PUBLIC SCHOOLS OF ROBESON COUNTY

HIGH SCHOOL REGISTRATION GUIDE

2016-2017



P.O. DRAWER 2909

LUMBERTON, NC 28359

(910) 671-6000

Website: robeson.k12.nc.us

Superintendent: Mr. Thomas Lowry

Dear incoming and current high school students and families,

It is our pleasure to offer you this high school registration document to guide each student in achieving academic excellence. Every effort has been made to organize the registration document to promote options for you immediately following high school whether it be the workforce, the military, a two-year college, a technical school, or a four-year college or university. Please study the information carefully and include your parents/guardians, counselors, and teachers in the planning process. I encourage you to give serious consideration to your future goals as registration is a commitment to take courses for the upcoming 2016-2017 school year.

All high school curriculum prepares students for the 21st century and each single effort is made to provide increased rigor and relevance in each course. There are times when schedule changes are warranted and these changes should be made according to realigning course sequence, requirements needed for graduation, or academic misplacement. Class schedules are generally received by the student prior to the beginning of the school year at open house. Do not hesitate to contact the school staff and school counselors regarding this process.

Ultimately, the first step just before achieving your future goals is to acquire a high school diploma. I sincerely hope your high school career in The Public Schools of Robeson County will be challenging, productive, and knowledgeable to sustain your future goals of lifetime learning.

Sincerely,



Mr. Thomas Lowry

Superintendent, Public Schools of Robeson County

**The Public Schools of Robeson County**

**High School Student Registration Form - *2016-2017 School Year***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Full Name (Printed) PowerSchool ID # Expected Graduation Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **ENGLISH** | **MATHEMATICS** |  **SCIENCE** |  **SOCIAL STUDIES** |
| **(4 Credits Required for Graduation)*** **HONORS**
* **REGULAR**
* English I
* English II
* English III
* English IV
* AP Lang. & Comp.
* AP Lit. & Comp.
* Spec. Int. Eng. Comp-H
* Spec. Int. Eng. Lit-H
 | **(4 Credits Required for Graduation)*** **HONORS**
* **REGULAR**

 * Math I
* Math II
* Math III
* Adv. Fun. & Mod.
* Discrete Math
* SREB Ready Math
* Pre-Calculus-H
* Calculus-H
* AP Calculus (AB)
* AP Statistics
 | **(3 Credits Required for Gradation)*** **HONORS**
* **REGULAR**
* Earth/Environ. Sci.
* Biology
* Physical Science
* Biology II – H
* AP Biology
* Chemistry
* Chemistry II – H
* AP Chemistry
* AP Physics I & AP Physics II
* Environ. Sci. - H
* AP Environ. Sci.
 | **(4 Credits Required for Graduation)*** **HONORS**
* **REGULAR**
* World History
* Am. His: Founding Princ. (C&E)
* AP Gov’t. & Politics
* American History I
* American History II
* AP US History
* Sociology
* Psychology
* AP Psychology
* 20th Cent. Civ. Lib. & Civ. Rights
* World Humanities - H
* AP World History
 |
| **FOREIGN LANGUAGE** | **HEALTH & PHYSICAL EDUCATION** |  **ADDITIONAL COURSES*** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TOTAL: 28 Credits Required for Graduation** **Career & College Promise Courses: Require a Completed Dual Enrollment** **Form & will receive Honors weight, Contact a School Counselor for courses.** |
| **(2 Credits required for UNC Graduation Requirements)*** Spanish I
* Spanish II
* Spanish III – H
* Spanish IV – H
 | **(\*1 Credit Required for Graduation & CPR Certification)*** Health & PE**\***
* Physical Fitness I
* Physical Fitness II
* Sports Medicine
* Physical Ed. 9-12
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| **JROTC** | **VISUAL ARTS** |  **DANCE** | **BAND** |
| * ROTC I
* ROTC II
* ROTC III
* ROTC IV
* ROTC V
* ROTC VI
* ROTC VII-H
* ROTC VIII-H
 | * Vis. Arts (Beg.)
* Vis. Arts (Int.)
* Vis. Arts (Pro.) H
* Vis. Arts (Adv.) H
* Vis. Arts Adv. II
* Vis. Arts Adv. III
* Vis. Arts Adv. IV H
* Vis. Arts Adv. V H
* AP Std. Art 2D
* AP Std. Art 3D
 | * Dance (Beg.)
* Dance (Int.)
* Dance (Prof.)H
* Dance (Adv.) H
* Dance Adv. II
* Dance Adv. III
* Dance Adv. IV H
* Dance Adv. V H
 | * Band (Beg.)
* Band (Int.)
* Band (Prof.)H
* Band (Adv.) H
* Band Adv. II
* Band Adv. III
* Band Adv. IV H
* Band Adv. V H
 |
| **ORCHESTRA** | **VOCAL MUSIC** |  **THEATRE ARTS** | **JOURNALISM** |
| * Orchestra (Beg.)
* Orchestra (Int.)
* Orchestra (Pro.) H
* Orchestra (Adv.) H
* Orchestra Adv. II
* Orchestra Adv. III
* Orchestra Adv. IV H
* Orchestra Adv. V H
 | * Vocal Music (Beg.)
* Vocal Music (Int.)
* Vocal Music (Pro.) H
* Vocal Music (Adv.) H
* Vocal Music Adv. II
* Vocal Music Adv. III
* Vocal Music Adv. IV H
* Vocal Music Adv. V H
 | * Theatre Arts (Beg.)
* Theatre Arts (Int.)
* Theatre Arts (Pro.) H
* Theatre Arts (Adv.) H
* Theatre Arts Adv. II
* Theatre Arts Adv. III
* Theatre Arts Adv. IV H
* Theatre Arts Adv. V H
 | * Journalism I
* Journalism I H
* Journalism II
* Journalism II H
* Journalism III
* Journalism III H
* Journalism IV
* Journalism IV H
 |

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Parent Signature Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date the information was imported into Power Scheduler: \_\_\_\_\_\_\_\_\_\_\_\_

School Counselor Signature Date

**PSRC Career & Technical Education (CTE) Cluster Concentration**

To earn a concentration for graduation and CTE federal reporting purposes: The student must take at least four (4) technical classes from among the courses listed with at least three (3) among the Foundational Courses with (1) as a completer level, identified by an asterisk.

|  |  |  |
| --- | --- | --- |
| AGRICULTURE | ARCHITERCUTRE & CONSTRUCTION | ARTS, AUDIO/TECHNOLOGY & COMMUNICATIONS |
| * Agriscience Applications
* Animal Science I
* Animal Science II\*
* Horticulture I
* Horticulture II\*
* Environ. & Nat. Resources I
* Environ. & Nat. Resources II\*
* Agricultural Mechanics I
* Agricultural Mechanics II\*
* CTE Advanced Studies
* Ag. Prod. & Mgmt. I
* Ag. Prod. & Mgmt. II\*
* Teen Living
* Personal Finance
* Foods I
* Foods II\*
 | * Core & Sustainable Construction
* Welding I
* Welding II\*
* Masonry I
* Masonry II\*
* Carpentry I
* Carpentry II\*
* Electrical Trades I
* Electrical Trades II\*
* Drafting I-Arch.
* Drafting II\*-Arch
* Plumbing I
* Plumbing II\*
* CTE Advanced Studies
 | * Teen Living
* Apparel I
* Apparel II\*
* Marketing
* Microsoft Word, PP & Pub.
 |
| BUSINESS MANAGEMENT & ADMINISTRATION | FINANCE | HEALTH SCIENCE |
| * Principles of Bus. & Finance
* Business Mgmt.\*
* Entrepreneurship I\*
* Micro. Word, PP and Pub.
* Microsoft Excel
* Accounting I
* CTE Adv. Studies
 | * Principles of Business & Finance
* Microsoft Excel
* Accounting I
* Accounting II\*
* Personal Finance
* Entrepreneurship I
 | * Health Team Relations
* Health Science I
* Health Science II\*
* Nursing Fundamentals
* Emergency Med. Tech I
* Emergency Med Tech II\*
* CTE Advance Studies
 |
| HOSPITALITY & TOURISM | HUMAN SERVICES | INFORMATION TECHNOLOGY |
| * Foods I
* Foods II\*
* Prostart I
* Prostart II\*
* CTE Adv. Studies
* Marketing
* Hospitality & Tourism\*
* Prin. of Business & Finance
 | * Personal Finance
* Teen Living
* Principles of Bus. & Finance
* Parent & Child Development
* Early Childhood Education I
* Early Childhood II\*
* CTE Advanced Studies
 | * Network Engineering Tech. I
* Network Engineering Tech. II\*
* Computer Engineering I
* Computer Engineering II\*
* Prin. of Business & Finance
* Microsoft Word, PP & Pub.
* Multimedia & Webpage Design\*
 |
| LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY | MANUFACTRING | MARKETING |
| * Public Safety I
* Emergency Med. Tech I
* Emergency Med Tech II\*
 | * Welding Technology I
* Welding Technology II\*
* Metals Manufacturing Tech. I
* Metals Manufacturing Tech II\*
* CTE Advance Studies
* Drafting I
 | * Entrepreneurship I\*
* Marketing
* Marketing Mgmt.\*
* Prin. of Business & Finance
 |
| SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS | TRANSPORTATION, DISTRIBUTION & LOGISTICS | COLLEGE & CAREER PROMISE |
| * Drafting I
* Drafting II-Engineering\*
 | * Intro./ Automotive Service I (2 credits)
* Automotive II & III (2 Credits)
 | * Introduction to Industrial Maintenance
* Blueprint Reading
 |
| **NC SCHOLARS REQUIREMENTS 2012-2013 and beyond** |
| Future-Ready Core Course of StudyCredits 4 English I, II, III, IV 4 Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite ***OR*** Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite) 3 Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course) 4 Social Studies (World History, Civics/Economics, American History I: The Founding Principles and American History II) 1 Health and Physical Education 6 Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area 3 Higher level courses taken during junior and/or senior years which carry 4.5 or 5 quality points such as: AP,IB, Dual or college equivalent course, Advanced CTE/CTE credentialing courses, On-line courses, Other honors or above designated courses **OR** 2 Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: AP, IB, Dual or college equivalent course, Advanced CTE/CTE credentialing courses, On-line courses, Other honors or above designated courses, And Completion of The North Carolina Graduation Project26 or 25+ NCGP **UNWEIGHTED GPA OF 3.5 REQUIRED** |

For PSRC Ninth Graders Entering **2016-2017** and Later

\*Please use the chart below as a reference

|  |  |
| --- | --- |
| CONTENT AREA  | REQUIRED COURSES  |
| **ENGLISH** (4 credits) | * English I
* English II or English II Honors
* English III or English III Honors
* English IV or English IV Honors
 |
| **MATHEMATICS** (4 Credits)(If taken Algebra 1 in the 8th grade, students will stillneed (4) additional math credits toward graduationrequirements) | * Algebra I (8th grade)
* Math I
* Math II or Math II Honors
* Math III or Math III Honors
* Advanced Math\*

 \*Math level higher than Math III |
| **SCIENCE**(3 Credits) | * Earth and Environmental Science or Earth & Environmental Science Honors
* Biology or Biology Honors
* Physical Science
* Chemistry or Chemistry Honors
* Physics Honors
 |
| **SOCIAL STUDIES**(4 Credits) | * World History or World History Honors or AP World History
* Civics and Economics or Honors
* American History I or American History I Honors
* American History II or American History II Honors
* AP US History & (1) Social Studies electives
 |
| **SECOND LANGUAGE** | Not required for graduation, but required for admission to the UNC System.* Foreign Language (I)
* Foreign Language (II)
 |
| **HEALTH AND PHYSICAL EDUCATION** | * Health/PE
 |
| **ELECTIVES** | (2) Elective credits of any combination from either Career and Technical Education or Arts Education* (1) Credit  (1) Credit

(4) Elective credits in a course concentration is strongly recommended from one of the following:-Career and Technical Education (CTE)-JROTC-Fine Arts-Advanced Placement Courses (1) Credit  (1) Credit  (1) Credit  (1) CreditAdditional Electives: (1) Credit  (1) Credit  (1) Credit  (1) Credit (1) Credit  (1) Credit  (1) Credit  (1) Credit (1) Credit  (1) Credit  (1) Credit  (1) Credit (1) Credit  (1) Credit  (1) Credit  (1) Credit |
| **GRADUATION REQUIREMENT** | **(28) CREDITS NEEDED** |

