History or Honors American History II

AP EUROPEAN HISTORY (4A017X0000) HCHS, WHHS

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of the Advanced Placement program in European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and to express historical understanding in writing.

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 11-12 **Prerequisite:** World History
Recommendation: 85+ in previous Honors History

AP US GOVERNMENT (& POLITICS) (4A067X0000) HCHS, THS, WHHS

Advanced Placement US Government is a course designed to be taught at a level that will allow students to take the Advanced Placement test for college credit. It is an in depth study of the American governmental system with a strong concentration on the U.S. Constitution. This course will give students an analytical perspective on government and politics in the U.S. This course includes both the study of general concepts used to interpret U.S. politics and analysis of specific examples. It requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. politics.

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** Civics & Economics
Recommendation: 85+ in previous Honors History

AP Human Geography (4A027X0000)

HCHS, WHHS

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. Students also learn about the methods and tools geographers use in their research and applications. At the completion of this course, students will be required to take the Advanced Placement Exam.

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** None

PSYCHOLOGY (44032X0000)

OHS

This study of psychology will help students to recognize and cope with uncertainty in human behavior. The course will help students in their understanding and articulation of psychology as a science. Students will focus on the study of human development, learning, motivation, and personality. Students will examine behavior and mental processes that will help them to understand human growth and development and cultural diversity.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

AP PSYCHOLOGY (4A057X0000) HCHS, OHS

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology.

Credit: 1 **Rigor:** 7 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

ECONOMICS AND PERSONAL FINANCE (43192X0000)

HCHS, OHS, THS

Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. The North Carolina Department of Public Instruction (NCDPI) and the State Board of Education (SBE) 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. 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. Because the study of economics and personal finance is an integral part of the learning progression of each course, kindergarten through high school, this course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own financial literacy. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grades: 10-12 **Prerequisite:** None

HONORS ECONOMICS AND PERSONAL FINANCE (43195X0000) **HCHS, THS**

Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. The North Carolina Department of Public Instruction (NCDPI) and the State Board of Education (SBE) 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. 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. Because the study of economics and personal finance is an integral part of the learning progression of each course, kindergarten through high school, this course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own financial literacy. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grades: 10-12 **Prerequisite:** None

HEALTH & PE

HEALTH & PHYSICAL EDUCATION

(60492X0100) **HCHS, OHS, THS, WHHS**

This is a course required by all students in order to graduate. The health unit follows the State Standard Course of Study in stress management, health risks, relationships, weight management, nutrition, and substance abuse. The physical education course also follows the State Standard Course of Study and encompasses enhancement in physical fitness, motor skills, and the development of lifetime sports.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-10 **Prerequisite:** None

ADVANCED PE (60292X0100)

HCHS, THS

This course is available to students who have excelled in their ninth grade physical education class. It is designed to challenge advanced students in weightlifting, conditioning, and various sports. Physical Fitness tests will be administered throughout the year to assess one's fitness level.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** Health & PE

PHYSICAL DEVELOPMENT (60292X0300)

HCHS, OHS, THS, WHHS

This course is designed to improve the overall physical fitness and strength of participants. It will encompass weight training with machines and free weights, plyometric, flexibility, and toning. Daily participation is mandatory, and this course can be taken only one time per year without permission from the physical education department.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** Health & PE

PHYSICAL FITNESS II/ WEIGHT TRAINING I

(60602X0000) **HCHS, OHS, THS, WHHS**

Beginning weight training will emphasize the teaching skills and knowledge of cardiovascular development associated with the development of cardiovascular endurance as well as proper muscular development. Students will learn the basic skills in techniques of weight training and flexibility. This course is designed to help the students develop strength and coordination. Aerobics will also be included in this unit. A student must pass Health, Safety, and Physical Fitness to enroll in this course.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** Health & PE

PHYSICAL FITNESS II/ WEIGHT TRAINING

II (60612X0000) **HCHS, OHS, THS, WHHS**

This course will introduce key principle of resistance training and conditioning based on motor skill and motor learning, biomechanics and kinesiology. Practical applications for athletic performance and personal fitness training will be emphasized throughout the course. By the end of this course, students will be able to demonstrate a practical understanding of resistance training and conditioning, proper form and safety techniques for lifting and spotting.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12
Prerequisite: Physical conditioning/weight training

TEAM SPORTS (60292X0700)

HCHS, OHS, THS, WHHS

Physical conditioning, flag football, soccer, basketball, track and field, softball, volleyball, and indoor games will be played. This course is designed to help beginning students to understand the rules, terminology, and fundamental playing skills in team sports.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** Health & PE

LIFETIME SPORTS (60292X0701)

HCHS, OHS, THS, WHHS

A life time sport is one that you can enjoy for an entire lifetime! These sports include golf, tennis, bowling, running, badminton, tennis, Frisbee, and cycling. They are typically not impact sports and if you start playing at a young age, you will likely be able to continue until you are collecting social security.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** Health & PE

ADVANCED PE - FITNESS & AEROBICS

(60292X0702) **HCHS, WHHS**

Physical conditioning, dance (modern, square, & social) aerobics/tae-bo, jogging/walking, body toning, indoor games will be explored. This course is designed to promote fitness as a lifetime commitment. Objectives are to provide a clear understanding of the purpose of physical exercise, to enable the students to evaluate his or her own level of fitness, and to design a personalized exercise program that can be beneficial throughout life.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** Health & PE

ENGLISH I (9210BX0000)

HCHS, OHS, THS, WHHS

Students explore and examine a variety of communication modes and the importance each plays in daily living and employment settings. They apply reading and writing skills to interpret and express factual, functional information. They use oral language skills to communicate effectively in both formal and informal situations.

Credit: 1 **Rigor:** 0
Length: SEM **Grade(s):** 9-12
Prerequisite: Goals and Objectives of IEP

ENGLISH II (9211BX0000)

HCHS, OHS, THS, WHHS

Students analyze and employ effective communication skills in both daily living and employment settings. They use standard rules of convention and syntax to give and request information. They read and comprehend a variety of functional texts.

Credit: 1 **Rigor:** 0
Length: SEM **Grade(s):** 9-12
Prerequisite: Goals and Objectives of IEP

ENGLISH III (9212BX0000)

HCHS, OHS, THS, WHHS

Students read, write and orally express information required in a variety of daily living and employment settings. They identify main concepts and supporting information from printed material. They examine the speaking skills expected in a variety of settings and demonstrate effective oral communication in each.

Credit: 1 **Rigor:** 0
Length: SEM **Grade(s):** 9-12
Prerequisite: Goals and Objectives of IEP

ENGLISH IV (9213BX0000)

HCHS, OHS, THS, WHHS

Students integrate oral, written and visual skills to communicate effectively in daily living, employment, self-advocacy and social purposes. They employ communication skills to locate and research information.

Credit: 1 **Rigor:** 0
Length: SEM **Grade(s):** 9-12
Prerequisite: Goals and Objectives of IEP

INTRODUCTION TO MATHEMATICS I

(9220BX0000) HCHS, OHS, THS, WHHS

This is the study of: (a) Computation: reading, writing, counting, and the mathematical skills using whole numbers, decimals, fractions and percent; (b) Financial Management: recognizing and identifying basic financial information; (c) Time and Measurement; (d) Independent Living; and (e) Technology. Students acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

Credit: 1 **Rigor:** 0
Length: SEM **Grade(s):** 9-12
Prerequisite: Goals and Objectives of IEP

NCVPS INTRODUCTION TO MATHEMATICS I (92208X0V00)

HCHS, OHS, THS, WHHS

This is the study of: (a) Computation: reading, writing, counting, and the mathematical skills using whole numbers, decimals, fractions and percent; (b) Financial Management: recognizing and identifying basic financial information; (c) Time and Measurement; (d) Independent Living; and (e) Technology. Students acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

Credit: 1 **Rigor:** 0
Length: SEM **Grade(s):** 9-12
Prerequisite: Goals and Objectives of IEP

NC MATH 1 (9221BX0000)

HCHS, OHS, THS, WHHS

This continues the study of computation and the application of skills for independent living and successful employment. More emphasis is placed on application and problem-solving in the areas of financial management, reading and interpreting schedules, time and measurement and independent living.

Credit: 1 **Rigor:** 0
Length: SEM **Grade(s):** 9-12
Prerequisite: Goals and Objectives of IEP

FINANCIAL MANAGEMENT (9222BX0000)**HCHS, OHS, THS**

This continues computation and application of skills for independent living and successful employment. In this course students take more of the skills to the community and place of employment for application.

Credit: 1 **Rigor:** 0 **Length:** SEM **Grade(s):** 9-12**Prerequisite:** Goals and Objectives of IEP**APPLIED SCIENCE (9231BX0000)****HCHS, OHS, THS**

These courses are designed to provide functional skills in the areas of biology, earth science, safety, environmental and physical science.

Credit: 1 **Rigor:** 0
Length: SEM **Grade(s):** 9-12**Prerequisite:** Goals and Objectives of IEP**BIOLOGY (9232BX0000)****HCHS, OHS, THS, WHHS**

These courses are designed to provide functional skills in the areas of biology, earth science, safety, environmental and physical science.

Credit: 1 **Rigor:** 0
Length: SEM **Grade(s):** 9-12**Prerequisite:** Goals and Objectives of IEP**CIVICS & ECONOMICS (American History: The Founding Principals, Civics & Economics)****(9249BX0000) HCHS, OHS, THS**

This course focuses on the development of economic and political knowledge and skills needed by all students for becoming responsible citizens. In addition to gaining insight into the workings of basic economic concepts, students also study political, governmental, and legal topics which affect our lives each day. Responsible citizenship is the ultimate goal of this course.

Credit: 1 **Rigor:** 0 **Length:** SEM
Grade(s): 9-12**Prerequisite:** Goals and Objectives of IEP**SELF ADVOCACY DEVELOPMENT****(9246BX0000) HCHS, OHS, THS, WHHS**

These courses are designed to provide functional skills in the areas of government, economics, U.S. History and self-advocacy/problem-solving.

Credit: 1 **Rigor:** 0
Length: SEM **Grade(s):** 9-12**Prerequisite:** Goals and Objectives of IEP**PREPARATION I (9240BX0000)****HCHS, OHS, THS, WHHS**

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students are involved in on-campus vocational training in Workforce Development Education and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

Credit: 1 **Rigor:** 0
Length: SEM **Grade(s):** 9-12**Prerequisite:** Goals and Objectives of IEP**PREPARATION II (9241BX0000)****HCHS, OHS, THS, WHHS**

This course emphasizes the development of skills generic to all career majors. Resource management, communication, interpersonal skills, technology, stamina endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management are emphasized. Course content is focused on providing students with a repertoire of basic skills that expand their school-based activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills also continue to be refined.

Credit: 1 **Rigor:** 0
Length: Yearlong **Grade(s):** 9-12**Prerequisite:** Goals and Objectives of IEP**PREPARATION III (9242BX0000)****HCHS, OHS, THS, WHHS**

This course is designed to allow students to continue the development and begin the application of skills learned in Occ. Prep. I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

Credit: 1 **Rigor:** 0
Length: Yearlong **Grade(s):** 9-12**Prerequisite:** Goals and Objectives of IEP

PREPARATION IV (9243BX0000)**HCHS, OHS, THS, WHHS**

This course gives students the opportunity to synthesize all the skills acquired in previous Occ. Prep. Courses and determine their applicability to their personal career choices. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy and master the theoretical and practical aspects of their career choices. Students complete the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also develop a job placement portfolio, which provides an educational and vocational record of their high school experiences.

Credit: 1 **Rigor:** 0 **Length:** SEM

Grade(s): 9-12 **Prerequisite:** Goals and Objectives of IEP

events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.

Credit: 1 **Rigor:** 0 **Length:** SEM

Grade(s): 9-12

Prerequisite: Goals and Objectives of IEP

AMERICAN HISTORY I (9240BX0000)**HCHS, THS**

American History I: The Founding Principles will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Study includes the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the

Credit: 1 **Rigor:** 0 **Length:** SEM

Grade(s): 9-12

Prerequisite: Goals and Objectives of IEP

AMERICAN HISTORY II (9241BX0000)**HCHS, OHS, THS**

American History II: The Founding Principles will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the US from the end of the Reconstruction era to present times. Students will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the US as a major world power. Emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present

ACADEMIC SUPPORT

STRATEGIC READING (10282X0100)

HCHS, THS

Strategic Reading is a semester length course designed to accelerate 9th grade students' use of skills and strategies leading to improved comprehension and fluency, preparing them for greater success in second-semester English I. Students work with age-appropriate, motivational and relevant materials to understand how reading applies to their other courses and future learning.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9 (10-12 as needed) **Prerequisite:** None

ACADEMIC SUPPORT I (96102X0300)

HCHS, OHS, THS, WHHS

Academic Support I is designed for students who are struggling with course credit and academic content. Students will follow an individualized curriculum supported by GradPoint modules for mastery of high school skills and content. This pass/fail opportunity allows students to maintain success in their current high school setting. In select cases, students from the Peer Tutoring Program may provide instructional support in addition to the Academic Support I teacher. Strong attendance and a desire to learn are required.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 10-12
Prerequisite: Transcript Review (Credit recovery needed for two or more courses.) Recommendation: Recovery of two or more courses.

ACADEMIC SUPPORT II (96102X0301)

HCHS, OHS, THS, WHHS

Academic Support II is designed for students who are continuing to make progress following Academic Support I.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 11-12
Prerequisite: Transcript Review (Credit recovery needed for two or more courses.) Recommendation: Recovery of two or more courses.

ACADEMIC SUPPORT III or IV (96102X0302/0303)

HCHS, OHS, WHHS

Academic Support III and IV are designed for hardship cases and are only available through individual application.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 12
Prerequisite: Application and Transcript Review

CURRICULUM ASSISTANCE I (96102X0011)

HCHS, OHS, THS, WHHS

Curriculum Assistance (CA) is a program option designed for students receiving special education services. This course will address IEP goals while providing the academic support necessary for the students to be successful in general education course work. The three main components of CA are tutorial, remedial, and study skills instruction to target individual areas of deficit. Specially designed instruction may occur in small group or individualized instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations. Enrollment in these courses is dependent on goals and objectives written in the students' Individual Education Plan (IEP).

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

CURRICULUM ASSISTANCE II

(96102X0012) HCHS, OHS, THS, WHHS

Curriculum Assistance (CA) is a program option designed for students receiving special education services. This course will address IEP goals while providing the academic support necessary for the students to be successful in general education course work. The three main components of CA are tutorial, remedial, and study skills instruction to target individual areas of deficit. Specially designed instruction may occur in small group or individualized instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations. Enrollment in these courses is dependent on goals and objectives written in the students' Individual Education Plan (IEP).

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12
Prerequisite: None

CURRICULUM ASSISTANCE III**(96102X0013) HCHS, OHS, THS, WHHS**

Curriculum Assistance (CA) is a program option designed for students receiving special education services. This course will address IEP goals while providing the academic support necessary for the students to be successful in general education course work. The three main components of CA are tutorial, remedial, and study skills instruction to target individual areas of deficit. Specially designed instruction may occur in small group or individualized instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations. Enrollment in these courses is dependent on goals and objectives written in the students' Individual Education Plan (IEP).

Credit: 1 Rigor: 2 Length: SEM Grade(s): 9-12**Prerequisite: None****CURRICULUM ASSISTANCE IV****(96102X0014) HCHS, OHS, THS, WHHS**

Curriculum Assistance (CA) is a program option designed for students receiving special education services. This course will address IEP goals while providing the academic support necessary for the students to be successful in general education course work. The three main components of CA are tutorial, remedial, and study skills instruction to target individual areas of deficit. Specially designed instruction may occur in small group or individualized instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations. Enrollment in these courses is dependent on goals and objectives written in the students' Individual Education Plan (IEP).

Credit: 1 Rigor: 2 Length: SEM Grade(s): 9-12**Prerequisite: None****CURRICULUM ASSISTANCE V****(96102X0015) HCHS, OHS, THS, WHHS**

Curriculum Assistance (CA) is a program option designed for students receiving special education services. This course will address IEP goals while providing the academic support necessary for the students to be successful in general education course work. The three main components of CA are tutorial, remedial, and study skills instruction to target individual areas of deficit. Specially designed instruction may occur in small group or individualized instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations. Enrollment in these courses is

dependent on goals and objectives written in the students' Individual Education Plan (IEP).

Credit: 1 Rigor: 2 Length: SEM Grade(s): 9-12**Prerequisite: None****CURRICULUM ASSISTANCE VI****(96102X0016) HCHS, OHS, THS, WHHS**

Curriculum Assistance (CA) is a program option designed for students receiving special education services. This course will address IEP goals while providing the academic support necessary for the students to be successful in general education course work. The three main components of CA are tutorial, remedial, and study skills instruction to target individual areas of deficit. Specially designed instruction may occur in small group or individualized instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations. Enrollment in these courses is dependent on goals and objectives written in the students' Individual Education Plan (IEP).

Credit: 1 Rigor: 2 Length: SEM Grade(s): 9-12**Prerequisite: None****CURRICULUM ASSISTANCE VII****(96102X0017) HCHS, OHS, THS, WHHS**

Curriculum Assistance (CA) is a program option designed for students receiving special education services. This course will address IEP goals while providing the academic support necessary for the students to be successful in general education course work. The three main components of CA are tutorial, remedial, and study skills instruction to target individual areas of deficit. Specially designed instruction may occur in small group or individualized instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations. Enrollment in these courses is dependent on goals and objectives written in the students' Individual Education Plan (IEP).

Credit: 1 Rigor: 2 Length: SEM Grade(s): 9-12**Prerequisite: None**

CURRICULUM ASSISTANCE VIII**(96102X0018) HCHS, OHS, THS, WHHS**

Curriculum Assistance (CA) is a program option designed for students receiving special education services. This course will address IEP goals while providing the academic support necessary for the students to be successful in general education course work. The three main components of CA are tutorial, remedial, and study skills instruction to target individual areas of deficit. Specially designed instruction may occur in small group or individualized instruction. The student is taught to organize materials, take notes, take tests, proofread, follow directions, use reference materials, and apply these skills in classroom situations. Enrollment in these courses is dependent on goals and objectives written in the students' Individual Education Plan (IEP).

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: None

SAT & ACT PREPARATION (96022X0000)**HCHS, OHS, THS**

Through rotations, students will learn math and verbal strategies, tips, and study skills to assist improving SAT and/or ACT scores. Reading comprehension, vocabulary development, critical thinking, word analogies and advanced grammar are emphasized for verbal improvement. To answer the questions that appear on the math sections of the SAT and/or ACT, arithmetic, algebra, and geometry skills will be emphasized.

Credit: 1 **Rigor:** 2 **Length:** SEM

Grade(s): 9-12 **Prerequisite:** Math 2

PEER TUTORING I (96102X0101)**HCHS, OHS, THS, WHHS**

Peer tutoring offers a unique learning experience for qualifying students. Tutors receive one week of training in order to provide support to at-risk and transfer students. Training involves several areas of study building helping relationships, developing techniques to positively reinforce appropriate behaviors, and understanding and applying the principles of education. Having responsibility to assist in the educational growth of others develops a higher level of maturity and responsibility for the tutor. A sincere interest in helping others is necessary for those wishing to tutor. Students interested in educational careers benefit from this unique opportunity. Students may sign up for additional levels with the program coordinator's approval.

Credit: 1 **Rigor:** 2 **Length:** SEM

Grade(s): 10-12 **Prerequisite:** Application

PEER TUTORING II (96102X0102)**HCHS, OHS, THS, WHHS**

Level II tutors are held responsible for managing the program to a greater degree than Level I tutors. Their responsibilities include reinforcing the teacher's lessons to at-risk, transfer or returning students from prolonged absences. This course is designed to strengthen leadership skills, management skills and enhance interest in the teaching profession. Students may sign up for additional levels with the program coordinator's approval.

Credit: 1 **Rigor:** 2 **Length:** SEM

Grade(s): 10-12 **Prerequisite:** Program Coordinator Approval and successful completion of Peer Tutoring I

PEER TUTORING III (96102X0103)**HCHS, OHS**

Level III tutors are responsible for managing the program to a greater degree than Level I and Level II tutors. They will assist Level I and Level II tutors in developing skills and overseeing the program goals on a wider spectrum. Level III's will be involved in a variety of classroom settings assisting in the educational growth of others. Their responsibilities include reinforcing the teachers' lesson to at-risk, transfer and/or returning students from prolonged absences. This course is designed to strengthen leadership skills, management skills and enhance interest in the teaching profession. Students may sign up for additional levels with the program coordinator's approval.

Credit: 1 **Rigor:** 2 **Length:** SEM

Grade(s): 11-12 **Prerequisite:** Program Coordinator Approval and successful completion of Peer Tutoring II

PEER TUTORING IV (96102X0104)**HCHS, OHS**

Level IV tutors will assist their teachers in developing reviews and overseeing the progress of their students to a greater degree. Level IV's will be involved in a variety of classroom settings, bringing their academic skills to assist in the educational growth of others. Their responsibilities include reinforcing the teacher's lessons and helping to identify and work with struggling students. This course is designed to strengthen leadership skills and management skills. Peer tutors at level IV are expected to participate in the training process for Level I's and oversee their progress throughout the semester. Students may sign up for additional levels with the program coordinator's approval.

