

# **Wilson County Schools**

## **High School Curriculum Guide**

**2018 – 2019**

# **Future – Ready Students For The 21st Century**

**The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century.**

**Wilson County Schools does not discriminate on the basis of race, color, national origin, sex, disability, marital, or parental status, in admission, to access, to treatment in its programs and activities.**

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# A MESSAGE FROM OUR SUPERINTENDENT

Spring, 2018

Dear High School Students,

Years ago when I took my first psychology class, I certainly didn't realize it would lay the foundation for my entire career. As you sign up for your classes for next year, I encourage you to keep an open mind. Seek classes that you find interesting and engaging because you never know where they will take you!

You get to choose many of the classes that you take in high school, which is a great opportunity. I encourage you to take ownership of what you learn and remember that educating yourself is a lifelong endeavor. Learning is something you must pursue and something you must own. Work hard and always go above the minimum expectations.

If you are unsure about which classes to take, ask your parents, teachers, counselors and administrators for help. You have an incredible support system, and we are here to guide you as needed. We want your educational journey to lead to a career that will bring you both joy and success. Best wishes for the 2018-2019 school year!

Sincerely,

A handwritten signature in cursive script that reads "Lane B. Mills".

Lane B. Mills, Ph.D.  
Superintendent

# **WILSON COUNTY SCHOOLS BOARD OF EDUCATION**

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Mr. Jimmie Lucas, Work-based Learning Coordinator  
Mrs. Cynthia Wortham, Curriculum Instructional Coordinator

# The Curriculum Guide and Registration

The Wilson County Schools Comprehensive Curriculum Guide is designed to assist and support students and parents as they consult with school counselors and teachers in selecting courses that will fulfill the requirements of a specific course of study.

Wilson County Schools utilizes open registration which gives the student and his/her parent or guardian the opportunity to select courses. Students and parents/guardians should review Wilson County Schools course and graduation requirements prior to registration. Students and parents are also encouraged to discuss the student's goals, interests, personal responsibilities, and other factors that may impact student performances.

School Counselors will provide registration counseling services to students individually or in small groups. The high schools will routinely conduct registration activities for students and parents.

Courses that provide students with the highest academic challenge possible are available to all students. Teachers will work with parents to offer support and direction as students develop goals and make realistic choices. All students will receive assistance as they develop goals that lead from high school to postsecondary opportunities. Students are encouraged to keep and utilize this publication as a resource for monitoring academic progress.

Changes may be made after selecting a Course of Study, but parents and a school counselor need to be involved in the change process. Please visit your school counselor frequently. You may call:

|  |                          |  |
|--|--------------------------|--|
| <b>Beddingfield High School</b>                    | <b>.....252-399-7880</b> | <b>.....Mr. F.T. Franks, Principal</b>     |
| <b>Darden Middle School</b>                        | <b>.....252-206-4973</b> | <b>.....Mr. Jagtar Singh, Principal</b>    |
| <b>Speight Middle School</b>                       | <b>.....252-238-3983</b> | <b>.....Ms. Valerie Budd, Principal</b>    |
| <b>Fike High School</b>                            | <b>.....252-399-7905</b> | <b>.....Mr. Randy St. Clair, Principal</b> |
| <b>Elm City Middle School</b>                      | <b>.....252-236-4148</b> | <b>.....Mr. Robert Pope, Principal</b>     |
| <b>Toisnot Middle School</b>                       | <b>.....252-399-7973</b> | <b>.....Mrs. Wendy Sullivan, Principal</b> |
| <b>Hunt High School</b>                            | <b>.....252-399-7930</b> | <b>.....Mr. Eddie Doll, Principal</b>      |
| <b>Forest Hills Middle School</b>                  | <b>.....252-399-7913</b> | <b>.....Mr. J.T. Tribula, Principal</b>    |
| <b>Springfield Middle School</b>                   | <b>.....252-237-4250</b> | <b>.....Mr. Marquis Spell, Principal</b>   |
| <b>Daniels Learning Center</b>                     | <b>.....252-399-7900</b> | <b>.....Mr. Mark Holley, Principal</b>     |
| <b>Wilson Academy of Applied Technology (WAAT)</b> | <b>.....252-399-7880</b> | <b>.....Ms. Krystal Cox, Principal</b>     |
| <b>Wilson Early College (WECA)</b>                 | <b>.....252-246-1418</b> | <b>.....Mr. Nelson Johnston, Principal</b> |

# GENERAL INFORMATION

## *WELCOME TO HIGH SCHOOL*

### Grade Level Planning Tips

*“Establish goals and plan for your future!”*

#### **First Steps:**

- Determine your interests and abilities.
- Research potential careers.
- Schedule a conference with a school counselor.
- Discuss your interest(s) and plan with your parent(s) or guardian(s).
- Strive to reach your highest potential.
- Align your future goals with your Course of Study, and personal interest(s).
- Create a CFNC.org account to plan for college.
- Decide to become a lifelong learner.

#### **Grade Nine Planning Tips:**

Establishing your Course of Study is an important process, not an event. It is most important that you involve your parent(s), guardian(s), school counselor, and others in your decision-making process.

Learn your school environment. At each grade level, you will have numerous and varied experiences and responsibilities. Talk with your counselors and teachers so that you will have knowledge of grade level opportunities and needs.

- Develop good study habits.
- Monitor your progress.
- Explore and develop new interests.
- Explore careers.
- Meet with your school counselor to develop your Four-Year Plan.
- Make certain your schedule is aligned with your selected Course of Study.
- Enjoy school.
- Attend school on a regular basis.
- Begin collecting items for your résumé ...certificates, awards, special recognitions, etc.
- Encourage your parents to attend PTO and other parent activities.
- Earn good grades. Never settle for “just passing”.
- Study, succeed, be promoted to Grade 10.

## **Grade Ten Planning Tips**

- Challenge yourself. Take higher level courses.
- Continue good attendance.
- Meet with your school counselor.
- Continue good study habits.
- Participate in extra-curricular activities.
- Check your Four-Year Plan.
- Take appropriate tests, which may include PSAT and Pre-ACT.
- Don't just pass. Earn good grades.
- Review your transcript.
- Update and add items to your résumé.
- Look for community service and leadership opportunities.
- Explore careers.
- Explore advanced studies options.
- Enjoy school.
- Study, succeed, be promoted to Grade 11.

## **Grade Eleven Planning Tips**

- Stay focused. Maintain good grades. Keep your attendance rate high.
- Continue good study habits.
- Review your Four-Year Plan.
- Take appropriate tests, which may include PSAT, SAT, and ACT.
- Review your transcript with a counselor.
- Know that your transcript and schedule support your selected Course of Study and that you are on your way to graduating on time.
- Meet with your counselor frequently.
- Update and add items to your résumé.
- If you are planning to continue your education after high school, become familiar with college and university admission requirements and make certain that you will be ready to apply and be accepted.
- Schedule and attend visits to colleges of interest.
- Seek Special Summer Studies: See your counselors and check on-line opportunities.
- Participate in school and community activities.
- Participate in special academic programs (local, state, and national).
- Enjoy school.
- Study, succeed, be promoted to Grade 12.



## **Grade Twelve Planning Tips**

- Keep your attendance rate high. Maintain good grades. Stay focused.
- Review your Four-Year Plan.
- Complete your résumé.
- Meet with your counselor frequently. If you are ready to continue your education beyond high school, begin the application process. Limit your application(s) to those that fit your Course of Study. Apply early. Request scholarship information, grant opportunities, and other funding sources.
- Take appropriate tests, which may include SAT, ACT, ASVAB, WorkKeys, etc.
- If your plan is to immediately enter the work-force, make certain you have acquired the skills needed for a successful entry. Investigate jobs available. Take required test(s), if possible. Apply before exiting high school.
- Continue to participate in school and community activities.
- Continue to share your plan(s) with parent(s), guardian(s), counselor(s) and seek their support.
- Enjoy school.
- Study, succeed, graduate!

*These tips will assist and support you in completing High School Graduation Requirements*

## **Block Semester Schedule 4/4**

Wilson County's high schools currently utilize block scheduling which is composed of two 90-day(s) semesters, fall and spring. Each semester, students traditionally attend four classes daily. Each class is ninety minutes long. The four by four block schedule permits each student to complete eight courses per school year and earn the appropriate unit credit per course. Students will be registered for a minimum of 4 courses each semester.

## **Planning for Your Future**

Each student must select and complete a Course of Study in order to graduate from high school. Planning and monitoring individual student progress is a significant key to success. Courses should be selected to meet the requirements as outlined in each course of study with the appropriate pre-requisites and advanced levels. The selected Course of Study should support future career and educational plans.

## **Graduation Requirements**

- Students entering high school as a freshman during or after the 2009-2010 school year must meet the **Future Ready Core** graduation requirements, plus any additional local requirements.
- An Occupational Course of Study is available for selected students. Eligibility is determined by the student's Individualized Education Plan (IEP).
- Students / Counselors should complete a Four-Year Plan to guide course selections in grades 9-12.
- Units for graduation from Wilson County Schools are counted from the ninth grade forward.
- High school level courses taken in eighth grade meet the course requirement for graduation for that course. Students are still required to meet the minimum 28 units for graduation during their high school experience.
- Information on the International Baccalaureate Programme is available from the high school IB coordinator and /or the School Counselor's Office.
- Information on the North Carolina Academic Scholars Program is available from the School Counselor's Office.
- Student credential and certification opportunities are available in selected program areas.

## **Future Ready-Core Requirements**

Beginning with the freshman class of 2012 - 2013, North Carolina students must meet revised Future-Ready Core graduation requirements. These requirements will help to make certain that our high school students graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

- 4 units of English: English I, II, III, IV
- 4 units of Mathematics: Math I, II, and III and a higher-level math course with Math III as a prerequisite.
- 3 units of Science: a physical science course, Biology and Earth Environmental Science
- 4 units of Social Studies: World History, Civics and Economics, American History I and II (or AP US History and an additional Social Studies course.)
- 1 unit of Health and Physical Education
- 12 units in electives of the remaining elective units. At least 2 of these electives must be of the same foreign language for admission to a university in the UNC system
- Students must successfully complete CPR training.
- 28 total units out of a possible 32 are required for graduation
- Students must meet the state high school testing standard
- Students must have a minimum GPA of 1.0 to graduate.