**The Four-Year Plan**

The four-year-plan is a “road map” for academic excellence in High School. If you plan to pursue admission to a two or four-year college, choose your electives based on college admissions requirements. If you plan to seek employment immediately after graduation, select elective course that may prepare you to enter a job. Before planning please do the following:

1. Review courses required for high school graduation or NC Academic Scholars’ Program
2. Review courses that prepare you for your plans after high school (college, university, work).
3. Discuss course options with your parents or guardians, teachers, and school counselors.
4. Utilize document to customize your four-year plan.

|  |  |  |  |
| --- | --- | --- | --- |
| YEAR 1-Sample | YEAR 2-Sample | YEAR 3-Sample | YEAR 4-Sample |
| English I | English II | English III | English IV |
| Math I | Math II | Math III | 4th Math |
| Earth/Environmental Science | Biology | Physical Science or Chemistry | 4th Science |
| World History | Civics & Economics | American History I | American History II |
| Health/PE | CTE/Arts/JROTC Electives | Spanish I | Spanish II |
| CTE/Arts/JROTC Electives | CTE/Arts/JROTC Electives | CTE/Arts/JROTC Electives | CTE/Arts/JROTC Electives |
| CTE/Arts/JROTC Electives | CTE/Arts/JROTC Electives | CTE/Arts/JROTC Electives | CTE/Arts/JROTC Electives |
| CTE/Arts/JROTC Electives | CTE/Arts/JROTC Electives | CTE/Arts/JROTC Electives | CTE/Arts/JROTC Electives |

Career Pathway I am considering: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4-Year Plan Worksheet**

|  |  |  |
| --- | --- | --- |
| Grade 9 |  | Grade 10 |
| English: | English: |
| Math: | Math: |
| Science: | Science: |
| Social Studies: | Social Studies: |
| Health/PE: | Elective: |
| Elective: | Elective: |
| Elective: | Elective: |
| Elective: |  | Elective: |

|  |  |  |
| --- | --- | --- |
| Grade 11 |  | Grade 12 |
| English: | English: |
| Math: | Math: |
| Science: | Science: |
| Social Studies: | Social Studies: |
| Elective: | Elective: |
| Elective: | Elective: |
| Elective: | Elective: |
| Elective: |  | Elective: |

**GRADING SCALE**

Beginning in 2015 and beyond, all students in North Carolina will be graded on a 10-point scale

approved by the State Board of Education. High school honors courses will receive five tenths

(0.5) additional quality point and Advanced Placement/College courses will receive one (1)

additional quality point for 9th graders beginning in 2015-2016.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A 90-100 = 4.0 | B 80-89 = 3.0 | C 70-79 = 2.0 | D 60-69 = 1.0 | F  **<** 59 = 0.0 |

**PROMOTION REQUIREMENTS**

Promotion requirements are determined by the Public Schools of Robeson County Board of

Education.

Promotion to Sophomore Class (10th Grade):

Successful completion of six credits including: English I

Promotion to Junior Class (11th Grade):

Successful completion of thirteen credits including: English II (one Math, one Science, and one

Social Studies)

Promotion to Senior Class (12th Grade):

Successful completion of 20 credits including: English III

**SCHEDULE CHANGES**

Consider courses carefully while allowing for options that meet your plans after high school in

post-secondary education or career. It is the individual student’s responsibility to guarantee

 coursework meets requirements for graduation and college entrance.

* There will be no schedule changes after the first ten (10) days of school and should be made

 in writing with a drop/add form.

* Schedule changes are limited due to conflicts in master scheduling, enrollment numbers and

graduation/pathway requirements.

* A few course offerings may not be scheduled due to a low enrollment number. In this case,

an alternate course selection will be made to accommodate the student’s given pathway/graduation requirements.

* First priority will be given to seniors for schedule changes because they require courses for graduation.

**Policy Code: 3450 Class Rankings**

**Class rankings are one method of measuring academic performance. The board also recognizes other means of evaluating student achievement, including grade point average, courses completed, the rigorousness of the curriculum, results of tests and assessments, and recommendation letters.**

**High school principals shall compile class rankings at the end of each year and shall advise each student of his or her rank.**

 **Ranking shall also be done at the end of the third nine-week grade period for students in 11th grade in order to select marshals for the graduation ceremony. For the purpose of selecting marshals, students’ grades at the end of the third nine-week grade period shall be treated as the final mark for the course.**

**(Beginning the 2013-2014 school year and thereafter, students with the highest cumulative grade point averages (GPAs) are the marshals. There will be a minimum of 12 students and a maximum of 5% per senior class. Marshalls will be determined and cannot change after the end of the 3rd nine weeks grading period. Also, if you have not been selected to be a marshal at your assigned school, you cannot change your school assignment in order to become one. However, if you have been selected as a marshal at your assigned school, your title as marshal will follow you to another school assignment.)**

**The 12 students with the highest cumulative grade point averages (GPAs) are the marshals. If a tie occurs at the 12th place, then all additional students tied with the 12th place GPA (rounded off to the third decimal) are marshals. A re- ranking is then done at the end of the 11th grade year.**

**A ranking in grade 12 shall be completed at the end of the third nine-week grade period. Rankings obtained from that calculation shall be used for all graduation exercise activities, including the selection of valedictorian and salutatorian. The student with the highest GPA is valedictorian, and the student with the second highest GPA is salutatorian. If more than one student earns the same weighted GPA, they shall be named co-valedictorians or co-salutatorians. In addition, other seniors who earn the distinction of honors graduates, based on their weighted GPAs at the end of the third nine-week grade period, shall be recognized at the graduation ceremonies. Students with a GPA of 3.75 or above graduate Summa Cum Laude. Students with a GPA of 3.50 to 3.749 graduate Magna Cum Laude. Students with a GPA of 3.25 to 3.499 graduate Cum Laude. Final rankings are computed at the end of the final marking period.**

**GPAs and class rankings shall be computed in accordance with State Board of Education policy GCS-L-004 and using the augmented scale. Principals shall ensure that class ranking is computed in a fair and consistent manner with adequate notice to students and parents. Nothing in this policy provides any legal entitlement to a particular class rank or title. Although the student grievance procedure may be utilized to formally resolve disputes, the board encourages parents, students and principals to informally reach a resolution on any matters related to class rank.**

**Legal References: G.S. 115C-47, -81, -276, -288; 116-11(10a); State Board of Education Policy GCS-L-004**

**Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Recognizing Excellence (policy 3440)**

**Adopted: May 10, 2011**

**Revised: June 11, 2013**

**ENGLISH**

**ENGLISH I 10212X0**

This course is designed to teach mastery of communication skills through the study of short stories, essays, biographies, autobiographies,

drama, poetry, and novels. Emphasis will be placed on writing paragraphs, compositions, and short research papers; there will also be a

focus on discussions, oral reports, how to use library resources and view media.

**ENGLISH I (HONORS) 10215X0**

This course consists of more in-depth study of goals in English I. A preparatory course for post-secondary work, the course offers vocabulary

development and grammar skills through oral and written communication and critical evaluation of certain literary works.

**ENGLISH II 10222X0**

**Recommended Pre-requisite: English I**

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa,

Eastern Europe, Asia, Oceania, and the Middle East. This course stresses the art of effective communication, both oral and written course

offering practice in the three modes of discourse: informative/explanatory, argumentative, and narrative. Various forms of world literature

and basic fundamentals of language and writing are the basics of the course.

**ENGLISH II (HONORS) 10225X0**

**Recommended Pre-requisite: English I**

This course consists of more in-depth study of goals in English II. A preparatory course for post-secondary work, the course offers practice

in the three modes of discourse: informative/explanatory, argumentative, and narrative as well as a detailed study of language, research

opportunities, and vocabulary enrichment. The literature, centered around world authors, includes novels, short stories, drama, and poetry.

**ENGLISH III 10232X0**

**Recommended Pre-requisite: English II**

This course emphasizes the study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th

century through the early 20th century. The fundamentals of language and composition are also integrated within the course. Composition

consists of journal writing, essays, book reports, and a research paper.

**ENGLISH III (HONORS) 10235X0**

**Recommended Pre-requisite: English II**

This course consists of more in-depth study of goals in English III. A preparatory course for post-secondary work, the course includes study

of the fundamentals of expository writing with emphasis on analytical essays and research techniques. Vocabulary study, language, and

oral and written composition are an integral part of the course. Students will complete at least one major documented research paper plus

additional independent reading.

**SPECIAL INTEREST ENGLISH (COMPOSITION) HONORS 10255X0**

**Recommended Pre-requisite: English II**

This college level course is designed for students who plan to take English III Advanced Placement Language and Composition as a sequel.

Students delve deeply into special topics in language and analysis of literary nonfiction, speeches, and documents from the United States

cannon as well as contemporary writings. They pursue independent research and master many forms of written communication.

**ADVANCED PLACEMENT LANGUAGE & COMPOSITION 1A007X0**

**Recommended Pre-requisite: English II**

This course conforms to an introductory college level course in language and composition. The course includes a survey of college level

literature with emphasis on language and rhetoric. All students are expected to complete independent study & research projects in addition

to registering for the AP Exam in Language and Composition.

**ENGLISH IV 10242X0**

**Recommended Pre-requisite: English III**

This course is designed to culminate the basic structures that have been covered in previous years. Efforts will be made to give students an

awareness of the important role that the English language plays in society. Emphasis will be placed on writing clear and logical compositions

and on research writing. Oral and written communication skills are incorporated in the study of British literature.

**ENGLISH IV (HONORS) 10245X0**

**Recommended Pre-requisite: English III**

This course consists of more in-depth study of goals in English IV. A preparatory course for post-secondary work, the course offers stylistic

patterns of essay organization, narration, and persuasion. Techniques of argumentation are developed through inductive reasoning.

Reading, viewing, listening, and speaking skills are incorporated into an in-depth study of English literature by periods. At least two major

research papers are required.

**SPECIAL INTEREST ENGLISH (LITERATURE) HONORS 10255X0**

**Recommended Pre-requisite: English III**

This is a college level course designed for students who plan to take Advanced Placement English IV Literature and Composition as a sequel.

Students delve deeply into special topics in British and world literature and literary theory and analysis. They pursue independent research

and master many forms of written communication.

**ADVANCED PLACEMENT LITERATURE & COMPOSITION 1A017X0**

**Recommended Pre-requisite: English III**

This course conforms to introductory college level literature and composition. The course includes a study of college level literature with

emphasis placed on writing critical essays, in and out of class. Independent study and research projects are required. All students are

expected to take the AP English exam in Literature and Composition.

**JOURNALISM I 10312X0**

This course involves the study of responsible journalism, news printing and news gathering techniques; these skills culminate in actual

production of a school newspaper. Students will be required to write on a daily basis and should have a strong foundation in writing skills.

Students are required to learn layout and design.

**JOURNALISM II 10322X0**

**Recommended Pre-requisite: JOURNALISM I**

This course involves the study of responsible journalism, news printing and news gathering techniques; these skills culminate in actual

production of a school newspaper. Students will be required to write on a daily basis and should have a strong foundation in writing skills.

Students are required to learn layout and design.

**JOURNALISM III 10332X0**

**Recommended Pre-requisite: JOURNALISM II**

This course involves the study of responsible journalism, news printing and news gathering techniques; these skills culminate in actual

production of a school newspaper. Students will be required to write on a daily basis and should have a strong foundation in writing skills.

Students are required to learn layout and design.

**JOURNALISM IV 10342X0**

**Recommended Pre-requisite: JOURNALISM III**

This course involves the study of responsible journalism, news printing and news gathering techniques; these skills culminate in actual

production of a school newspaper. Students will be required to write on a daily basis and should have a strong foundation in writing skills.

Students are required to learn layout and design.

**MATHEMATICS**

**INTRODUCTORY MATHEMATICS 20202X0**

This course counts as an elective credit, not as a math credit towards graduation. This course provides students a survey of preparatory

topics for high school mathematics, including the foundations for high school Algebra and Geometry.