Credit: 1 **Rigor:** 2

Length: SEM **Grade(s):** 11-12

Prerequisite: Program Coordinator Approval and successful completion of Peer Tutoring III

PEER TUTORING V (96102X0105)**HCHS, OHS**

Level V tutors are leaders in the school. They will assist their teachers in developing reviews and overseeing the progress of their students to a greater degree. Level V's will be involved in a variety of classroom settings, bringing their academic skills to assist in the educational growth of others. Their responsibilities include reinforcing the teacher's lessons and helping identify and work with struggling students. This unique opportunity builds relationships among students and fosters growth for both the tutor and tutee. Tutors are engaged, challenged to learn and then reinforce material taught by the teacher, and allowed to both take responsibility and an active role in the teaching process. Peer tutors at level V are expected to participate in the training process for Level I's overseeing their progress throughout the semester, mentoring others and participate in leading Tutor Excel. Students may sign up for additional levels with the program coordinator's approval.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** Application, Teacher Recommendation**PEER TUTORING VI (96102X0106)****HCHS, OHS**

Level VI tutors are students who have a sincere interest in the teaching profession. They will assist their teachers in developing reviews and overseeing the progress of their students to a greater degree. Level VI's will be involved in a variety of classroom setting, bringing their academic skills to assist in the educational growth of others. Their Responsibilities include reinforcing the teacher's lessons and helping identify and work with struggling students. This unique opportunity builds relationships among students and fosters growth for both the tutor and tutee. Tutors are engaged, challenged to learn and then reinforce material taught by the teacher, and allowed to both take responsibility and an active role in the teaching process. Peer Tutors at Level VI are expected to participate in the training process for Level I's and overseeing their progress throughout the semester, mentoring levels II through IV and participate in leading Tutor Excel.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** Application Teacher Recommendation**PEER TUTORING (PROFICIENT) HONORS****A (96105X0102) HCHS, THS, WHHS**

Proficient tutors are leaders in the school. They will assist their teachers in developing reviews and overseeing the progress of their students to a greater degree. Proficient tutors will be involved in a variety of classroom settings, bringing their academic skills to assist in the educational

growth of others. Their responsibilities include reinforcing the teacher's lessons and helping identify and work with struggling students. This unique opportunity builds relationships among students and fosters growth for both the tutor and tutee. Tutors are engaged, challenged to learn and then reinforce material taught by the teacher, and allowed to both take responsibility and an active role in the teaching process. Peer tutors at Proficient Level are expected to participate in the training process for Level I's overseeing their progress throughout the semester, and mentoring others. Students may sign up for additional levels with the program coordinator's approval.

Credit: 1 **Rigor:** 5 **Length:** SEM**Grade(s):** 11-12**Prerequisite:** Application, Teacher Recommendation, and at least 1 Semester of Peer Tutoring I**PEER TUTORING (PROFICIENT) HONORS****B (96105X0103) HCHS, THS, WHHS**

Proficient tutors are leaders in the school. They will assist their teachers in developing reviews and overseeing the progress of their students to a greater degree. Proficient tutors will be involved in a variety of classroom settings, bringing their academic skills to assist in the educational growth of others. Their responsibilities include reinforcing the teacher's lessons and helping identify and work with struggling students. This unique opportunity builds relationships among students and fosters growth for both the tutor and tutee. Tutors are engaged, challenged to learn and then reinforce material taught by the teacher, and allowed to both take responsibility and an active role in the teaching process. Peer tutors at Proficient Level are expected to participate in the training process for Level I's, overseeing their progress throughout the semester, and mentoring others. Students may sign up for additional levels with the program coordinator's approval.

Credit: 1 **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12**Prerequisite:** Application, Teacher Recommendation, and at least 1 Semester of Peer Tutoring I

PEER TUTORING ADVANCED HONORS A (96105X0104) **HCHS, THS, WHHS**

Advanced tutors are students who have a sincere interest in the teaching profession. They will assist their teachers in developing reviews and overseeing the progress of their students to a greater degree. Advanced tutors will be involved in a variety of classroom setting, bringing their academic skills to assist in the educational growth of others. Their Responsibilities include reinforcing the teacher's lessons and helping identify and work with struggling students. This unique opportunity builds relationships among students and fosters growth for both the tutor and tutee. Tutors are engaged, challenged to learn and then reinforce material taught by the teacher, and allowed to both take responsibility and an active role in the teaching process. Peer Tutors at Level VI are expected to participate in the training process for Level I's and overseeing their progress throughout the semester, mentoring levels II through IV and participate in leading Tutor Excel.

Credit: 1 **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12
Prerequisite: Application and Teacher Recommendation

PEER TUTORING ADVANCED HONORS B (96105X0105) **HCHS, THS, WHHS**

Advanced tutors are students who have a sincere interest in the teaching profession. They will assist their teachers in developing reviews and overseeing the progress of their students to a greater degree. Advanced tutors will be involved in a variety of classroom setting, bringing their academic skills to assist in the educational growth of others. Their Responsibilities include reinforcing the teacher's lessons and helping identify and work with struggling students. This unique opportunity builds relationships among students and fosters growth for both the tutor and tutee. Tutors are engaged, challenged to learn and then reinforce material taught by the teacher, and allowed to both take responsibility and an active role in the teaching process. Peer Tutors at Level VI are expected to participate in the training process for Level I's and overseeing their progress throughout the semester, mentoring levels II through IV and participate in leading Tutor Excel.

Credit: 1 **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12
Prerequisite: Application and Teacher Recommendation

AVID I (96142X0100) **OHS**

AVID Stands for Advancement via Individual Determination and is a rigorous college prep program for students in grade 9-12. The AVID curriculum focuses on Writing, Inquiry, Collaboration, Organization and Reading (WICOR). Students interested in the AVID program should have a 2.0-3.5 GPA, no discipline problems, and maintain good attendance. Students should also be dedicated to continuing their education at a four-year college or university after graduation. An application and interview process are required for admittance into the AVID program.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 9-12
Prerequisite: Application and interview

AVID II (96142X0200) **OHS**

Once a student is selected and welcomed into the AVID program, he or she will be committed for all four years of their high school academic career. As part of the AVID curriculum at Overhills High School, all AVID students will take AVID 1, 2, 3 and 4 in their freshman, sophomore, junior and senior year, respectively.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 9-12
Prerequisite: AVID I

AVID III (96142X0300) **OHS**

Once a student is selected and welcomed into the AVID program, he or she will be committed for all four years of their high school academic career. As part of the AVID curriculum at Overhills High School, all AVID students will take AVID 1, 2, 3 and 4 in their freshman, sophomore, junior and senior year, respectively.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 9-12
Prerequisite: AVID II

AVID IV (96142X0400) **OHS**

Once a student is selected and welcomed into the AVID program, he or she will be committed for all four years of their high school academic career. As part of the AVID curriculum at Overhills High School, all AVID students will take AVID 1, 2, 3 and 4 in their freshman, sophomore, junior and senior year, respectively.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 9-12
Prerequisite: AVID III

CULTURAL ARTS

VOCAL MUSIC (Beginning) A (52302X0000)

HCHS, OHS, THS, WHHS

This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

VOCAL MUSIC (Beginning) B (52302X0500)

HCHS, OHS, THS, WHHS

This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

VOCAL MUSIC (Intermediate) A

(52312X0000) HCHS, OHS, THS, WHHS

This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 10-12
Prerequisite: Vocal Music Beginning

VOCAL MUSIC (Intermediate) B

(52312X0500) HCHS, OHS, THS, WHHS

This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 10-12
Prerequisite: Vocal Music Beginning

VOCAL MUSIC (Proficient) A (52325X0000)

HCHS, OHS, THS, WHHS

This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 11-12
Prerequisite: Vocal Music Intermediate

VOCAL MUSIC (Proficient) B (52325X0500)

HCHS, OHS, THS, WHHS

This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 11-12
Prerequisite: Vocal Music Intermediate

VOCAL MUSIC (Advanced) A (52335X0000)

HCHS, OHS, THS, WHHS

This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 12 **Prerequisite:** Vocal Music Proficient

VOCAL MUSIC (Advanced) B (52335X0500)

HCHS, OHS, THS, WHHS

This music study gives emphasis to choral singing in a large group. Basic studies in music such as note and rhythm reading will be taught. A wide variety of musical styles will be presented. Students in chorus are expected to participate in a limited number of performances. Audition for voice placement only.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 12
Prerequisite: Vocal Music Proficient

BAND (Beginning) A (52552X0000)**HCHS, OHS, THS, WHHS**

Instrument skill and proficiency are developed while participating in a variety of activities. All band students are expected to participate in a limited number of performances.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

BAND (Beginning) B (52552X0500)**HCHS, OHS, THS, WHHS**

Instrument skill and proficiency are developed while participating in a variety of activities. All band students are expected to participate in a limited number of performances.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

BAND (Intermediate) A (52562X0000)**HCHS, OHS, THS, WHHS**

Instrument skill and proficiency are developed while participating in a variety of activities. All band students are expected to participate in a limited number of performances.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 10-12
Prerequisite: Band Beginning or equivalent

BAND (Intermediate) B (52562X0500)**HCHS, OHS, THS, WHHS**

Instrument skill and proficiency are developed while participating in a variety of activities. All band students are expected to participate in a limited number of performances.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 10-12
Prerequisite: Band Beginning or equivalent

BAND (Proficient) HONORS A**(52575X0000) HCHS, OHS, THS, WHHS**

This band section focuses on the basic concepts of music performance, such as tone, breathing, phrasing, form, style, balance, rhythm, and melody. A wide variety of styles will be explored. In addition to the regular class period, students will be required to attend three after school rehearsals a week through November and all Varsity Football games. The Concert Band will perform in the Christmas Concert in December. Concert dress for all concerts is black pants or skirts and a white top or shirt.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 10-12
Prerequisite: Band Intermediate or equivalent

BAND (Proficient) HONORS B**(52575X0500) HCHS, OHS, THS, WHHS**

Higher levels of instrumental skills and proficiency are developed while participating in a variety of activities. Students study during the school day and have some sectional practices after school hours. All Band students are expected to participate in a limited number of performances. Concert dress for all concerts is black pants or skirts and a white top or shirt.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 10-12
Prerequisite: Band Intermediate or equivalent

BAND (Advanced) HONORS A**(52585X0000) HCHS, OHS, THS, WHHS**

Higher levels of instrumental skills and proficiency are developed while participating in a variety of activities. Students study during the school day and have some sectional practices after school hours. All Band students are expected to participate in a limited number of performances. Concert dress for all concerts is black pants or skirts and a white top or shirt.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 10-12
Prerequisite: Band Proficient or equivalent

BAND (Advanced) HONORS B**(52585X0500) HCHS, OHS, THS, WHHS**

Higher levels of instrumental skills and proficiency are developed while participating in a variety of activities. Students study during the school day and have some sectional practices after school hours. All band students are expected to participate in a limited number of performances. Concert dress for all concerts is black pants or skirts and a white top or shirt.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 10-12
Prerequisite: Band Proficient or equivalent

ORCHESTRA (Beginning) A (52402X0000)**HCHS**

Orchestra students will continue to develop skills learned in the middle school orchestra classes, as well as learning new skills appropriate to their level of experience. Students play the violin, viola, cello, or bass and must provide their own instruments.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

ORCHESTRA (Beginning) B (52402X0500)**HCHS**

Orchestra students will continue to develop skills learned in the middle school orchestra classes, as well as learning new skills appropriate to their level of experience. Students play the violin, viola, cello, or bass and must provide their own instruments.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

ORCHESTRA (Intermediate) A**(52412X0000) HCHS**

Orchestra students will continue to develop skills learned in the middle school orchestra classes, as well as learning new skills appropriate to their level of experience. Students play the violin, viola, cello, or bass and must provide their own instruments.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 10-12
Prerequisite: Orchestra Beginning or equivalent

ORCHESTRA (Intermediate) B**(52412X0500) HCHS**

Orchestra students will continue to develop skills learned in the middle school orchestra classes, as well as learning new skills appropriate to their level of experience. Students play the violin, viola, cello, or bass and must provide their own instruments.

Credit: 1 **Rigor:** 2
Length: SEM **Grade(s):** 10-12
Prerequisite: Orchestra Beginning or equivalent
Recommendation: 85+ or Level IV in Orchestra III

ORCHESTRA (Proficient) HONORS A**(52425X0000) HCHS**

Proficient orchestra students will continue to develop skills learned in the middle school orchestra classes, as well as learning new skills appropriate to their level of experience. Students play the violin, viola, cello, or bass and must provide their own instruments.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 11-12
Prerequisite: Orchestra Intermediate or equivalent

ORCHESTRA (Proficient) HONORS B**(52425X0500) HCHS**

Proficient orchestra students will continue to develop skills learned in the middle school orchestra classes, as well as learning new skills appropriate to their level of experience. Students play the violin, viola, cello, or bass and must provide their own instruments.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 11-12
Prerequisite: Orchestra Proficient or equivalent

ORCHESTRA (Advanced) HONORS A**(52435X0000) HCHS**

Advanced orchestra students will continue to develop skills learned in the middle school orchestra classes, as well as learning new skills appropriate to their level of experience. Students play the violin, viola, cello, or bass and must provide their own instruments.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 11-12
Prerequisite: Orchestra Proficient or equivalent

ORCHESTRA (Advanced) HONORS B**(52435X0500) HCHS**

Advanced orchestra students will continue to develop skills learned in the middle school orchestra classes, as well as learning new skills appropriate to their level of experience. Students play the violin, viola, cello, or bass and must provide their own instruments.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 11-12
Prerequisite: Orchestra Proficient or equivalent

THEATRE ARTS (Beginning) A**(53152X0000) HCHS, OHS, THS, WHHS**

Beginning Theatre Arts prepares student for successful performance on stage in a variety of productions. The course also involves a study of improvisation, mime, voice, diction, characterization, and Theatre etiquette. Students will come to understand the significance of theatre arts as an art form and as it relates to culture, society, history, and other subject areas. Student participation is a must.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

THEATRE ARTS (Beginning) B**(53152X0500) HCHS, OHS, WHHS**

Beginning Theatre Arts will entail a more in-depth study of the history of Theatre. Students will continue their study of speech writing and presentation. Students will also help in all major productions of the Theatre Arts Department.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

THEATRE ARTS (Intermediate) A**(53162X0000) HCHS, OHS, THS, WHHS**

Intermediate Theatre Arts students will participate in more advanced monologues, dialogues, and improvisation techniques.

Credit: 1**Rigor:** 2**Length:** SEM**Grade(s):** 10-12**Prerequisite:** Theatre Arts Beginning**THEATRE ARTS (Intermediate) B****(53162X0500) HCHS, OHS, WHHS**

Intermediate Theatre Arts students will participate in more advanced monologues, dialogues, and improvisation techniques. Students will work with all aspects of theatrical production (lights, sound, set design, set construction, costumes, and make-up techniques.)

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 10-12**Prerequisite:** Theatre Arts Beginning**THEATRE ARTS (Proficient) HONORS A****(53175X0000) HCHS, OHS, THS, WHHS**

Proficient students will continue to engage in script writing as they prepare their works for stage presentations.

Students will work with all aspects of theatrical production (lights, sound, set design, set construction, costumes, and make-up techniques).

Credit: 1**Rigor:** 5**Length:** SEM**Grade(s):** 11-12**Prerequisite:** Theatre Arts Intermediate**THEATRE ARTS(Proficient) HONORS B****(53175X0500) HCHS, OHS, WHHS**

Proficient students will continue to engage in script writing as they prepare more advanced stage presentations.

Students will work with all aspects of theatrical production (lights, sound, set design, set construction, costumes, and make-up techniques).

Credit: 1**Rigor:** 5**Length:** SEM**Grade(s):** 12**Prerequisite:** Theatre Arts Intermediate**THEATRE ARTS (Advanced) HONORS A****(53185X0000) HCHS, OHS, THS, WHHS**

Advanced students will continue to engage in script writing as they prepare more advanced stage presentations.

Students will work with all aspects of theatrical production (lights, sound, set design, set construction, costumes, and make-up techniques).

Credit: 1**Rigor:** 5**Length:** SEM**Grade(s):** 12**Prerequisite:** Theatre Arts Proficient**THEATRE ARTS (Advanced) HONORS B****(53185X0500) HCHS, OHS, WHHS**

Advanced students will continue to engage in script writing as they prepare more advanced stage presentations.

Students will work with all aspects of theatrical production (lights, sound, set design, set construction, costumes, and make-up techniques)

Credit: 1**Rigor:** 5**Length:** SEM**Grade(s):** 12**Prerequisite:** Theatre Arts Proficient**VISUAL ARTS (Beginning) (54152X0000)****HCHS, OHS, THS, WHHS**

Beginning Visual Arts is the study of basic terms, materials, techniques and visual arts history. The student will be exposed to basic drawing skills. They will learn technical skills in a variety of media such as pencil, pen and ink, soft pastel, clay acrylic and tempera paints. This course demands: in-class projects, tests, and weekly homework drawings. There is a required fee of \$3.50. It is highly recommended that the student maintain an 80 or above average to be successful in the demands of the upper Visual Arts levels.

Credit: 1**Rigor:** 2**Length:** SEM**Grade(s):** 9-12**Prerequisite:** None**VISUAL ARTS (Intermediate) (54162X0000)****HCHS, OHS, THS, WHHS**

Intermediate Visual Arts provides a strong emphasis on individual instruction and creativity as well as artistic growth. Students will study specific areas in more depth, spending extended time on projects in drawing, commercial arts, pottery, architecture and painting. The course demands: in-class projects, tests and weekly homework assignments. There is a required fee of \$3.50. It is highly recommended that the student maintain an 80 or above average in order to be successful with the assignments of the upper-level Visual Arts.

Credit: 1**Rigor:** 2**Length:** SEM**Grade(s):** 10-12**Prerequisite:** Visual Arts Beginning

VISUAL ARTS (Proficient) (54175X0000)**HCHS, OHS, THS, WHHS**

Proficient Visual Arts is a continuation of skills and knowledge acquired in the previous levels of Visual Arts. It allows for experimentation and creative development of the individual. The course consists of an in-depth study of textiles, sculpture and pottery. The course demands: in-class projects and weekly homework assignments. Students may complete a digital portfolio. There is a required fee of \$3.50. It is highly recommended that the student maintain an 80 or above average to be successful in the course demands of Visual Arts

Credit: 1 **Rigor:** 5 **Length:** SEM**Grade(s):** 11-12**Prerequisite:** Visual Arts Intermediate**VISUAL ARTS (Advanced) (54185X0000)****HCHS, OHS, THS, WHHS**

Advanced Visual Arts allows the advanced students to take a more active role in their course of study. The course consists of assignments that further commercial arts, painting, drawing and printmaking. Students may complete a digital portfolio. The course demands: in-class projects, written reports, weekly homework assignments. There is a required fee of \$3.50.

Credit: 1 **Rigor:** 5 **Length:** SEM**Grade(s):** 11-12**Prerequisite:** Visual Arts Proficient**AP 2D ART AND DESIGN (5A047X0000)****WHHS**

AP 2D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design.

Credit: 1 **Rigor:** 5 **Length:** SEM**Grade(s):** 11-12**Prerequisite:** Teacher Recommendation/Application**AP MUSIC THEORY (5A017X0000)****HCHS**

In AP Music Theory students will be expected to take daily notes, complete composition assignments, homework, music history projects, and take the AP Music Theory Exam when offered.

Credit: 1 **Rigor:** 5 **Length:** SEM**Grade(s):** 11-12 **Prerequisite:** None**MUSIC SPECIALIZATION (Guitar)****(52162X0000) HCHS**

Students will be able to understand and perform elements of music through guitar.

Credit: 1
Grade(s): 9-12**Rigor:** 2**Length:** SEM
Prerequisite: None**MUSIC SPECIALIZATION (Guitar)****(Intermediate) A (52172X0501) HCHS**

Intermediate Class Guitar is a one-semester course that offers the intermediate guitarist instruction in playing techniques, reading guitar notation and tab, crafting melodies, playing chords, and focused study in a specialized technique. Students will review guitar performance basics and blues styles, cover basic rock techniques, and undertake a specialized study in a genre of their choice. Intermediate guitar students will have the opportunity to prepare a program of songs for performance. Students should provide their own instruments.

Credit: 1 **Rigor:** 2 **Length:** SEM**Grade(s):** 9-12**Prerequisite:** None**MUSIC SPECIALIZATION (Guitar)****(Intermediate) B (52172X0502) HCHS**

Intermediate Class Guitar is a one-semester course that offers the intermediate guitarist instruction in playing techniques, reading guitar notation and tab, crafting melodies, playing chords, and focused study in a specialized technique. Students will review guitar performance basics and blues styles, cover basic rock techniques, and undertake a specialized study in a genre of their choice. Intermediate guitar students will have the opportunity to prepare a program of songs for performance. Students should provide their own instruments.

Credit: 1 **Rigor:** 2 **Length:** SEM**Grade(s):** 9-12**Prerequisite:** None

WORLD LANGUAGE

FRENCH I (11012X0000)

OHS, WHHS

Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing. A general introduction to the culture, its products (e.g., literature, laws, foods, games,) perspectives (e.g., attitudes, values, beliefs,) and practices (patterns of social interaction) is integrated throughout the course.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

FRENCH II (11022X0000)

OHS, WHHS

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s).