## **University of North Carolina System**

Appalachian State University

University of North Carolina/Asheville

University of North Carolina/Chapel Hill

University of North Carolina/Charlotte

North Carolina A&T State University

North Carolina School of the Arts

University of North Carolina/Wilmington

North Carolina State University

East Carolina University

Elizabeth City State University

Fayetteville State University

University of North Carolina/Greensboro

North Carolina Central University

University of North Carolina/Pembroke

Western Carolina University

Winston-Salem State University

High school students should take the Scholastic Aptitude Test (SAT) or ACT in their junior year and in the fall of their senior year. The agency that administers the test will forward the scores directly to the admission office of the institution to which you have requested at the time of registering for the test(s). Scores can also be sent to other institutions at the student's request. Students in grade 10 may take the Pre-ACT and students in grade 11 will take the ACT as part of North Carolina's standardized testing program.

### **Minimum Admissions Requirements for Entrance to University of North Carolina Campuses**

The University of North Carolina has introduced a set of minimum admissions requirements. Note that the GPA and SAT/ACT scores are minimum scores.

All applicants for first-time admission as freshmen must meet minimum high school GPA / SAT or ACT scores. The minimum combined SAT score (on mathematics and critical reading) for admission is 800 on the "old" SAT and 880 on the "new" SAT or a composite ACT of 17. The above SAT (ACT) minimum score is effective for students entering in Fall 2013 and beyond.

The minimum high school GPA for first-time freshmen beginning in Fall 2013 is 2.5.

| <b>Entrance Date</b>        | <b>Minimum GPA</b> | <b>Minimum SAT</b> | <b>Minimum ACT</b> | <b>Exceptions / Campus*</b> |
|-----------------------------|--------------------|--------------------|--------------------|-----------------------------|
| <b>Fall 2013 and Beyond</b> | <b>2.5</b>         | <b>800 / 880</b>   | <b>17</b>          | <b>1 %</b>                  |

*\*Each campus has an exception to these admission requirements of 1% of the number of currently admitted students.*

## **Course Prerequisites**

Because Wilson County high schools operate under a Student/Parent Informed Choice System or open registration, the decision to enroll in any regular or honors program offered is the responsibility and the choice of the student and his/her parents or guardians.

## **Prerequisites**

Some courses must be passed in a logical sequence; therefore, students must adhere to the designated prerequisites. Give attention to the listed prerequisites and suggested grade levels of all courses, as students are not permitted to enroll in the second year of any course until they have successfully completed (*i.e.*, earned a passing grade in) the first year of the course.

## **Recommendations**

Specific departmental recommendations are listed for certain courses. While these recommendations do not limit one's decision to enroll, the listed criteria are based on a professional assessment of skills needed to be successful in these courses. These recommendations should be carefully considered during registration. For more detailed description on Honors, Advanced Placement, IB, and Wilson Community College courses, please refer to the course description section of this guide.

Honors, Advanced Placement, IB courses and Wilson Community College courses allow students to explore topics in more depth than in regular preparatory courses.

Certain courses may be made available to students through the North Carolina Virtual Public Schools (NCVPS) course offerings. Your principal must approve these online courses. See your school counselor for more information.

All Wilson County Schools courses are designed to prepare students to meet Exit Standards and to provide opportunities for 21<sup>st</sup> Century skills development.

## **Class Performance Evaluation**

A student's class performance evaluation is based upon testing, classroom assignments, and participation. Parents are encouraged to study the report card carefully and to schedule conferences with teachers to discuss the student's progress. The grading system used in report cards is as follows:

## Grading Scale

| <b>A</b>        | <b>B</b>       | <b>C</b>       | <b>D</b>       | <b>F</b>          |
|-----------------|----------------|----------------|----------------|-------------------|
| <b>90-100 %</b> | <b>80-89 %</b> | <b>70-79 %</b> | <b>60-69 %</b> | <b>Below 60 %</b> |

## Grade-Point Average

The State of North Carolina now requires all public high schools to use standardized transcripts and to calculate the grade-point average and class rank by a standard method. All courses are assigned the same quality point value except those designated as Honors, Advanced Placement, and International Baccalaureate courses. Grades will be weighted as follows:

## Quality Points

**Students entering high school prior to the 2015-2016 school year.**

| <b>Regular Courses</b> | <b>Honors Courses</b> | <b>AP / IB Courses</b> |
|------------------------|-----------------------|------------------------|
| A = 4                  | A = 5                 | A = 6                  |
| B = 3                  | B = 4                 | B = 5                  |
| C = 2                  | C = 3                 | C = 4                  |
| D = 1                  | D = 2                 | D = 3                  |
| F = 0                  | F = 0                 | F = 0                  |

Class rank will be determined by the individual student's overall G.P.A. ranging from highest to lowest.

**Students entering high school in the 2015-2016 school year and later.**

| <b>Regular Courses</b> | <b>Honors Courses</b> | <b>AP / IB Courses</b> |
|------------------------|-----------------------|------------------------|
| A = 4                  | A = 4.5               | A = 5                  |
| B = 3                  | B = 3.5               | B = 4                  |
| C = 2                  | C = 2.5               | C = 3                  |
| D = 1                  | D = 1.5               | D = 2                  |
| F = 0                  | F = 0                 | F = 0                  |

Class rank will be determined by the individual student's overall G.P.A. ranging from highest to lowest.

## Valedictorian & Salutatorian

All course work from Grades 9-12 will be used to determine valedictorian and salutatorian.

The weighted scale will be used. Selections will be announced after final marks for the last nine weeks' work for Grade 12 have been determined.

Candidates for valedictorian or salutatorian must have completed at least one year at the secondary level in Wilson County Schools.

A total of eight credits per year shall be included in the calculation of a student's GPA. Additional courses taken will earn credit and show on the student transcript, but will not factor into GPA calculations.

Beginning with the freshmen class of 2016-2017, Wilson County Schools will no longer utilize the Valedictorian / Salutatorian recognition at graduation, but will instead utilize the Honors Diploma recognitions described in WCS Board policy 5540.

### **Promotion Requirements**

In addition to local requirements for promotion, standards for promotion and individual course credit as approved by the State Board of Education and State Department of Public Instruction shall apply. Decisions concerning promotions will be made in accordance with Wilson County Board Policy 5530.

#### **Promotion Requirements**

|                          |                                  |
|--------------------------|----------------------------------|
| <b>To be a sophomore</b> | <b>6 units</b>                   |
| <b>To be a junior</b>    | <b>13 units</b>                  |
| <b>To be a senior</b>    | <b>20 units</b>                  |
| <b>To graduate</b>       | <b>28 units and CPR Training</b> |

Students who have been retained in a grade (9-12) and have earned the appropriate number of credits at the end of the first semester will be considered for mid-year promotion. Students may not be promoted ahead of their graduating class.

The superintendent or designee on an individual basis will determine promotions and graduation requirements of students who transfer into the Wilson County School System. The units earned at the time of enrollment will determine the requirements and the number of opportunities to earn credits toward the expected year of graduation.

## **North Carolina Graduation Endorsements**

Upon graduating from high school, students may earn one or more of the following NC Graduation Endorsements.

### **Career Endorsement**

- The student shall complete a CTE concentration in one of the approved CTE Cluster areas
- The student shall earn an unweighted grade point average of at least 2.6
- The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments **OR** another appropriate industry credential/certification.

### **College Endorsement**

- The student shall earn an unweighted grade point average of at least 2.6.

### **College / UNC Endorsement**

- The student shall complete three units of science including at least one physical science, one biological science and one laboratory science course that must include either physics or chemistry
- The student shall complete two units of a world language (other than English)
- The student shall earn a weighted grade point average of at least 2.5

### **North Carolina Academic Scholars Endorsement**

- The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include either physics or chemistry.
- For students entering 9th grade in 2010-11 or 2011-12, the student shall complete three units of Social Studies including US History, World History and Civics and Economics. For students entering 9th grade in 2012-13 or later the student shall complete four units of social studies including World History; American History: Founding Principles, Civics and Economics; and American History I and American History II.
- The student shall complete two units of a world language (other than English).
- The student shall complete four elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area.
- The student shall have taken three higher level courses during junior and/or senior years which carry quality points such as Advanced Placement; International Baccalaureate; Dual or college equivalent courses; Advanced CTE and CTE credentialing courses; Online courses; Honors level courses **OR** two higher level courses during junior and/or senior years which carry quality points such as Advanced Placement; International Baccalaureate; Dual or college equivalent courses; Advanced CTE and CTE credentialing courses; Online courses; Honors level courses and a Graduation Project.
- The student shall earn an unweighted grade point average of at least 3.50.

### **Global Language Endorsement**

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

- The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction.
  - Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.
  - Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 or above in those courses.
  - Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001.
- Limited English Proficiency students shall complete all the requirements of sections 5a and 5b above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

### **Special Programs with Community College**

Wilson Community College offers a comprehensive program of technical, vocational, and college transfer classes. Through the Career and College Promise program, students can earn high school credits, as well as college credits for courses taken through Wilson Community College. High school credits earned through the Career and College Promise program may receive additional quality point(s) when calculating your GPA. Please see your school counselor for more information. Additional information may be found at <http://www.ncpublicschools.org/advancedlearning/ccp/>

### **Non-Discrimination Statement**

Wilson County Schools does not discriminate on the basis of race, color, national origin, sex, disability, marital, or parental status, in admission, to access, to treatment in its programs and activities.



## ENGLISH/LANGUAGE ARTS

## COURSE DESCRIPTION

**10212X0C**      **English I**      **Credit: 1 unit**      **Grade Level: 9**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This academic course is designed to equip students with the level of literacy skills necessary for success in higher education, participation in vocational experiences, and functioning as informed citizens in a democratic society. The course addresses reading, writing, speaking and listening, and language. This course is a survey of literary types and provides a foundational study of literary genres including novels, short stories, poetry, drama, and literary nonfiction. The course focuses on the interpretation of literary and informational text, writing, speaking and listening, language, viewing, and exploring ways that audience, purpose, and context shape oral/written communication and media/technology. Writing instruction focuses on informational and creative writing as well as documented research with emphasis on mechanical correctness, fluency, and structure.