**FOUNDATIONS OF MATH I (ELECTIVE CREDIT) 20502X0**

Algebraic thinking involves finding and describing patterns, making generalizations about numbers, using symbols and models to represent

patterns, quantitative relationships, and changes over time.

**MATH I 21032X0**

Local Option Common Core Math 1 provides students the opportunity for an in-depth study of the high school conceptual categories of

Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling aligned to the Common Core State Standards.

The modeling standards are most appropriately interpreted in relation to other standards as opposed to being addressed in isolation.

Students are expected to represent realistic situations with mathematical models and use multiple representations of linear, exponential,

and quadratic functions while utilizing the following mathematical practices:

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Appropriate technology, from the use of calculators to application software, should be used regularly for instruction

and assessment.

**MATH II 22012X0**

**Recommended Pre-requisite: Math I**

Local Option Common Core Math II provides students the opportunity for an in-depth study of the high school conceptual categories of

Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling aligned to the Common Core State Standards.

The modeling standards are most appropriately interpreted in relation to other standards as opposed to being addressed in isolation.

Students are expected to represent realistic situations with mathematical models and use multiple representations of linear, exponential,

and quadratic functions with a greater emphasis on geometry, probability and statistics while utilizing the following mathematical practices:

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others

4. Model with mathematics

5. Use appropriate tools strategically

6. Attend to precision

7. Look for and make use of structure

8. Look for and express regularity in repeated reasoning.

Appropriate technology, from the use of calculators to application software, should be used regularly for instruction

and assessment.

**MATH II (HONORS) 22015X0**

**Recommended Pre-requisite: Math I**

Local Option Common Core Math II provides students the opportunity for an in-depth study of the high school conceptual categories of

Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling aligned to the Common Core State Standards.

The modeling standards are most appropriately interpreted in relation to other standards as opposed to being addressed in isolation.

Students are expected to represent realistic situations with mathematical models and use multiple representations of linear, exponential,

and quadratic functions with a greater emphasis on geometry, probability and statistics while utilizing the following mathematical

practices:

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others

4. Model with mathematics

5. Use appropriate tools strategically

6. Attend to precision

7. Look for and make use of structure

8. Look for and express regularity in repeated reasoning.

Appropriate technology, from the use of calculators to application software, should be used regularly for instruction

and assessment.

\*\*HONORS STUDENTS MUST ADHERE TO HONORS NOTEBOOK IN ORDER TO GET HONORS CREDIT.

**MATH III 23012X0**

**Recommended Pre-requisite: Math II**

Local Option Common Core Math III provides students the opportunity for an in-depth study of the high school conceptual categories of

Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling aligned to the Common Core State Standards.

The modeling standards are most appropriately interpreted in relation to other standards as opposed to being addressed in isolation.

Students are expected to represent realistic situations with mathematical models and use multiple representations of linear, exponential,

quadratic, rational and polynomial functions while utilizing the following mathematical practices:

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others

4. Model with mathematics

5. Use appropriate tools strategically

6. Attend to precision

7. Look for and make use of structure

8. Look for and express regularity in repeated reasoning.

Appropriate technology, from the use of calculators to application software, should be used regularly for instruction

and assessment.

**MATH III (HONORS) 23015X0**

**Recommended Pre-requisite: Math II**

Local Option Common Core Math III provides students the opportunity for an in-depth study of the high school conceptual categories of

Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, and Modeling aligned to the Common Core State Standard

The modeling standards are most appropriately interpreted in relation to other standards as opposed to being addressed in isolation.

Students are expected to represent realistic situations with mathematical models and use multiple representations of linear, exponential,

quadratic, rational and polynomial functions while utilizing the following mathematical practices:

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others

4. Model with mathematics

5. Use appropriate tools strategically

6. Attend to precision

7. Look for and make use of structure

8. Look for and express regularity in repeated reasoning.

Appropriate technology, from the use of calculators to application software, should be used regularly for instruction

and assessment.

\*\*HONORS STUDENTS WILL ADHERE TO HONORS NOTEBOOK TO GET HONORS CREDIT.

**ADVANCED FUNCTIONS AND MODELING 24002X0**

**Recommended Pre-requisite: Math III**

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation,

consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate

technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

Prerequisites:

• Describe phenomena as functions graphically, algebraically and verbally; identify independent and dependent quantities, domain, and range, and input/output

• Translate among graphic, algebraic, numeric, tabular, and verbal representations of relations

• Define and use linear, quadratic, cubic, and exponential functions to model and solve problems

• Use systems of two or more equations or inequalities to solve problems

• Use the trigonometric ratios to model and solve problems

• Use logic and deductive reasoning to draw conclusions and solve problems

**ADVANCED FUNCTIONS AND MODELING (HONORS) 24005X0**

**Recommended Pre-requisite: Math III**

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation,

consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate

technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

Prerequisites:

• Describe phenomena as functions graphically, algebraically and verbally; identify independent and dependent quantities, domain, and range, and input/output

• Translate among graphic, algebraic, numeric, tabular, and verbal representations of relations

• Define and use linear, quadratic, cubic, and exponential functions to model and solve problems

• Use systems of two or more equations or inequalities to solve problems

• Use the trigonometric ratios to model and solve problems

• Use logic and deductive reasoning to draw conclusions and solve problems

**PRECALCULUS (HONORS) 24035X0**

**Recommended Pre-requisite: Math III**

Pre-Calculus provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in

preparation for calculus. Applications and modeling should be included throughout the course of study. Appropriate technology, from

manipulatives to calculators and application software, should be used regularly for instruction and assessment.

Prerequisites:

• Describe phenomena as functions graphically, algebraically and verbally; identify independent and dependent quantities, domain, and range, input/output, mapping.

• Translate among graphic, algebraic, numeric, tabular, and verbal representations of relations.

• Define and use linear, quadratic, cubic, exponential, rational, absolute value, and radical functions to model and solve problems.

• Use systems of two or more equations or inequalities to solve problems.

• Use the trigonometric ratios to model and solve problems.

**•** Use logic and deductive reasoning to draw conclusions and solve problems.

**CALCULUS (HONORS) 25005X0**

**Recommended Pre-requisite: Math III**

Calculus is a challenging in-depth study of functions, graphs, limits, derivatives, definite integrals, anti-derivatives, and real-world

applications of differentiation and anti-differentiation. Students will work with functions graphically, numerically, analytically, and verbally

and understand the connections among these representations. Some of the topics covered include limits, continuity, derivatives,

applications of derivatives (rates of change, rectilinear motion, related rates, curve-sketching, optimization), integrals, applications of

integrals (area, volumes, accumulation of change, differential equations), and techniques of integration.

**DISCRETE MATH 24012X0**

**Recommended Pre-requisite: Math III**

Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making. The course extends

students’ application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate

technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

**DISCRETE MATH (HONORS) 24015X0**

**Recommended Pre-requisite: Math III**

Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making. The course extends

students’ application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate

technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

**SREB READY MATH 24082X0**

**Recommended Pre-requisite: Math III**

This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context

behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking

to apply math skills, functions and concepts in different situations. Prepares students for college-level math assignments based on the

content. (Not designed to prepare students for college-level math in STEM majors)

**ADVANCED PLACEMENT CALCULUS AB 2A007X0**

**Recommended Pre-requisite: CALCULUS (HONORS)**

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 expression of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software,

should be used regularly for instruction and assessment.

Prerequisites:

• Use circle, trigonometric, and inverse trigonometric functions to solve problems.

• Use the trigonometric ratios and the laws of sines and cosines to solve problems.

• Describe graphically, algebraically and verbally phenomena as functions; identifying independent and dependent quantities, domain, and range.

• Translate among graphic, algebraic, tabular, and verbal representations of relations.

• Use functions (linear, polynomial, exponential, logarithmic, rational, power, piecewise) to model and solve problems.

• Use the composition and inverse of functions to model and solve problems.

• Transform relations in two and three dimensions; describe algebraically and/or geometrically the results.

• Use the conic relations to model and solve problems.

• Write equivalent forms of algebraic expressions.

• Find special points (zeros, intercepts, asymptotes, local maximum, local minimum, etc.) of relations and describe in the context of the problem.

**AP STATISTICS 2A037X0**

**Recommended Pre-requisite: Math III**

Advanced Placement Statistics introduces students to the 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 using probability

and simulation, and confirm models. Appropriate technology, from manipulatives to calculators and application software, should be used

regularly for instruction and assessment.

**SCIENCE**

**EARTH/ENVIRONMENTAL SCIENCE 35012X0**

This course provides a comprehensive introduction to the scientific study of the planet earth. Students will learn the basic principles

underlying the disciplines of geology, meteorology, climatology, oceanography, and astronomy. Emphasis will be placed on in-depth

understanding through use of science process skills in analysis of real earth data in laboratory situations.

**EARTH/ENVIRONMENTAL SCIENCE (HONORS) 35015X0**

This course provides a comprehensive introduction to the scientific study of the planet earth. Students will learn the basic principles

underlying the disciplines of geology, meteorology, climatology, oceanography, and astronomy. Emphasis will be placed on in-depth

understanding through use of science process skills in analysis of real earth data in laboratory situations.

**BIOLOGY 33202X0**

This course of study entails the science of life processes, including the study of structure, functions, growth, origin, evolution, habitats, and

distributions of living organisms. Students understanding of the interrelationships between themselves and their environment is stressed.

Students are also exposed to technical vocabulary, critical reading, and interpretation of data, generalizations and designing experiments.

**BIOLOGY (HONORS) 33205X0**

This course is a demanding course of study designed for those students with interests in science and willing to put forth some extra effort.

Emphasis during the first nine-weeks will be on botany, classification, and genetics. Second nine-weeks will focus on invertebrate and

vertebrate animals and ecology. An independent research project will be required.

**BIOLOGY II 33212X0**

**Recommended Pre-requisite: BIOLOGY, CHEMISTRY**

This course is designed for talented science students interested in a career in medicine or any allied health field. The course includes

individual research and oral presentation. Biological theory, energetics, biochemistry, molecular biology, genetics, and dissection of

representative organisms are major components of the course.

**BIOLOGY II (HONORS) 33215X0**

**Recommended Pre-requisite: BIOLOGY, CHEMISTRY**

This course is designed for talented science students interested in a career in medicine or any allied health field. The course includes

individual research and oral presentation. Biological theory, energetics, biochemistry, molecular biology, genetics, and dissection of

representative organisms are major components of the course.

**PHYSICAL SCIENCE 34102X0**

**Recommended Pre-requisite: EARTH/ENVIRNOMENTAL SCIENCE**

This course deals with a variety of topics such as energy states, energy in waves, electricity and magnetism, chemistry, force and motion,

and sound. The nature of heat, sound, and light energy is discovered. The structure of matter and its physical and chemical properties are

studied. Emphasis is placed upon learning through experimentations, thus improving the students' ability to be observant and to reason.

**CHEMISTRY 34202X0**

**Recommended Pre-requisite: MATH III**

This course is a junior level course required for all college bound students and an elective for completing science requirements. The first

nine weeks of the course includes mechanics of chemistry, molecular concepts, and the structure of matter. Second nine-weeks focuses

on behavior of matter, acidity, oxidation, reduction, and electrical potential. Studies also include descriptive materials in nuclear, organic,

and analytical chemistry.

**CHEMISTRY (HONORS) 34205X0**

**Recommended Pre-requisite: MATH III**

This course deals with the topics outlined for Chemistry but consists of more in-depth study. Course is designed for students with strong

interests and above average abilities in science and mathematics. Enrichment activities include field trips, independent studies and

laboratory exercises.

**CHEMISTRY II (HONORS) 34215X0**

**Recommended Pre-requisite: MATH III**

This course will review and expand the concepts studied in first year chemistry. Current topics in chemistry will also be explored. These

topics may include polymers, environmental issues, and instrumental analysis. Emphasis is placed on problem solving, laboratory exercises,

and independent study.

**PHYSICS 34302X0**

**Recommended Pre-requisite: MATH III**

This course consists of the basic theories of physics, problems concerning these theories, and labs involving these ideas. Topics include

mechanics, heat, light, sound, electricity, and nuclear phenomena.