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** French I

HONORS FRENCH III (11035X0000)

WHHS

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

Credit: 1
Rigor: 5 **Length:** SEM
Grade(s): 11-12 **Prerequisite:** French II
Recommendation: 85+ or Level IV in French II

LATIN I (12412x0000)

Latin students review the vocabulary and syntax of the first year. The study of new vocabulary is continued with the works of a variety of authors. Cultural study is continued with the study of history, government, literature, and art.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

LATIN II (12422x0000)

Latin students review the vocabulary and syntax of the first year. The study of new vocabulary is continued with the works of a variety of authors. Cultural study is continued with the study of history, government, literature, and art.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** Latin I

SPANISH I (11412X0000)

HCHS, OHS, THS, WHHS

Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing. Within a given context extending outside of the classroom setting when possible. A general introduction to the culture, its products (e.g., literature, laws, foods, games,) perspectives (e.g., attitudes, values, beliefs,) and practices (patterns of social interaction) is integrated throughout the course.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

SPANISH II (11422X0000)

HCHS, OHS, THS, WHHS

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s).

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** Spanish I

HONORS SPANISH III (11435X0000)**HCHS, WHHS**

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. The study of vocabulary and idiomatic expression are emphasized. Some literature will be introduced.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 11-12 **Prerequisite:** Spanish II
Recommendation: 85+ or Level IV in Spanish II

HONORS SPANISH IV (11445X0000)**HCHS, WHHS**

A major focus of the course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in a variety of time. Another emphasis of this course is on culture and literature. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. There is more depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own.

Credit: 1 **Rigor:** 5 **Length:** SEM
Grade(s): 11-12 **Prerequisite:** Spanish III
Recommendation: 85+ or Level IV in Spanish III

AP SPANISH LANGUAGE AND CULTURE (1A087X0000) HCHS

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. This course engages students in an exploration of culture in both contemporary and historical contexts. It develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns

of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Credit: 1 unit **Rigor:** 7
Length: SEM **Grade(s):** 11-12
Prerequisite: Honors Spanish IV

AMERICAN SIGN LANGUAGE I/ASL I (12812X0)

This course is an introduction to the study of the American Sign Language. Students will discover and practice the basic functions of ASL including essential grammar, vocabulary finger spelling, numbers, and glossing. Emphasis is placed on developing accuracy and fluency when communication in ASL. Conversation skills include topical discussions on students' everyday routines, experiences, and exploring Deaf community and culture. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

AMERICAN SIGN LANGUAGE II/ASL II (12822X0)

Students enrolled in this course have successfully completed Level I. Students will continue developing their ASL accuracy and fluency by participating in brief conversations, presentations, and in writing/glossing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Integration of other disciplines is ongoing throughout the course.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12
Prerequisite: American Sign Language I

MILITARY SCIENCE

ROTC I – LEADERSHIP EDUCATION TRAINING (LET) 1A (95012X0000)

HCHS, OHS, THS, WHHS

This first course includes the study of the history of ROTC and the Army, wearing of uniform, rank structure, customs, courtesies of service, saluting, respect to the flag and National Anthem. In addition, Cadets study Leadership, Drill and Ceremonies (both with and without weapons), Map reading, Techniques of Oral Communications, and Physical Conditioning. Cadets join and participate in the activities of the Cadet battalion. LET 1A serves as a survey course and introduction to the JROTC program. Uniform wear is mandatory, as is grooming standards compliance. All Cadets will be screened at the end of each semester and will only be readmitted to JROTC with the approval of the SAI.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** None

ROTC II - LEADERSHIP EDUCATION TRAINING (LET) 1B (95022X0000)

HCHS, OHS, THS, WHHS

The second unit of JROTC builds upon LET 1A, emphasizing intermediate levels of Leadership Development, Drill and Ceremonies, First Aid, Map Reading, Military Organizations and Staff Procedures, and Physical Conditioning. LET 2 Cadets gain leadership or staff positions within the Cadet battalion. Uniform wear is mandatory, as is grooming standards compliance. All Cadets will be screened at the end of each semester and will only be readmitted to JROTC with the approval of the SAI.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 9-12 **Prerequisite:** JROTC I

ROTC III - LEADERSHIP EDUCATION TRAINING (LET) 2A (95032X0000)

HCHS, OHS, THS, WHHS

The third unit is concerned with the practical application of previously learned leadership skills, developing cooperation and team spirit, effective communication, and duties of the manager. Drill and Ceremonies techniques are reinforced including inspections, parades, and physical conditioning. This course makes extensive use of Military History as an enabling tool for learning. LET 3A Cadets form the intermediate leadership of the Cadet battalion. Uniform wear is mandatory, as is grooming standards compliance. All Cadets will be screened at the end of each

semester and will only be readmitted to JROTC with the approval of the SAI.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** JROTC II

ROTC IV - LEADERSHIP EDUCATION TRAINING (LET) 2B (95042X0000)

HCHS, OHS, THS, WHHS

The fourth unit provides an opportunity to perfect leadership skills, management abilities, and academic accomplishment. The LET 4 is a trusted leader and organizer who is frequently put in charge of programs involving Cadets from all LET levels. He or she conducts most lessons either alone or for a peer group. Self-paced study and independent leadership require initiative and creativity and handling interpersonal and group learning problems. LET 4 Cadets plan, coordinate, gain approval for, and supervise complex undertakings by the Cadet battalion. Specific skill areas taught are leadership, history, drug abuse awareness and control, interpersonal communications and briefing. Uniform wear is mandatory, as is grooming standards compliance. All Cadets will be screened at the end of each semester and will only be readmitted to JROTC with the approval of the SAI.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 10-12 **Prerequisite:** JROTC III

ROTC V - LEADERSHIP EDUCATION TRAINING (LET) 3A (95052X0000)

HCHS, OHS, THS, WHHS

LET 3B Cadets will normally assume the leadership and command functions held at a LET 3 level in a traditional program. This course is intended to augment LET 3A; teaching additional electives from the JROTC Program of Instruction (POI), as well as those from the approved list as published in the POI. This course is not required in order to advance in the program to LET 4A. Uniform wear is mandatory, as is grooming standards compliance. All Cadets will be screened at the end of each semester and will only be readmitted to JROTC with the approval of the SAI.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 11-12 **Prerequisite:** JROTC IV

ROTC VI - LEADERSHIP EDUCATION TRAINING (LET) 3B (95062X0000)

HCHS, OHS, THS, WHHS

LET 4B Cadets are the most senior members of the JROTC program; and they are entrusted with expanded decision making authority. This course is intended to augment LET 4A; teaching additional electives from the JROTC Program of Instruction (POI), as well as those from the approved list as published in the POI. Cadets conduct independent study on a variety of subjects from military history to leadership theory. Emphasis is on training management and assisting in the training and leadership development processes for LET 1 – 3 Cadets. LET 4B Cadets are only retained in the program if their grades, performance and level of maturity warrant. Uniform wear is mandatory, as is grooming standards compliance. All Cadets will be screened at the end of each semester and will only be readmitted to JROTC with the approval of the SAI.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 11-12 **Prerequisite:** JROTC V

ROTC VII - LEADERSHIP EDUCATION TRAINING (LET) 4A (95072X0000)

HCHS, OHS, THS, WHHS

LET 7 Cadets conduct major projects supervising lower LET-level Cadets. Many of these projects will involve major contributions by the community and the various Army components. Emphasis is on independent planning, coordination, and conduct of the project. Limited decision making authority is delegated to LET 7 Cadets. LET 7 Cadets are selected for retention in, and invited to continue in the program based on their superior academic performance and leadership development. Uniform wear is mandatory, as is grooming standards compliance. All Cadets will be screened at the end of each semester and will only be readmitted to JROTC with the approval of the SAI.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(s): 12
Prerequisite: JROTC VI

ROTC VIII - LEADERSHIP EDUCATION TRAINING (LET) 4B (95082X0000)

HCHS, OHS, THS, WHHS

LET 8 Cadets are the most senior members of the JROTC program, and they are entrusted with expanded decision making authority. LET 8 Cadets are in their last semester of high school, and they are well on their way to college, the military, or another selected career. LET 8 Cadets, like their LET 7 counterparts, are only retained in the program if their grades, performance and level of maturity warrant. Uniform wear is mandatory, as is grooming standards compliance.

Credit: 1 **Rigor:** 2 **Length:** SEM
Grade(S): 12 **Prerequisite:** JROTC VII

CTE ADVANCED STUDIES (CS952X0000)**HCHS, OHS, THS, WHHS**

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

Credit: 1 **Rigor:** 5 **Length:** SEM**Prerequisite:** Two technical credits in one Career Cluster**CTE INTERNSHIP (CS972X0000)****HCHS, OHS, THS, WHHS**

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

Credit: 1 **Rigor:** 5 **Length:** SEM**Prerequisite:** Two technical credits in one Career Cluster

AGRICULTURAL EDUCATION

AGRISCIENCE APPLICATIONS

(AU102X0000) HCHS, OHS, THS, WHHS

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 2 **Length:** SEM
Prerequisite: None

AGRICULTURAL MECHANICS I

(AS312X0000) HCHS, THS, WHHS

This course provides instructions to develop knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures and prepares students to handle the day-to-day problems, accidents, and repairs needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering, career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic plumbing, concrete and carpentry, basic welding, and leadership development. Work-based learning strategies appropriate for this course are Agriscience projects, field trips, shadowing, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Credit: 1 **Rigor:** 2 **Length:** SEM
Prerequisite: None **Recommendation:**
 AgriScience Applications

HONORS AGRICULTURAL MECHANICS II

(AS325X0000) HCHS, THS, WHHS

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

exploration/decision making. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is inherently honors, there is not a standard level option.

Credit: 1(Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: Agricultural Mechanics

NATURAL RESOURCES I (AN512X0000)

THS

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 2 **Length:** SEM
Prerequisite: None

NATURAL RESOURCES II (AN522X0000)

THS

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 2 **Length:** SEM
Prerequisite: Natural Resources I

HORTICULTURE I (AP412X0000)**HCHS, OHS, THS, WHHS**

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM **Prerequisite:** None

HORTICULTURE II (AP422X0000)**HCHS, OHS, THS, WHHS**

This course is a laboratory extension of Horticulture I emphasizing hands-on instruction. Units of instruction include: greenhouse production, landscape design, landscape construction, landscape maintenance, nursery production, and lawn management. Work-based learning strategies such as group live projects, cooperative education, and supervised agricultural experience provide opportunities for practical application of instructional units. FFA & SAE are integral parts of this course.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: Horticulture I

HONORS HORTICULTURE II (AP425X0000)**HCHS, THS, WHHS**

This course is designed to expand the students' knowledge and skills in specific principles and processes related to horticulture. The honors component of this course extends the Standard Course of Study to a higher, more challenging level. Students can expect to complete focused assignments including a research project and to make regular presentations of their work to their peers. 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.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: Horticulture I

**HONORS HORTICULTURE II-
LANDSCAPING (AP445X0000)****HCHS, THS, WHHS**

This honors course extends the Standard Course of Study to a higher, more challenging level. Students can expect to complete focused assignments including a research project and to make regular presentations of their work to the other students in their class. According to school system policy, to enroll in Honors Horticulture II, students must successfully complete Horticulture I. Prior or concurrent course work in Biology is strongly recommended. This course provides hands-on instruction and emphasizes Leadership and employability skills in the landscape industry. Students are instructed to apply procedures in calculations for estimations, Market enterprises, plant selection, and plan development. Landscape Construction is emphasized in the areas of grading, irrigation, paver installation and intense maintenance of Landscape plants and equipment.

Credit: 1 **Rigor:** 5 **Length:** SEM

Prerequisite: Horticulture I

ANIMAL SCIENCE I (AA212X0000)**HCHS, OHS, THS, WHHS**

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. Skills in biology, chemistry, and algebra are reinforced in this course. Work based learning strategies appropriate for this course are Agriscience projects, internships and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: None

HONORS ANIMAL SCIENCE I

(AA215X0LGH) THS

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. Skills in biology, chemistry, and algebra are reinforced in this course. Work based learning strategies appropriate for this course are Agriscience projects, internships and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. In the honors course students can expect to complete focused assignments including presentations, completion of a proficiency award, and participate in a group project.

Credit: 1 Rigor: 5 Length: SEM Prerequisite: No

ANIMAL SCIENCE II - SMALL ANIMAL

(AA232X0000) HCHS, OHS, THS, WHHS

This course provides instruction on animal husbandry 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 will be covered through this course. Opportunities for student to gain hands-on experience will be included in the course and reinforced through work-based learning and leadership experiences.

Credit: 1(Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 Length: SEM

Prerequisite: Animal Science

HONORS ANIMAL SCIENCE II- SMALL

ANIMAL (AA235X0000) THS

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. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. In the honors level course students can expect to complete focused assignments including a research project,

presentations, completion and submission of a proficiency award, and participate in a group project.

Credit: 1. Rigor: 5 Length: SEM

Prerequisite: Animal Science I

HONORS ANIMAL SCIENCE II-Large

Animal (AA225X0000) THS, WHHS

This course includes more advanced scientific principles and communication skills and includes animal anatomy and physiology, animal management, animal science economics, decision making global concerns in the industry genetic and breeding. Skills in English language arts, mathematics, and science are reinforced in this course. Work based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing and supervised agricultural experience. FFA leadership activities, competitive events, and community service are integral components of the course and provide many opportunities to apply essential standards and workplace readiness skills through authentic experiences. In the honors course students can expect to complete focused assignments including presentations, completion of a proficiency award, and participate in a group project.

Credit: 1 Rigor: 5 Length: SEM

Prerequisite: Honors Animal Science I

HONORS VETERINARY ASSISTING

(AA415X0000) **OHS, THS**

This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Applied mathematics, science and writing are integrated throughout the curriculum. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will feature hands-on skill sets designed to enhance experiential learning. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are cooperative education, internship, mentorship, service learning job shadowing and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skill through authentic experiences. Students who wish to take the Veterinary Assisting Exam developed by Texas Veterinary Medical Association to be a Certified Veterinary Assistant (CVA) Level 1 should complete an additional 500 hours of supervised agricultural experience (SAE) during their three animal science courses. Two hundred SAE hours focus on the care and management of animals; will be substantiated by records, and conducted under the direct supervision of the North Carolina Career and Technical Education Essential Standards 20 agricultural teacher. Hours may be earned any time during the year including summer months. An additional 300 hours of supervised agricultural experience (worked based learning) will be conducted as an internship program in animal medicine under the supervision of a licensed veterinarian or certified veterinary technician who will attest that participating students have mastered a standard set of skills used in animal medicine as identified by the cooperating teacher. Hours may be earned any time during the year including summer months.

Credit: 1 **Rigor:** 5 **Length:** SEM

Prerequisite: Animal Science II Small Animal or Animal Science II-Large Animal

BUSINESS EDUCATION

PRINCIPLES of BUSINESS and FINANCE (BFIT & MEE) (BFH102X0000)

HCHS, OHS, THS, WHHS

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. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: None

ACCOUNTING I (BA102X0000)

HCHS, THS, WHHS

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on analysis and the recording business transactions, preparation and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematical skills and critical thinking are reinforced.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM

Prerequisite: None **Recommendation:** NC Math 1

HONORS ACCOUNTING I (BA105X0000)

HCHS, THS, WHHS

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive

events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 5 **Length:** SEM

Prerequisite: NC Math 1

HONORS ACCOUNTING II (BA205X0000)

HCHS, OHS, THS, WHHS

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: Accounting I

BUSINESS MANAGEMENT I (BFIT)

(BB402X0000) HCHS, OHS, THS, WHHS

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. Also 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.

Rigor: 2 **Length:** SEM

Prerequisite: Principles of Business and Finance

HONORS BUSINESS MANAGEMENT I (BFIT) (BB405X0000) THS

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. Also 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.

Credit: 1 **Rigor:** 5 **Length:** SEM

Prerequisite: Principles of Business and Finance

BUSINESS MANAGEMENT II (BFIT) (BB422X0000) HCHS, OHS, THS, WHHS

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.

Rigor: 2 **Length:** SEM

Prerequisite: Business Management I

HONORS BUSINESS MANAGEMENT II (BFIT) (BB425X0000) THS

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.

Credit: 1 **Rigor:** 5 **Length:** SEM

Prerequisite: Business Management I

ADOBE VISUAL DESIGN (II312X0000) OHS

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. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events,

community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 2 **Length:** SEM

ADOBE VIDEO DESIGN (II332X0000) OHS

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. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Adobe Visual Design I

FINANCIAL PLANNING I (BFIT) (BF212X0000) HCHS, OHS, THS, WHHS

This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

Rigor: 2 **Length:** SEM

Prerequisite: Principles of Business and Finance

FINANCIAL PLANNING II (BFIT) (BF222X0000) HCHS, OHS, THS, WHHS

Students will further develop the fundamental knowledge and skills acquired in Wealth Building to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

Rigor: 2 **Length:** SEM

Prerequisite: Financial Planning I

PYTHON PROGRAMMING I (BP142X0)**OHS, THS, WHHS**

This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematics is reinforced.

Credit: 1 **Rigor:** 2 **Length:** SEM**Prerequisite:** NC Math I**HONORS PYTHON PROGRAMMING I****(BP145X000) OHS, THS, WHHS**

Introduction to Python is a beginning course (not intended for experienced programmers) in which students can learn and practice coding in an online environment that requires only a modern web browser and Internet connection. The course includes video content, practice labs, and coding projects. The course content is presented in three units. Unit 1 focuses on Python language basics, introducing data types, variables, input, functions, operators, conditional statements, loops, and incrementing. Students will be introduced to the basic structure of the Python 3 language. Unit 2 offers enhanced focus on Python data structures such as strings, lists, and range sequences, as well as methods for working with these structures. Students will be introduced to data structures and files in Python 3. Unit 3 focuses on using Python to develop more in depth sustainable code. Students will be introduced to data structures and files in Python 3 and be ready for more-advanced Python learning." Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, service learning, and job shadowing. Cooperative education is not available for this course. FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 5 **Length:** SEM**Prerequisite:** NC Math I**HONORS PYTHON PROGRAMMING II****(BP162X0000) OHS, THS, WHHS**

This course will prepare students for jobs and careers connected with widely understood software development, which includes not only creating the code itself as a junior developer, but also computer systems design and software testing. Students will be guided to a level of Python programming knowledge which will allow them to design, write, debug, and run programs encoded in the Python language, and to understand the basic concepts of

software development technology. In addition, students will learn IoT (Internet of Things) skills which can help transform any business in any industry, from manufacturing to saving endangered species. Students will apply basic programming (using Python) to support IoT devices. This course will prepare students for taking the PCAP: Certified Associate in Python Programming certification exam. Associate certification scaffolds to certification as a Certified Expert in Python Programming.

Credit: 1 **Rigor:** 5 **Length:** SEM**Prerequisite:** Python I**COMPUTER SCIENCE PRINCIPLES I****(BP412X000) OHS, THS, WHHS**

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.

Credit: 1 **Rigor:** 2 **Length:** SEM**Prerequisite:** None**COMPUTER SCIENCE PRINCIPLES II****(BP422X0000) OHS, THS, WHHS**

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 more complex constructs including objects and data abstraction.

Credit: 1 **Rigor:** 2 **Length:** SEM **Prerequisite:** Computer Science Principles I

AP COMPUTER SCIENCE PRINCIPLES**(0A027X0000) HCHS, OHS, THS, WHHS**

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 more complex constructs including objects and data abstraction.

Credit: 1 Rigor: 7 Length: SEM**Prerequisite:** Computer Science Principles I or Python Programming II

FAMILY & CONSUMER SCIENCE

CHILD DEVELOPMENT (FE602X0000)

HCHS, OHS, THS, WHHS

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: None

EARLY CHILDHOOD EDUCATION I

(FE112X0000) HCHS, OHS, THS, WHHS

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Parenting and Child Development is recommended as preparation for this course.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: Students must be 16 by October 1, Child Development

HONORS EARLY CHILDHOOD EDUCATION II (FE125X0000) HCHS, OHS, THS, WHHS

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 2 **Rigor:** 5 **Length:** SEM

Prerequisite: Early Childhood Education I

APPAREL and TEXTILE PRODUCTION I

(FA312X0000) HCHS, OHS, THS, WHHS

In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students are required to purchase materials necessary to complete individual sewing projects.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: None

APPAREL and TEXTILE PRODUCTION II (FA322X0000) **HCHS, OHS, THS, WHHS**

In this course the use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Work-based learning strategies include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students are required to purchase materials necessary to complete individual sewing projects.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: Apparel and Textile Production I

CULINARY ARTS & HOSPITALITY I (FH102X0000) **HCHS, OHS, THS, WHHS**

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

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: None **Recommendation:** Foods I

CULINARY ARTS & HOSPITALITY II APPLICATIONS (FH112X0000)

HCHS, OHS, THS, WHHS

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

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: Culinary Arts I OR Introduction to Culinary Arts and Hospitality (FH20)

CULINARY ARTS & HOSPITALITY III (FH132X0000) **HCHS, OHS, THS, WHHS**

The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, grade 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.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: Culinary Arts II (FH11) OR Culinary Arts I (FH21)

CULINARY ARTS & HOSPITALITY IV Applications (FH142X0000)

HCHS, OHS, THS, WHHS

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.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: Culinary Arts III (FH13)

FOOD AND NUTRITION I (FN412X0000)

HCHS, OHS, THS, WHHS

This course examines nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and on the selection of food to satisfy needs. Limited cooking labs to apply skills application will accompany select objective. Skills in science and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, job shadowing, and service learning. Skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93)

Rigor: 2 **Length:** SEM

Prerequisite: None

NOTE: We do not cook and eat daily in this class.