**10215X0C**      **English I - Honors**      **Credit: 1 unit**      **Grade Level: 9**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This honors course is designed to challenge students and prepare them for postsecondary experiences. The course delves into reading, writing, speaking and listening, and language. This challenging course concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types. This course also provides interpretive reading and discussions to improve the students' abilities to comprehend complex texts. Discussions require students to engage in meaningful communication for expressive, expository, argumentative, and literary purposes. This course focuses on the development of complex thought processes independence in learning, and creative expression through discussion and writing. Writing and research are integrated into the reading instruction and require students to synthesize and evaluate information in various written formats. Review of grammar, mechanics, vocabulary, and usage are included as needed.

**10222X0C**      **English II**      **Credit: 1 unit**      **Grade Level: 10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English I**

This academic course is designed to equip students with the level of literacy skills necessary for success in higher education, participation in vocational experiences, and functioning as informed citizens in a democratic society. The course addresses reading, writing, speaking and listening, and language. This course continues to build upon skills in reading, writing, speaking and listening, and language. Students will be expected to engage in reading and to comprehend increasingly complex texts including literature, informational texts including influential historical documents, short stories, drama, poetry, and biographical works. Writing expectations include the writing of argumentative papers that reflect a strong command of grammar, usage, mechanical correctness, fluency, and structure. Students will also engage in research processes and utilize various documentation techniques. The North Carolina English II End-of-Course test will be administered at the conclusion of this test.

**10225X0C**      **English II – Honors**      **Credit: 1 unit**      **Grade Level: 10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English I**

This honors course is designed to challenge students and prepare them for postsecondary experiences. The course delves into reading, writing, speaking and listening, and language. The course provides a challenging study of literature, informational text, poetry, drama, biographical works, and influential historical documents. Students are expected to read and understand increasingly complex texts at the upper end of the tenth grade

reading range and are required to take the North Carolina English II End-of-Course test. This course also provides challenging writing and speaking opportunities in preparation for education beyond high school. A review of grammar, mechanics, vocabulary, and usage is provided as needed. Students continue to explore language for expressive, informational, explanatory, critical, argumentative, and literary purposes with emphasis placed on informational text in preparation for the NC English II EOC.

**10232X0C**      **English III**      **Credit: 1 unit**      **Grade Level: 11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English II**

This academic course is designed to equip students with the level of literacy skills necessary for success in higher education, participation in vocational experiences, and functioning as informed citizens in a democratic society. The course addresses reading, writing, speaking and listening, and language. This course provides challenging writing and speaking opportunities with emphasis on composition, writing strategies, and revision techniques. Writing instruction at this level also focuses on mechanical correctness, fluency, and structure.

Language study and grammar reviews are integrated with oral and written assignments. There is an emphasis on research writing and analyzing argumentative/persuasive devices in informational text.

**10235X0C**      **English III-Honors**      **Credit: 1 unit**      **Grade Level: 11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English II**

This honors course is designed to challenge students and prepare them for a postsecondary experience. This intense study of texts focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and writing. Reading, writing, and critical thinking skills will be developed through an intensive study of literature and informational texts. Students will spend time delving deep into textual analysis. They will analyze literary and informational texts using various critical lenses to produce written responses that demonstrate a high level of comprehension and understanding. There is a strong emphasis on research writing and analyzing argumentative/persuasive devices in informational text. This course encourages intellectual curiosity as students are expected to generate thought-provoking questions and topics and to research diverse sources. In this course, students continue to refine writing and speaking skills using processes which illustrate logical and analytical thinking. A review of grammar, mechanics, vocabulary, and usage are provided as needed.

**1A007X0**      **AP English III / Lang & Comp**      **Credit: 1 Unit**      **Grade Level: 11**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: English II**

The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. An AP English III course should help students move beyond such programmatic responses as the 5 paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs, and a conclusion. Students will be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. The culminating evaluation instrument will be the AP exam in May.

**10242X0C**      **English IV**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English III**

This academic course is designed to equip students with the level of literacy skills necessary for success in higher education, participation in vocational experiences, and functioning as informed citizens in a democratic society. The course addresses reading, writing, speaking and listening, and language, integrating all the language arts skills acquired throughout the students' educations. Students will explore expressive, expository, argumentative, and literary texts and study the connections of themes, ideas, and movements. Emphasis is on argumentation by developing a position of advocacy through reading, writing, speaking and listening, and using media. Writing instruction focuses on mechanical correctness, fluency, and structure. Research skills are refined to prepare students for the world of work or for post-secondary education.

**10245X0C**      **English IV–Honors**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English III**

This honors course is designed to challenge students and prepare them for a postsecondary experience. This challenging course concentrates on developing reading, writing, and critical thinking skills through an intensive study of literature and appropriate written and oral responses. Literature is explored more widely and deeply including the use of more challenging print and non-print texts. Students will study literature, historical documents, informational texts, poetry, drama, biographical works, and historical documents. This course will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology. As students write, a review of grammar, mechanics, vocabulary, and usage is reviewed as needed.

*NOTE: Advanced Composition and AP English IV are paired courses; they must be taken together to complete the course of study. Students who register for Advanced Composition first semester must sign up for AP English IV second semester.*

**10255X0AC**      **Advanced Composition**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English III**

Advanced Composition is a course designed for able and ambitious students who accept the responsibility for their own learning and have advanced level skills in writing. Students will respond to a variety of writing prompts and read a number of literary masterpieces, some designed for the mature reader. The focus will be on interpretation, analysis, and synthesis of themes, philosophies, and techniques of major world writers. In addition, students will develop advanced level research skills. This course is designed for advanced level college bound students and is a prerequisite for AP English IV.

**1A017X0**      **AP English IV / Lit and Comp**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: English III, Advanced Composition**

Advanced Placement English is a college level course designed for able and ambitious students who accept the responsibility for their own learning. The course outline in each school follows the precepts of the College Entrance Examination Board. Students will be asked to read a wide range of literary masterpieces including works for mature readers. Each student will write essays about literary works read; pursue independent study projects involving research and interpretation; analyze writers' themes, philosophies, and techniques; explicate



## **SOCIAL STUDIES**

## **COURSE DESCRIPTION**

**43032X0C**  
**(B, F, H)**

**World History**  
**Course Length: Semester**

**Credit: 1 unit**  
**Prerequisite: None**

**Grade Level: 9**

World History is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. A historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. World History provides the foundation that enables students to acquire this knowledge which will be used in the study of Civics and Economics and United States History.

**43035X0C**  
**(B, F, H)**

**World History–Honors**  
**Course Length: Semester**

**Credit: 1 unit**  
**Prerequisite: None**

**Grade Level: 9**

World History is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. A historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. World History provides the foundation that enables students to acquire this knowledge which will be used in the study of Civics and Economics and United States History. This course prepares students to expand their ability to think critically, write discussion and research papers, be able to lead discussions in the classrooms, and prepare for a course of study in the International Baccalaureate Programme.

**42092X0C**  
**(B, F, H)**

**Civics and Economics**  
**Course Length: Semester**

**Credit: 1 unit**  
**Prerequisite: World History**

**Grade Level: 10**

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History. It is recommended that this tenth grade course directly precede the eleventh grade United States History survey course to maintain continuity and build historical perspective. As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political system, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

**42095X0C**      **Civics and Economics-Honors**      **Credit: 1 unit**      **Grade Level: 10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: World History**

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History. It is recommended that this tenth grade course, Civics and Economics, directly precede the eleventh grade United States History survey course to maintain continuity and build historical perspective.

As informed decision-makers, students will apply acquired knowledge to real-life experiences. When studying the legal and political system, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

**43042X0C**      **American History I**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Civics & Economics**

The course uses five strands of the North Carolina Essential Standards for Social Studies (history, geography/environmental literacy, culture, economics/financial literacy, and civics/government) in order to prepare students to think critically and objectively about the development and history of the United States. Students are expected to learn and apply the necessary skills in formulating historical questions, in supporting interpretations with historical evidence, in identifying key issues and problems in the past, in analyzing cause and effect relationships and multiple causation, in evaluating the influence of the past on contemporary issues, in differentiating between historical facts and historical interpretations, and in analyzing key political, economic, and social turning points and their lasting impact on the United States and the World. The content of this course will range from early European colonization of America to the American Civil War and Reconstruction Time period ending in 1877.

**43045X0C**      **American History I -Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Civics & Economics**

The course uses five strands of the North Carolina Essential Standards for Social Studies (history, geography/environmental literacy, culture, economics/financial literacy, and civics/government) in order to prepare students to think critically and objectively about the development and history of the United States. Students are expected to learn and apply the necessary skills in formulating historical questions, in supporting interpretations with historical evidence, in identifying key issues and problems in the past, in analyzing cause and effect relationships and multiple causation, in evaluating the influence of the past on contemporary issues, in differentiating between historical facts and historical interpretations, and in analyzing key political, economic, and social turning points and their lasting impact on the United States and the World. The content of this course will range from early European colonization of America to the American Civil War and Reconstruction Time period ending in 1877.

**43052X0C**      **American History II**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: American History I**

The course uses five strands of the North Carolina Essential Standards for Social Studies (history, geography/environmental literacy, culture, economics/financial literacy, and civics/government) in order to prepare students to think critically and objectively about the development and history of the United States. Students are expected to learn and apply the necessary skills in formulating historical questions, in supporting interpretations with historical evidence, in identifying key issues and problems in the past, in analyzing cause and effect relationships and multiple causation, in evaluating the influence of the past on contemporary issues, in differentiating between historical facts and historical interpretations, and in analyzing key political, economic, and social turning points and their lasting impact on the United States and the World. The content of this course will range from the end of the Reconstruction Era (1877) until the present day.

**43055X0C**      **American History II - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: American History I**

The course uses five strands of the North Carolina Essential Standards for Social Studies (history, geography/environmental literacy, culture, economics/financial literacy, and civics/government) in order to prepare students to think critically and objectively about the development and history of the United States. Students are expected to learn and apply the necessary skills in formulating historical questions, in supporting interpretations with historical evidence, in identifying key issues and problems in the past, in analyzing cause and effect relationships and multiple causation, in evaluating the influence of the past on contemporary issues, in differentiating between historical facts and historical interpretations, and in analyzing key political, economic, and social turning points and their lasting impact on the United States and the World. The content of this course will range from the end of the Reconstruction Era (1877) until the present day.