**PHYSICS (HONORS) 34305X0**

**Recommended Pre-requisite: MATH III**

This course deals with the topics outlined for Physics but consists of a more in depth study. This course is designed for students with a

strong interest and above average abilities in science. Enrichment activities include field trips, independent studies and laboratory exercises.

**AP ENVIRONMENTAL SCIENCE 3A027X0**

**Recommended Pre-requisite: EARTH/ENVIRNOMENTAL SCIENCE**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required

to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made,

to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course.

1. Science is a process.

• Science is a method of learning more about the world.

• Science constantly changes the way we understand the world.

2. Energy conversions underlie all ecological processes.

• Energy cannot be created; it must come from somewhere.

• As energy flows through systems, at each step more of it becomes unusable.

3. The Earth itself is one interconnected system.

 • Natural systems change over time and space.

 • Biogeochemical systems vary in ability to recover from disturbances.

4. Humans alter natural systems.

• Humans have had an impact on the environment for millions of years.

• Technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment.

5. Environmental problems have a cultural and social context.

• Understanding the role of cultural, social and economic factors is vital to the development of solutions.

6. Human survival depends on developing practices that will achieve sustainable systems.

• A suitable combination of conservation and development is required.

• Management of common resources is essential.

**AP BIOLOGY 3A007X0**

**Recommended Pre-requisite: BIOLOGY, CHEMISTRY**

This course is designed to be the equivalent of a college introductory course. The course investigates topics dealing with the scientific

background of life. Topics include origin and classification, functions of life, control systems, reproduction, heredity and adaption. A

substantial laboratory component is an integral part of this course. All students are expected to take the AP Biology exam.

**AP CHEMISTRY 3A017X0**

**Recommended Pre-requisite: CHEMISTRY**

This course is designed to be the equivalent of a college introductory course. The course investigates current topics in chemistry. Topics

include polymers, environment issues and instrumental analysis. A substantial laboratory component is an integral part of this course. All

students are expected to take the AP Chemistry exam.

**SOCIAL STUDIES**

**WORLD HISTORY 43032X0**

This semester course will address six (6) periods in the study of World History, with a key focus of the study from the mid-15th century to

present. Students will taking this course will study major turning points that shaped the modern world. Students taking this course are

expected to have a firm foundation in the themes and tools of geography and early, ancient and classical civilizations from their K –8

experiences.

**WORLD HISTORY (HONORS) 43035X0**

This semester course will address six (6) periods in the study of World History, with a key focus of the study from the mid-15th century to

present. Students will taking this course will study major turning points that shaped the modern world. Students taking this course are

expected to have a firm foundation in the themes and tools of geography and early, ancient and classical civilizations from their K –8

experiences.

**AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS 42092X0**

This semester course will provide a framework for understanding the basics of democracy, established by the United States Constitution,

basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The course is

organized under three strands – Civic and Government, Personal Financial Literacy and Economics.

**AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS, AND ECONOMICS (HONORS) 42095X0**

This semester course will provide a framework for understanding the basics of democracy, established by the United States Constitution,

basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The course is

organized under three strands – Civic and Government, Personal Financial Literacy and Economics.

**AMERICAN HISTORY I: THE FOUNDING PRINCIPLES 43042X0**

This course will begin with the Founding Principals will begin with the European exploration of the new world through Reconstruction.

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. Students will examine the historical and intellectual origins of the United States from European exploration and colonial

settlement to the Revolutionary and Constitutional eras.

**AMERICAN HISTORY I: THE FOUNDING PRINCIPLES (HONORS) 43045X0**

This course will begin with the Founding Principals will begin with the European exploration of the new world through Reconstruction.

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. Students will examine the historical and intellectual origins of the United States from European exploration and colonial

settlement to the Revolutionary and Constitutional eras.

**AMERICAN HISTORY II: THE FOUNDING PRINCIPLES 43052X0**

**Recommended Pre-requisite: AMERICAN HISTORY I**

This course will guide students from the late nineteenth century though the early 21st century. Students will examine the political,

economic, social and cultural development of the United States from the end of the Reconstruction era to present times. Students will learn

about the change in the ethnic composition of American Society; the movement toward equal rights for racial minorities and women; and

the role of the United States as a major world power.

**AMERICAN HISTORY II: THE FOUNDING PRINCIPLES (HONORS) 43055X0**

**Recommended Pre-requisite: AMERICAN HISTORY I**

This course will guide students from the late nineteenth century though the early 21st century. Students will examine the political,

economic, social and cultural development of the United States from the end of the Reconstruction era to present times. Students will learn

about the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and

the role of the United States as a major world power.

**TURNING POINTS IN AMERICAN HISTORY-HONORS 43095X0**

**Recommended Pre-requisite: AMERICAN HISTORY I**

This course will emphasize in greater depth, 10 – 15 key turning points in American History. There turning points would be events in our

nation’s history, caused by , and subsequently to, major social, cultural, political, and economic events. A major element of each turning point should be an understanding of historical methods and the use of historical inquiry. Students will be required to create, evaluate and analyze topics in United States History. Students will be required to do in-depth research in this course.

**ADVANCED PLACEMENT U.S. HISTORY 4A077X0**

**Recommended Pre-requisite: AMERICAN HISTORY I**

This course is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the

problems to deal critically with the problems and materials in United States history. This program prepares students for intermediate and

advanced college courses by making demands upon them equivalent to those made by full year introductory college courses.

**SOCIOLOGY 44002X0**

This course is a study of social institutions, their origins, their changes, and the issues confronting them. Focus is on such concepts as

socialization, social institutions, social stratification and social change.

**SOCIOLOGY (HONORS) 44005X0**

This course is a study of social institutions, their origins, their changes, and the issues confronting them. Focus is on such concepts as

socialization, social institutions, social stratification and social change.

**PSYCHOLOGY 44032X0**

The study of psychology is the study of human learning, personality development, and the interaction between individuals and groups.

**PSYCHOLOGY (HONORS) 44035X0**

This course covers core concepts in psychology beginning with the use of the scientific method in research and the physiological basis for

behavior. Topics may cover social psychology, perception, and states of consciousness, memory and learning. The focus is on human growth

and development, personality, stress and adjustment, and includes information concerning abnormal behavior, treatments, and therapy.

**AP PSYCHOLOGY 4A057X0**

**Recommended Pre-requisite: Psychology Honors**

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings

and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major

subfields within psychology. This class will also include understanding the ethics and methods psychologist use in their science and practice.

**AMERICAN INDIAN STUDIES 46022X0**

This course is designed to provide students with the diverse history and culture of American Indians. Students will be immersed in Americas

oldest and continuous civilization with a focus on the American Indians of North Carolina.

**AFRICAN AMERICAN STUDIES 46012X0**

This course is designed to provide students with a deeper understanding of African Americans and the significant contributions they have

made in economic, political, social and cultural development in the United States.

**WORLD HUMANITIES HONORS 46065X0**

This course will demonstrate the way that human beings historically create and share meaning as individual, communities and as cultures

through what they document and produce. The integrated study of the humanities offers content and skills necessary for and engaged

global citizen. Students will recognize enduring human problems and become more culturally sensitive to all of humanity.

**SECOND LANGUAGES**

**SPANISH I 11412X0**

This course emphasizes the development of cultural understanding, speaking, and comprehension skills. Reading and writing skills are

based on what is first learned orally.

**SPANISH II 11422X0**

**Recommended Pre-requisite: SPANISH I**

This course places emphasis on the development of comprehension & speaking skills with stress placed on correct pronunciation,

intonation, reading, & writing. Whenever possible, Spanish is the language of the classroom. The study of culture/geography is also

expanded.

**SPANISH III (HONORS) 11435X0**

**Recommended Pre-requisite: SPANISH II**

This course features a preview of structure previously studied as well as intensive development of conversational skills through oral

discussions and improvised situations. Material studied and activities may include the writing of dramatizations of selections read; a

survey of Spanish literature; a study of Spanish history, art, and architecture; and research in particular fields of interest.

**SPANISH IV (HONORS)**

**Recommended Pre-requisite: SPANISH III 11435X0**

This course enables students to continue to develop the basic structures, vocabulary, and fluency of speech acquired in Levels 1, 2, and 3.

Students will study Spanish literature and the cultural aspects of Spanish speaking peoples through reading and listening physical aspects

of Spanish speaking countries and their lifestyles in general.

**ENGLISH AS A SECOND LANGUAGE (ESL) IA 10382X0**

The purpose of this course is to introduce non-English proficient students to the English language. It will provide students with basic skills

in listening, speaking, reading, and writing through a whole language approach. Cultural similarities as well as differences are studied.

Student assessment in all four language skills will determine eligibility. Does not replace regular English courses.

**ENGLISH AS A SECOND LANGUAGE (ESL) IB 10382X0**

**Recommended Pre-requisite: ESL IA**

This course is a continuation of ESL I-A. It provides limited English proficient students with intermediate skills in listening, speaking,

reading, and writing. Increased progress in all four communication skills, vocabulary development, grammatical structure, literature, and

culture are emphasized. Placement will be based on a student’s mastery of skills in ESL I. End-of-year student assessment in all four

language skills will determine if a student will exit the program. Does not replace regular English courses.

**ENGLISH AS A SECOND LANGUAGE (ESL) IIA 10382X0**

**Recommended Pre-requisite: ESL IB**

This course is a continuation of ESL I-B. It provides limited English proficient students the opportunity to continue progress in all four

communication skills. End-of-year student assessment in all four language skills will determine if a student will exit the program. Does not

replace regular English courses.

**ENGLISH AS A SECOND LANGUAGE (ESL) IIB 10382X0**

**Recommended Pre-requisite: ESL IIA**

This course is a continuation of ESL II-A. It provides limited English proficient students the opportunity to continue progress in all four

communication skills. End-of-year assessment in all four language skills will determine if a student will exit the program. Does not replace

regular English courses.

**ARTS EDUCATION**

**BAND BEGINNING 52552X0**

Beginning Band is a performance base class designed for students as a continuation of their middle school band program or the start of

high school band. This course helps develop basic instrumental skills such as tone production, balance, intonation, and ensemble playing

through the playing of simple band literature. If taking this course during the fall semester, the primary focus is marching band with

concert included. Participation in marching band is strongly encouraged. If taken during the spring semester the focus is concert band.

Participation in scheduled school concert rehearsals & performances is required.

**BAND INTERMEDIATE 52562X0**

**Recommended Pre-requisite: BAND BEGINNING**

Intermediate Band is a performance base course that continues the development of instrumental skills such as tone production, balance,

intonation, & ensemble playing through the playing of intermediate band literature. If taking this course during the fall semester, the

primary focus is marching band with concert included. Participation in marching band is strongly encouraged. If taken during the spring

semester the focus is concert band. Participation in scheduled school concert rehearsals & performances is required.

**BAND PROFICIENT (HONORS) 52575X0**

**Recommended Pre-requisite: BAND INTERMEDIATE**

Band Proficient is a performance base course designed to continue the study of fundamentals of music while performing more advanced

literature. Aesthetic awareness and technical ability is developed through a variety of performance opportunities. If taking this course

during the fall semester, the primary focus is marching band with concert included. Participation in marching band is strongly encouraged.

If taken during the spring semester the focus is concert band. As an Honors Class extra work will be required such as a project portfolio

and all county and district auditions. Participation in scheduled school concert rehearsals and performances is required.

**BAND ADVANCED (HONORS) 52585X0**

**Recommended Pre-requisite: BAND PROFICIENT**

Advance Band is performance base course designed for students in grades 10, 11, and 12. Students continue to study the fundamentals

advanced literature with the continuance of Aesthetic awareness and technical ability being developed through a variety of performance

opportunities. If taking this course during the fall semester, the primary focus is marching band with concert included. Participation in

marching band is strongly encouraged. If taken during the spring semester the focus is concert band. As an Honors Class extra work will be

required such as a project portfolio and all county and district auditions. Participation in scheduled school concert rehearsals and

performances is required.