FOOD AND NUTRITION II (FN422X0000)**HCHS, THS, WHHS**

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students will develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings upon completion of the safety credentialing curriculum. A real or simulated in-school food business component allows students to apply instructional strategies. FCCLA competitive events, community service, and leadership activities allow application of workplace readiness skills via authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM **Grade(s):** 10-12

Prerequisite: Foods I or Culinary Arts & Hospitality I

NOTE: We do not cook and eat daily in this class.

INTERIOR DESIGN FUNDAMENTALS**(F1212X0000) HCHS, OHS, THS**

This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on design thinking and utilization of the interior design process; human, environmental, and behavioral factors; color theory, elements, and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English/language arts, mathematics, science, art, and technology are reinforced.

Credit: 1 **Rigor:** 2 **Length:** SEM

Grade (s): 9-12 **Prerequisite:** None

INTERIOR DESIGN STUDIO (FI222X0000)**HCHS, THS, WHHS**

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. FCCLA competitive events, community service, and

leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: Interior Design Fundamentals

HONORS INTERIOR DESIGN STUDIO**(FI225X0000) HCHS, THS**

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. The Honors section of this course will enhance the curriculum in the scaled drawing areas. Students will be required to produce and present presentation boards.

Students will build 3D model of researched housing style. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced.

Credit: 1 **Rigor:** 5 **Length:** SEM

Prerequisite: Interior Design Fundamentals

TEACHING AS A PROFESSION I**(FE215X0000)****HCHS**

This course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers, to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education.

English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced. Family Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 5 **Length:** SEM

Grade(s): 11-12 **Prerequisite:** None

TEACHING AS A PROFESSION II (FE225X0000)

HCHS

This two-credit course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation and participation in public school classrooms. Students will apply concepts through an embedded internship experience with a cooperating teacher as they design, deliver, and reflect on their instruction. Students also investigate certification, employment, ethics, and professionalism in education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced. *This course must be paired with cooperative education to support the embedded internship. Family Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 2 **Rigor:** 5 **Length:** SEM

Grade(s): 11-12 **Prerequisite:** Teaching as a Profession I

HEALTH OCCUPATION EDUCATION

FOUNDATIONS OF HEALTH SCIENCE

(HU102X0000) HCHS, OHS, THS, WHHS

This course is designed to assist potential health care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: None

HEALTH SCIENCE I (HU402X0000)

HCHS, OHS, THS, WHHS

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities allow application of workplace readiness skills via authentic experiences. Biology is recommended as preparation for this course.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM

Prerequisite: None

HONORS HEALTH SCIENCE I

(HU405X0000) THS

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive

events, community service, and leadership activities allow application of workplace readiness skills via authentic experiences. Biology is recommended as preparation for this course.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: None

HEALTH SCIENCE II (HU422X0000)

HCHS, OHS, THS, WHHS

This course focuses on the National Healthcare Foundation Standards and Accountability Criteria, and the National Health Science Career Cluster Model pathways. The course is designed to help students expand their understanding of financing and trends of health care agencies, fundamental of wellness, legal and ethical issues, concepts of teamwork and effective communication. Healthcare skills, language arts, mathematics, and communications are reinforced in this course. Students will learn health care skills related to the Health Science Career Cluster pathways. Language arts, mathematics, and communications are reinforced in this course. HOSA activities support networking with health care professionals through volunteerism.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM

Prerequisite: Health Science I

HONORS HEALTH SCIENCE II

(HU425X0000) HCHS, OHS, THS

This course focuses on the National Healthcare Foundation Standards and Accountability Criteria and the National Health Science Career Cluster Model pathways. The course is designed to help students expand their understanding of financing and trends of health care agencies, fundamental of wellness, legal and ethical issues, concepts of teamwork and effective communication. Healthcare skills, language arts, mathematics, and communications are reinforced in this course. HOSA activities support networking with health care professionals through volunteerism. Honors curriculum is enhanced by 8 hours of job shadowing of chosen career pathway and a research paper on that career with an oral presentation to class accompanied by a presentation board depicting a disease or illness that is prevalent in that occupation.

Credit: 1 **Rigor:** 5 **Length:** SEM

Prerequisite: Health Science I

HONORS PHARMACY TECHNICIAN**(HH325X0000) OHS, THS, WHHS**

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. This course is inherently honors, there is not a standard level option.

Credit: 1 **Rigor:** 5 **Length:** SEM

Prerequisite: Health Science II

MARKETING EDUCATION

ENTREPRENEURSHIP I (ME112X0000)

HCHS, THS

Students will evaluate the concepts of going into business for themselves and working on operating a small business. Emphasis is on the exploration of feasible ideas of products/service, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA and FBLA competitive events, community service, and leadership activities allow application of workplace readiness skills via authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM

Prerequisite: Marketing or Personal Finance or Principles of Business & Finance

HONORS ENTREPRENEURSHIP I (ME115X0000) **THS**

In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: Marketing or Personal Finance or Principles of Business & Finance

HONORS ENTREPRENEURSHIP II (ME125X0000) **HCHS, THS**

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. Work-based learning strategies appropriate include cooperative education,

entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is inherently honors, there is not a standard level option.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: Entrepreneurship I

HOSPITALITY AND TOURISM (MH422X0000) **HCHS, OHS**

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.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM

Prerequisite: Marketing or Principles of Business & Finance or Sports and Entertainment Marketing I

SPORTS AND ENTERTAINMENT MARKETING I (MH312X0000H)

HCHS, OHS

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. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: None

HONORS SPORTS AND ENTERTAINMENT MARKETING II (MH325X0000)

HCHS, OHS

In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. Students will apply concepts revolving around selling and promotion, creating research models, creating customer relationships, quality assurance, and financial analysis in the sports and entertainment industry. Students will apply these concepts to the real world using 21st century skills. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. English/language arts, mathematics and social studies are reinforced. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 5 **Length:** SEM

Prerequisite: Sports and Entertainment Marketing I

MARKETING (MM512X0000)

HCHS, THS

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA competitive events, community service, and leadership activities allow application of workplace readiness skills via authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM

Prerequisite: None

HONORS MARKETING (MM515X0)

HCHS, THS

In this course, students develop an understanding of the process involved from the creation to the consumption of products/services. Honors Marketing students will also apply the processes involved. Students will develop an

understanding and skills in the areas of distribution, marketing-information management, promotion, and selling. Students develop an understanding and application of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA competitive events, community service, and leadership activities allow application of workplace readiness skills via authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: None

MARKETING APPLICATIONS

(MA522X0000) HCHS, THS

In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. English, language arts, and social studies are reinforced.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM

Prerequisite: Marketing

INDUSTRIAL EDUCATION

AUTOMOTIVE SERVICES FUNDAMENTALS (IT112X0000) **HCHS, OHS, THS, WHHS**

This course introduces basic automotive skills in Service & Safety, Engine Repair, Automatic Transmissions & Transaxles, Manual Drivetrain and Axles and job opportunities in the auto repair industry. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2

Length: SEM

Prerequisite: None

AUTOMOTIVE SERVICE I (IT162X0000) **HCHS, OHS, THS, WHHS**

This course introduces basic automotive skills in Suspension & Steering, Heating & Air Conditioning and Engine Performance. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2

Length: SEM

Prerequisite: Intro to Automotive Service

HONORS AUTOMOTIVE SERVICE II (IT175X0000) **HCHS, OHS, THS, WHHS**

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

Work-based learning strategies appropriate for this course include job shadowing, apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills. This course is inherently honors, there is not a standard level option. **Credit:** 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: Automotive Service I

HONORS AUTOMOTIVE SERVICE III (IT185X0000) **HCHS, OHS, THS, WHHS**

This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. Work-based learning strategies include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is inherently honors, there is not a standard level option.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: Automotive Service II

COLLISION REPAIR FUNDAMENTALS (IT302X0000) WHHS

This course introduces safety, basic collision repair terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also, careers and various job opportunities in the collision repair industry will be discussed. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 2 **Length:** SEM **Prerequisite:** None

CONSTRUCTION CORE(IC002X0000) HCHS, OHS, THS, WHHS

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. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and "Your Role in Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their persona impacts on the environment and make them more aware of how to reduce their carbon footprint.

Credit: 1 (Students completing course with 85+ may receive CCCC credit)

Rigor: 2 **Length:** SEM

Prerequisite: None

CARPENTRY I (IC212X0000) HCHS, OHS, THS, WHHS

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the

opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM

Prerequisite: Construction Core **Recommendation:** NC Math 2

HONORS CARPENTRY II (IC225X0000) HCHS, OHS, THS, WHHS

This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities allow application of workplace readiness skills via authentic experiences.

Credit: 1(Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: Carpentry I
Recommendation: NC Math 2

HONORS CARPENTRY III (IC235X0000) HCHS, OHS, THS, WHHS

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

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: Carpentry II
Recommendation: NC Math 2

DRAFTING I (IC612X0000)**OHS**

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, and geometric construction techniques as well as CAD (computer assisted design), orthographic projection, and oblique and isometric drawings. Skills in communication, mathematics, science, leadership, and problem-solving are reinforced in this course. Hands-on work experiences and Skills USA leadership activities provide many opportunities to enhance classroom instruction and career development.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2

Length: SEM

Prerequisite: None

HONORS DRAFTING II - ARCHITECTURAL (IC625X0000) OHS

This course is focused on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of tools in the creation of floor plans, wall sections, and elevation drawings. Mathematics, science, and computer aided design concepts are reinforced.

Hands-on work experiences and Skills USA leadership activities provide many opportunities to enhance classroom instruction and career development. This course is inherently honors, there is not a standard level option.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5

Length: SEM

Prerequisite: Drafting

HONORS DRAFTING III - ARCHITECTURAL (IC635X0000) OHS

This course is focused on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of tools in the creation of floor plans, wall sections, and elevation drawings. Mathematics, science, and computer aided design concepts are reinforced.

Hands-on work experiences and Skills USA leadership activities provide many opportunities to enhance classroom instruction and career development. This course is inherently honors, there is not a standard level option.

Credit: 1 **Rigor:** 5 **Length:** SEM **Prerequisite:**

Drafting II - Architectural

DRONE TECHNOLOGY I (ID112X0000)**HCHS, OHS**

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. English language arts are reinforced.

Credit: 1

Rigor: 2

Length: SEM

Prerequisite: None

Required: Students must reach age 16 by the end of the course

DRONE TECHNOLOGY II (ID122X0000)**HCHS, OHS**

This course is designed to provide students, who have their FAA CFR 14 Part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" the knowledge and skills needed to be a commercial pilot in the Drone Industry. Entrepreneurship, Fleet management, and Drone software are included in this course with the main focus being on the student choosing a specific field within the Drone Industry to complete an industry application. Industry application choices include Construction, Agriculture, Public Safety, and Cinematography uses are covered. English language arts are reinforced.

Credit: 1 **Rigor:** 2

Length: SEM

Grade(s): 9-12 **Prerequisite:** Drone Technology I

TECHNOLOGY ENGINEERING AND DESIGN (TE112X0000)**OHS**

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English, language arts, and art.

Credit: 1 **Rigor:** 2

Length: SEM

Grade(s): 9-12 **Prerequisite:** None

ENGINEERING DESIGN (TE132X0000)**OHS**

This course is designed to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Art, English language arts, mathematics and science are reinforced.

Credit: 1 **Rigor:** 2 **Length:** SEM **Grade(s):** 9-12

Prerequisite: Technology Engineering and Design

ELECTRICAL TRADES I (IC412X0000)**HCHS, OHS, THS, WHHS**

This course covers basic electrical trades terminology and develops technical aspects of electrical trades with emphasis on development of introductory skills such as residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities allow application of workplace readiness skills via authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM

Prerequisite: Construction Core

HONORS ELECTRICAL TRADES II**(IC425X0000) HCHS, OHS, THS, WHHS**

This course builds on skills mastered in Electrical Trades I and provides an introduction to the National Electric Code, devices boxes, hand bending, raceways and fittings, conductors and cables, construction drawings, residential services, test equipment, alternating circuits, grounding and bonding. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This

course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities allow application of workplace readiness skills via authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: Electrical Trades I

HONORS ELECTRICAL TRADES III**(IC435X0000) HCHS, OHS, THS, WHHS**

This course content includes motors, electric lighting, conduit bending, pull and junction boxes, conductor installations, cable tray, conductor terminations and splices, circuit breakers and fuses, control systems, and concepts. Upon completion of this course, students should be prepared to enter the workforce as an electrical helper and/or continuing education towards degrees in Construction Management or Electrical Engineering. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is inherently honors, there is not a standard level option.

Credit: 1 **Rigor:** 5 **Length:** SEM **Prerequisite:** Electrical Trades II

ELECTRONICS I (IM312X0000)**HCHS**

This course covers electronic practices and fundamentals, roles of electronics in communications and industry. and career development. Topics include safety, tools, direct current, schematics, soldering, measuring electricity, Ohm's/Watt's/Kirchhoff's Laws, power, and circuits. Leadership skills, science, thinking skills, and principles of technology are reinforced. Job shadowing and internships are appropriate work-based learning strategies for this course.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM

Prerequisite: None

Recommendation: Algebra I

ELECTRONICS II (IM322X0000)**HCHS**

This course covers advanced practices, principles, special equipment and materials. Topics included safety, alternating current, inductive/capacitive/RCL circuits, semiconductor devices, rectifier/filter circuits, and bipolar transistors. Skills in leadership, safety, mathematics, reading, problem solving, tools, and test equipment are reinforced. Work-based learning strategies appropriate for this course are job shadowing, cooperative education, and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2

Length: SEM

Prerequisite: Electronics I

HONORS ELECTRONICS III (IM335X0000)**HCHS**

This course is based upon the Electronic Technicians Association (ETA) areas of Comprehensive Basics. Topics include soldering, desoldering, tools, electrical conductors, AC power distribution, circuit protection, circuit controls, generators, motors, interfacing of electronics products, and technician work procedures. Mathematics, science, and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course can help prepare students for ETA certification in Comprehensive Basics. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 5 **Length:** SEM

Prerequisite: Electronics II

Recommendation: NC Math 1

PUBLIC SAFETY I (IP112X0000)**HCHS, WHHS**

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the

opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1

Rigor: 2

Length: SEM

Prerequisite: None

FIREFIGHTER TECHNOLOGY I**(IP312X0000) HCHS, OHS, THS, WHHS**

This course covers part of the NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. The modules include: Fire Department Orientation and Safety; Fire Prevention, Education, and Cause; Fire Alarms and Communications; Fire Behavior; Personal Protective Equipment; Portable Fire Extinguishers; and Fire Hose, Streams, and Appliances. English language arts are reinforced. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Fire Fighter I/II certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: Students must be at least 16 years old to participate.

This course taught on Harnett Central and Western Harnett Campus

FIREFIGHTER TECHNOLOGY II**(IP322X0000) HCHS, OHS, THS, WHHS**

This course covers additional NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. The modules include: Ropes; Ladders; Forcible Entry; Ventilation; Water Supply; Sprinklers; and Foam Fire Stream. English language arts are reinforced. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Fire Fighter I/II certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 2 **Length:** SEM

Prerequisite: Firefighter Technology I (Students must be at least 16 years old to participate.)

This course taught on Harnett Central and Western Harnett Campus

HONORS FIREFIGHTER TECHNOLOGY III (IP335X0000) **HCHS, OHS, THS, WHHS**

In this course Students select one specific occupation in the Career Cluster and conduct research to include the nature of the work, work environment, training, education, advancement and job prospects. for this course. Work-based learning strategies appropriate for this course including job shadowing and internship. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 5 **Length:** SEM

Prerequisite: Firefighter Technology II (Students must be at least 16 years old to participate.)

This course taught on Harnett Central and Western Harnett Campus

EMERGENCY MEDICAL TECHNOLOGY I (IP212X0000) **HCHS, OHS, THS, WHHS**

This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part I of a two course sequence require to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** Length: Year

Prerequisite: Must be 16 years old.

This course taught on Harnett Central and Western Harnett Campus

HONORS EMERGENCY MEDICAL TECHNOLOGY II (IP225X0000)

HCHS, OHS, THS, WHHS

This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part II of a two course sequence require to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course (age limits may apply). SkillsUSA competitive events, community service, and leadership

activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 5 **Length:** Year beginning with EMT I

Prerequisite: Emergency Medical Technology 1 Must be 16 years old.

This course taught on Harnett Central and Western Harnett Campus

HONORS LAW AND JUSTICE II

(IP425X0000) HCHS, OHS, THS, WHHS

This course emphasizes the structure of the American legal system while examining constitutional legal issues.

Students will explore the difference between common and statutory law in the context of how legal precedent is established. The course will explore the rights of citizens guaranteed by the United States and North Carolina constitutions. Students will also evaluate the powers granted to the police and the restrictions placed upon them by the respective constitutions and their amendments.

Specific topics of discussion will include search and seizure, arrests, interviews, interrogations, and confessions in the context of criminal prosecution. Major emphasis will be placed on the role and decisions of the United States Supreme Court. Students will utilize reading, writing, and critical thinking in the analysis of cases in a mock trial. In addition to legal issues, students will be exposed to advanced law and justice skills. Activities include tactics, methods, and skills utilized in the law enforcement field.

Students will attain skills for dealing with disasters and emergency situations. The course culminates with students completing the requirements for the FEMA ICS-300:

Intermediate ICS for Expanding Incidents. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as Federal Emergency Management Agency (FEMA) and North Carolina Emergency Management. Upon completion of the course requirements and the final disaster simulation, students may be eligible to obtain

certifications in American Heart Association's (AHA) Basic Life Support, and/or American Red Cross (ARC) First Aid and CPR. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is inherently honors, there is not a standard level option.

Credit: I **Rigor:** 5 **Length:** SEM

Prerequisite: Law and Justice I

This course will be taught on the Harnett Central High School Campus

WELDING ADVANCED STUDIES

(CS952X0000) THS

This course is for students that have completed Agricultural Mechanics II and have an interest in learning additional skills and knowledge in the welding field. This course will allow students to learn/improve skills that will assist in transitioning to postsecondary education and future careers in this area. Students work under the guidance of a teacher with expertise in welding 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. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 5 **Length:** SEM **Grade(s):** 11-12

Prerequisite: Agricultural Mechanics II

This course is taught on the Triton High Campus

HONORS MASONRY I (IC115X0000)

HCHS, OHS

This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 **Rigor:** 5

Length: SEM

Prerequisite: Construction Core

MASONRY II (IC122X0000)

HCHS, OHS

This course builds on skills mastered in Masonry I and provides advanced masonry skills including measurements, drawing and specifications, mortar, masonry units, and installation techniques. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. Geometry is recommended as preparation for this course. This course helps prepare

students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2

Length: SEM

Prerequisite: Masonry I

HONORS MASONRY III (IC135X0000)

HCHS, OHS

This course develops advanced technical aspects of Masonry with emphasis on development of skills introduced in Masonry II. The course content includes residential plans and drawing interpretation, residential masonry, grout and other reinforcement, and metalwork in masonry. Introductory skills for the Crew Leader are also introduced in this course. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities allow application of workplace readiness skills via authentic experiences.

Credit: 1 unit (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 5 **Length:** SEM

Prerequisite: Masonry II

Recommendation: NC Math 2

METALS MANUFACTURING I (IM412X0000)

WHHS

This course introduces various processes and job opportunities in manufacturing with emphasis on machining metal parts. Topics include safety, math, measurement, blueprint reading, layout, bench work, sawing, drilling, turning, and milling. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2

Length: SEM **Grade(s):** 9-12

Prerequisite: None

Recommendation: NC Math 2

METALS MANUFACTURING II (IM422X0000)

WHHS

This course provides advanced instruction in manufacturing and introduces computer-assisted drafting/manufacturing and numerical control processes. Topics include safety, environmental protection, quality control, metallurgy, materials, layout, assembly, sawing, turning, milling, grinding, computer numerical control, computer-aided manufacturing, welding, and maintenance. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities allow application of workplace readiness skills via authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM **Grade(s):** 10-12 **Prerequisite:** Metals Manufacturing I

Recommendation: NC Math 2

METALS MANUFACTURING III (IM423X0000)

WHHS

This course provides advanced instruction in manufacturing and introduces computer-assisted drafting/manufacturing and numerical control processes. Topics include safety, environmental protection, quality control, metallurgy, materials, layout, assembly, sawing, turning, milling, grinding, computer numerical control, computer-aided manufacturing, welding, and maintenance. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities allow application of workplace readiness skills via authentic experiences.