***NOTE:** US History Seminar and AP United States History are paired courses; they must be taken together to complete the course of study. Students who register for US History Seminar first semester must sign up for AP United States History second semester.*

**48005X0USS**      **United States History Seminar**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Civics & Economic**

United States History Seminar is the first half of a college level survey course in United States history. It is intended for able and ambitious students who are willing to study and learn on the college level. It requires active participation in class and extensive out-of-class reading and writing. This course is designed to give students a foundation in the subject of United States history and in major interpretive questions that derive from the study of selected themes.

**4A077X0**      **AP United States History**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Civics & Economic**

Advanced Placement United States History is a college level survey course in United States history. Together with United States History Seminar or another history elective, it fulfills graduation requirements in United States History as well as prepares students to take the national Advanced Placement United States Examination. Students who enroll in this course are expected to take the Advanced Placement United States History Examination. Successful performance on the exam earns college credit. Student requirements in Advanced Placement United States History will be demanding and will stress analysis of historical materials and synthesis and evaluation of ideas.

**4A017X0**      **AP European History**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: None**

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

**44002X0**      **Sociology: Contemporary American Social Problems and Youth and the Law**  
**(B, F, H)**      **Course Length: Semester**      **Credit: 1 unit**      **Grade Level: 11-12**

This course is designed to examine current social problems and changing trends in American society. Areas of study may include the following: Drug abuse and alcoholism, juvenile delinquency, the new morality, changing attitudes toward religion and the church, the generation gap, human relations, economic and social insecurity, protest and dissent, and the deteriorating family as an institution. This course offers flexibility in choice of study areas. In this study students concentrate on issues relating to individual freedom, responsibilities, and the legal demands of organized society. Important areas to be studied are civil liberties, criminal law, civil law, and all levels of the court system. Contemporary Supreme Court decisions affecting the rights and responsibilities of citizens also are studied.

**44035X0C**      **Psychology – Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: None**

This course introduces students to the scientific study of behavior and mental processes of humans and other animals. Topics that may be explored include research methods, biological basis of behavior, psychological disorders and their treatment, sensation and perception, states of consciousness, memory, thinking, language, learning, intelligence, motivation, emotion, personality, human development and social psychology.



**4A057X0**      **AP Psychology**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: None**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

**48002X0CE**      **Current Events**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(F)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to serve the student who wishes to become more familiar with current events. Emphasis is placed on analysis and discussion of current news events, their background and impact, comparison of the various media handling the news events, and study of the major individuals involved in the news.

**4A067X0**      **US Government and Politics – AP**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Civics & Economic**

The AP U.S. Government and Politics course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policymaking. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens. This course covers the following topics: 1) Constitutional Underpinnings of United States Government 2) Political Beliefs and Behaviors 3) Political Parties, Interest Groups, and Mass Media 4) Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts, 5) Public Policy, and 6) Civil Rights and Civil Liberties.

**4A007X0**      **Comparative Government & Politics – AP**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Civics & Economics**

AP Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. For example, we only know that a country has a high population growth rate or serious corruption when we compare it to other countries. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems. By comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course should cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. By using these six countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings.

**4A087X0**      **World History – AP**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. This course covers the following themes: 1) Interactions between humans and the environment 2) Development and interaction of cultures 3) State-building, expansion, and conflict 4) Creation, expansion, and interaction of economic systems 5) Development and transformation of social structures.

**4A027X0**      **Human Geography – AP**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

# MATHEMATICS

# COURSE DESCRIPTION

**20902X0C**      **Foundations of NC Math I**  
**(B, F, H)**      **Course Length: Semester**

**Credit: 1 unit**      **Grade Level: 9**  
**Prerequisite: None**

Foundations of NC Math I focuses primarily on the study of algebra topics. It is designed for students who need additional preparation before they take NC Math I. Topics studied include: number sense for real numbers; studying patterns in data using scatter plots and tables; algebraic order of operations; algebraic properties; linear equations and graphs; linear inequalities; relations and functions; line-of-best fit; and probability. Appropriate technology, from manipulatives to graphing calculators and applications software, is used regularly for instruction and assessment. This course does not count as a math credit for graduation unless the student is exempt from the Future-Ready Core mathematics sequence.

**21092X0C**      **NC Math I**  
**(B, F, H)**      **Course Length: Semester**

**Credit: 1 unit**      **Grade Level: 9-10**  
**Prerequisite: None**

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

**20912X0C**      **Foundations of NC Math II**  
**(B, F, H)**      **Course Length: Semester**

**Credit: 1 unit**      **Grade Level: 9-10**  
**Prerequisite: NC Math I**

Foundations of NC Math II would serve as an introductory course to NC Math II. This course would be the first part of a 2-part series (Foundations of NC Math II & NC Math II) in which the curriculum could be explored at a slower pace.

**22092X0C**      **NC Math II**  
**(B, F, H)**      **Course Length: Semester**

**Credit: 1 unit**      **Grade Level: 9-11**  
**Prerequisite: NC Math I**

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

**22095X0C**      **NC Math II – Honors**  
**(B, F, H)**      **Course Length: Semester**

**Credit: 1 unit**      **Grade Level: 9-11**  
**Prerequisite: NC Math I**

NC Math II - Honors continues a progression of the standards established in NC Math I. In addition to these standards, NC Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. This honors level course integrates a development of deductive reasoning, with students learning about a system of ideas.

**20922X03**      **Foundations of NC Math III**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: NC Math II**

Foundations of NC Math III will serve as an introductory course to NC Math III. This course would be the first part of a 2-part series (Foundations of NC Math III & NC Math III) in which the curriculum could be explored at a slower pace.

**23092X0C**      **NC Math III**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: NC Math II**

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

**23095X0C**      **NC Math III – Honors**      **Credit: 1 unit**      **Grade Level: 10-11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: NC Math II**

NC Math III progresses from the standards learned in NC Math I and NC Math II. In addition to these standards, NC Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. NC Math III also includes the geometric concepts of conics and circles. This course covers all topics usually taught in NC Math III but explores more thoroughly the study of the complex number system and the function concepts in algebra. The course is designed to give students a balance between theory and the theoretical applications of mathematics. Appropriate technology will be used for instruction and assessment.

**24002X0C**      **Advanced Functions and Modeling**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: NC Math III**

Advanced Functions and Modeling provides students an in-depth study of modeling, applying functions and solving problems using probability and univariate statistics and Trigonometry. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications originate. Appropriate technology, from manipulatives to calculators and application software, is used regularly for instruction and assessment.

**24012X0C**      **Discrete Mathematics**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: NC Math III**

Discrete mathematics is an umbrella term which includes theory that has been in place for years as well as innovative approaches to problem solving. A course in discrete mathematics includes, but is not limited to, such areas as the mathematics of social choice, set theory and matrix algebra, combinatorics and finite probability, graph theory, finite differences and recurrence relations, mathematical induction and algorithmic thinking.

**24015X0C**      **Discrete Mathematics - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: NC 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. In depth investigations of municipal, state, and national elections and legislative and congressional appointment will be conducted.

**2A037X0**      **AP Statistics**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: NC Math III**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns; Sampling and Experimentation: Planning and conducting a study; Anticipating Patterns: Exploring random phenomena using probability and simulation; Statistical Inference: Estimating population parameters and testing hypothesis. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college course.

**24035X0C**      **Pre-Calculus I – Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: NC Math III**

Pre-Calculus I-Honors is designed for the mathematically talented student who plans to take calculus either in high school or college. Topics include functions, graphing techniques, trigonometric functions, vectors in the plane and in space, conics, polynomial functions, transcendental functions, polar coordinates, sequences and series, limits of functions, rates of change, and data modeling.

**28005X0CC**      **Calculus – Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Pre-Calculus I Honors**

Calculus Honors is a one semester honors level course which focuses on differentiation and the applications of the derivative. The course explores limit theory and continuity of functions, including algebraic and transcendental functions. Applications, including velocity and acceleration, related rates and maxima-minima problems are investigated analytically, numerically, and graphically.

**2A007X0**      **AP Calculus - AB**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Pre-Calculus I-Honors**

Calculus is the study of motion; specifically, the student learns about slopes and rates of change of algebraic and transcendental functions. Much emphasis is placed on limits and their applications to calculus. Students are required to take the Advanced Placement Examination for Calculus AP.

*A TI-84 graphing calculator will be utilized in all high school level math courses. Use of one is encouraged for assignments completed at home.*

# SCIENCE

# COURSE DESCRIPTION

**35012X0C**      **Earth/Environmental Science**      **Credit: 1 unit**      **Grade Level: 9-10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

The earth/environmental science course focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system.

**35015X0C**      **Earth and Environmental Science-Honors**      **Credit: 1 unit**      **Grade Level: 9-10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

The earth/environmental science honors course focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. This course takes a more detailed analysis of the earth and its environment than the standard level course as students learn how the laws of matter and energy affect environmental change.

**33102X0C**      **Life Science**      **Credit: 1 unit**      **Grade Level: 9**  
**(F)**      **Course Length: Semester**      **Prerequisite: None**

Students in high school develop understanding of key concepts that help them make sense of life science. The ideas are building upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are five life science topics in high school: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across the science disciplines. While the performance expectations in high school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices underlying the performance expectations.

**33202X0C**      **Biology**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Earth/Environmental Science**

This course gives students a general study of the biological processes of all living organisms. Laboratory experiences are an integral part of this course. Students who have a moral objection to animal dissections that may be part of this course may select to do an alternate assignment.

**33205X0C**      **Biology-Honors**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Earth/Environmental Science**

This course gives students a general study of the biological processes of all living organisms. Laboratory experiences are an integral part of this course. It provides an in-depth study of biological concepts aimed at preparing the academically-inclined student for more advanced biological study. Students who have a moral objection to animal dissections that may be part of this course may select to do an alternate assignment.