**BAND ADVANCED II 52162X0**

**Recommended Pre-requisite: BAND ADVANCED**

Band Advanced II is suggested for students in grades 11 and 12 who may want to continue playing past the high school level. This course

is designed to proceed into an in-depth study of Music Theory at the first year college level. If taking this course during the fall semester,

the primary focus is marching band with concert included. Participation in marching band is strongly encouraged. If taken during the

spring semester the focus is concert band. Participation in scheduled school concert rehearsals and performances is required.

**BAND ADVANCED III 52172X0**

**Recommended Pre-requisite: BAND ADVANCED II**

Band Advanced III is suggested for students in grades 11 and 12 who want to continue playing past the high school level. This course is

designed to proceed into a more in-depth study of music theory at the first year college level and music history. If taking this course

during the fall semester, the primary focus is marching band with concert included. Participation in marching band is strongly encouraged.

If taken during the spring semester the focus is concert band. Participation in scheduled school concert rehearsals and performances is

required.

**BAND ADVANCED IV (HONORS) 52185X0**

**Recommended Pre-requisite: BAND ADVANCED III**

Band Advanced IV is a performance base course designed to continue the study of fundamentals of music while performing more

advanced literature. Aesthetic awareness and technical ability is developed through a variety of performance opportunities. If taking this

course during the fall semester, the primary focus is marching band with concert included. Participation in marching band is strongly

encouraged. If taken during the spring semester the focus is concert band. As an Honors Class extra work will be required such as a

project portfolio and all county and district auditions. Participation in scheduled school concert rehearsals and performances is required.

**BAND ADVANCED V (HONORS) 52195X0**

**Recommended Pre-requisite: BAND ADVANCED IV**

Band Advanced V is designed for students in grade 12. This is an honors class and includes extra requirements such as a project portfolio

using technology and class presentations and auditions at all-county and district band. Success in this class requires rigorous study,

excellence in performance, extensive knowledge of all areas of music including music theory, and an in-depth study of a variety of

advanced music literature. If taking this course during the fall semester, the primary focus is marching band with concert included.

Participation in marching band is strongly encouraged. If taken during the spring semester the focus is concert band. Participation in

Scheduled school concert rehearsals and performances is required.

**DANCE BEGINNING 51152X0**

This course is designed to be an introduction to the art of dance technique, choreography, and performance. Students will be exposed to

basic techniques of ballet, tap, jazz and modern as well as simple choreographic structures for individuals and group works. Students will

explore improvisational methods, major works and choreographers from the 20th Century to the present, and careers in dance. An

understanding of anatomy and kinesiology as well as proper nutrition for dancers will be developed and utilized. Students will be able to

make connections between dance, major historical events, and other disciplines. Choreography and performance are

required.

**DANCE INTERMEDIATE 51162X0**

**Recommended Pre-requisite: DANCE BEGINNING**

This course is designed to further the development of dance technique, choreography, and performance. Students will be exposed to

intermediate techniques of ballet, tap, jazz and/or modern. They will establish a personal creative process and create choreography that

utilizes a variety of dance forms and theatrical elements to express meaning. Students will employ analysis and critique to assess and

refine the performance and choreography of themselves and others. An understanding of anatomy and kinesiology as well as health and

wellness strategies for dancers will be utilized. Students will be able to make connections between dance, major economic systems, and

other disciplines. Choreography and performance are required components of this class. Teacher recommendation

is required.

**DANCE PROFICIENT (HONORS) 51175X0**

**Recommended Pre-requisite: DANCE INTERMEDIATE**

This course is designed to further the development of dance technique, choreography, analysis, and performance. Students will be

exposed to higher levels of codified dance techniques. They will create complex individual and group choreography that utilizes a variety

of music and dance structures in conjunction with theatrical elements to express meaning. Students will employ aesthetic criteria to

critique and refine individual and group performance and choreography. Knowledge of anatomy and kinesiology will be integrated into

proper dance movement. Students will be able to make connections between dance, US history, and other cultures. Choreography and

performance are required. Teacher recommendation is required.

**DANCE ADVANCED (HONORS) 51185X0**

**Recommended Pre-requisite: DANCE PROFICIENT**

This course is designed to further the development of dance technique, choreography, analysis, and performance. Students will be

exposed to advanced levels of codified dance techniques as well as the works of major 20th and 21st Century choreographers. They will

create and perform complex individual and group choreography that utilizes a variety of dance structures and styles in conjunction with

theatrical elements to express meaning. Students will employ personal aesthetic criteria to critique and refine performance and

choreography. They will employ their knowledge of anatomy and kinesiology to refine their performance. Students will be able to make

connections between dance, history, and other cultures. Choreography and performance are required. Teacher recommendation

required.

**DANCE ADVANCED II 51252X0**

**Recommended Pre-requisite: DANCE ADVANCE**

This course builds on the advanced dance and choreography techniques developed in Dance Advanced. Students will continue their study

of creation and performance, dance movement skills, critique/analysis and interdisciplinary connections. Students will build a digital

portfolio of their work and evaluate their progression. Teacher recommendation required.

**DANCE ADVANCED III 51262X0**

**Recommended Pre-requisite: DANCE ADVANCE II**

This course builds on the advanced dance and choreography techniques developed in Dance Specialization Beginning. Students will

continue their in-depth study of creation and performance, dance movement skills, critique/analysis and interdisciplinary connections,

with an emphasis on research in dance history and style. Students will continue building the digital portfolio of their work started in

Dance Specialization Beginning and evaluate their progression. Teacher recommendation required.

**DANCE ADVANCED IV (HONORS) 51275X0**

**Recommended Pre-requisite: DANCE ADVANCE III**

This course builds on the advanced dance and choreography techniques developed in Dance Specialization Intermediate. Students will

continue their in-depth study of creation and performance, dance movement skills, critique/analysis and interdisciplinary connections,

with an emphasis on production and design. Students will be responsible for serving as the technical director for a dance performance.

Students will continue building their digital portfolio in addition to using technology advancements in the field of dance.

**DANCE ADVANCED V (HONORS) 51285X0**

**Recommended Pre-requisite: DANCE ADVANCE IV**

This course builds on the advanced dance and choreography techniques developed in Dance Specialization Proficient. Students will

continue their in-depth study of creation and performance, dance movement skills, critique/analysis and interdisciplinary connections,

with an emphasis on teaching. Students will be responsible for developing and teaching a unit on a selected dance style. The student will

be developing a comprehensive teaching portfolio based on the unit of dance they teach, in addition to a digital choreography and

performance portfolio. Teacher recommendation required.

**ORCHESTRA BEGINNING 52402X0**

The Strings Specialization Beginning course is intended to introduce advanced musical and string techniques through study and

interpretation of orchestra literature. The student’s personal, musical, social, and emotional understandings are expressed through an

increased control of the instrument. Enrollment is based on instrumentation as determined by the director. Orchestra is performance

oriented and attendance at all scheduled activities, rehearsals and performances are required. Orchestra Literature includes grade levels

2, 3, 4, 5, and 6. This course will include new units on advanced instrument technique, chamber music, music history, music theory, and

ear training.

**ORCHESTRA INTERMEDIATE 52412X0**

**Recommended Pre-requisite:** **ORCHESTRA BEGINNING**

The Strings Specialization Intermediate Course is intended to continue developing advanced musical and string techniques learned in the

Strings Specialization Beginning Course through the study and interpretation of orchestra literature. The student’s personal, musical,

social, and emotional understandings are expressed through an increased control of the instrument. Enrollment is based on

instrumentation as determined by the director. Orchestra is performance-oriented and attendance at all scheduled after-school activities,

rehearsals and performances are required. Orchestra Literature includes grade levels -2, 3, 4, 5, and 6. This course will include new units

on advanced instrument technique, chamber music, music history, music theory, and ear training.

**ORCHESTRA PROFICENT (HONORS) 52425X0**

**Recommended Pre-requisite: ORCHESTRA INTERMEDIATE**

The Strings Specialization Proficient Course is intended to continue developing advanced musical and string techniques learned in the

Strings Specialization Intermediate Course through the study and interpretation of orchestra and solo literature. The student’s personal,

musical, social, and emotional understandings are expressed through an increased control of the instrument. Enrollment is based on

instrumentation as determined by the director. Orchestra is performance-oriented and attendance at all scheduled after-school activities,

rehearsals and performances are required. Orchestra Literature includes grade levels -2, 3, 4, 5, and 6. The student will be expected to

prepare additional scales, arpeggios and solo repertoire as chosen by the director. This course will include new units on advanced

instrument technique, chamber music, music history, music theory, and ear training.

**ORCHESTRA ADVANCED (HONORS) 52435X0**

**Recommended Pre-requisite: ORCHESTRA PROFICIENT (HONORS)**

The Orchestra Advanced course is intended to introduce advanced musical and string techniques through study and interpretation of

orchestra literature. The student’s personal, musical, social, and emotional understandings are expressed through an increased control of

the instrument. Enrollment is based on instrumentation as determined by the director. Orchestra is performance oriented and

attendance at all scheduled activities, rehearsals and performances are required. Orchestra Literature includes grade levels -2, 3, 4, 5, and

6.This course will include new units on advanced instrument technique, chamber music, music history, music theory, and ear training.

**ORCHESTRA ADVANCED II 52162X0**

**Recommended Pre-requisite: ORCHESTRA ADVANCED**

The Orchestra Advanced II course is intended to continue developing advanced musical and string techniques learned in the Strings

Specialization Beginning Course through the study and interpretation of orchestra literature. The student’s personal, musical, social, and

emotional understandings are expressed through an increased control of the instrument. Enrollment is based on instrumentation as

determined by the director. Orchestra is performance-oriented and attendance at all scheduled after-school activities, rehearsals and

performances are required. Orchestra Literature includes grade levels -2, 3, 4, 5, and 6. This course will include new units on advanced

instrument technique, chamber music, music history, music theory, and ear training.

**ORCHESTRA ADVANCED III 52172X0**

**Recommended Pre-requisite: ORCHESTRA ADVANCED II**

The Orchestra Advanced III Honors course is intended to continue developing advanced musical and string techniques learned in the Strings

Specialization Intermediate Course through the study and interpretation of orchestra and solo literature. The student’s personal, musical,

social, and emotional understandings are expressed through an increased control of the instrument. Enrollment is based on instrumentation

as determined by the director. Orchestra is performance-oriented and attendance at all scheduled after-school activities, rehearsals and

performances are required. Orchestra Literature includes grade levels -2, 3, 4, 5, and 6. The student will be expected to prepare additional

scales, arpeggios and solo repertoire as chosen by the director. This course will include new units on advanced instrument technique,

chamber music, music history, music theory, and ear training.

**ORCHESTRA ADVANCED IV (HONORS) 52185X0**

**Recommended Pre-requisite: ORCHESTRA ADVANCED III**

The Orchestra Advanced IV Honors course is intended to continue developing advanced musical and string techniques learned in the Strings

Specialization Proficient Course through the study and interpretation of orchestra and solo literature. The student’s personal, musical,

social, and emotional understandings are expressed through an increased control of the instrument. Enrollment is based on

instrumentation as determined by the director. Orchestra is performance-oriented and attendance at all scheduled after-school activities,

rehearsals and performances are required. Orchestra Literature includes grade levels -2, 3, 4, 5, and 6. The student will be expected to prepare additional scales, arpeggios and solo repertoire as chosen by the director. This course will include new units on advanced instrument technique, chamber music, music history, music theory, and ear training.

**ORCHESTRA ADVANCED V (HONORS) 52195X0**

**Recommended Pre-requisite: ORCHESTRA ADVANED IV (HONORS)**

The Strings Specialization Advanced Course is intended to continue developing advanced musical and string techniques learned in the Strings Specialization Proficient Course through the study and interpretation of orchestra and solo literature. The student’s personal, musical, social, and emotional understandings are expressed through an increased control of the instrument. Enrollment is based on instrumentation as determined by the director. Orchestra is performance-oriented and attendance at all scheduled after-school activities, rehearsals and performances are required. Orchestra Literature includes grade levels -2, 3, 4, 5, and 6. The student will be expected to prepare additional scales, arpeggios and solo repertoire as chosen by the director. This course will include new units on advanced instrument technique, chamber music, music history, music theory, and ear training.