Credit: 1 (Potential Community College credit if course grade of 85+ and CTE post-assessment of 93+)

Rigor: 2 **Length:** SEM **Grade(s):** 10-12 **Prerequisite:** Metals Manufacturing II

Recommendation: NC Math 2

AP SEMINAR (0A017X0000)

This course is a foundation course that aims to equip students with the skills to analyze and evaluate information with accuracy and precision, to conduct effective research and evaluate evidence, to construct evidence-based arguments, and collaborate and communicate their own perspective. The course topics and themes engage students in cross-curricular conversations that explore the complexities of academic and real-world questions or issues through the examination of divergent perspectives. Students engage in these conversations through a variety of lenses, considering multiple points of view to gain a rich appreciation for and understanding of the complexity of important issues. Using an inquiry framework of questioning, understanding, evaluating, synthesizing, and transforming, students explore the chosen topic by practicing reading and analyzing articles, research studies, foundation, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances (College Board, Course Overview) AP Seminar must be taken first.

Credit: 1**Rigor:** 7**Length:** YEAR LONG**Prerequisite:** None**AP RESEARCH (0A007X0000)**

This course allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. (College Board, Course Overview)

Credit: 1**Rigor:** 7**Length:** YEAR LONG
Seminar**Prerequisite:** AP



COMPLETE COURSE GUIDE

2022-2023

*Tentative- Subject to change prior to Fall 22

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MISSION

Central Carolina Works seeks to promote skills and knowledge that will ready students for success in college and careers leading to economic benefits for individuals and communities through increased participation in North Carolina's Career and College Promise program.

CCP Overview

The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or State or industry-recognized credential as well as provide entry-level jobs skills. Career and College Promise offers North Carolina high school students a clear path to success in college or in a career. The program is free to all students who maintain a "B" average and meet other eligibility requirements. Through a partnership of the Department of Public Instruction, the N.C. Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no cost to them or their families. The three pathways include:

1. College Transfer Pathway leading to a minimum of 30 hours of college transfer credit;
2. A Career and Technical Education Pathway leading to a certificate, diploma or degree;
3. A Cooperative Innovative High School Pathway

College Transfer Pathway Eligibility Information Freshman & Sophomores

1. The Career and College Promise Pathway requires the completion of a transfer pathway approved by the State Board of Community Colleges, including transfer courses in English and mathematics and ACA 122 College Transfer Success.
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a highschool freshman or sophomore, and
 - b. Be identified as gifted by
 - i. Local AIG plan in English/reading and math; or
 - ii. An aptitude and achievement test as evidenced by a score in the range between the 92nd percentile and the 99th percentile on the aptitude and the achievement test included in the current Mental Measurements Yearbook published by the Buros Institute of Mental Measurements; and
 - c. Demonstrate college readiness in English, reading and mathematics on an approved assessment; (See Appendix A for college readiness scores); and
 - d. Receive recommendation verifying the student has maturity to enroll from high school principal or equivalent administrator; and receive recommendation of AIG Coordinator (if one is employed by the district); and
 - e. Receive approval of college president or the college's chief student development administrator or the college's chief academic officer; and
 - f. Receive written consent of the student's parent/guardian; and g. Receive academic advising prior to enrollment in the program.
3. To maintain eligibility for continued enrollment, a student must:
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 GPA in college coursework after completing two courses.
 - c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
4. Students who are successfully progressing towards high school graduation have access to the College Transfer Pathway for one year as a freshman, one year as a sophomore, one year as a junior and one year as a senior.
5. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.
6. A student may only enroll in one College Transfer Pathway and may not substitute courses in one program for courses in another.
7. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification 18 provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
8. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Associate in Arts in Teacher Preparation, Associate in

Science, Associate in Science in Teacher Preparation, Associate in Engineering, AGE-Nursing, AFA-Music, AFA-Theater, or AFA-Visual Arts.

9. A student who completes a transfer pathway and continues on (with the required permissions outlined above) will keep their P code until the student a) graduates from high school/exits CCP or b) completes the full associate degree while still enrolled in high school.
10. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e., bachelor degree plan published by the University of North Carolina). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program of study. Approval is contingent upon documentation of justification based upon career pathway needs or transfer program requirements (i.e., bachelor degree plan published by the University of North Carolina).
11. The AA/AS/AE/AGE-Nursing/ AFA-Music/AFA-Theater/AFA-Visual Arts/AATP/ASTP degree may be awarded prior to high school graduation verification.
12. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.
13. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in one College Transfer Pathway and one curriculum Career Technical Education Pathway available to freshmen and sophomores.
14. CCP students may not enroll in transition courses offered through CCR. (examples: BSP4002 and BSP-4003)
15. CCP students may enroll in supplemental courses. (examples: MAT-010, MAT-021, MAT043, MAT-052, MAT 071; ENG 011)
16. CCP students may enroll in curriculum transition courses but may not enroll in non-curriculum transition courses. (examples: MAT 003; ENG 002)
17. CCP students may not audit courses.
18. CCP students may not be enrolled in the Associate in General Education or General Occupational Technology programs.
19. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

College Transfer Pathway Eligibility Information Juniors & Seniors

1. The College Transfer Pathway requires the completion of a transfer pathway approved by the State Board of Community Colleges including transfer courses in English and mathematics and ACA 122 College Transfer Success.
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a North Carolina high school junior or senior;
 - b. Have a unweighted GPA of 2.8 on high school courses; **OR**
 - c. Demonstrate college readiness on an assessment or placement test (See Appendix A).
3. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation, **and**
 - b. Maintain a 2.0 GPA in college coursework after completing two courses.
 - c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
4. Students who are successfully progressing towards high school graduation have access to the College Transfer Pathway for one year as a junior and one year as a senior.
5. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date
6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
7. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student who completes a College 16 Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Associate in Arts in Teacher Preparation, Associate in Science, Associate in Science in Teacher Preparation, Associate in Engineering, AGE-Nursing, AFA-Music, AFA-Theater, or AFA-Visual Arts.
8. A student who completes a transfer pathway and continues on (with the required permissions outlined above) will keep their P code until the student a) graduates from high school/exits CCP or b) completes the full associate degree while still enrolled in high school.
9. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e., bachelor degree plan published by the University of North Carolina). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program of study. Approval is contingent upon documentation of justification based upon career pathway needs or transfer program requirements (i.e., bachelor degree plan published by the University of North Carolina).
10. The AA/AS/AE/AGE-Nursing/ AFA-Music/AFA-Theater/AFA-Visual Arts/AATP/ASTP degree may be awarded prior to high school graduation verification.

11. Colleges should follow the same graduation process for CCP students as is followed for traditional college students
12. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in: a. One College Transfer Pathway and one Career Technical Education Pathway or b. One College Transfer Pathway and one Workforce Continuing Education Pathway
13. CCP students may not enroll in transition courses offered through CCR. (examples: BSP-4002 and BSP-4003).
14. CCP students may enroll in supplemental courses. (examples: MAT-010, MAT-021, MAT-043, MAT-052, MAT 071; ENG 011).
15. CCP students may enroll in curriculum transition courses but may not enroll in non-curriculum transition courses. (examples: MAT 003; ENG 002).
16. CCP students may not audit courses.
17. CCP students may not be enrolled in the Associate in General Education or General Occupational Technology programs
18. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

College Transfer Test Score Requirements

Students must have an unweighted high school GPA of 2.8 or demonstrate college readiness in English, reading, and mathematics on an approved test or tests to be eligible for enrollment in a College Transfer Pathway. To see required benchmarks refer to Appendix A.

Career & Technical Education Pathway Eligibility Information Freshman & Sophomore

Curriculum: Freshmen and Sophomores The Appropriations Act of 2013, S.B. 402, amended NC General Statutes 115D-20(4)a.2 to allow “academic transition pathways for qualified freshmen and sophomore high school students that lead to a career technical education certificate or diploma in Industrial and Engineering Technologies, Agriculture and Natural Resources, Transportation Systems, Construction or Business technologies.”

1. The Career and College Promise Career and Technical Education Pathway for freshmen and sophomores leads to an Industrial and Engineering, Agriculture and Natural Resources, Transportation Systems, Construction or Business Technologies certificate or diploma aligned with a high school Career Cluster.
2. The college may enroll high school freshmen and sophomores only in engineering technologies (program code 40xxx), industrial technologies (program code 50xxx), agriculture and natural resources (program code 15xxx), transportation (program code 60xxx), construction (35xxx) and business (25xxx) certificate and diploma programs.
3. To be eligible for enrollment, a high school student must meet one of the following criteria:
 - a. Be a high school freshman or sophomore, and
 - i. Have the recommendation of the high school principal or his/her designee (assessment scores should be considered) and rationale for recommendation; and
 - ii. Have the recommendation of the college’s Chief Academic Officer or Chief Student Development Administrator; **and**
 - iii. Passed Math I with a grade of C or better; and
 - iv. Scored a 3, 4, or 5 on the End of Course assessment (EOC) for Math I; and
 - v. Scored a 3, 4, or 5 on the 8th grade End of Grade ELA assessment. **OR**
 - b. Be a high school freshman or sophomore, and
 - i. Have the recommendation of the high school principal or his/her designee (assessment scores should be considered) and rationale for recommendation, and
 - ii. Have the recommendation of the college’s Chief Academic Officer or Chief Student Development Administrator, and
 - iii. Demonstrate college readiness in English, reading and mathematics on an assessment (See Appendix A for college readiness scores). **OR**

Under Temporary Rule for 2021-2022 academic year enrollment:

- c. Be a high school freshman or sophomore, and
 - i. Have the recommendation of the high school principal or his/her designee (assessment scores should be considered) and rationale for recommendation; and
 - ii. Have the recommendation of the college’s Chief Academic Officer or Chief Student Development Administrator; and
 - iii. Passed Math I with a grade of P or better; and iv. Scored a 3, 4, or 5 on the 7th or 8th grade End of Grade ELA assessment.
4. Freshmen and Sophomores may not enroll in any CTE pathways that contain UGETC (Universal General Education Transfer Component) courses.

5. College Career Technical Education courses may be used to provide partial or full fulfillment of a high school career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College Articulation Agreement.
6. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress towards high school graduation, and
 - b. Maintain a 2.0 in college coursework after completing two courses.

A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
7. Eligible freshmen or sophomores who enter one of the identified CCP Career and Technical Education (CTE) Pathways listed in G.S. §115D-20 and 1D SBCCC 400.11 and who are successfully progressing towards high school graduation have access to the CCP program for up to four years - one year as a freshman, one year as a sophomore, one year as a junior and one year as a senior.
8. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.
9. A student may be awarded a certificate, diploma or AAS degree prior to high school graduation.
10. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.
11. The student may change his or her program of study major to another approved program of study for freshmen or sophomores with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
12. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in two Career and Technical Education Pathways available to 9th and 10th graders.
13. A student who completes the CTE certificate or diploma may continue in the same traditional, parent AAS program as long as he/she is still eligible for CCP. In order to continue, the program code should be changed to reflect the traditional AAS program code. The student type will remain CCPP and the student code will remain CTE.
14. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific pathway programs.
15. CCP students may not enroll in transition courses offered through CCR. (examples: BSP-4002 and BSP-4003)
16. CCP students may enroll in supplemental courses. (examples: MAT-010, MAT-021, MAT-043, MAT-052, MAT 071; ENG 011)
17. CCP students may enroll in curriculum transition courses but may not enroll in non-curriculum transition courses. (examples: MAT 003; ENG 002)
18. CCP students may not audit courses.
19. CCP students may not be enrolled in the Associate in General Education or General Occupational Technology programs.
20. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

Career & Technical Education Pathway Eligibility Information Juniors & Seniors

1. The Career and College Promise Career Technical Education Pathway for juniors and seniors leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment in a Career and Technical Education pathway, a high school student must be a high school junior or senior and meet the following criteria:
 - a. Have an unweighted, cumulative GPA of 2.8 or higher on high school courses, **or**
 - b. Demonstrate college readiness in English, reading and mathematics on an assessment (See Appendix A for college readiness scores.), **or**
 - c. Have the recommendation of the high school principal or his/her designee and his/her rationale for recommendation in place of GPA requirement (assessment scores should be considered) and have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; **and**
3. A recommendation for eligibility will not be permitted for CTE pathways that include UGETC (Universal General Education Transfer Component) course(s).
4. If a CTE pathway contains a UGETC (Universal General Education Component) course, the student must meet the same eligibility criteria as a transfer pathway student.
5. High school counselors should consider students' assessment scores in making pathway recommendations
6. College Career and Technical Education courses may be used to provide partial or full fulfillment of a high school career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College Articulation Agreement.
7. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation and
 - b. Maintain a 2.0 in college coursework after completing two courses.
 - c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
8. Students who are successfully progressing towards high school graduation have access to the Career and Technical Education (CTE) Pathway for up to two years - one year as a junior and one year as a senior.
9. Colleges may request a graduation plan verifying what high school courses remain to complete high school and the anticipated high school graduation date.
10. A student may be awarded a certificate, diploma or AAS degree prior to high school graduation
11. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.
12. A student may not substitute courses in one program for courses in another
13. The student may change his or her pathway major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.

14. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:
 - a. One College Transfer Pathway and one curriculum Career and Technical Education Pathway or
 - b. Two curriculum Career and Technical Education Pathways or
 - c. One curriculum Career and Technical Education Pathway and one Workforce Continuing Education Pathway
15. A student who completes the CTE certificate or diploma may continue in the same traditional, parent AAS program of study as long as they are still eligible for CCP. In order to continue, the program code should be changed to reflect the traditional, parent AAS program code. The student type will remain CCPP, and their student code will remain CTE in accordance with Student Coding guidelines.
16. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.
17. CCP students may not enroll in transition courses offered through CCR. (examples: BSP-4002 and BSP-4003)
18. CCP students may enroll in supplemental courses. (examples: MAT-010, MAT-021, MAT-043, MAT-052, MAT 071; ENG 011)
19. CCP students may enroll in curriculum transition courses but may not enroll in non-curriculum transition courses. (examples: MAT 003; ENG 002)
20. CCP students may not audit courses
21. CCP students may not be enrolled in the Associate in General Education or General Occupational Technology programs
22. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise

CTE Test Score Requirements

Nearly all students qualify for enrollment in a Career and Technical Education pathway. However, courses within each pathway may have specific testing requirements.

If a student has met the testing criteria set forth by the College Transfer Test Score Requirements, then he/she will also meet all testing criteria for the CTE requirements.

1. If a student has not met the testing criteria set forth by the College Transfer requirements, they will work with their CCW Advisor to determine testing prerequisites according to the above CTE testing benchmark requirements (Appendix A).
2. Most CTE courses do not have a testing prerequisite. However, certain course pre-requisites exist and must be adhered to (i.e. ACC-120 is a prerequisite for ACC-121, but neither course requires tests scores).

Cooperative Innovative High School Pathway Eligibility Information

1. Cooperative Innovative High School Programs are public high schools located on college campuses, enroll 100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program, diploma, certificate, or earn up to two years of college credit while completing a high school diploma within five years
2. Eligibility requirements for Cooperative Innovative High School Programs are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.
3. The AA/AS/AE//AAS may not be awarded prior to high school graduation verification. A student may be awarded a certificate or diploma prior to high school graduation.
4. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the university). Approval must be granted by the high school principal or his/her designee and the college's chief academic officer or chief student development administrator prior to enrollment in a second transfer program.
5. The State Board of Community Colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus. Exceptions will be based on the local needs as outlined in the location waiver request. The approved waiver shall be maintained locally for documentation. The State Board of Community Colleges shall use the following factors to determine whether to approve location waivers:
 - a. Space availability
 - b. School Capacity
 - c. Proximity to the student population
 - d. Suitable, available space with equipment specific to the curriculum.
6. Cooperative Innovative High School Students may not audit courses.

Central Carolina Community College proudly partners with the Local Education Agencies in our service area. We currently offer three options for Cooperative Innovative High Schools:

Chatham County: The Chatham School of Science and Engineering

Principal: Mr. Bobby Dixon • bdixon@chatham.k12.nc.us • 919-663-5899

<https://sites.google.com/a/chatham.k12.nc.us/chatham-county-school-of-science-engineering/home>

Harnett County: Harnett County Early College

Principal: Mr. Walter McPherson • wmcpherson@harnett.k12.nc.us • 910-814-3470

<https://www.harnett.k12.nc.us/hcec>

Lee County: Lee Early College

Principal: Ms. Kisha Derr • kderr.lec@lee.k12.nc.us • 919-888-4502

<http://www.lee.k12.nc.us/leeeearly>

Each Early College has its own application process and eligibility criteria. Please reach out to the school directly if you would like more information.

Career & College Promise Policies

Grading Policy

Students who elect to participate in the Career & College Promise program will be viewed as college students at Central Carolina Community College, with the same rights, responsibilities, and expectations as any other CCCC student. As such, final grades for all CCCC classes will be reported by the program director to the high school in letter format: A, B, C, D, F, W, and WF. Letter grades only will be issued for all official CCCC documentation (i.e. Aviso, WebAdvisor, transcript, etc.). Each school system (Chatham, Harnett, and Lee County Schools) will determine its own policy for reporting this letter grade on the student's high school transcript and report card.

More information about CCCC's grading and other policies can be found online in our Student Handbook: <http://www.cccc.edu/handbook/>

Textbook/Fee Policy

Although course tuition is provided at no charge through the Career and College Promise program, textbooks and course fees are not provided by Central Carolina Community College.

However, it has been common practice in Chatham, Harnett, and Lee County Schools that textbooks and course fees are provided by the school system for students during the fall and spring semesters. These textbooks are on loan to the students and should be returned to their high school at the end of each semester. Summer course costs are generally the responsibility of the student, with the exception of students enrolled in one of the Early College programs.

This practice is subject to change at any time. Students are encouraged to check with their high school for the most up-to-date information regarding textbooks and course fees.

Private, home school, and students who attend public high schools outside CCCC's three-county service area will be responsible for providing their own textbooks and other course materials.

Graduation Policy

A College Transfer Pathway (CTP) student may complete the Pre-Associate pathway (AA/AS/AE/ADN/AATP/ASTP) and then continue towards completion of the full degree. The (AA/AS/AE/ADN/AATP/ASTP) may be awarded prior to high school graduation verification.

A student may complete the CTE certificate or diploma and then continue towards completion of the AAS. The AAS may be awarded prior to high school graduation verification.

Meet Your Advisor

Early College, Private, Charter & Out- of-County Students

Program Administrator Dr. Sara Newcomb Director of Secondary Partnerships (919) 718-7370 snewc286@cccc.edu Schedule an appointment with me: https://on.sprintful.com/sara-newcomb-8163	Lee Early College (Sanford) Nick Testa Early College Coordinator 919-718-7528 ntesta@cccc.edu Schedule an appointment with me: https://calendly.com/ntest089/30min/	All Private Schools Chatham, Harnett, and Lee Counties Ben Thomas 919-499-5113 bthomas@cccc.edu Schedule an appointment with me: https://on.sprintful.com/ben-thomas-0528
Chatham Early College (Chatham School of Science and Engineering) Fae Goodman College Liaison/Instructor Chatham Early College (919) 545-8047 fgoodman@cccc.edu Schedule an appointment with me: http://calendly.com/fgood043	Harnett Early College Megan Ferguson Career and College Advisor 919-639-6161 mferguson@cccc.edu Schedule an appointment with me: https://on.sprintful.com/megan-burgess-hcec-advising-meeting	Out-of- County Schools Kelly Dorman Career and College Advisor 919-837-2251 kdorman@cccc.edu Schedule an appointment with me: https://on.sprintful.com/kelly-dorman-2221

Chatham County

Chatham Central High School Kelly Dorman 919-837-2251 kdorman@cccc.edu Schedule an appointment with me: https://on.sprintful.com/kelly-dorman-2221	Northwood High School Timarie Franco 919-542-4181 tfran108@cccc.edu Schedule an appointment with me: https://calendly.com/tfran108	Jordan-Matthews High School April Hammonds Chatham County Lead 919-742-2916 ahammonds@cccc.edu Schedule an appointment with me: https://on.sprintful.com/mshammonds
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Harnett County

Harnett Central High School Megan Ferguson 919-639-6161 mferguson@cccc.edu Schedule an appointment with me: https://on.sprintful.com/megan-burgess-advising	Triton High School Tracy Autry Harnett County Lead 910-897-8123 ext. 2804 tautry@cccc.edu Schedule an appointment with me: https://calendly.com/tautr335/15min?month=2022-01	Overhills High School Samantha Lane 910-436-1436 slane774@cccc.edu Schedule an appointment with me: https://calendly.com/slanc774/ccp-advising
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Western Harnett High School Ben Thomas 919-499-5113 bthomas@cccc.edu Schedule an appointment with me: https://on.sprintful.com/ben-thomas-0528	
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Lee County

Lee County High School	Southern Lee High School
Heather McKenzie 919-718-7504 hmcke851@cccc.edu Schedule an appointment with me: https://calendly.com/hmcke851/15min	Lara Abels Lee County Lead 919-718-2400 label944@cccc.edu Schedule an appointment with me: https://on.sprintful.com/lara-abels-slhs

Home School

Mary Schmid Carter College Access Coordinator(919) 718-7542 mschmid@cccc.edu Schedule an appointment with me: www.calendly.com/mschmid
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For additional contact information, please visit our website: <http://www.cccc.edu/high-school/ccp/>

Disclaimer: Information in this guide is subject to change. Our website has the most current information.