**34102X0C**      **Physical Science**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Earth/Environmental Science**

This introductory science course covers the general principles of matter, atomic structure, and quantitative analysis. Laboratory experiences are an integral part of this course. It provides a foundation in physical science to all students, including those who plan to take chemistry.

**34202X0C**      **Chemistry**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Math III**

This course is designed to provide a sound background in chemistry. The subject is taught at a standard pace and the theoretical depth of the material focuses on relative concepts in the Chemistry Honors course.

**34205X0C**      **Chemistry–Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Math III**

This introductory science course covers the general principles of matter, atomic structure, and quantitative analysis. Laboratory experiences are an integral part of this course. It is designed for the more academically inclined student who plans to take honors physics in high school. Competence in mathematical skills is necessary to successfully complete this course.

**33302X0C**      **Anatomy and Physiology**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Biology**

This course would provide detailed analysis of the circulatory, respiratory, digestive, excretory and immune systems of the human body.

**33355X0C**      **Anatomy Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Biology and Physical Science or Chemistry**

This course would give an in-depth look at cell and tissue structure. An overview of all human body systems would be covered with detailed analysis of the functioning of the nervous, muscular and endocrine systems. Students who have a moral objection to animal dissections that may be part of this course may select to do an alternate assignment.

**33705X0**      **Microbiology Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F)**      **Course Length: Semester**      **Prerequisite: Biology and Chemistry**

This course emphasizes laboratory work extensively with the development of critical thinking to better understand the living world. The science of microbiology is the study of microorganisms and their importance in nature. You will study the detrimental and beneficial effects on man, and the physical and chemical changes they promote in our environment. A major emphasis in this course will be placed on the understanding of the metabolism of microorganisms and their genetics. There will be the removal and analysis of DNA from cow spleen, the genetic transformation of E. Coli, and the electrophoresis analysis of DNA specimens. You must be able to perform the microbiological identification of unknown specimens as part of the final exam.

**3A007X0**      **AP Biology**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Biology and Chemistry**

This course includes those topics regularly covered in college biology course. The course outline follows that recommended by the College Entrance Examination Board with emphasis on the areas of molecules and cells, genetics and evolution, and organisms and populations. The laboratory work includes, but is not limited to, the twelve laboratory exercises that appear in the *Advanced Placement Biology Laboratory Manual*. Students are required to take the Advanced Placement Examination for AP Biology. Students who have a morale objection to animal dissections that may be part of this course may select to do an alternate assignment.

**3A027X0**      **AP Environmental Science**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Biology and Chemistry**

AP Environmental Science is an interdisciplinary course that embraces a wide variety of topics from different areas of study. The goal of this 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 or preventing them

**3A017X0**      **AP Chemistry**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Chemistry and Math III**

With the ever-increasing need for innovators, problem finders, and designers of materials, pharmaceuticals, and even new fuels, comes the need for individuals skilled in the science practices and knowledgeable about chemistry. The redesigned Advanced Placement (AP) Chemistry course provides students with training for such knowledge and skills through guided inquiry labs, a more focused curriculum on content relevant to today's problems, and an exam that assesses students' mental models of the particulate nature of matter instead of memorization of rules to understand chemistry. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course is taken with the idea in mind that students will take the AP Exam to receive college credit or placement at the student's college of choice. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. Such credit and placement tied to the AP Chemistry exam could lead to students' readiness for and engagement in the study of advanced topics in subsequent college courses and eventually the achievement of a STEM degree and successful career.

**34305X0C**      **Physics – Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Math III**

Physics is the study of fundamental laws that govern how matter and energy react in the universe. The topics include motion, force gravity, momentum, energy, heat, fluids, waves, light, optics, electricity and magnetism. Practical applications of physics will be emphasized. Laboratory experiences are an integral part of this course.



**3A057X0**      **AP Physics 1**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Physics**

AP Physics I is an algebraic-based, introductory college-level course that explores topics such as Newtonian Mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills.

**30202X0CRB**      **Robotics**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Geometry**

The Robotics course is designed to teach basic electronics and programming, engaging students in Assembly Language, BASIC Language, and C Language. Students will build and program increasingly complex robotic projects using the LEGO MINDSTORMS NXT as the core of the construction. They will also work on building CNC (computer numerical control) machines to build parts to create custom robots.

# INTERNATIONAL BACCALAUREATE

Edgar T. Beddingfield, Ralph L. Fike, and James B. Hunt are International Baccalaureate Programme world schools.

The International Baccalaureate (IB) Programme is a four-year curriculum, two years in Wilson County Schools Honors courses and two years in a college level IB diploma curriculum that challenges students and promotes international understanding and international-mindedness. It leads to the International Baccalaureate Diploma.

The International Baccalaureate Programme is comprehensive and is designed to provide students with a balanced education. The subjects that comprise the core of the IB curriculum are arranged according to six groups and include the following: languages, social sciences, experimental sciences, mathematics, arts and electives. Students are required to select one subject from each of the six subject groups. In each IB subject, students complete internal assessments of subject matter, and then sit for an external IB exam in each subject.

The International Baccalaureate Diploma Programme is open to all students seeking a challenging and rigorous educational experience with a unique international cross-curricular focus and exceptionally high standards for achievement. In addition to courses and exams in the six subject areas, students are required to complete satisfactorily the Theory of Knowledge course, write an Extended Essay, and participate in CAS (Creativity, Action, and Service) activities in order to earn the IB Diploma.

The two levels of courses in the International Baccalaureate Programme are HL – Higher Level (240 hours) and SL – Standard Level (150 hours). Three or four of the six subjects groups are taken at the higher level, the others at standard level.

**Effective with the junior class of 2017-2018, the Wilson County Schools IB program will be housed at Ralph L. Fike High School. Students interested in participating in the IB program will be allowed to transfer to Fike High School for this purpose.**

The minimum courses a student needs to have successfully completed in order to enter IB are

- English I, II
- Math I, II, III
- Civics
- World History
- Earth & Environmental
- Biology
- Chemistry
- Spanish I, II, III

It is strongly recommended that students complete the courses at Honors level where they are available. Students are encouraged to have completed Pre-Calculus in addition to Math I, II, and III.

## The IB Learner Profile

### **IB learners strive to be:**

- Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach Complex problems, and make reasoned, ethical decisions.
- Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- Principle** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# INTERNATIONAL BACCALAUREATE PROGRAMME COURSES

## GROUP 1: LANGUAGE A1

### IB ENGLISH (HL)

**1I038X0C1**      **IB English III**

**1I038X0C2**      **IB English IV**

**(F)**              **Course Length: Year Long**

**Credit: 2 units**

**Grade Level: 11 - 12**

**Prerequisite: English II (Honors recommended)**

The focus of this two-year study includes emphasis on all forms and genres of literature (novel, short story, play, essay, poetry, etc.) as material for study. The first year of study is completed in the junior year with a partial concentration on American literature. The second part of IB English is completed in the senior year and continues to develop themes begun in the first year of the course with a partial concentration on British and World literature. Students concentrate on an in-depth analytical study of major works of literature selected from an IB prescribed list of authors, genres, and time periods. Throughout the two years, students are involved in extensive reading and writing.

Students prepare papers for external examiners and for the higher level oral and written examinations at the end of the two years of literary study. The first year of study fulfills the requirements for NC English III. The second year of study fulfills the requirements of NC English IV. Each student enrolled is required to take the Language A1 International Baccalaureate Exam for English at the higher level, which is administered in May of the senior year.

**0I018X0C**      **IB Theory of Knowledge**

**(F)**              **Course Length: Year Long**

**Credit: 1 unit**

**Grade Level: 12**

**Recommended: English III-Honors**

The IB Theory of Knowledge course challenges IB students in the areas of critical thinking and integration of knowledge. The focus of TOK is studying “what we know” in the various fields of knowledge and “how we know it”. Students develop a critical awareness of the fields of knowledge; study the procedures, processes and methodologies of each field; learn to recognize biases inherent in each discipline; and appreciate the importance of inquiry as a basis for knowledge. Students will focus on identifying and creating knowledge issues from real world situations. Students must complete a 1200-1600 word essay on a prescribed title developed by the IBO. Students must also develop an original 20 minute presentation on a knowledge issue derived from a real-life situation.

## GROUP 2: LANGUAGE B

### IB FRENCH (SL)

**1I058X0C1**      **IB French IV**

**1I058X0C2**      **IB French V**

**(F)**              **Course Length: 1 Year Long**

**Credit: 2 units**

**Grade Level: 11 - 12**

**Prerequisite: French III-Honors**

The first part of IB French (SL) will provide opportunities for students to expand their language skills through practical application of aspects of grammar, civilization, literature and current topics. Refinement of language structures as they relate to syntax and phonological patterns will be analyzed in the context of lessons and student-generated essays. The second part of this course will include the reading of various literary selections from authors included in the International Baccalaureate list and through current relevant cultural and political

issues. Cultural information will be used for oral discussions, presentations, debates, compositions, and a variety of other classroom activities conducted entirely in French. Each student enrolled is required to take the International Baccalaureate Exam for French at the standard level, which is administered in May.

### **IB SPANISH (SL)**

**1I158X0C1**      **IB Spanish IV**

**1I158X0C2**      **IB Spanish V**

**(F)**              **Course Length: Year Long**

**Credit: 2 units**

**Grade Level: 11 - 12**

**Prerequisite: Spanish III-Honors**

The first part of IB Spanish (SL) will provide opportunities for students to expand their language skills through practical application of aspects of grammar, civilization, literature and current topics. Refinement of language structures as they relate to syntax and phonological patterns will be analyzed in the context of lessons and student-generated essays.

The second part of this course will include the reading of various literary selections from authors included in the International Baccalaureate list and through current relevant cultural and political issues. Cultural information will be used for oral discussions, presentations, debates, compositions, and a variety of other classroom activities conducted entirely in Spanish. Each student enrolled is required to take the International Baccalaureate Exam for Spanish at the standard level, which is administered in May of the senior year.