**THEATRE ARTS BEGINNING 53152X0**

This course is designed to build an understanding and knowledge of the fundamentals of the Theatre Arts, topics covered include: History,

Vocabulary & Language of the Theater, Interpretation of Literature from a Theatrical Perspective, Fundamentals of Playwriting, Acting and

Technical Design & Production (Costumes, Makeup, Sets, Sound, Lighting, Props, and House Management). Theater is a performance

based art form; students will be expected to present a series of informal acting exercises in class and students are also required to

participate in a formal performance for PSRC Theater Showcase.

**THEATRE ARTS INTERMEDIATE 53162X0**

**Recommended Pre-requisite: Theatre Arts Beginning**

This is a performance based course and is designed to build on the skills, understanding, and knowledge acquired in Theatre Arts:

Beginning, through a more in-depth study at a more rigorous level of each of the areas of Theatre Arts. Students are required to

participate in a formal performance for PSRC Theater Showcase.

**THEATRE ARTS PROFICIENT (HONORS) 53175X0**

**Recommended Pre-requisite: THEATRE ARTS INTERMEDIATE**

A continuation of Theater Arts Intermediate, this is a performance based course and is designed for the student to continue to grow and

learn how to perform at an advanced level in all areas of Theatre Arts. Students are expected to perform at an honors level through

independent study, advanced level projects and assuming leadership roles in class and school productions. Students are required to

participate in a formal performance for PSRC Theater Showcase.

**THEATRE ARTS ADVANCED (HONORS) 53185X0**

**Recommended Pre-requisite: THEATRE ARTS PROFICIENT**

A continuation of Theater Arts Proficient Honors, this is a performance based course and is designed for the student to continue to grow

and learn how to perform at the highest level in all areas of Theatre Arts. Students are expected to perform at an honors level through

independent study, advanced level projects and assuming leadership roles in class and school productions. Students are required to

participate in a formal performance for PSRC Theater Showcase.

**THEATRE ARTS ADVANCED II 53612X0**

**Recommended Pre-requisite: THEATRE ARTS ADVANCED**

Students will study one area of Theatre Arts (Acting, Sets, Lighting, Sound, Costumes, Theatrical Makeup, Props, Play Writing, or

Directing/Dramaturgy). This class will work as an independent study course where students will follow an individualized course of study

created by the teacher. Students will begin to create a portfolio of work suitable for use in college admissions. Students are required to

participate in a formal performance for PSRC Theater Showcase.

**THEATRE ARTS ADVANCED III 53622X0**

**Recommended Pre-requisite: THEATRE ARTS ADVANCED II**

Students will further their study in the selected area of specialization in Theatre Arts (Acting, Sets, Lighting, Sound, Costumes, Theatrical

Makeup, Props, Play Writing, or Directing/Dramaturgy). This class continues as an independent study course where students will follow an

individualized course of study created by the teacher. Students will continue to create a portfolio of work suitable for use in college

admissions. Students are required to participate in a formal performance for PSRC Theater Showcase.

**THEATRE ARTS ADVANCED IV (HONORS) 53635X0**

**Recommended Pre-requisite: THEATRE ARTS ADVANCED III (HONORS)**

Students will further their study at a greater depth & rigor in the selected area of specialization in Theatre Arts (Acting, Sets, Lighting,

Sound, Costumes, Theatrical Makeup, Props, Play Writing, or Directing/Dramaturgy). This class continues as an independent study course where

students will follow an individualized course of study created by the teacher & student. Students will continue to develop their portfolio

of work suitable for use in college admissions. Students are required to participate in a formal performance for PSRC Theater Showcase.

**THEATRE ARTS ADVANCED V (HONORS) 53645X0**

**Recommended Pre-requisite: THEATRE ARTS ADVANCED IV (HONORS)**

Students will further their study at a greater depth and rigor in the selected area of specialization in Theatre Arts (Acting, Sets, Lighting,

Sound, Costumes, Theatrical Makeup, Props, Play Writing, or Directing/Dramaturgy). This class continues as an independent study course

where students will follow an individualized course of study Created by the teacher and student. Students will continue to develop their

portfolio of work suitable for use in college admissions. Students are required to participate in a formal performance for PSRC Theater

Showcase.

**VISUAL ARTS BEGINNING 54152X0**

This course is designed to introduce students to the history and production of art through the investigation of materials, processes,

theories, and historical developments. Students will create artwork that reinforces art vocabulary and concepts while utilizing problem

solving techniques in drawing, painting, ceramics, printmaking and sculpture processes. Students will be required to keep sketchbooks

and to participate in contests and exhibitions.

**VISUAL ARTS INTERMEDIATE 54162X0**

**Recommended Pre-requisite: VISUAL ARTS BEGINNING**

This course builds on the technical skills and foundation of knowledge introduced in Beginning Art. Students will continue to develop skills

that reinforce art concepts, vocabulary, problem solving and support the investigation of art history research. Intermediate Art is

designed to allow more independent choices and solutions to problems in the continued study of various art processes, media, artists,

movements and styles.

**VISUAL ARTS PROFICIENT (HONORS) 54175X0**

**Recommended Pre-requisite: VISUAL ARTS INTERMEDIATE**

Proficient Art builds on skills from students who have achieved the Intermediate level. Students experience a more in-depth approach to

the study of art processes and techniques, aesthetic issues, art criticism and art history. Teachers help students form goals, become

familiar with careers, and develop work habits of professionals. Knowledge of the arts in relation to culture, history, other disciplines, and

careers will be promoted through visual, verbal and written means. Students will assemble a portfolio based on technical quality, personal

style, direction and its intended purpose.

**VISUAL ARTS ADVANCED (HONORS) 54185X0**

**Recommended Pre-requisite: VISUAL ARTS PROFICIENT (HONORS)**

Advanced Art is designed for those students who have an interest in exploring art beyond high school. They will be able to develop,

clarify, and apply their philosophy of art to create original art in response to the artistic process. Students will develop what they learned

in Proficient Art through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics.

Exceptional initiative, serious involvement, and commitment are expected of the advanced student. A portfolio (built upon work done in

Proficient Art) documenting evidence of high quality, a broad base of knowledge, and in-depth understanding of personal art

forms is developed and refined. Students take part in planning and installing an exhibition of their work.

**VISUAL ARTS ADVANCED II 54612X0**

**Recommended Pre-requisite: VISUAL ARTS ADVANCED (HONORS)**

Specialization courses are designed for the in-depth exploration of a specific media and its techniques. Students will select an art

specialization and will work independently to study and research within the specialization. Students will be expected to develop a

personal style and philosophy and use a variety of techniques to begin the development a professional portfolio they will analyze and self

critique.

**VISUAL ARTS ADVANCED III 54622X0**

**Recommended Pre-requisite: VISUAL ARTS ADVANCED II**

Students will build upon the prior knowledge of the Beginning Specialization. Students will work independently to study and research

within the specialization. Students will be expected to continue the development of a personal style and philosophy and the use of a

variety of techniques within the specialization. Students will continue to develop a professional portfolio that they will analyze, self

critique and display.

**VISUAL ARTS ADVANCED IV (HONORS) 54635X0**

**Recommended Pre-requisite: VISUAL ARTS ADVANCED III**

Students will utilize advanced skills and techniques in the continued in-depth exploration of their specialization. Students will work

independently to study and research within the specialization producing formal products as evidence. Students will use their personal

style, philosophy and specialization techniques in the continued development of a professional portfolio. Students will assume leadership

roles in the planning of school-based exhibitions.

**VISUAL ARTS ADVANCED V (HONORS) 54645X0**

**Recommended Pre-requisite: VISUAL ARTS ADVANCED IV (HONORS)**

Students will utilize advanced skills and techniques in the mastery level of exploration in their specialization. Students will work

independently to study and research within the specialization producing formal products as evidence. Students will use their personal

style, philosophy and specialization techniques in the continued development of a professional portfolio. Students will assume leadership

roles in the planning of school-based and community exhibitions.

**AP STUDIO ART: 2-D DESIGN 5A027X0**

**Recommended Pre-requisite: VISUAL ARTS ADVANCED V (HONORS)**

This course conforms to introductory college level Art and Design while fulfilling the NCSOS requirements for the Visual Arts. This course

includes an advanced study of 2-D media, styles, history, and any additional components as required by the State Board of Education.

**AP STUDIO ART: 3-D DESIGN 5A037X0**

**Recommended Pre-requisite: VISUAL ARTS ADVANCED V (HONORS)**

Advanced Placement 3-D Studio Art is a college course designed for students who are seriously interested in art. Emphasis is placed on

independent work that is original in all aspects. Doing considerable work outside of the structure of the classroom is the norm for the

course. Students enrolled in the AP courses are required to investigate all three aspects of portfolio development: Quality, Concentration

and Breadth. Students are expected to produce work that develops mastery in concept, composition, and execution of ideas.

**VOCAL MUSIC BEGINNING 52302X0**

Foundations of singing open to all students in grades 9-12, who are interested in singing and musical performance. Fundamentals of

music, vocal techniques, ensemble and performance techniques are included. Performance is a required component and all concert rules

are applicable.

**VOCAL MUSIC INTERMEDIATE 52312X0**

**Recommended Pre-requisite: VOCAL MUSIC BEGINNING**

This is a mixed performing ensemble for the vocal student who has obtained director’s permission and meets all of the prerequisites.

Sight reading, theory, notation, and study of the music of various periods and styles will be included. Performance is a required

component and all concert rules are applicable.

**VOCAL MUSIC PROFICIENT (HONORS) 52325X0**

**Recommended Pre-requisite: VOCAL MUSIC INTERMEDIATE**

This course introduces students to more advanced vocal techniques and independent singing. Sight-reading, theory, notation, and study

of the music of various periods and styles will be included. Performance is an important component of this course and all concert rules

apply.

**VOCAL MUSIC ADVANCED (HONORS) 52335X0**

**Recommended Pre-requisite: VOCAL MUSIC PROFICIENT (HONORS)**

This is an honors level mixed performing ensemble for the vocal student who has successfully auditioned and meets all prerequisites. This

course builds on the advanced vocal techniques and independent singing developed in Vocal Music Proficient. Independent and ensemble

performance is a required component of this course and all concert rules apply.

**VOCAL MUSIC ADVANCED II 52162X0**

**Recommended Pre-requisite: VOCAL MUSIC ADVANCED (HONORS)**

This course builds on the advanced vocal techniques and independent singing developed in Vocal Music Advanced. Students will continue

their study of sight reading, theory, notation, and music history while incorporating listening and analyzing strategies. Performance is also

a required component.

**VOCAL MUSIC ADVANCED III 52172X0**

**Recommended Pre-requisite: VOCAL MUSIC ADVANCED II**

This course builds on the advanced vocal techniques and independent singing developed in Vocal Music Specialization Beginning.

Students will continue their in-depth study of sight reading, theory, and notation, with an emphasis on research in music history and

genre.

**VOCAL MUSIC ADVANCED IV (HONORS) 52185X0**

**Recommended Pre-requisite: VOCAL MUSIC ADVANCED III**

This course is designed on the same format as Vocal Music Proficient with an additional specific course of study as required by the State

Board of Education (ARTS EDUCATION HONORS COURSES STANDARDS, 1995). Students will focus on the use of technology as a

composition and performance medium. Individual and ensemble performance is a required component.

**VOCAL MUSIC ADVANCED V (HONORS) 52195X0**

**Recommended Pre-requisite: VOCAL MUSIC ADVANCED IV (HONORS)**

This course is designed on the same format as Vocal Music Advanced with an additional specific course of study as required by the State

Board of Education (ARTS EDUCATION HONORS COURSES STANDARDS, 1995). Students will focus on the applications of music and the

role of the conductor/director. Conducting performance is a required component.

**OTHER OPPORTUNITIES**

**ROTC I 95012X0**

This course is a military oriented academic program supported jointly by the U.S. Army and the public school system. This course stresses

the development of good citizenship, leadership, self-reliance, initiative, responsibility, effective communications, and physical

conditioning. The following areas are covered in this course: Organization of the Armed Forces and ROTC, American Military History,

weapon safety and marksmanship, leadership development and drill, hygiene and first aid.