Pathway Breakdown

College Transfer Academic Programs		Availability:
P1012C	Pre-Associate in Arts	Online & seated at Lee, Chatham & Harnett Main Campus
P1052C	Pre-Associate in Engineering	Online & seated at Lee, Chatham & Harnett Main Campus
P1042C	Pre-Associate in Science	Online & seated at Lee, Chatham & Harnett Main Campus
P1032C	Pre-Associate Degree Nursing	Online & seated at Lee, Chatham & Harnett Main Campus
P1012T	Pre-Associate in Arts- Teacher Preparation	Online & seated at Lee, Chatham & Harnett Main Campus
P1014T	Pre-Associate in Science- Teacher Preparation	Online & seated at Lee, Chatham & Harnett Main Campus
Career & Technical Education Academic Programs		Availability:
C25800CW *	Accounting and Finance Certificate	Online & Lee Main Campus
C25800CP	Accounting and Finance Certificate	Online & Lee Main Campus
D25800CW *	Accounting and Finance Diploma	Online & Lee Main Campus
C35100CW	Air Conditioning, Heating & Refrigeration Technology Certificate	Lee Main Campus (Tentative Fall 22)
C60140CW	Automotive Restoration Technology Certificate	Lee & some at Western Harnett Center
D60140CP*	Automotive Restoration Technology Diploma	Lee & some at Western Harnett Center
D60140CW	Automotive Restoration Technology Diploma	Lee & some at Western Harnett Center
C60160CP	Automotive Systems Technology Certificate	Lee & Chatham Main Campus
C60160CW	Automotive Systems Technology Certificate	Lee Main Campus
D60160CP*	Automotive Systems Technology Diploma	Lee Main Campus
D60160CW*	Automotive Systems Technology Diploma	Lee Main Campus
C55110CP	Barbering Certificate	Dunn Campus
C50440CW	Bioprocess Technology Certificate	Lee & Chatham (Tentative Fall 22)
C30120CP	Broadcasting and Production Technology Certificate	Lee & Harnett Main Campus -seated only

D30120CP*	Broadcasting and Production Technology Diploma	Lee Main Campus
D30120CW*	Broadcasting and Production Technology Diploma	Lee Main Campus
C30120CW	Broadcasting and Production Technology Certificate	Harnett Main Campus seated only
D25120CW*	Business Administration Diploma	Online & some seated at Lee, Chatham & Harnett Main Campus
C25120CP	Business Administration Certificate	Online & some seated at Lee, Chatham & Harnett Main Campus
C25120CW*	Business Administration Certificate	Online & some seated at Lee, Chatham & Harnett Main Campus
C50210CP	Computer-Integrated Machining Certificate	Lee Main Campus
D50210CP*	Computer-Integrated Machining Diploma	Lee Main Campus
D50210CW*	Computer-Integrated Machining Diploma	Lee Main Campus
C50210CW	Computer-Integrated Machining Certificate	Lee Main Campus
C55140CP	Cosmetology Certificate	Seated at Lee, Harnett & Chatham Main Campus
C55180CW	Criminal Justice Technology Certificate	Online & Seated at Lee, Harnett Main Campus & Triton High School
D55180CP*	Criminal Justice Technology Diploma	Online & Seated at Lee & Harnett Main Campus
D55180CW*	Criminal Justice Technology Diploma	Online & Seated at Lee & Harnett Main Campus
C5518CCW	Criminal Justice Technology Forensic Science Certificate	Online & Lee Main Campus
C55150CP	Culinary Arts Certificate	Some online, Lee Main, Chatham Main, Harnett-Dunn site, & Bragg Street
C45240CW*	Dental Assisting Certificate	Online & Lee Main Campus
D55220CP*	Early Childhood Education Diploma	Online & Lee Main Campus
D55220CW*	Early Childhood Education Diploma	Online & Lee Main Campus
C35130CW	Electrical Systems Technology Certificate	Chatham Main Campus
C40200CW*	Electronics Engineering Technology Certificate	Lee Main Campus
D40200CP*	Electronics Engineering Technology Diploma	Lee Main Campus
C45630CW	Health and Fitness Science Certificate	Lee & Chatham Main Campus
C45360CW	Health Information Technology Certificate	Online & Lee Main Campus
C25200CW	Healthcare Management Technology Certificate	Online & Lee Main Campus

D45380CW*	Human Services Technology Diploma	Online & Lee Main Campus
D50240CP*	Industrial Systems Technology Diploma	Lee Main Campus
D50240CW*	Industrial Systems Technology Diploma	Lee Main Campus
C50240CW	Industrial Systems Technology Certificate	Lee Main Campus
C50240CAT	Industrial Systems Welding Youth Apprenticeship Certificate	Lee County Student only- Seated at Lee main campus in Lee Innovation Center
C55290CP	Infant/Toddler Care Certificate	Online & Lee Main Campus
D25590CW*	Information Technology Diploma	Online & Lee Main Campus
C25590CW	Information Technology Hardware Certificate	Online & Lee Main Campus
C25590C3	Information Technology IC3 Certificate	Online & Lee Main Campus
C25590CP	Information Technology Comp Programming Certificate	Online & Lee Main Campus
D40280CP*	Laser and Photonics Technology Diploma	Seated Harnett Main Campus
C55310CW	Library and Information Technology Certificate	Online
D55310CP*	Library and Information Technology Diploma	Online
D55310CW*	Library and Information Technology Diploma	Online
C55400CW	Manicuring/Nail Technology Certificate	Seated Harnett Main Campus
D35280CP	Masonry Diploma	Lee Main Campus
C40320CW	Mechanical Engineering Technology Certificate	Lee Main Campus
D45400CW*	Medical Assisting Diploma	Online
D45920CW	Medical Assisting Diploma	Online
D25310CW*	Medical Office Administration Diploma	Online
C60260CW	Motorcycle Mechanics Certificate	Lee Main Campus
D60260CW*	Motorcycle Mechanics Diploma	Lee Main Campus
D45970CW*	Nurse Aide Diploma	Seated in Lee, Chatham & Harnett Main Campus
C25380CW	Paralegal Technology Certificate	Online & some seated at Lee Main Campus
D40370CW*	Sustainability Technologies Diploma	Chatham Main Campus
D15410CW*	Sustainable Agriculture Diploma	Chatham Main Campus
C15410C5	Sustainable Agriculture Certificate:	Triton High School

	Agribusiness	
C15410C1	Sustainable Agriculture Certificate: Horticulture	Triton High School
C15410C3	Sustainable Agriculture Certificate: Ag Mechanics	Triton High School
C15410C4	Sustainable Agriculture Certificate: Animal Science	Triton High School
C15410C2	Sustainable Agriculture Certificate: Natural Resources	Triton High School
C45780CW*	Veterinary Medical Technology Certificate	Online & seated enrollment required at Lee Main campus for select courses
C50420CW	Welding Technology Certificate	Lee, Chatham & Harnett Main Campus
D50420CP*	Welding Technology Diploma	Lee & Harnett Main Campus
D50420CW	Welding Technology Diploma	Lee & Harnett Main Campus
* Programs that require a 2.8 unweighted GPA or higher		

College vs High School Credit

Per agreement between the North Carolina Community College System and the North Carolina Department of Public Instruction, the following credit will be awarded:

Semester Credit Hours:	1-2	3-4	5-8	9+	(on college transcript)
High School Credits:	0	1	2	3	(on high school transcript)

College courses identified in the Comprehensive Articulation Agreement (CAA) will receive the same course weight as AP and IB courses. Select CTE courses receive inherently honors weight.

- Link to Dual Credit Allowances for Career & College Promise:
<https://www.dpi.nc.gov/media/10212/download?attachment>

*Credit awarded subject to change per DPI and NCCCS policy.

College Transfer Pathways

The courses offered in the Career & College Promise College Transfer Pathways are part of the Comprehensive Articulation Agreement (CAA), which is a statewide agreement governing the transfer of credits between NC community colleges and NC public universities that has as its objective the smooth transfer of credit. All courses, with the exception of the optional foreign language classes, are part of the Universal General Education Transfer Component (UGETC) list. If a student obtains a C or above in a UGETC course, then transferability of that specific course is guaranteed, regardless of whether or not the student completes the transfer degree.

Pre-Associate in Arts (32-41* SHC)

The CCP College Transfer Pathway Leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

Pre-Associate in Engineering (34-50*^ SHC)

The CCP College Transfer Pathway Leading to the Associate in Engineering is designed for high school juniors and seniors who wish to begin study toward the Associate in Engineering degree and a baccalaureate degree in a STEM or technical major.

^ PREREQUISITE GENERAL EDUCATION HOURS (0-8 SHC)

Students in the Pre-AE pathway who do not place directly into MAT 271 must complete MAT 171 and MAT 172 prior to enrolling in MAT 271 Calculus I.

Pre-Associate in Science (35-43* SHC)

The CCP College Transfer Pathway Leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

***OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Central Carolina Community College offers the following options for foreign language:

- ___ ASL 111 American Sign Language I
- ___ ASL 112 American Sign Language II
- ___ SPA 111 Elementary Spanish I
- ___ SPA 112 Elementary Spanish II

Associate Degree Nursing (58-60 SHC)

The CCP ADN Pathway is designed for high school juniors and seniors who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. The pathway is based on Blocks 1 through 3 of the Uniform Articulation Agreement (UAA) between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015.

A student who completed an AAS in Nursing with a GPA of at least 2.0 and a grade of C or better in the RN to BSN AA courses listed below and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

For additional information about Blocks 2 and 3 of the Five Block Degree Plan located within the UAA between the University of North Carolina RN to BSN please visit:

<http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/uniform-articulation-agreement-rn-bsn>

Pre-Associate in Arts (P1012C)

English Composition (6 SHC) (two required courses)

- ___ ENG 111 Writing & Inquiry (3 SHC)
- ___ ENG 112 Writing/Research in the Disciplines (3 SHC)

Communication/Humanities/Fine Arts (9 SHC) (select three courses from at least two different disciplines)

- ___ COM 120 Intro to Interpersonal Communications (3 SHC)
- ___ COM 231 Public Speaking (3 SHC)
- ___ ART 111 Art Appreciation (3 SHC)
- ___ ART 114 Art History Survey I (3 SHC)
- ___ ART 115 Art History Survey II (3 SHC)
- ___ DRA-111 Theatre Appreciation (3 SHC)
- ___ ENG 231 American Literature I (3 SHC)
- ___ ENG 232 American Literature II (3 SHC)
- ___ ENG 241 British Literature I (3 SHC)
- ___ ENG 242 British Literature II (3 SHC)
- ___ MUS 110 Music Appreciation (3 SHC)
- ___ MUS 112 Introduction to Jazz (3 SHC)
- ___ PHI 215 Philosophical Issues (3 SHC)
- ___ PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (9 SHC) (select three courses from at least two different disciplines)

- ___ ECO 251 Principles of Microeconomics (3 SHC)
- ___ ECO 252 Principles of Macroeconomics (3 SHC)
- ___ HIS 111 World Civilizations I (3 SHC)
- ___ HIS 112 World Civilizations II (3 SHC)
- ___ HIS 131 American History I (3 SHC)
- ___ HIS 132 American History II (3 SHC)
- ___ POL 120 American Government (3 SHC)
- ___ PSY 150 General Psychology (3 SHC)
- ___ SOC 210 Introduction to Sociology (3 SHC)

Math (3-4 SHC) (select one required course)

- ___ MAT 143 Quantitative Literacy (3 SHC)
- ___ MAT 152 Statistical Methods I (4 SHC)
- ___ MAT 171 Precalculus Algebra (4 SHC)

Natural Sciences (4 SHC) (select one required course)

- ___ AST 111 Descriptive Astronomy (3 SHC) and AST 111A Descriptive Astronomy Lab (1 SHC)
- ___ AST 151 & AST 151A General Astronomy I (4 SHC)
- ___ BIO 110 Principles of Biology (4 SHC)
- ___ BIO 111 General Biology I (4 SHC)
- ___ CHM 151 General Chemistry I (4 SHC)
- ___ GEL 111 Introductory Geology (4 SHC)
- ___ PHY 110 Conceptual Physics (3 SHC) and PHY 110A Conceptual Physics Lab (1 SHC)

Academic Transition (1 SHC) (one required course)

- ___ ACA 122 College Transfer Success (1 SHC)

Minimum Total Semester Hours Credit Required: 32

Pre-Associate in Engineering (P1052C)

English Composition (6 SHC) (two required courses)

- ☐ ENG 111 Writing & Inquiry (3 SHC)
- ☐ ENG 112 Writing/Research in the Disciplines (3 SHC)

Communication/Humanities/Fine Arts (3 SHC) (select one required course)

- ☐ ART 111 Art Appreciation (3 SHC)
- ☐ ART 114 Art History Survey I (3 SHC)
- ☐ ART 115 Art History Survey II (3 SHC)
- ☐ COM 231 Public Speaking (3 SHC)
- ☐ ENG 231 American Literature I (3 SHC)
- ☐ ENG 232 American Literature II (3 SHC)
- ☐ ENG 241 British Literature I (3 SHC)
- ☐ ENG 242 British Literature II (3 SHC)
- ☐ MUS 110 Music Appreciation (3 SHC)
- ☐ MUS 112 Introduction to Jazz (3 SHC)
- ☐ PHI 215 Philosophical Issues (3 SHC)
- ☐ PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (3 SHC) (one required course)

- ☐ ECO 251 Principles of Microeconomics (3 SHC)

Math (8 SHC) (one required course) (two required courses)

- ☐ MAT 271 Calculus I (4 SHC) and MAT 272 Calculus II (4 SHC)

Natural Science (8 SHC) (select two required courses)

- ☐ CHM 151 General Chemistry I (4 SHC)
- ☐ PHY 251 General Physics I (4 SHC)
- ☐ PHY 252 General Physics II (4 SHC)

Academic Transition (1 SHC) (one required course)

- ☐ ACA 122 College Transfer Success (1 SHC)

Other Required Hours (5 SHC) (two required courses)

- ☐ DFT 170 Engineering Graphics (3 SHC)
- ☐ EGR 150 Introduction to Engineering (2 SHC)

Minimum Total Semester Hours Credit Required: 34*

*Students needing to take MAT-171 and 172 prior to enrolling in MAT-271 will have 42 hours required.

Pre-Associate in Science (P1042C)

English Composition (6 SHC) (two required courses)

- ___ ENG 111 Writing & Inquiry (3 SHC)
- ___ ENG 112 Writing/Research in the Disciplines (3 SHC)

Communication/Humanities/Fine Arts (6 SHC) (select two courses from at least two different disciplines)

- ___ COM 120 Intro Interpersonal Communication (3 SHC)
- ___ COM 231 Public Speaking (3 SHC)
- ___ ART 111 Art Appreciation (3 SHC)
- ___ ART 114 Art History Survey I (3 SHC)
- ___ ART 115 Art History Survey II (3 SHC)
- ___ DRA 111 Theatre Appreciation (3 SHC)
- ___ ENG 231 American Literature I (3 SHC)
- ___ ENG 232 American Literature II (3 SHC)
- ___ ENG 241 British Literature I (3 SHC)
- ___ ENG 242 British Literature II (3 SHC)
- ___ MUS 110 Music Appreciation (3 SHC)
- ___ MUS 112 Introduction to Jazz (3 SHC)
- ___ PHI 215 Philosophical Issues (3 SHC)
- ___ PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (6 SHC) (select two courses from at least two different disciplines)

- ___ ECO 251 Principles of Microeconomics (3 SHC)
- ___ ECO 252 Principles of Macroeconomics (3 SHC)
- ___ HIS 111 World Civilizations I (3 SHC)
- ___ HIS 112 World Civilizations II (3 SHC)
- ___ HIS 131 American History I (3 SHC)
- ___ HIS 132 American History II (3 SHC)
- ___ POL 120 American Government (3 SHC)
- ___ PSY 150 General Psychology (3 SHC)
- ___ SOC 210 Introduction to Sociology (3 SHC)

Math (8 SHC) (one required course) (select two required courses)

- ___ MAT 171 Precalculus Algebra (4 SHC)
- ___ MAT 172 Precalculus Trigonometry (4 SHC)
- ___ MAT 263 Brief Calculus (4 SHC)
- ___ MAT 271 Calculus I (4 SHC)
- ___ MAT 272 Calculus II (4 SHC)

Natural Sciences (8 SHC) (select two required courses)

- ___ AST 151 General Astronomy I (3 SHC) and AST 151 General Astronomy I Lab (1 SHC)
- ___ BIO 110 Principles of Biology (4 SHC) and GEL 111 Geology (4 SHC)
- ___ BIO 111 General Biology I (4 SHC) and ___ BIO 112 General Biology II (4 SHC)
- ___ CHM 151 General Chemistry I (4 SHC) and ___ CHM 152 General Chemistry II (4 SHC)
- ___ GEL 111 Geology (4 SHC)
- ___ PHY 110 Conceptual Physics (3 SHC) and PHY 110A Conceptual Physics Lab (1 SHC)
- ___ PHY 151 College Physics I (4 SHC) and ___ PHY 152 College Physics II (4 SHC)
- ___ PHY 251 General Physics I (4 SHC) and ___ PHY 252 General Physics II (4 SHC)

Academic Transition (1 SHC) (one required course)

- ___ ACA 122 College Transfer Success (1 SHC)

Minimum Total Semester Hours Credit Required: 35

Pre-Associate Degree Nursing (P1032C)

English Composition (6 SHC) (select two courses, including ENG-111)

- ☐ ENG 111 Writing & Inquiry (3 SHC)
- ☐ ENG 112 Writing/Research in the Disc. (3 SHC)
- ☐ ENG 114 Prof Research & Reporting (3 SHC)

Humanities/Fine Arts (3 SHC) (select one course)

- ☐ ART 111 Art Appreciation (3 SHC)
- ☐ ART 114 Art History Survey I (3 SHC)
- ☐ ART 115 Art History Survey II (3 SHC)
- ☐ HUM 115 Critical Thinking (3 SHC)
- ☐ MUS 110 Music Appreciation (3 SHC)
- ☐ MUS 112 Introduction to Jazz (3 SHC)
- ☐ PHI 215 Philosophical Issues (3 SHC)
- ☐ PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (6 SHC) (the following courses are required)

- ☐ PSY 150 General Psychology (3 SHC)
- ☐ PSY 241 Developmental Psychology (3 SHC)

Natural Sciences (8 SHC)

- ☐ BIO 165 Anatomy and Physiology I (4 SHC) and BIO 166 Anatomy & Physiology II (4 SHC)
- ☐ BIO 168 Anatomy and Physiology I (4 SHC) and BIO 169 Anatomy & Physiology II (4 SHC)

Other Required Hours (1 SHC)

- ☐ ACA 122 College Transfer Success (1 SHC)

Minimum Total Semester Hours Credit Required: 24

Pre-Associate Degree Associate of Arts- Teacher Preparation (P1012T)

English Composition (6 SHC) The following two English composition courses are required:

- ☐ ENG 111 Writing & Inquiry (3 SHC)
- ☐ ENG 112 Writing/Research in the Disciplines (3 SHC)

Select three courses from the following from at least two different disciplines (9 SHC)

Communication

- ☐ COM 120 Introduction to Interpersonal Communication (3 SHC)
- ☐ COM 231 Public Speaking (3 SHC)

Humanities/Fine Arts

- ☐ ART 111 Art Appreciation (3 SHC)
- ☐ ART 114 Art History Survey I (3 SHC)
- ☐ ART 115 Art History Survey II (3 SHC)
- ☐ DRA 111 Theatre Appreciation (3 SHC)
- ☐ ENG 231 American Literature I (3 SHC)
- ☐ ENG 232 American Literature II (3 SHC)
- ☐ ENG 241 British Literature I (3 SHC)
- ☐ ENG 242 British Literature II (3 SHC)
- ☐ MUS 110 Music Appreciation (3 SHC)
- ☐ MUS 112 Introduction to Jazz (3 SHC)
- ☐ PHI 215 Philosophical Issues (3 SHC)
- ☐ PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (6 SHC) (Select two courses from the following from at least two different disciplines)

- ☐ ECO 251 Principles of Microeconomics (3 SHC)
- ☐ ECO 252 Principles of Macroeconomics (3 SHC)
- ☐ HIS 111 World Civilizations I (3 SHC)
- ☐ HIS 112 World Civilizations II (3 SHC)
- ☐ HIS 131 American History I (3 SHC)
- ☐ HIS 132 American History II (3 SHC)
- ☐ POL 120 American Government (3 SHC)
- ☐ PSY 150 General Psychology (3 SHC)
- ☐ SOC 210 Introduction to Sociology (3 SHC)

Math (3-4 SHC) Select one course from the following:

- ☐ MAT 143 Quantitative Literacy (3 SHC)
- ☐ MAT 152 Statistical Methods I (4 SHC)
- ☐ MAT 171 Precalculus Algebra (4 SHC)

Natural Sciences (4 SHC) (Select 4 SHC from the following courses)

- ☐ AST 111 Descriptive Astronomy (3 SHC) and AST 111A Descriptive Astronomy Lab (1 SHC)
- ☐ AST 151 General Astronomy I (3 SHC) and AST 151A General Astronomy Lab I (1 SHC)
- ☐ BIO 110 Principles of Biology (4 SHC)
- ☐ BIO 111 General Biology I (4 SHC)
- ☐ CHM 151 General Chemistry I (4 SHC)
- ☐ GEL 111 Introductory Geology (4 SHC)
- ☐ PHY 110 Conceptual Physics (3 SHC) and PHY 110A Conceptual Physics Lab (1 SHC)

Other Required General Education (3 SHC)

- ☐ SOC 225 Social Diversity (3 SHC)

Other Required Hours (8 SHC)

Education (7 SHC) (The following courses are required)

___EDU 187 Teaching and Learning for All* (4 SHC)

___EDU 216 Foundations of Education (3 SHC)

Academic Transition (1 SHC) (The following course is required)

___ACA 122 College Transfer Success (1 SHC)

Minimum Total Semester Hours Credit Required: 31-32

*Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All. High school faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.