### **GROUP 3: INDIVIDUALS AND SOCIETIES (HL)**

**4I008X0C1**      **IB History of the Americas (HL)**

**(F)**              **Course Length: Year Long**

**Credit: 1 unit**

**Grade Level: 11**

**Prerequisite: Civics and Econ and World History (H)**

IB History of the Americas is the first year course of the two year IB History program. The first year course of the two year IB History program requires students to complete at least three in-depth studies of selected topics surveying the political, economic, and social history of countries located in North America and South America from the colonial period to present. As a chronologically based integrated study, the course allows for comparative analysis of people, ideas, and events in different sections of the Americas over time. The course of study requires students to read widely from both standard and supplementary texts and requires students to go beyond simple narratives to comparison analysis. Students enrolled in IB History of the Americas are expected to remain on track to complete the requirements of the IB History program with IB Twentieth Century World History Topics.

**4I138X0**              **IB Twentieth Century World History Topics (HL)**

**(F)**              **Course Length: Year Long**

**Credit: 1 unit**

**Grade Level: 12**

**Prerequisite: IB History of the Americas**

IB Twentieth Century World History Topics is the second year course of the two year IB History program. This Group 3 course focuses on major themes from twentieth century world history. These themes include The Move to Global War; Authoritarian States; and Causes and Effects of War; and Peacekeeping / International Relations. This course of study requires students to go beyond the average textbook to research historical topics and themes, and to analyze both primary and secondary source documents. Research and extensive writing is an expectation of students in this senior level course.

**Students enrolled in IB History are required to complete a Historical Investigation and to take the IB Exam for History at the higher level which is administered in May of the senior year.**

## **GROUP 4: EXPERIMENTAL SCIENCES**

### **IB BIOLOGY (HL)**

|                  |                                 |  |                             |
|------------------|---------------------------------|--|-----------------------------|
| <b>3I018X0C1</b> | <b>IB Biology I</b>             | <b>Credit: 2 units</b>                             | <b>Grade Level: 11 - 12</b> |
| <b>3I018X0C2</b> | <b>IB Biology II</b>            |  |                             |
| <b>(F)</b>       | <b>Course Length: Year Long</b> | <b>Prerequisite: Biology (H) and Chemistry (H)</b> |                             |

These IB Biology courses develop the student's understanding of the concepts and topics of biology through a coherent conceptual framework utilizing the unifying constructs in biology. Students will achieve their understanding through shared knowledge, observation, experimentation, and application. Classroom instruction will be supplemented with laboratory experiences, projects, independent research and discussions of current events to prepare students with a solid foundation in the biological sciences. Each student enrolled is required to take the International Baccalaureate Exam in Biology at the higher level, which is administered in May of the senior year. Students who have a moral objection to animal dissections that may be part of this course may select to do an alternate assignment.

### **IB CHEMISTRY (HL)**

|                  |                                 |  |                             |
|------------------|---------------------------------|--|-----------------------------|
| <b>3I038X0C1</b> | <b>IB Chemistry I</b>           | <b>Credit: 2 units</b>                             | <b>Grade Level: 11 - 12</b> |
| <b>3I038X0C2</b> | <b>IB Chemistry II</b>          |  |                             |
| <b>(F)</b>       | <b>Course Length: Year Long</b> | <b>Prerequisite: Biology (H) and Chemistry (H)</b> |                             |

These IB Chemistry courses are designed to provide the serious science minded student with opportunities for scientific study, development of experimental and investigative scientific skills, and understanding of the scientific methods. The course builds upon the foundation of chemistry with increased emphasis on organic chemistry, quantitative and qualitative analysis, thermochemistry, electrochemistry, and bonding energies. Topics to be covered include scientific writing dealing with chemistry and its global effect, studies of reactions including organic, inorganic and acid/base and kinetics and bonding. Students will explore at least two of the following options: Modern analytical chemistry, medicines and drugs, environmental chemistry, food chemistry, and further organic chemistry. Students will also take part in further laboratory investigations to strengthen their knowledge of chemistry and experimental practice. Each student enrolled is required to take the International Baccalaureate Exam in Chemistry at the higher level, which is administered in May of the senior year.

## **GROUP 5: MATHEMATICS**

|                  |                                 |  |                           |
|------------------|---------------------------------|--|---------------------------|
| <b>2I038X0C1</b> | <b>IB Mathematics I (SL)</b>    | <b>Credit: 1 unit</b>                      | <b>Grade Level: 11-12</b> |
| <b>2I038X0C2</b> | <b>IB Mathematics II (SL)</b>   |  |                           |
| <b>(F)</b>       | <b>Course Length: Year Long</b> | <b>Prerequisite: Pre-Calculus I Honors</b> |                           |

IB Mathematics includes advanced algebra, functions (Quadratic, rational, exponential, logarithmic, trigonometric, etc) and their graphs, sequences and series, vectors, probability theory, and statistics. Students will also complete a math exploration; a piece of written work that involves an area of mathematics. The second year of IB Mathematics (SL) is a continuation of the first year with emphasis on calculus topics such as limits, continuity, differentiation, and integration. Appropriate technology, from manipulative to calculators and application software, will be used regularly for instruction and assessment. Students enrolled in IB Mathematics (SL) will be required to take the International Baccalaureate Mathematics (SL) exam, which is administered in May of the senior year.

## GROUP 6: ARTS AND ELECTIVES

Students must select ONE of the following as the Group 6 subject.

|                                |  |  |                        |
|--------------------------------|--|--|------------------------|
| <b>4I098X0C1</b><br><b>(F)</b> | <b>IB Psychology (SL)</b><br><b>Course Length: Year Long</b> | <b>Credit: 1 unit</b><br><b>Prerequisite: None</b> | <b>Grade Level: 11</b> |
|--------------------------------|--|--|------------------------|

IB Psychology (SL) approaches the study of human behavior and mental processes through biological, cognitive, and socio-cultural perspectives. Students will study the historical development of psychology and the different theoretical approaches to understanding behavior. Students will be introduced to methods of scientific psychological inquiry, some involving ethical experimentation while others involve simple observation. Additionally, students will study two or more of the following options: Abnormal psychology, developmental psychology, health psychology, psychology of human relationships, and/or sports psychology. Students will engage in further guided research by conducting an experimental study and producing a report describing the results of the study. Students enrolled in IB Psychology (SL) will be required to take the IB exam for psychology, which is administered in May of the junior year.

|                               |  |  |                        |
|-------------------------------|--|--|------------------------|
| <b>3I088X0C</b><br><b>(F)</b> | <b>IB Sports, Exercise, and Health Science (SL)</b><br><b>Course Length: Year Long</b> | <b>Credit: 1 unit</b><br><b>Prerequisite: None</b> | <b>Grade Level: 11</b> |
|-------------------------------|--|--|------------------------|

The Sports, Exercise, and Health Science course incorporates the disciplines of anatomy and physiology, biomechanics, psychology, and nutrition, which are studied in the context of sports, exercise, and health. The course has strong international dimensions such as international sporting competitions and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered. Students enrolled in IB Sports, Exercise, and Health Science (SL) will be required to take the IB exam for psychology, which is administered in May of the junior year.

|                               |   |  |                        |
|-------------------------------|---|--|------------------------|
| <b>4I118X0C</b><br><b>(F)</b> | <b>IB Global Politics (SL)</b><br><b>Course Length: Year Long</b> | <b>Credit: 1 unit</b><br><b>Prerequisite: None</b> | <b>Grade Level: 11</b> |
|-------------------------------|---|--|------------------------|

The global politics course explores fundamental political concepts such as power, liberty and equality in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

## AP Capstone Program

AP Capstone is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the discipline-specific study in other AP courses. Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.

In addition to the two AP courses listed below, Wilson County Schools offers a full complement of AP courses. Those courses and course descriptions can be found in the department specific sections of this document.

|                                    |  |  |                           |
|------------------------------------|--|--|---------------------------|
| <b>0A017X0</b><br><b>(B, F, H)</b> | <b>AP Seminar</b><br><b>Course Length: Year Long</b> | <b>Credit: 1 unit</b><br><b>Prerequisite: None</b> | <b>Grade Level: 10-11</b> |
|------------------------------------|--|--|---------------------------|

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

|                                    |   |  |                        |
|------------------------------------|---|--|------------------------|
| <b>0A007X0</b><br><b>(B, F, H)</b> | <b>AP Research</b><br><b>Course Length: Year Long</b> | <b>Credit: 1 unit</b><br><b>Prerequisite: AP Seminar</b> | <b>Grade Level: 12</b> |
|------------------------------------|---|--|------------------------|

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.



## SECOND LANGUAGES

## COURSE DESCRIPTION

**11012X0C**      **French I**      **Credit: 1 unit**      **Grade Level: 9-12**  
(F, H)      **Course Length: Semester**      **Recommendation: Proficiency in English at grade level.**

A study of Level I of a second language focuses on the following sequence: Listening, speaking, reading, and writing. The student learns correct pronunciation by listening to the teacher and recorded materials. He/she speaks the language by imitating the teacher and recorded materials. The student reads the language within a limited but practical vocabulary and writes whatever he/she learns to speak. By the end of the first semester of language study, the student is expected to understand, speak, read and write in the target language, words and phrases related to his/her immediate needs. The student is also introduced to the cultures and civilizations of the countries whose language is being studied.

**11022X0C**      **French II**      **Credit: 1 unit**      **Grade Level: 9-12**  
(F, H)      **Course Length: Semester**      **Prerequisite: French I**

Development and maintenance of aural- oral reading and writing skills are emphasized so that by the end of the second year of language study, the student is expected to be able to understand, speak, read and write words, phrases and simple sentences relating to basic survival needs and limited social needs. Study continues of the cultures and civilizations of the countries whose language is being studied.

**11035X0C**      **French III – Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
(F, H)      **Course Length: Semester**      **Prerequisite: French II**

Practice in the four basic skills is continued, and more advanced and sophisticated use of the language is introduced so that by the end of the third year of language study, the student is expected to understand and speak the language sufficiently to carry on conversations, comprehend printed material for informative or social purposes, and write short paragraphs on familiar topics. More in-depth study of the cultures and civilizations of the countries whose language is being studied is stressed.

**11045X0C**      **French IV–Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
(F, H)      **Course Length: Semester**      **Prerequisite: French III Honors**

Practice in the four basic skills is continued and refined so that by the end of the fourth year of language study, the student is expected to understand and participate in conversations about most survival needs and some topics beyond those needs which utilize familiar vocabulary and common verb forms. The student is also expected to be able to read and write material meant for personal communication, information or recreational purposes. Study of the cultural aspects of the countries whose language is being studied continues and some representative literary works are studied.