**ROTC II 95022X0**

This course is a continuation of ROTC I with emphasis on leadership development, drill and ceremony. The following areas are covered in

this course: Organization of the Armed Forces and ROTC, American Military History, weapon safety and marksmanship, leadership

development and drill, hygiene and first aid.

**ROTC III 95032X0**

This course is a continuation of ROTC II with emphasis on leadership and small unit leader problems, psychology of leadership,

marksmanship, leader development, and drill. The following areas are covered in this course: Organization of the Armed Forces and ROTC,

American Military History, weapon safety and marksmanship, leadership development and drill, hygiene and first aid.

**ROTC IV 95042X0**

This course is a continuation of Junior ROTC III with intense emphasis on leadership development, marksmanship and weaponry. The

following areas are covered in this course: Organization of the Armed Forces and ROTC, American Military History, weapon safety and

marksmanship, leadership development and drill, hygiene and first aid.

**ROTC V 95052X0**

This course is a continuation of ROTC IV. It is a military oriented academic program supported jointly by the U.S. Army and the public

school system. This course stresses the development of good citizenship, leadership, self-reliance, initiative, and responsibility, effective

communications, and physical conditioning. The following areas are covered in this course: Organization of the Armed Forces and ROTC,

American Military History, weapon safety and marksmanship, leadership development and drill, hygiene and first aid.

**ROTC VI 95062X0**

This course is a continuation of ROTC V with emphasis on leadership development, drill and ceremony. The following areas are covered in

this course: Organization of the Armed Forces and ROTC, American Military History, weapon safety and marksmanship, leadership

development and drill, hygiene and first aid. This course is a continuation of ROTC V with emphasis on leadership and small unit leader problems, psychology of leadership, marksmanship, leader development, and drill.

**ROTC VII (HONORS) 95075X0**

This course is a continuation of Junior ROTC IVI (HONORS) with intense emphasis on leadership development, marksmanship and

weaponry.

**ROTC VIII (HONORS) 95085X0**

This course is a continuation of Junior ROTC IVI (HONORS) with intense emphasis on leadership development, marksmanship and

weaponry.

**LIBRARY/MEDIA ASSISTANCE 96102X0**

This course offers information skills instruction in the library media organization and procedures. Emphasis will be placed on information retrieval, life-long learning and technology proficiency. Students participating in the course will play an invaluable role in designing the program and extra activities and in the selecting of resources.

**FRESHMAN SEMINAR 96102X0**

Academic planning and support topics such as study skills, social skills, citizenship, and college planning are covered. Schools may focus

on specific topics to address identified student needs. This course is designed to foster the academic and social development of students for the transition from middle to high school. Topics include but are not limited to the following: organizational skills, time management, reinforcement of English skills, and career planning. Students in this course read Sean Covey’s Seven Habits of Highly Effective Teens.

**ACT/SAT PREPARATION 96022X0**

This course is designed to improve both the test taking skills and the creative writing ability of students. The course deals with analogies, sentence completion, and reading comprehension, as well as working with algebra, geometry, and quantitative comparisons on both the ACT and SAT. Students are provided practice exercises on both tests, test-taking techniques relevant to each test, and explanations of scoring procedures for better understanding of score reports.

**TEACHER CADET I 96042X0**

This innovative course offers an activity-based curriculum for high school juniors and seniors. The course is designed to promote a better understanding and create interest in those students who are considering teaching as a profession. It details many components of the education environment and involves students in content, application, observations and teaching. Students who take this class must be trustworthy, mature, and responsible due to the nature of the course. The students will be responsible for lesson planning, communication, project planning and implementation, and many other responsibilities of teachers. Students will travel to various schools for clinical work. They will also assist in a variety of community events that promote children in our county. Since these students play a unique and important role in our community, it is important that they be able to demonstrate responsibility in and out of the classroom. Students who take TCT-1A are expected to enroll in TCT-1B. There can be an interview process as well as recommendations needed.

**TEACHER CADET I HONORS 96045X0**

This training program places students who are interested in the teaching profession in K-12 classrooms on a daily basis. It is designed to promote the improvement of future teachers while providing on the job experiences. Students will begin to write curriculum and act as mentors while refining skills. Students who take this class must be trustworthy, mature, and responsible due to the nature of the course. The students will be responsible for lesson planning, communication, project planning and implementation, and many other responsibilities of teachers. Students will travel to various schools for clinical work. They will also assist in a variety of community events that promote children in our county. Since these students play a unique and important role in our community, it is important that they be able to demonstrate responsibility in and out of the classroom. Students who take TCT-1A are expected to enroll in TCT-1B. There can be an interview process as well as recommendations needed.

**TEACHER CADET II 96062X0**

This innovative course offers an activity-based curriculum for high school juniors and seniors. The course is designed to promote a better understanding and create interest in those students who are considering teaching as a profession. It details many components of the education environment and involves students in content, application, observations and teaching. Students who take this class must be trustworthy, mature, and responsible due to the nature of the course. The students will be responsible for lesson planning, communication, project planning and implementation, and many other responsibilities of teachers. Students will travel to various schools for clinical work. They will also assist in a variety of community events that promote children in our county. Since these students play a unique and important role in our community, it is important that they be able to demonstrate responsibility in and out of the classroom. Students who take TCT-1A are expected to enroll in TCT-1B. There can be an interview process as well as recommendations needed.

**TEACHER CADET II HONORS 96065X0**

This training program places students who are interested in the teaching profession in K-12 classrooms on a daily basis. It is designed to promote the improvement of future teachers while providing on the job experiences. Students will begin to write curriculum and act as mentors while refining skills. Students who take this class must be trustworthy, mature, and responsible due to the nature of the course. The students will be responsible for lesson planning, communication, project planning and implementation, and many other responsibilities of teachers. Students will travel to various schools for clinical work. They will also assist in a variety of community events that promote children in our county. Since these students play a unique and important role in our community, it is important that they be able to demonstrate responsibility in and out of the classroom. Students who take TCT-1A are expected to enroll in TCT-1B. There can be an interview process as well as recommendations needed.

**STRATEGIES FOR SUCCESS 9-1 STRATEGIES FOR SUCCESS 9-2 96102X0**

**STRATEGIES FOR SUCCESS 10-1 STRATEGIES FOR SUCCESS 10-2**

**STRATEGIES FOR SUCCESS 11-1 STRATEGIES FOR SUCCESS 11-2**

**STRATEGIES FOR SUCCESS 12-1 STRATEGIES FOR SUCCESS 12-2**

This course focuses on developing study habits, skills, and attitudes to enable identified special education students achieve successfully in the regular classroom. Study skills are presented theoretically and applied practically to completion of projects, assignments, and test-taking. The course integrates study skills, learning styles, problem solving, and communication skills to enable students to independently and successfully meet requirements in the regular education classroom. May be repeated for credit.

**PHYSICAL EDUCATION**

**HEALTH & PHYSICAL EDUCATION 60492X0**

This course is required for graduation. Students will learn various aspects of both Health & Physical Education. Health concepts will include: mental and emotional health, personal and consumer health, interpersonal relationships, nutrition, and alcohol, tobacco, and other drugs. Physical Education concepts will include: lifelong physical activities, individual and team sports, sport and health components of fitness, and leadership skills.

**SPORTS MEDICINE 60632X0**

This course will introduce students into athletic training. The course will focus on the anatomy and physiology of the human muscular, skeletal, and cardiovascular systems. Students will also learn about the diagnosis and treatment of common athletic injuries. Students should also work with the athletic trainer to help facilitate athletic care for student-athletes.

**PHYSICAL EDUCATION I 60292X0**

This course will focus on individual sports and personal fitness. Students will participate in an exercise program that will improve overall physical health. Students will also participate in individual and dual sports that work to increase their understanding of the rules, strategies, and history. Activities can include but not limited to; tennis, golf, Ping-Pong, badminton, bowling, track & field and pickleball.

**PHYSICAL EDUCATION II 60392X0**

This course will focus on team sports and personal fitness. Students will participate in an exercise program that will improve overall physical health as related to the six components of health. Students will also participate in team sports that work to increase their understanding of the rules, strategies, and history of the sport. Activities can include but are not limited to; flag football, kickball, softball, ultimate, basketball, volleyball, and team handball.

**PHYSICAL FITNESS I 60602X0**

**Recommended Pre-requisite: HEALTH & PHYSICAL EDUCATION**

This course will focus on the student’s personal fitness. Students will participate in an exercise program that will improve their overall physical health as related to the six components of health. Students will learn various strength training and cardiovascular exercises for the improvement of athletic performance. Activities can include but are not limited to; power lifts, Olympic lifts, plyometrics, sprinting, and agility drills.

**PHYSICAL FITNESS II 60612X0**

**Recommended Pre-requisite: PHYSICAL FITNESS I**

This course is a continuation of Physical Fitness I. Students will participate in an exercise program that will improve their overall physical health as related to the six components of health. Students will learn various strength training and cardiovascular exercises for the improvement of athletic performance. Activities can include but are not limited to; power lifts, Olympic lifts, plyometrics, sprinting, and agility drills.

**EXTENDED CONTENT STANDARDS**

**ENGLISH/LA I 9310AX0**

The alternate achievement standards for students with the most significant cognitive disabilities which will reflect materials that should demonstrate a clear link to the content standards for the grade in which the student is enrolled to the Common Core State standards. Throughout the Standards descriptors such as, describe, answer, ask, name, etc, should be interpreted to mean that the student will be taught and tested according to their usual mode of communication. The learner will express reflections and reactions to print and non-print text and personal experiences, explain meaning, describe processes, and answer research questions to inform an audience. The learner will examine argumentation and develop informed opinions, create and use standards to critique communication. The learner will demonstrate understanding of various literary genres, concepts, elements and terms.

**ENGLISH/LA II 9311AX0**

The alternate achievement standards for students with the most significant cognitive disabilities which will reflect materials that should demonstrate a clear link to the content standards for the grade in which the student is enrolled to the Common Core State standards. The learner will react to and reflect upon print and non-print text and personal experiences by examining situations from both subjective and objective perspectives, evaluate problems, examine cause/effect relationships, and answer research questions to inform an audience. The learner will defend argumentative positions on literary and nonliterary issues, critically interpret and evaluate experiences, literature, language and ideas. The learner will demonstrate understanding of selected world literature through interpretation and analysis, and will apply conventions of grammar and language usage.

**ENGLISH/LA III 9312AX0**

The alternate achievement standards for students with the most significant cognitive disabilities which will reflect materials that should demonstrate a clear link to the content standards for the grade in which the student is enrolled to the Common Core State standards.

**ENGLISH/LA IV 9313AX0**

The alternate achievement standards for students with the most significant cognitive disabilities which will reflect materials that should demonstrate a clear link to the content standards for the grade in which the student is enrolled to the Common Core State standards.

**LIFE SCIENCE 9331AX0**

The Alternate Achievement Standards for Students With the Most Significant Cognitive Disabilities materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade

level content may be reduced in complexity or modified to reflect prerequisite skills. Throughout the Standards descriptors such as, describe, classify, identify, compare, etc, should be interpreted to mean that the students will be taught and tested according to their mode of communication.

**BIOLOGY A 9332AX0**

The Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-Regulatory Guidance states,

“…Materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level

content may be reduced in complexity or modified to reflect pre-requisite skills.” Throughout the Standards descriptors such as, describe,

classify, identify, compare, etc, should be interpreted to mean that the students will be taught and tested according to their mode of

communication. Student will understand the interdependence of living organisms within their environments, and understand the impact

of human activities on the environment.

**BIOLOGY B 9333AX0**

The Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-Regulatory Guidance states,

“…Materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level

content may be reduced in complexity or modified to reflect pre-requisite skills.” Throughout the Standards descriptors such as, describe,

classify, identify, compare, etc, should be interpreted to mean that the students will be taught and tested according to their mode of

communication. Student will understand the interdependence of living organisms within their environments, and understand the

impact of human activities on the environment.

**MATH I A 9320AX0**

The Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities materials should show a clear link to

the content standards for the grade in which the student is enrolled, although the grade level content may be reduced in complexity or

modified to reflect prerequisite skills. Throughout the Standards descriptors such as, describe, count, identify, etc, should be interpreted

to mean that the students will be taught and tested according to their mode of communication.