Pre-Associate Degree Associate of Science- Teacher Preparation (P1014T)

English Composition (6 SHC) The following two English composition courses are required:

- ☐ ENG 111 Writing & Inquiry (3 SHC)
- ☐ ENG 112 Writing/Research in the Disciplines (3 SHC)

Select two courses from the following from at least two different disciplines (6 SHC)

Communication

- ☐ COM 120 Introduction to Interpersonal Communication (3 SHC)
- ☐ COM 231 Public Speaking (3 SHC)

Humanities/Fine Arts

- ☐ ART 111 Art Appreciation (3 SHC)
- ☐ ART 114 Art History Survey I (3 SHC)
- ☐ ART 115 Art History Survey II (3 SHC)
- ☐ DRA 111 Theatre Appreciation (3 SHC)
- ☐ ENG 231 American Literature I (3 SHC)
- ☐ ENG 232 American Literature II (3 SHC)
- ☐ ENG 241 British Literature I (3 SHC)
- ☐ ENG 242 British Literature II (3 SHC)
- ☐ MUS 110 Music Appreciation (3 SHC)
- ☐ MUS 112 Introduction to Jazz (3 SHC)
- ☐ PHI 215 Philosophical Issues (3 SHC)
- ☐ PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (6 SHC) (Select one course from the following)

- ☐ ECO 251 Principles of Microeconomics (3 SHC)
- ☐ ECO 252 Principles of Macroeconomics (3 SHC)
- ☐ HIS 111 World Civilizations I (3 SHC)
- ☐ HIS 112 World Civilizations II (3 SHC)
- ☐ HIS 131 American History I (3 SHC)
- ☐ HIS 132 American History II (3 SHC)
- ☐ POL 120 American Government (3 SHC)
- ☐ PSY 150 General Psychology (3 SHC)
- ☐ SOC 210 Introduction to Sociology (3 SHC)

Math (8 SHC) (Select two courses from the following)

- ☐ MAT 171 Precalculus Algebra (4 SHC)
- ☐ MAT 172 Precalculus Trigonometry (4 SHC)
- ☐ MAT 263 Brief Calculus (4 SHC)
- ☐ MAT 271 Calculus I (4 SHC)
- ☐ MAT 272 Calculus II (4 SHC)

Natural Sciences (8 SHC) (Select 8 SHC from the following)

- ☐ AST 151 General Astronomy I (3 SHC) and AST151A General Astronomy Lab I (1 SHC)
- ☐ BIO 110 Principles of Biology (4 SHC)
- ☐ BIO 111 General Biology I (4 SHC) and BIO 112 General Biology II (4 SHC)
- ☐ CHM 151 General Chemistry I (4 SHC) and CHM 152 General Chemistry II (4 SHC)
- ☐ GEL 111 Introductory Geology (4 SHC)
- ☐ PHY 110 Conceptual Physics (3 SHC) and PHY 110A Conceptual Physics Lab (1 SHC)
- ☐ PHY 151 College Physics I (4 SHC) and PHY 152 College Physics II (4 SHC)
- ☐ PHY 251 General Physics I (4 SHC) and PHY 252 General Physics II (4 SHC)

Other Required General Education (3 SHC)

___SOC 225 Social Diversity (3 SHC)

Other Required Hours (8 SHC)

Education (7 SHC) (The following courses are required)

___EDU 187 Teaching and Learning for All* (4 SHC)

___EDU 216 Foundations of Education (3 SHC)

The following courses are required:

___EDU 187 Teaching and Learning for All* (4 SHC)

___EDU 216 Foundations of Education (3 SHC)

Academic Transition (1 SHC) (The following course is required)

___ACA 122 College Transfer Success (1 SHC)

Total General Education Hours Required: 34

*Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All. High school faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.

Career & Technical Education

Pathways

Information Specific to CTE Pathway Programs of Study

The college must already have received State Board approval to offer the traditional program in order to file a POS for a Career Technical Education pathway (i.e. the college must be approved for Welding in order to file a POS to offer a Welding CTE pathway.)

The college must utilize the current curriculum standard as the guideline for CTE Pathways. The curriculum standards are located at:

<http://www.nccommunitycolleges.edu/academic-programs/curriculum-standards>.

The program of study must consist of specific course requirements and may not include elective options (pick lists) for students.

The CTE certificate program of study must include either a minimum of 12 semester hours credit derived from the core of the curriculum standard or consist of courses in a local traditional certificate as listed in the college's catalog. Local certificates may not include course pick lists.

Local certificates or diplomas submitted as CTE certificate pathways must include the following college comment: Courses included in this CTE program of study are offered in the college's traditional, local certificate as listed in the college catalog.

The college may submit more than one CTE certificate/diploma for a specific program in order to accommodate the needs of various high school districts. The college must file each as a separate certificate/diploma(s).

Accounting

Accounting Foundations Certificate – C25800CW*

Course	Title	College Cred	High School Cred
ACC-120	Principles of Financial Accounting	4	1
ACC-121	Principles of Managerial Accounting	4	1
ECO-251	Principles of Microeconomics	3	1
ECO-252	Principles of Macroeconomics	3	1
4 total courses		14	4

***Requires an unweighted 2.8 GPA or higher**

Accounting and Finance Certificate – C25800CP

Course	Title	College Cred	High School Cred
ACC-120	Principles of Financial Accounting	4	1
ACC-121	Principles of Managerial Accounting	4	1
ACC-129	Individual Income Taxes	3	1
ACC-149	Introduction to Accounting Spreadsheets	2	0
4 total courses		13	3

Accounting Diploma – D25800CW*

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
ACC-120	Principles of Financial Accounting	4	1
ACC-121	Principles of Managerial Accounting	4	1
ACC-122	Principles of Accounting II	3	1
ACC-129	Individual Income Taxes	3	1
ACC-130	Business Income Taxes	3	1
ACC-140	Payroll Accounting	2	0
ACC-150	Accounting Software Applications	2	0
ART-111	Art Appreciation	3	1
BUS-110	Introduction to Business	3	1
BUS-115	Business Law I	3	1
BUS-125	Personal Finance	3	1
CIS-110	Introduction to Computers	3	1
COM-231	Public Speaking	3	1
ECO-251	Principles of Microeconomics	3	1
15 total courses		43	12

***Requires an unweighted 2.8 GPA or higher**

Air Conditioning, Heating & Refrigeration Technology

Air Conditioning, Heating & Refrigeration Technology Certificate (C35100CW)

Course	Title	College Cred	High School Cred
AHR-110	Refrigeration	5	2
AHR-111	HVACR Electricity	3	1
AHR-114	Heat Pump Technology	4	1
3 total courses		12	4

Automotive Restoration Technology

Automotive Restoration Technology Certificate – C60140CW

Course	Title	College Cred	High School Cred
AUB-111	Painting & Refinishing I	4	1
AUB-112	Painting & Refinishing II	4	1
TRN-110	Intro to Transportation Tech	2	0
TRN-120	Basic Transportation Electricity	5	2
4 total courses		15	4

Automotive Restoration Technology Diploma – D60140CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
ARS-112	Auto Restoration Research	3	1
ARS-113	Automobile Upholstery	4	1
ARS-114	Restoration Skills I	4	1
ARS-117	Automotive Engines	2	0
ARS-118	Wood & Metal Restoration	3	1
AUB-111	Painting & Refinishing I	4	1
AUB-112	Painting & Refinishing II	4	1
COM-231	Public Speaking	3	1
HUM-110	Technology and Society	3	1
TRN-110	Intro to Transportation Tech	2	0
TRN-120	Basic Transportation Electricity	5	2
TRN-180	Basic Welding for Transportation	3	1
AUB-131	Structural Damage I	4	1
14 total courses		45	12

***Requires an unweighted 2.8 GPA or higher**

Automotive Systems Technology

Automotive Systems Technology Certificate– C60160CW

Course	Title	College Cred	High School Cred
AUT-151	Brake Systems	3	1
AUT-151A	Brake Systems Lab	1	0
AUT-163	Advanced Auto Electricity	3	1
AUT-163A	Advanced Auto Electricity Lab	1	0
AUT-181	Engine Performance I	3	1
AUT-181A	Engine Performance I Lab	1	0
TRN-120	Basic Transportation Electricity	5	2
7 total courses		17	5

Automotive Systems Technology Certificate– C60160CP

Course	Title	College Cred	High School Cred
TRN-110	Intro to Transport Tech	2	0
TRN-111	Chassis Maint/Light Repair	4	1
TRN-112	Powertrain Maint/Light Repair	4	1
TRN-170	Pc Skills for Transp	2	0
4 total courses		12	3*

***TRN 110 & TRN 111 combined = 1 HS Credit**

***TRN 112 & TRN 170 combined = 1 HS Credit**

Suggested Sequencing:

Chatham County Option (Pittsboro)

Fall Year One: TRN-110 = (1st or 2nd block in high school schedule)

Spring Year One: TRN 111 = (1st or 2nd block in high school schedule)

Fall Year Two: TRN 112 = (4th block in high school schedule)

Spring Year Two: TRN 170 = (4th block in high school schedule)

Automotive Systems Technology Diploma – D60160CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
AUT-114	Safety and Emissions	2	1
AUT-114A	Safety and Emissions Lab	1	0
AUT-141	Suspension & Steering Systems	3	1
AUT-141A	Suspension & Steering Systems Lab	1	0
AUT-151	Brake Systems	3	1
AUT-151A	Brake Systems Lab	1	0
AUT-163	Advanced Auto Electricity	3	1
AUT-163A	Advanced Auto Electricity Lab	1	0
AUT-181	Engine Performance I	3	1
AUT-181A	Engine Performance I Lab	1	0
AUT-183	Engine Performance II	4	1
CIS-111	Basic PC Literacy	2	0
COM-231	Public Speaking	3	1
HUM-110	Technology and Society	3	1
TRN-110	Intro to Transportation Tech	2	0
TRN-120	Basic Transportation Electricity	5	2
TRN-140	Transportation Climate Control	2	1
TRN-140A	Transportation Climate Control Lab	2	0

19 total courses

43

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***Requires an unweighted 2.8 GPA or higher**

Barbering

Barbering Certificate – C55110CP

Course	Title	College Cred	High School Cred
BAR-111	Barbering Concepts I	4	1
BAR-112	Barbering Clinic I	8	2
BAR-113	Barbering Concepts II	4	1
BAR-114	Barbering Clinic II	8	2
4 total courses		24	6

Bioprocess Technology

Bioprocess Technology Certificate – C50440CW

Course	Title	College Cred	High School Cred
BPM 110	Bioprocess Practices	3	1
BPM 111	Bioprocess Measurements	3	1
BPM 112	Upstream Bioprocessing	3	1
BIO 110	Principles of Biology	3	1
4 total courses		12	4

Broadcasting and Production Technology

Audio/Radio Production Certificate – C30120CW

Course	Title	College Cred	High School Cred
BPT-121	Broadcast Speech I	3	1
BPT-122	Broadcast Speech II	3	1
BPT-131	Audio/Radio Production I	4	1
BPT-132	Audio/Radio Production II	4	1
4 total courses		14	4

Broadcasting/Podcasting and Digital Audio – C30120CP

Course	Title	College Cred	High School Cred
BPT-110	Intro to Broadcasting	3	1
BPT-131	Audio/Radio Production I	4	1
BPT-132	Audio/Radio Production II	4	1
WEB-214	Social Media	3	1
4 total courses		14	4

Suggested Sequencing:

Harnett County Option (Lillington Campus)

Fall: BPT-131, BPT- 110 = (4th block in high school schedule)

Spring: BPT-132, WEB 214 =(4th block in high school schedule)

Broadcasting and Production Technology Diploma – D30120CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
BPT-110	Intro to Broadcasting	3	1
BPT-111	Broadcast Law & Ethics	3	1
BPT-112	Broadcast Writing	4	1
BPT-113	Broadcast Sales	3	1
BPT-121	Broadcast Speech I	3	1
BPT-122	Broadcast Speech II	3	1
BPT-131	Audio/Radio Production I	4	1
BPT-132	Audio/Radio Production II	4	1
BPT-135	Radio Performance I	2	0
COM-231	Public Speaking	3	1
SOC-210	Introduction to Sociology	3	1
WSL-111	Work Based Learning I	1	0
13 total courses		34	10

***Requires an unweighted 2.8 GPA or higher**

Business Administration

Business Core – C25120CP

Course	Title	College Cred	High School Cred
BUS-110	Introduction to Business	3	1
BUS-115	Business Law I	3	1
BUS-137	Principles of Management	3	1
MKT-120	Principles of Marketing	3	1
4 total courses		12	4

Business Foundations Certificate – C25120CW

Course	Title	College Cred	High School Cred
BUS-110	Introduction to Business	3	1
BUS-115	Business Law I	3	1
ECO-251	Principles of Microeconomics	3	1
ECO-252	Principles of Macroeconomics	3	1
4 total courses		12	4

***Requires an unweighted 2.8 GPA or higher**

Business Admin/Social Media Marketing – C25120SO

Course	Title	College Cred	High School Cred
BUS-110	Introduction to Business	3	1
MKT-120	Principles of Marketing	3	1
MKT-220	Advertising and Sales Promotion	3	1
MKT-232	Social Media Marketing	4	1
4 total courses		13	4

Business Administration Diploma – D25120CW

Course	Title	College Cred	High School Cred
ACC-115	College Accounting	4	1
BUS-110	Introduction to Business	3	1
BUS-115	Business Law I	3	1
BUS-137	Principles of Management	3	1
BUS-151	People Skills	3	1
BUS-153	Human Resources Management	3	1
BUS-280	REAL Small Business	4	1
CIS-110	Introduction to Computers	3	1
COM-231	Public Speaking	3	1
ECO-251	Principles of Microeconomics	3	1
MKT-120	Principles of Marketing	3	1
MKT-220	Advertising & Sales Promotion	3	1
MKT-223	Customer Service	3	1
MKT-232	Social Media Marketing	4	1
WEB-214	Social Media	3	1
15 total courses		48	15

***Requires an unweighted 2.8 GPA or higher**

Computer-Integrated Machining

Computer-Integrated Machining Certificate – C50210CP

Course	Title	College Cred	High School Cred
BPR-111	Print Reading	2	0
BPR-121	Blueprint Reading- Mechanical	2	0
MAC-111	Machining Technology I	6	2
MAC-124	CNC Milling	2	0
MAC-171	Measure/Material & Safety	1	0
MEC-142	Physical Metallurgy	2	0
MAT-110	Math Measurement & Literacy	3	1
7 total courses		18	3

Computer-Integrated Machining Certificate – C50210CW

Course	Title	College Cred	High School Cred
MAC-111	Machining Technology I	6	2
MAC-112	Machining Technology II	6	2
2 total courses		12	4

Computer-Integrated Machining Diploma – D50210CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
BPR-111	Print Reading	2	0
BPR-121	Blueprint Reading- Mechanical	2	0
CIS-111	Basic PC Literacy	2	0
COM-231*	Public Speaking	3	1
HUM-110*	Technology and Society	3	1
MAC-111	Machining Technology I	6	2
MAC-112	Machining Technology II	6	2
MAC-113	Machining Technology III	6	2
MAC-124	CNC Milling	2	0
MAC-152	Ad. Machining Calculations	2	0
MAC-171	Measure/Material & Safety	1	0
MAT 110	Math & Measurement	2	0
MEC-142	Physical Metallurgy	2	0
13 total courses		38	8

*Requires an unweighted 2.8 GPA or higher

Computer Programming

Computer Programming Certificate- C25590CP

Course	Title	College Cred	High School Cred
CIS-115	Introduction to Programming & Logic	3	1
CTI-110	Web, Programming, & Database Foundations	3	1
CSC-134	C++ Programming	3	1
CSC-151	JAVA Programming	3	1
4 total courses		12	4

Cosmetology

Cosmetology Foundations Certificate – C55140CP

Course	Title	College Cred	High School Cred
COS-111	Cosmetology Concepts I	4	1
COS-112	Salon I	8	2
COS-113	Cosmetology Concepts II	4	1
COS-114	Salon II	8	2
COS-115	Cosmetology Concepts III	4	1
COS-116	Salon III	8	2
COS-223	Contemporary Hair Coloring	2	0
7 total courses		34	9

Suggested Sequencing:

Lee County Option (Sanford)

Fall Year One: COS-111A, COS-112A = 6 credit hours (3rd and 4th blocks in high school schedule)

Spring Year One: COS-111B, COS-112B = 6 credit hours (3rd and 4th blocks in high school schedule)

Harnett County Option (Lillington)

Fall Year One: COS-111A, COS-112A = 6 credit hours (4th block in high school schedule)

Spring Year One: COS-111B, COS-112B = 6 credit hours (4th block in high school schedule)

Criminal Justice Technology

Criminal Justice Foundations Certificate – C55180CW

Course	Title	College Cred	High School Cred
CJC-111	Introduction to Criminal Justice	3	1
CJC-112	Criminology	3	1
CJC-113	Juvenile Justice	3	1
CJC-132	Court Procedure & Evidence	3	1
CJC-212	Ethics & Community Relations	3	1
CJC-214	Victimology	3	1
6 total courses		18	6

Criminal Justice Technology Diploma – D55180CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
CJC-111	Introduction to Criminal Justice	3	1
CJC-112	Criminology	3	1
CJC-113	Juvenile Justice	3	1
CJC-131	Criminal Law	3	1
CJC-132	Court Procedure & Evidence	3	1
CJC-141	Corrections	3	1
CJC-212	Ethics & Community Relations	3	1
CJC-214	Victimology	3	1
CJC-221	Investigative Principles	3	1
CJC-231	Constitutional Law	3	1
COM-231	Public Speaking	3	1
PSY-150	General Psychology	3	1
13 total courses		37	12

***Requires an unweighted 2.8 GPA or higher**

Culinary Arts

Culinary Arts Certificate – C55150CP

Course	Title	College Cred	High School Cred
CUL-110	Sanitation & Safety	2	0
CUL-140	Culinary Skills I	5	2
CUL-140A	Culinary Skills I Lab	1	0
CUL-160	Baking I	3	1
CUL-240	Culinary Skills II	5	2
CUL-240A	Culinary Skills II Lab	1	0
6 total courses		17	5

Dental Assisting

Dental Assisting Certificate – C45240CW

Course	Title		College Cred	High School Cred
ACA-122	College Transfer Success		1	0
DEN-100	Basic Orofacial Anatomy	2	0	
DEN-101	Preclinical Procedures		7	2
DEN-103	Dental Sciences		2	0
DEN-111	Infection/Hazard Control		2	0
PSY-150	Social Psychology		3	1
6 total courses			18	3

***Requires an unweighted 2.8 GPA or higher**

Early Childhood Education

Infant/Toddler Care Certificate – C55290CP

Course	Title	College Cred	High School Cred
EDU-119	Intro to Early Childhood Education	4	1
EDU-131	Child, Family, & Community	3	1
EDU-144	Child Development I	3	1
EDU-153	Health, Safety & Nutrition	3	1
EDU-234	Infants, Toddlers, & Twos	3	1
5 total courses		16	5

***Requires an unweighted 2.8 GPA or higher**

Early Childhood Education Diploma – D55220CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
COM-231	Public Speaking	3	1
EDU-119	Intro to Early Childhood Education	4	1
EDU-131	Child, Family, & Community	3	1
EDU-144	Child Development I	3	1
EDU-145	Child Development II	3	1
EDU-146	Child Guidance	3	1
EDU-151	Creative Activities	3	1
EDU-153	Health, Safety, & Nutrition	3	1
EDU-221	Children with Exceptionalities	3	1
EDU-234	Infants, Toddlers, & Twos	3	1
PSY-150	General Psychology	3	1
EDU-280	Language & Literacy Experiences	3	1
13 total courses		38	12

***Requires an unweighted 2.8 GPA or higher**

Electronics Engineering Technology

Electronics Engineering Technology Certificate – C40200CW

Course	Title	College Cred	High School Cred
EGR-131	Intro to Electronics Tech	2	0
ELC-131	Circuit Analysis I	4	1
ELC-131A	Circuit Analysis I Lab	1	0
ELN-131	Analog Electronics I	4	1
ELN-132	Analog Electronics II	4	1
MAT-121	Algebra/Trigonometry I	3	1
6 total courses		18	3

***Requires an unweighted 2.8 GPA or higher**

Electronics Engineering Technology Diploma – D40200CP

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
CIS-110	Introduction to Computers	3	1
EGR-131	Intro to Electronics Tech	2	0
ELC-131	Circuit Analysis I	4	1
ELC-131A	Circuit Analysis I Lab	1	0
ELN-131	Analog Electronics I	4	1
ELN-132	Analog Electronics II	4	1
ELN-133	Digital Electronics	4	1
ENG-111	Writing & Inquiry	3	1
MAT-121	Algebra/Trigonometry I	3	1
MAT-122	Algebra/Trigonometry II	3	1
PHY-131	Physics-Mechanics	4	1
PHY-133	Physics-Sounds and Light	4	1
13 total courses		40	10