**11055X0C**      **French V–Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
(F, H)      **Course Length: Semester**      **Prerequisite: French I V-Honors**

This course is a continuing study of the four basic skills of communication with a concentration on speaking and writing. By the end of the semester, students should be able to converse with a native speaker. The student should be able to express desires and opinions in both oral and written form.

**1A037X0**      **French Language & Culture - AP**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: French V or Teacher Recommendation**

The AP French Language and Culture course is designed to promote proficiency in French and to enable the student to explore culture in contemporary and historical contexts. Students will demonstrate skills and abilities in the Interpersonal, Interpretive and Presentational modes of communication. In Interpersonal Communication, student engages in conversations, express ideas, and exchange opinions using both spoken and written French. In Interpretive Communication, students understand and interpret written and spoken French on a variety of topics. In Presentational Communication, students present information and ideas using spoken and written French to an audience. Students will develop an understanding and appreciation of various aspects of the cultures of the French-speaking world including: Cultural Products such as television and film, books, newspapers, music, laws, and institutions; Cultural Practices such as customs, traditions, and patterns of interactions; and Cultural Perspectives such as values, attitudes, and beliefs. Students will study a variety of topics in interesting, meaningful and engaging contexts such as Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.

**11412X0C**      **Spanish I**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Recommendation: Proficiency in English at grade level**

A study of Level I of a second language focuses on the following sequence: Listening, speaking, reading, and writing. The student learns correct pronunciation by listening to the teacher and recorded materials. He/she speaks the language by imitating the teacher and recorded materials. The student reads the language within a limited but practical vocabulary and writes whatever he/she learns to speak. By the end of the first semester of language study, the student is expected to understand, speak, read and write, in the target language, words and phrases related to his/her immediate needs. The student is also introduced to the cultures and civilizations of the countries whose language is being studied.

**11422X0C**      **Spanish II**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Spanish I**

Development and maintenance of aural-oral reading and writing skills are emphasized so that by the end of the second year of language study, the student is expected to be able to understand, speak, read and write, in the target language, words, phrases and simple sentences relating to basic survival needs and limited social needs. Study continues of the cultures and civilizations of the countries whose language is being studied. Practice in the four basic skills is continued, and more advanced and sophisticated use of the language is introduced so that by the end of the second year of language study, the student is expected to understand and speak the language sufficiently to carry on face-to-face conversations, comprehend printed material for informative or social purposes, and write short paragraphs on familiar topics. More in-depth study of the cultures and civilizations of the countries whose language is being studied is stressed.

**11435X0C**      **Spanish III–Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Spanish II**

Practice in the four basic skills is continued, and more advanced and sophisticated use of the language is introduced and comprehend printed material for informative or social purposes, and write short paragraphs on familiar topics. More in-depth study of the cultures and civilizations of the countries whose language is being studied is stressed. This course will prepare students to meet the foreign language requirements of the International Baccalaureate Programme.

**11445X0C**      **Spanish IV–Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Spanish III Honors**

Practice in the four basic skills is continued and refined so that by the end of the fourth year of language study, the student is expected to understand and participate in conversations about most survival needs and some topics beyond those needs which utilize familiar vocabulary and common verb forms. The student is also expected to be able to read and write material meant for personal communication, information or recreational purposes. Study of the cultural aspects of the countries whose language is being studied continues and some representative literary works are studied.

**11455X0C**      **Spanish V– Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Spanish IV–Honors**

This course is a continuing study of the four basic skills of communication with a concentration on speaking and writing. By the end of the semester, students should be able to converse with a native speaker. The student should be able to express desires and opinions in both oral and written form.

**1A087X0**      **Spanish Language & Culture - AP**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Spanish V or Teacher Recommendation**

The AP Spanish Language and Culture course is comparable to a high intermediate or advanced low level college or university Spanish language course. Emphasizing the use of Spanish for active communication in real life tasks, it focuses on developing your abilities in the three modes of communication (Interpretive, Interpersonal, and Presentational) and strengthening your cultural competencies through theme-based instruction based on a variety of authentic resources, such as: newspapers, magazines, podcasts, blogs, advertisements, television programs, films, music, video clips, and literature, Grammar and vocabulary are developed through contextualized study. The course objectives are to help you: 1) Understand Spanish spoken by native speakers at a natural pace, with a variety of regional pronunciations 2) Develop the ability to interpret audio, audio-visual and written authentic sources in Spanish without dependence on a dictionary 3) Engage in active two way conversations in Spanish using appropriate register and communication strategies 4) Present your opinions and view points, develop arguments and express yourself by describing, narrating, and inquiring in Spanish, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts 5) Understand the significance of an array of cultural products, practices and perspectives from around the Spanish- speaking world and make comparisons of them to those in your own community.

# CAREER-TECHNICAL EDUCATION COURSE DESCRIPTION

## CAREER DEVELOPMENT

**CC450X0C**      **Career Management**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. Student participation in Career and Technical Student Organization, (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## BUSINESS EDUCATION

**BB302X0C**      **Business Law**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Principles of Business and Finance**

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**BA102X0C**      **Accounting I**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: None**

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

**BA205X0C**      **Accounting II - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Accounting I**

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

**BD102X0C**      **Multimedia and Webpage Design**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Microsoft Word and PowerPoint**

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**BD105X0C**      **Multimedia and Webpage Design-Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Microsoft Word and PowerPoint**

This course focuses on desktop publishing, graphic image design, computer animation, multimedia production and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. In addition to submitting portfolios with hard copies of student work, students will complete a culminating project (website containing products created throughout the semester) that will strengthen their career and college readiness beyond just learning how to manipulate the various programs taught in this course.

**BM102X0C**      **Microsoft Word and PowerPoint**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. Work-based learning

strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students will have the opportunity to earn Microsoft certification in Microsoft Office Word and Microsoft Office PowerPoint, <http://www.microsoft.com/learning/en/us/certification/mos.aspx>.

**BM105X0C**      **Microsoft Word and PowerPoint - Honors**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students will have the opportunity to earn Microsoft certification in Microsoft Office Word and Microsoft Office PowerPoint, <http://www.microsoft.com/learning/en/us/certification/mos.aspx>.

**BM202X0C**      **Microsoft Excel**      **Credit: 1 unit**      **Grade Level 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the Microsoft Office Specialist (MOS) in Excel, <http://www.microsoft.com/learning/en/us/certification/mos.aspx>.

**BM205X0C**      **Microsoft Excel - Honors**      **Credit: 1 unit**      **Grade Level 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service,

and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the Microsoft Office Specialist (MOS) in Excel, <http://www.microsoft.com/learning/en/us/certification/mos.aspx>.

**BP012X0C**      **Microsoft Computer Science Introduction**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: None**

This course is an introduction to programming for the early secondary grades. The course is designed to attract and reach a broad and diverse range of students, including those who may have never before considered programming. Students learn how to code by working in a real software development environment to design, program and publish mobile apps and games. Learning to code by creating real products, students discover how to make amazing things and have an impact on their world.

Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**BP102X0C**      **Computer Programming I**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including event-driven input, logical decision making and processing, graphics, and useful output. Mathematics is reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**BP125X0C**      **Computer Programming II - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: Computer Programming I**

This course is designed to teach students advanced programming concepts, including data structures and classes, advanced arrays, derived classes and advanced string methods, file structure, and file input and output techniques. Students will apply course concepts through the development of computer games and apps. Mathematics is reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**0A027X0**      **Computer Science Principles - AP**      **Credit: 1 unit**      **Grade Level: 11 - 12**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: Intro to Computer Science**

This course uses Code.org's Computer Science Principles (CSP) curriculum which is a rigorous, entry level course that introduces students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Course Snapshot To the right is a snapshot of the course. The culminating evaluation is the Performance Assessment and the AP Exam in May. Students will be given time in class to complete the two performance assessment portions as part of their overall AP assessment.

**BB402X0C**      **Business Management**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: Principles of Business and Finance**

This course expands student understanding of management, including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the course. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**BF102X0C**      **Principles of Business and Finance**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**BF052X0C**      **Personal Finance**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community





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

The Entrepreneurship I and II courses can help prepare students for the Assessment of Skills and Knowledge (A\*S\*K), <http://www.askinstitute.org/>, credential.

**MA522X0C**      **Marketing Management**      **Credit: 1 or 2 units**      **Grade Level: 10-12**  
**(H)**              **Course Length: Semester**      **Prerequisite: Marketing**

In this course, students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business decisions. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Marketing Management can help prepare students for credentials:

- Assessment of Skills and Knowledge (A\*S\*K) <http://www.askinstitute.org/>
- Professional Certification <http://www.nrffoundation.com>
- Sales & Marketing Executives International, <http://www.smei.org>

**MH312X0C**      **Sports and Entertainment Marketing I**      **Credit: 1 or 2 units**      **Grade Level: 10-12**  
**(F, H)**              **Course Length: Semester**      **Prerequisite: None**

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**MH322X0C**      **Sports and Entertainment Marketing II**      **Credit: 1 or 2 units**      **Grade Level: 10-12**  
**(F, H)**              **Course Length: Semester**      **Prerequisite: Sports and Entertainment Marketing I**

In this course, students acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities

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

**MH422X0C**      **Hospitality and Tourism**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Marketing or Entertainment Marketing**

In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotions. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. DECA also provides scholarship opportunities for students.

## **FAMILY AND CONSUMER SCIENCES**

**FC112X0C**      **Principles of Family and Human Services**      **Credit: 1 unit**      **Grade Level: 9-10**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Students learn core functions of the human services field; individual, family, and community systems; and life literacy skills for human development. Emphasis is placed on professional skills, human ecology, diversity, analyzing community issues, and life management skills. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**FN412X0C**      **Nutrition and Foods I**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: None**

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

**FN422X0C**      **Nutrition and Foods II - Enterprise**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Foods I or Culinary Arts and Hospitality I**

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Go to <http://www.servsafe.com/> for information on the student credentialing program and testing information.