**MATH I B 9321AX0**

The Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-Regulatory Guidance states,

“…materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level

content may be reduced in complexity or modified to reflect pre-requisite skills. Throughout the Standards descriptors such as, describe,

count, identify, etc, should be interpreted to mean that the students will be taught and tested according to their mode of communication.

The learner will use relations and functions to solve problems, use data, analysis and probability, describe geometric figures in the

coordinate plane algebraically

**FINANCIAL MANAGEMENT 9322AX0**

The Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-Regulatory Guidance states,

“…materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level

content may be reduced in complexity or modified to reflect pre-requisite skills. Throughout the Standards descriptors such as,

understand the difference between wants and needs, understand that money comes from working, etc, should be interpreted to mean

that the students will be taught and tested according to their mode of communication.

**CIVICS AND GOVERNANCE I 9340AX0**

The Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-Regulatory Guidance states,

“…materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level

content may be reduced in complexity or modified to reflect pre-requisite skills.” Use chronological thinking, use historical

comprehension, use historical analysis and interpretation, and use historical research.

**CIVICS AND GOVERANCE II 9341AX0**

The Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-Regulatory Guidance states,

“…materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level

content may be reduced in complexity or modified to reflect pre-requisite skills.” Understand the roles authorities have in enforcing

individual rights, rules and laws for the common good. Analyze how the government helps and protects its citizens. Understand how

democracy depends upon the active participation of citizens.

**AMERICAN HISTORY I 9342AX0**

The Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-Regulatory Guidance states,

“…Materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level

content may be reduced in complexity or modified to reflect pre-requisite skills.” Students will understand the role authorities have in

enforcing individual rights, rules and laws for the common good, etc.

**AMERICAN HISTORY II 9343AX0**

The Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-Regulatory Guidance states,

“…materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level

content may be reduced in complexity or modified to reflect pre-requisite skills.”

**INDEPENDENT LIVING SKILLS (MANIPULATIVES) 96102X0**

This class serves the needs of students with Moderate Cognitive Disabilities. The objective of this class is to help these exceptional

students learn and independently perform functional skills in Processing/Production Unit: Bolt assembly, pipe assembly, color recognition

and assembly, form design, visual perception, using cutting tools such as scissors and a paper trimmer, telling time both analog and digital

as reflected in a student’s IEP.

**WORK RELATED BEHAVIOR (BUSINESS MARKETING) 96102X0**

This class serves the needs of students with Moderate Cognitive Disabilities. The objective of this class is to help these exceptional

students learn and perform independently functional skills in Business Marketing Unit: How to Collate, Alphabetize, File Information,

numerical Sorting, Typing, how to use a 10 Key Calculator and the running of a cash register as reflected in a student’s IEP.

**PERSONAL LIVING (HOME LIVING) 96102X0**

This class serves the needs of students with Moderate Cognitive Disabilities. The objective of this class is to help these exceptional

students function as independently as possible in Home Living Unit:

How to measure cloth, hand and machine sewing, cloth construction, food preparation, food measurement, food service, how to use

kitchen appliances and housekeeping and custodial type job skills as reflected in a student’s IEP.

**INDUSTRIAL TECHNOLOGY 96102X0**

This class serves the needs of students with Moderate Cognitive Disabilities. The objective of this class is to help these exceptional

students learn and perform Construction/Industrial Technology unit independently as possible: How to use measuring tools, how to use

different types of hand tools, using bolts, nails and screws, using different types of shop saws, metal projects, basic electrical projects and

wood cutting, as reflected in a student’s IEP.

**FUTURE READY OCCUPATIONAL COURSE OF STUDY**

**ENGLISH I 9210BX0**

The OCS English I course is intended for Future Ready Occupational Course of Study (OCS) students who will be working with both their

face-to-face classroom teacher and an NCVPS online teacher. This course is strategically aligned with Common Core Standards for English

I. Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including

prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction,

persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on career readiness, the

student will explore, examine, and evaluate a wide variety of modes of expression. Technology skills will be honed through regular use of

a variety of web tools and technical processes. Pre-Assessments will be used as diagnostic tools, Completion and Mastery Assignments

serve as formative assessment, and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning

environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

**ENGLISH II 9211BX0**

This course is intended for Future Ready Occupational Course of Study (OCS) students who will be working with both their face-to-face

classroom teacher and an NCVPS online teacher. Students will gain mastery of curricular concepts through a survey of world literature.

Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis

through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and

research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression.

Technology skills will be honed through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content,

and Post Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative

instruction delivered by an online highly qualified English teacher as well as a face-to-face OCS teacher.

**ENGLISH III 9212BX0**

This course is intended for Future Ready Occupational Course of Study (OCS) students who will be working with both their face-to-face

classroom teacher and an NCVPS online teacher. Students will gain mastery of curricular concepts through a survey of world literature.

Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis

through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and

research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression.

Technology skills will be honed through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content,

and Post Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative

instruction delivered by an online highly qualified English teacher as well as a face-to-face OCS teacher.

**ENGLISH IV 9213BX0**

This course is intended for Future Ready Occupational Course of Study (OCS) students who will be working with both their face-to-face

classroom teacher and an NCVPS online teacher. Students will gain mastery of curricular concepts through a survey of world literature.

Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis

through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and

research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression.

Technology skills will be honed through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content,

and Post Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative

instruction delivered by an online highly qualified English teacher as well as a face-to-face OCS teacher.

**INTRODUCTION TO MATHEMATICS 9220BX0**

This course is intended for Future Ready Occupational Course of Study (OCS) students who will be working with both their face-to-face

classroom teacher and an NCVPS online teacher. The OCS Introduction to Mathematics Course teaches the Essential Standards for

Introductory Math and prepares the OCS student for OCS Algebra IA. This course blends the best of online and classroom activities.

Students learn introductory algebra and other important life-skills in nine engaging units covering working with numbers, fractions and

decimals, rates and ratios, time and measurement, working with algebraic expressions, solving equations and inequalities, working with

points and lines, working with data sets, and working with basic geometric figures. Technology skills will be honed throughout the course

by working with a graphing calculator and using the computer in a variety of ways. Pre Assessments and Check Your Knowledge quizzes

will be used as diagnostic tools, lessons present the content, Completion Activities allow the students to practice a skill set, Mastery

Assignments measure student understanding, and Remediation Assignments allow students to review. This course is designed to be

implemented in a blended learning environment with collaborative instruction delivered by an online highly qualified high school math

teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on

“hands-on” activities.

**MATH I 9221BX0**

This course is intended for Future Ready Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. This course blends the best of online and classroom activities. Six engaging units cover topics such as simplifying expressions with exponents, solving equations and inequalities, relations and functions, slope and linear functions, and solving systems of equations and inequalities.

Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. Pre-Assessments and Check Your Knowledge quizzes will be used as diagnostic tools, lessons present the content, Completion Activities allow the students to practice a skill set, Mastery Assignments measure student understanding, and Remediation Assignments allow students to review. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified high school math teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on “hands-on” activities. It is a prerequisite to take the Introductory Mathematics Course before Math I.

**FINANCIAL MANAGEMENT 9222BX0**

**Recommended Pre-requisite: MATH I**

This course is intended for Future Ready Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The OCS Financial Management course teaches NC Essential Standards for Financial Management and equips students with the skills needed for independent living.

This course blends the best of online and classroom activities. Six engaging units and a final project help students develop an understanding of state and federal income taxes, wages compensation, and the use of credit, different insurance types, budgeting, and consumer spending.

Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. Pre-Assessments and Check Your Knowledge quizzes will be used as diagnostic tools, lessons present the content, Completion Activities allow the students to practice a skill set, Mastery Assignments measure student understanding, and Remediation Assignments allow students to review. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified high school math teacher as well as a face-to-face OCS teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on “hands-on” activities.

**BIOLOGY 9232BX0**

This course is intended for Future Ready Occupational Course of Study (OCS) students to develop an understanding of biological processes and discover how life science is an integral part of other sciences and society. Students will have opportunities to engage in hands-on, as well as minds-on activities that are aligned with the biological processes. They will gain an understanding of the cell, molecular basis of heredity, and biological evolution. They will investigate the interdependence of organisms. They will acquire an understanding of the matter, energy and organization in living systems. Technology skills will be honed through the course. Pre-Assessments will be used as diagnostic tools, while lessons delve into the content, and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified Biology teacher as well as a face-to-face OCS teacher. This collaboration will ensure that activities are differentiated to meet the diverse learning needs of students in this course.

**APPLIED SCIENCE 9231BX0**

This course is intended for Future Ready Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCPVS online teacher. The OCS Applied Science Course blends the best of online and classroom activities as students learn environmental, physical, and life science concepts in nine engaging units covering human impacts on the environment, energy and its conservation, properties of matter, dangers and uses of common chemicals, force and motion, electricity and magnetism, and the human body systems. Technology skills will be honed through the course. Pre-Assessments will be used as diagnostic tools, while lessons present the content, and Post-Assessments measure mastery. This course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified Science teacher as well as a face-to-face OCS teacher.

**AMERICAN HISTORY I 9247BX0**

The OCS American History I course is intended for Future Ready Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The course is intended to be taught prior to the OCS American History II course. The OCS American History I course is strategically aligned with the North Carolina Essential Standards for American History I. The course follows the Founding Principles Act and begins with the European Exploration and Colonization of the New World and follows chronologically through Post-Civil War Reconstruction. Students will learn about the important political, social, and economic factors that contributed to the development of colonial America, the onset of the American Revolution, and the results of the Revolution including the founding of the United States government and the drafting of founding documents including the Constitution and the Bill of Rights. Students will also learn about early domestic and foreign policy, westward expansion, reform, immigration, and the cultural variances that have both united and divided America. Students will develop skills essential to competency on state-standard MSLs (Measures of Student Learning). Pre-Assessments will be used as diagnostic tools. Meanwhile, students will work through Bloom’s Taxonomy Hierarchy through completing lesson notes, formative assessments, completion assignments, and they will show mastery of learning through culminating projects and summative assessments. The course is designed to be implemented in a blended learning environment with collaborative instruction delivered by an online highly-qualified Social Studies teacher as well as a face-to-face OCS teacher.

**AMERICAN HISTORY II 9248BX0**

The OCS American History II course is intended for Future Ready Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. It is a sequel course to OCS American History I. The course is strategically aligned with the North Carolina Essential Standards for American History II. The course follows the Founding Principles Act and begins with late 19th century American History to the 21st century. Students will learn about the important political, social, and economic factors that transformed the ethnic composition of America and America’s dependence on evolving technologies. Students will also learn about 19th – 21st century domestic and foreign policy, westward expansion, reform movements, immigration, and the cultural variances that have both united and divided America. Students will develop skills essential to competency on state-standard MSLs (Measures of Student Learning). Pre-Assessments will be used as diagnostic tools. Meanwhile, students will work through Bloom’s Taxonomy Hierarchy through completing lesson notes, formative assessments, completion assignments, and they will show mastery of learning through culminating projects and summative assessments. The course is designed to be implemented in a blended learning

environment with collaborative instruction delivered by an online highly-qualified Social Studies teacher as well as a face-to-face OCS teacher.

**PREPARATION I 9240BX0**

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 will participate in school-based learning activities (including preparation for completion of the 300 hours of required school-based training) including work ethic development, job seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training 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.

**PREPARATION II 9241BX0**

This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job seeking skills also will be refined.

**PREPARATION III 9242BX0**

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. Through these activities students will complete the required 240 hours of community-based training. 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.

**PREPARATION IV 9243BX0**

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also will develop a job placement portfolio that provides an educational and vocational record of their high school experience.

**CAREER EXPERIENCE I (COMMUNITY BASED TRAINING) 96102X0**

\*Note: only for students who have not earned all 240 community–based training hours

This course will be an extension to the Occupational Preparation III, which will provide students an opportunity to work toward the required 240 community-based training hours.

**CAREER EXPERIENCE II (COMMUNITY BASED TRAINING)**  **96102X0**

\*Note: only for students who have not earned all 240 community–based training hours

This course will be an extension to the Occupational Preparation III, which will provide students an opportunity to work toward the required 240 community-based training hours.