***Requires an unweighted 2.8 GPA or higher**

Forensic Science

Forensic Science Foundations Certificate – C5518CCW

Course	Title	College Cred	High School Cred
CJC-111	Introduction to Criminal Justice	3	1
CJC-114	Investigative Photography	2	0
CJC-131	Criminal Law	3	1
CJC-144	Crime Scene Processing	3	1
CJC-221	Investigative Principles	4	1
CJC-231	Constitutional Law	3	1
6 total courses		18	5

Health and Fitness Science

Health and Fitness Science Certificate – C45630CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
HEA-112	First Aid & CPR	2	0
HFS-110	Exercise Science	4	1
HFS-111	Fitness & Exercise Testing I	4	1
HFS-116	Prevention & Care of Exercise Injuries	3	1
HFS-210	Personal Training	3	1
PED-117	Weight Training I	1	0
7 total courses		18	4

Suggested Sequencing:

Lee County Option (Sanford):

Fall: HEA-112, HFS-110, HFS-111 = 10 credits (1st and 2nd blocks in high school schedule)

Spring: ACA-122, HFS-116, HFS-210, PED-117 = 8 credits (1st and 2nd blocks in high school schedule)

Health Information Technology

Health Information Technology Certificate – C45360CW

Course	Title	College Cred	High School Cred
HIT-110	Fundamentals of Health Information Mgmt	3	1
HIT-112	Health Law & Ethics	3	1
MED-121	Medical Terminology I	3	1
MED-122	Medical Terminology II	3	1
HIT-215	Reimbursement Methodology	2	1
HIT-221	Lifecycle of EHR	3	1
6 total courses		16	6

Suggested Sequencing:

Fall: ACA-115, HIT-110, MED-121 = 7 credit hours (online in high school schedule)

Spring: PSY-150, HIS-112, MED-122 = 9 credit hours (online in high school schedule)

Healthcare Management Technology

Healthcare Administration Foundations – C25200CW

Course	Title	College Cred	High School Cred
HMT-110	Intro to Healthcare Management	3	1
OST-141	Medical office Terms I	3	1
OST-142	Medical office Terms II	3	1
OST-149	Medical Legal Issues	3	1
4 total courses		12	4

Suggested Sequencing:

Fall: HMT-110, OST-141 = 6 credit hours (online in high school schedule)

Spring: OST-142, OST-149 = 6 credit hours (online in high school schedule)

Human Services Technology

Human Services Technology Diploma – D45380CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
COM-120	Interpersonal Communication	3	1
CIS-110	Introduction to Computers	3	1
HSE-110	Introduction to Human Services	3	1
HSE-112	Group Process I	2	0
HSE-123	Interviewing Techniques	3	1
HSE-125	Counseling	3	1
HSE-210	Human Services Issues	2	0
HSE-225	Crisis Intervention	3	1
PSY-115	Stress Management	2	0
PSY-150	General Psychology	3	1
PSY-241	Developmental Psychology	3	1
SOC-210	Introduction to Sociology	3	1
SOC-213	Sociology of the Family	3	1
SOC-220	Social Problems	3	1
SOC-232	Social Context of Aging	3	1
16 total courses		43	12

***Requires an unweighted 2.8 GPA or higher**

Industrial Systems Technology

Industrial Systems Technology CAT Certificate- C50240CW

Course	Title	College Cred	High School Cred
BPR-111	Print Reading	2	0
ISC-110	Workplace Safety	1	0
WLD-112	Basic Welding Processes	2	0
WLD-117	Industrial SMAW	3	1
WLD-121	GMAW (MIG) FCAW/Plate	4	1
5 total courses		12	2

Industrial Systems Technology Diploma – D50240CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
AHR-120	HVACR Maintenance	2	0
BPR-111	Print Reading	2	0
CIS-111	Basic PC Literacy	2	0
COM-231	Public Speaking	3	1
ELC-112	DC/AC Electricity	5	2
ELC-128	Intro to PLC	3	1
HIS-112	World Civilizations II	3	1
HYD-110	Hydraulics/Pneumatics I	3	1
ISC-110	Workplace Safety	1	0
MEC-111	Machine Processes I	3	1
MNT-110	Intro to Maintenance Procedures	2	0
MNT-111	Maintenance Practices	2	0
WLD-112	Basic Welding Processes	2	0
WLD-117	Industrial SMAW	3	1
WLD-121	GMAW (MIG) FCAW/Plate	4	1
17 total courses		41	9

***Requires an unweighted 2.8 GPA or higher**

Suggested Sequencing:

Lee County Option (Sanford - CAT Apprenticeship- Rising Juniors Only)

Fall Year One: WLD-112 = 2 credit hours + CAT Training (1st block in high school schedule)

Spring Year One: WLD-121A = 2 credit hours + CAT Training (1st block in high school schedule)

Summer Year One : Optional Work Opportunity (Up to 32 hours/week)

Fall Year Two: WLD-121B, BPR-111 = 4 credit hours + CAT (1st and 2nd blocks in high school schedule)

Spring Year Two : WLD-117, ISC-110 = 4 credit hours + CAT (1st and 2nd blocks in high school schedule)

Chatham County Option (Siler City)

Fall: BPR-111, WLD-117 = 5 credit hours (1st block in high school schedule)

Spring: WLD-121 = 4 credit hours (1st block in high school schedule)

Information Technology

Hardware/Troubleshooting Repair Certificate- C25590CW

Course	Title	College Cred	High School Cred
CTI-120	Network & Security Foundation	3	1
CTS-120	Hardware/Software Support	3	1
CTS-220	Advanced Hardware/Software Support	3	1
NOS-130	Windows Single User	3	1
4 total courses		12	4

Internet Computer Core (IC3) Certificate- C25590C3

Course	Title	College Cred	High School Cred
CIS-110	Introduction to Computers	3	1
CTI-120	Network & Security Foundation	3	1
CTS-120	Hardware/Software Support	3	1
NOS-130	Windows Single User	3	1
4 total courses		12	4

Information Technology Diploma – D25590CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
CIS-115	Intro to Programming & Logic	3	1
CSC-134	C++ Programming	3	1
CTI-110	Web, Program, & Database Foundation	3	1
CTI-120	Network & Security Foundation	3	1
CTS-115	Info Sys Business Concepts	3	1
CTS-120	Hardware/Software Support	3	1
CTS-220	Advanced Hardware/Software Support	3	1
CTS-285	Systems Analysis & Design	3	1
DBA-110	Database Concepts	3	1
ENG-111	Writing & Inquiry	3	1
MAT-143	Quantitative Literacy	3	1
NOS-130	Windows Single User	3	1
NOS-230	Windows Administration I	3	1
SEC-110	Security Concepts	3	1
WEB-140	Web Development Tools	3	1
16 total courses		46	15

***Requires an unweighted 2.8 GPA or higher**

Laser and Photonics Technology

Laser and Photonics Technology Diploma – D40280CP

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
CIS-110	Introduction to Computers	3	1
EGR-131	Intro to Electronics Tech	2	0
ELC-127	Software for Technicians	2	0
ELC-131	Circuit Analysis I	4	2
ELC-131A	Circuit Analysis I Lab	1	0
ELN-131	Analog Electronics I	4	1
ELN-132	Analog Electronics II	4	1
ELN-133	Digital Electronics	4	1
ENG-111	Writing & Inquiry	3	1
LEO-111	Lasers and Applications	2	0
MAT-121	Algebra/Trigonometry I	3	1
MAT-122	Algebra/Trigonometry II	3	1
PHY-131	Physics-Mechanics	4	1
14 total courses		40	10

***Requires an unweighted 2.8 GPA or higher**

Library and Information Technology

Library Basics Certificate – C55130CW

Course	Title	College Cred	High School Cred
LIB-110	Introduction to Libraries	3	1
LIB-111	Library Info Resources & Services	3	1
LIB-112	Library Collection Development/Acquisitions	3	1
LIB-114	Library Public Service Operations	3	1
4 total courses		12	4

Library and Information Technology Diploma – D55130CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
CIS-110	Introduction to Computers	3	1
COM-231	Public Speaking	3	1
LIB-110	Introduction to Libraries	3	1
LIB-111	Library Info Resources & Services	3	1
LIB-112	Library Collection Development/Acquisitions	3	1
LIB-113	Library Cataloging & Classification	3	1
LIB-114	Library Public Service Operations	3	1
LIB-210	Electronic Library Databases	3	1
LIB-211	Library Program Development	3	1
LIB-212	Library Services/Special Needs	3	1
LIB-213	Cataloging Nonprint Materials	3	1
LIB-214	Library Program Development	3	1
SOC-210*	Introduction to Sociology	3	1
WEB-110	Internet/Web Fundamentals	3	1

***Requires an unweighted 2.8 GPA or higher**

Manicuring/Nail Technology

Manicuring/Nail Technology Certificate – C55400CP

Course	Title	College Cred	High School Cred
COS-121	Manicuring/Nail Technology I	6	2
COS-222	Manicuring/Nail Technology II	6	2
2 total courses		12	4

Suggested Sequencing:

Harnett County Option (Lillington)

Fall: COS-121 = 6 credit hours (4th block in high school schedule)

Spring: COS-222 = 6 credit hours (4th block in high school schedule)

Mechanical Engineering Technology

Mechanical Engineering Technology Certificate – C40320CW

Course	Title	College Cred	High School Cred
DFT 153	CAD III	3	1
DFT 154	Intro to Solid Modeling	3	1
DFT 254	Intermed Solid Model/Render	3	1
DDF 211	Design Process I	4	1
4 total courses		13	4

Medical Assisting

Medical Assisting Diploma – D45400CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
BIO-163	Basic Anatomy & Physiology	5	2
ENG-111	Writing and Inquiry	3	1
MED-110	Orientation to Medical Assisting	1	0
MED-118	Medical Law and Ethics	2	0
MED-121	Medical Terminology I	3	1
MED-122	Medical Terminology II	3	1
MED-130	Admin Office Procedures I	2	0
MED-131	Admin Office Procedures II	2	0
MED-140	Exam Room Procedures I	5	2
MED-150	Laboratory Procedures I	5	2
MED-240	Exam Room Procedures II	5	2
PSY-150	General Psychology	3	1
13 total courses		40	12

***Requires an unweighted 2.8 GPA or higher**

Medical Office Administration

Medical Office Administration Diploma – D25310CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
COM-120	Intro to Interpersonal Communication	3	1
OST-136	Word Processing	3	1
OST-141	Medical Office Terms I	3	1
OST-142	Medical Office Terms II	3	1
OST-148	Med Coding Billing & Insurance	3	1
OST-149	Medical Legal Issues	3	1
OST-243	Medical Office Simulation	3	1
OST-247	Procedural Coding	3	1
OST-248	Diagnostic Coding	3	1
SOC-210	Introduction to Sociology	3	1
OST-164	Office Editing	3	1
OST-289	Office Admin Capstone	3	1
13 total courses		40	12

***Requires an unweighted 2.8 GPA or higher**

Motorcycle Mechanics

Motorcycle Mechanics Diploma – D60260CW

Course	Title	College Cred	High School Cred
CIS-110	Introduction to Computers	3	1
ENG-102	Applied Communications II	3	1
MAT-110	Math Measurement & Literacy	3	1
MCM-111	Motorcycle Mechanics	7	2
MCM-114	Motorcycle Fuel Systems	5	2
MCM-115	Motorcycle Chassis	3	1
MCM-117	Motorcycle Dyno Tuning I	3	1
MCM-122	Motorcycle Engines	5	2
MCM-217	Motorcycle Dyno Tuning II	3	1
MEC-111	Machine Processes I	3	1
TRN-110	Introduction to Transport Tech	2	0
TRN-120	Basic Transportation Electricity	5	2
TRN-180	Basic Welding for Transportation	3	1
13 total courses		48	16

***Requires an unweighted 2.8 GPA or higher**

Nurse Aide

Nurse Aide Diploma – D45970CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
COM-231	Public Speaking	3	1
HEA-112	First Aid & CPR	2	0
HSC-110	Orientation to Health Careers	1	0
MED-121	Medical Terminology I	3	1
MED-122	Medical Terminology II	3	1
MUS-110	Music Appreciation	3	1
NAS-101	Nurse Aide I	6	2
NAS-102	Nurse Aide II	6	2
NUT-110	Nutrition	3	1
PSY-150*	General Psychology	3	1
SOC-240*	Social Psychology	3	1
12 total courses		37	11

***Requires an unweighted 2.8 GPA or higher**

Suggested Sequencing:

Chatham County Option (Siler City)

Fall or Spring: NAS-101, PSY-150 = 9 credits (3rd and 4th blocks in high school schedule)

Harnett County (Lillington) and Lee County (Sanford) Options

Fall or Spring: NAS-101, PSY-150 = 9 credits (1st and 2nd blocks in high school schedule)

Harnett Health Sciences Academy

Fall or Spring 11th Grade: ACA-122, COM-231, HSC-110 = 5 credit hours (4th block in high school schedule)

Fall or Spring 12th Grade: HHSA students will have the option to choose their pathway:

- Dental Assisting
- Health Information Technology
- Healthcare Management Technology
- Human Services Technology
- Medical Assisting
- Medical Office Administration
- Nurse Aide
- Veterinary Medical Technology

Paralegal Technology Certificate

Paralegal Technology Certificate - C25380CW

Course	Title	College Cred	High School Cred
LEX 110	Introduction to Paralegal Study	2	0
LEX 130	Civil Injuries	3	1
LEX 160	Criminal Law & Procedure	3	1
LEX 240	Family Law	3	1
LEX 280	Ethics & Professionalism	2	0
5 total courses		13	3

Podcasting & Digital Audio Production Cert

Podcasting & Digital Audio Production Certificate – C30120CP

Course	Title	College Cred	High School Cred
BPT 110	Introduction to Broadcasting	3	1
BPT 131	Audio/Radio Production I	4	1
BPT 132	Audio/Radio Production II	4	1
WEB 214	Social Media	3	1
4 total courses		14	4

Social Media Marketing Certificate

Social Media Marketing Certificate – C25120SO

Course	Title	College Cred	High School Cred
BUS 110	Introduction to Business	3	1
MKT 120	Principles of Marketing	3	1
MKT 220	Advertising and Sales Promotion	3	1
MKT 232	Social Media Marketing	4	1
WEB 214	Social Media	3	1
5 total courses		16	5

Sustainability Technologies

Sustainability Technology Diploma – D40370CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
ALT-110	Biofuels I	3	1
ALT-120	Renewable Energy Technology	3	1
ALT-250	Thermal Systems	3	1
BIO-140	Environmental Biology	3	1
BIO-140A	Environmental Biology Lab	1	0
COM-231	Public Speaking	3	1
ELC-111	Introduction to Electricity	3	1
ELC-220	Photovoltaic Systems Technology	3	1
HIS-132*	American History II	3	1
SST-110	Intro to Sustainability	3	1
SST-120	Energy Use Analysis	3	1
SST-130	Modeling Renewable Energy	3	1
SST-140	Green Building & Design Concepts	3	1
SST-210	Issues in Sustainability	3	1
15 total courses		41	13

***Requires an unweighted 2.8 GPA or higher**

Sustainable Agriculture Diploma – D15410CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
AGR-111	Basic Farm Maintenance	2	0
AGR-121	Biological Pest Management	3	1
AGR-139	Introduction to Sustainable Agriculture	3	1
AGR-170	Soil Science	3	1
AGR-214	Agricultural Marketing	3	1
AGR-265	Organic Crop Production: Spring	3	1
AGR-266	Organic Crop Production: Fall	3	1
ANS-110	Animal Science	3	1
ANS-111	Sustainable Livestock Management	3	1
CIS-110	Introduction to Computers	3	1
ENG-102	Applied Communications II	3	1
HIS-111	World Civilizations I	3	1
AGR-267	Permaculture	3	1
WBL-111	Work-Based Learning I	1	0
15 total courses		40	12

***Requires an unweighted 2.8 GPA or higher**

Sustainable Agriculture- Harnett Agriculture Academy

Horticulture – C15410C1

Course	Title	College Cred	High School Cred
AGR-160	Plant Science	3	1
AGR-110	Ag Economics	3	1
AGR-220	Ag Mechanics	3	1
HOR-168	Plant Propagation	3	1
4 total courses		12	4

Ag Mechanics – C15410C3

Course	Title	College Cred	High School Cred
AGR-111	Basic Farm Maintenance	2	0
AGR-110	Ag Economics**	3	1
AGR-220	AG Mechanization	3	1
AGR-221	Farm Structures	3	1
4 total courses		11	3

Animal Science – C15410C4

Course	Title	College Cred	High School Cred
ANS-110	Animal Science	3	1
AGR-110	Ag Economics	3	1
AGR-220	Ag Mechanization	3	1
ANS-111	Sustainable Livestock Mgmt	3	1
4 total courses		12	4

Natural Resources – C15410C2

Course	Title	College Cred	High School Cred
AGR-111	Basic Farm Maintenance	2	0
AGR-110	Ag Economics	3	1
AGR-220	Ag Mechanization	3	1
AGR-170	Soil Science	3	1
4 total courses		11	3

Agribusiness – C15410C5

Course	Title	College Cred	High School Cred
BUS-110	Intro to Business	3	1
AGR-110	Ag Economics	3	1
AGR-212	Farm Business Mgmt	3	1
AGR-214	Agricultural Marketing	3	1
4 total courses		12	4

Veterinary Medical Technology

Veterinary Medical technology Certificate – C45780CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
PSY-150	General Psychology	3	1
VET-110**	Animal Breeds and Husbandry	3	1
VET-114	Introduction to Vet Med Tech	1	0
VET-120**	Vet Anatomy & Physiology	4	1
VET-121	Veterinary Medical Terminology	3	1
VET-137	Vet Office Practices	2	0
7 total courses		17	4

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**VET-110 and VET-120 will require 12-16 seated lecture/lab meetings for each course, which will meet at the CCCC Lee main campus in Sanford, NC either in the evenings or on Saturdays, and will require specific uniform and lab equipment purchases.

Suggested Sequencing:

Fall Year One: ACA-122, PSY-150 = 4 credit hours (online in high school schedule)

Spring Year One: VET-114, VET-121 = 4 credit hours (online in high school schedule)

Fall Year Two: VET-110 (hybrid = online + seated; see notes** above)

Spring Year Two: VET-120 (hybrid= online + seated; see notes** above); VET-137 (online in high school schedule; may require seated midterm and final exams at CCCC Lee Main Campus)

Welding Technology

Welding Technology Certificate – C50420CW

Course	Title	College Cred	High School Cred
BPR-111	Print Reading	2	0
ISC-110	Workplace Safety	1	0
WLD-110	Cutting Processes	2	0
WLD-115	SMAW (Stick) Plate	5	2
WLD-121	GMAW (MIG) FCAW/Plate	4	1
WLD-131	GTAW (TIG) Plate	4	1
6 total courses		18	4

Welding Technology Diploma – D50420CW

Course	Title	College Cred	High School Cred
ACA-122	College Transfer Success	1	0
BPR-111	Print Reading	2	0
COM-110	Introduction to Communication	3	1
ISC-110	Workplace Safety	1	0
SOC-240	Social Psychology*	3	1
WLD-110	Cutting Processes	2	0
WLD-115	SMAW (Stick) Plate	5	2
WLD-116	SMAW (Stick) Plate/Pipe	4	1
WLD-121	GMAW (MIG) FCAW/Plate	4	1
WLD-131	GTAW (TIG) Plate	4	1
WLD-141	Symbols & Specifications	3	1
WLD-151	Fabrication I	4	1
WLD-262	Inspection & Testing	3	1
WLD-265	Automated Welding/Cutting	4	1
14 total courses		43	11

***Requires an unweighted 2.8 GPA or higher**

Course Descriptions

Course descriptions, including testing, prerequisite, and corequisite information, are subject to change. For the most current course description information, please visit our Course Catalog online:

<https://www.cccc.edu/registrar/catalog/2020-2021/pdfs/Section16.pdf>.

Appendix A

College Readiness Benchmarks

*CCP Program Eligibility Benchmarks on Approved Diagnostic Assessment Tests

Test	PSAT 10 and PSAT/NMSQT (2015 and Future)	SAT (March 2016 and Future)	Pre-ACT and ACT	NC DAP (NCCCS Cut Score)	RISE Placement Test
English	26 or a composite score of 460 for Evidenced-Based Reading and Writing	480 composite score for Evidenced Based Reading and Writing	18	Composite score of 151 or higher	70 or higher on Tier 1 and Tier 2 (See RISE placement Guide)
Reading	26 or a composite score of 460 for Evidenced-Based Reading and Writing		22		
Mathematics	24.5 or 510	530	22	7 on each assessment for DMA 010 thru 060	70 or higher on Tier 1 and Tier 2 and Tier 3 (See RISE placement Guide)
Advanced Placement (AP)		International Baccalaureate (IB)		Cambridge International Examinations	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Literature, and Composition	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher
*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.				A Level Math	C or higher
				A Level Mathematics - Further	C or higher