**FE602X0C**      **Parenting and Child Development**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

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

**FE112X0C**      **Early Childhood Education I**      **Credit: 2 units**      **Grade Level: 11-12**  
**(B, H)**      **Course Length: Year**      **Prerequisite: Parenting and Child Development**

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

Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

[http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_110/GS\\_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html)

\*For safety reasons, enrollment should not exceed 20 in this course.

**FE122X0C**      **Early Childhood Education II**      **Credit: 2 units**      **Grade Level: 11-12**  
**(B, H)**      **Course Length: Year**      **Prerequisite: Early Childhood Education I**

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

Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

[http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_110/GS\\_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html)

**FH202X0C**      **Intro to Culinary Arts and Hospitality**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: None**

In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, smallwares, culinary math, and basic knife skills in a commercial foodservice facility are taught. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Foods I is recommended as preparation for this course.

Go to <http://www.servsafe.com/> for information on the student credentialing program and testing information.

**FH212X0C**      **Culinary Arts and Hospitality I**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Intro to Culinary Arts and Hospitality**

This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**FH222X0C**      **Culinary Arts and Hospitality II**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B)**      **Course Length: Year**      **Prerequisite: 7121 Culinary Arts and Hospitality I**

This course provides advanced experiences in cold and hot and food production, management (front and back of the house), and service skills. Topics include menu planning, business management, and guest relations. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-

based enterprise, service learning and job shadowing. Family, Career and Community leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## HEALTH OCCUPATIONS

*Note: Work-based learning experiences are an integral part of a comprehensive health occupations program. Participating health agencies may require testing for tuberculosis, hepatitis, and/or other diseases, and a criminal record check for felonies related to drugs.*

**HB120X0C**      **Biomedical Technology I**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: None**

This course focuses on cell biology and cancer, infectious disease, pathology, and biomedical research utilizing curriculum developed by the North Carolina Association for Biomedical Research (NCABR) and the National Institute of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**HB122X0C**      **Biomedical Technology II**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: Biomedical Technology I**

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as good preparation for this course.

**HU402X0C**      **Health Science I**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: None**

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

for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology and Health Team Relations are recommended as preparation for this course.

**HU422X0C**      **Health Science II**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: Health Science I**

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**HU102X0C**      **Health Team Relations**      **Credit: 1 unit**      **Grade level: 9-11**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

**HH325X0C**      **Pharmacy Technician - Honors**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, F)**      **Course Length: Semester**      **Prerequisite: Health Science II**

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, internship, or mentorship. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is accredited by the Accreditation Council for Pharmacy Education (APCE). Upon successful completion of this course and after graduation, the student is eligible to take the [Pharmacy Technician Certification Board](#) (PTCB) exam. Chemistry and a 4<sup>th</sup> Level Math are recommended as preparation for this course.

## AGRICULTURAL EDUCATION

**AA212X0C**      **Animal Science I**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: None**

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students who have a morale objection to animal dissections that may be part of this course may select to do an alternate assignment.

**AA215X0C**      **Animal Science I - Honors**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: None**

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal evaluation. English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing and supervised agricultural experience. FFA competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students who have a moral objection to animal dissections that may be part of this course may select to do an alternate assignment. This honors course extends the Standard Course of Study to a higher, more challenging level.

**AU212X0**      **Sustainable Agriculture Production I**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: None**

This course focuses on the increasingly complex world of producing enough food and fiber to meet the growing world demand and at the same time maintain ecological balance and conserve our natural resources. Students will explore implementing environmentally sound practices in agricultural production to satisfy the needs of a growing population for today and tomorrow. A breadth of topics including: crop and animal production, natural resource management, agroforestry, food safety, and the farm to fork continuum will set the educational stage for this course. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**AA222X0C**      **Animal Science II**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: Animal Science I**

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship,



mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students who have a morale objection to animal dissections that may be part of this course may select to do an alternate assignment.

**AA235X0C**      **Animal Science II; Small Animal - Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**              **Course Length: Semester**                      **Prerequisite: Animal Science II**

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students who have a morale objection to animal dissections that may be part of this course may select to do an alternate assignment.

**AS312X0C**      **Agricultural Mechanics I**                                      **Credit: 1 unit**      **Grade Level: 9-10**  
**(B, H)**              **Course Length: Semester**                      **Prerequisite: None**

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**AS322X0C**      **Agricultural Mechanics II**                                      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, H)**              **Course Length: Semester**                      **Prerequisite: Agricultural Mechanics I**

In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**AS332X0C**      **Agricultural Mechanics II-Small Engines**                      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B)**              **Course Length: Semester**                      **Prerequisite: Agricultural Mechanics I**

This course provides hands-on instruction and emphasizes small engine systems including the compression, fuel, electrical, cooling and lubrication systems. Troubleshooting methods are emphasized. Students learn how

to select engines for specific applications. Materials are covered to prepare students for the Master Service Technician Exam. Safety skills are emphasized. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**AP412X0C Horticulture I Credit: 1 unit Grade Level: 9-10**  
**(B, H) Course Length: Semester Prerequisite: None**

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

**AP415X0C Horticulture I - Honors Credit: 1 unit Grade Level: 9-10**  
**(B, H) Course Length: Semester Prerequisite: None**

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

**AP422X0C Horticulture II Credit: 1 unit Grade Level: 10-12**  
**(B, H) Course Length: Semester Prerequisite: Horticulture I**

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turfgrass management, and personal development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**AP425X0C Horticulture II – Honors Credit: 1 unit Grade Level: 10-12**  
**(B, H) Course Length: Semester Prerequisite: Horticulture I**

Horticulture II is designed to provide students an in-depth study of horticulture including floriculture and nursery/landscape plant identification, greenhouse plant production, landscape design and maintenance, floral design, nursery production, lawn establishment and maintenance, and pest management. Horticulture II also includes leadership development and employability skills. This honors course extends the Standard Course of Study to a higher, more challenging level. Students can expect to complete focused assignments including a research project and to make regular of their work to the other students in their class. Prior or concurrent course work in Biology is strongly recommended. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

**AP432X0C Horticulture II – Turfgrass Management Credit: 1 unit Grade Level: 10-12**  
**(H) Course Length: Semester Prerequisite: Horticulture II**

This course provides hands-on instruction and emphasizes eight units of instruction including fundamentals of soils and pests, environmental issues related to turf management, landscape basics, lawn care and turf production, golf course management, sports turf and turf irrigation, turf equipment and maintenance, and human resources and financial management. Safety skills will be emphasized. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**AP442X0C Horticulture II - Landscaping Credit: 1 unit Grade Level: 10-12**  
**(B, H) Course Length: Semester Prerequisite: Horticulture II**

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Nursery and Landscape Association skill standards for a [Certified Landscape Technician](#). Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## TRADE AND INDUSTRIAL EDUCATION

**IT112X0C**      **Introduction to Automotive Service**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: None**

This course introduces automotive safety, basic automotive terminology, system and component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing and use of service information. Also careers in various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**IT162X0C**      **Automotive Service I**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Introduction to Automotive Service**

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drivetrain, engine, HVAC, and steering and suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Work-based learning strategies for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**IT172X0C**      **Automotive Service II**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Automotive Service I**

This course builds on the knowledge and skills introduced in Automotive Service I and develops advanced knowledge and skills in vehicle system repair and / or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC, and steering and suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Work-based learning strategies for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR-G1) SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**IT182X0C**      **Automotive Service III**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Automotive Service II**

This course builds on the knowledge and skills introduced in Automotive Service II. Building automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC, and steering and suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced. Work-based learning strategies for this course include apprenticeship,

cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR-G1) SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**IC002X0C**      **Core and Sustainable Construction**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: None**

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes; basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, basic employability skills, and “Your Role in the Green Environment”. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also, it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

**IC212X0C**      **Carpentry I**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(B)**      **Course Length: Semester**      **Prerequisite: Core and Sustainable Construction**

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

**IC222X0C**      **Carpentry II**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Carpentry I**

This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

**IC232X0C**      **Carpentry III**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Carpentry II**

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

**IC612X0C**      **Drafting I**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course introduces students to the use of simple and complex graphics tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as CAD (computer assisted design), orthographic projection, and 3-D modeling. Skills in communication, mathematics, science, leadership, and problem-solving are reinforced in this course. Hands-on work experiences provide many opportunities to enhance classroom instruction and career development.

**IC622X0C**      **Drafting II Architectural**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Drafting I**

This course is focused on the principles, concepts, and use of complex graphics tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections, and elevation drawings. Mathematics, science, and visual design concepts are reinforced. Hands-on work experiences provide many opportunities to enhance classroom instruction and career development.

**IC625X0C**      **Drafting II-Architectural-Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Drafting I**

This course is focused on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections, and elevation drawings. Mathematics, science, and visual design concepts are reinforced. Work-based learning strategies appropriate for this course are apprenticeship and cooperative education. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. The honors version of this course covers the material in greater complexity and acceleration with an emphasis on problem solving, critical analysis, and research. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products.

**IC635X0C**      **Drafting III Architectural - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Drafting II–Architectural**

This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of Computer-assisted Design (CAD) tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. Teaming and problem-solving skills are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeships and internships. Hands-on work experiences and leadership activities provide many opportunities to enhance classroom instruction. Geometry is a recommended prerequisite.

**IV222X0C**      **Drafting II Engineering**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Drafting I**

This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using CAD. Mathematics, science, and mechanical engineering concepts involving the working principles and design of cams and gears are reinforced in this course. Hands-on work experiences provide many opportunities to enhance classroom instruction and career development.

**IV225X0C**      **Drafting II-Engineering-Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Drafting I**

This course focuses on engineering graphics, introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wire frame models using CAD. Mathematics, science, and mechanical engineering concepts involving the working principles and design of cams and gears are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeship, internships, and cooperative education. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. The honors version of this course covers the material in greater complexity and acceleration with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products.

**IV235X0C**      **Drafting III Engineering - Honors**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Drafting II- Engineering**

This course introduces the student to advanced engineering concepts using Computer-aided Design (CAD) tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. Science and mathematical concepts are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeships and internships. Hands-on work experiences and leadership activities provide many opportunities to enhance classroom instruction. Geometry is a recommended prerequisite.

|                                    |   |  |                           |
|------------------------------------|---|--|---------------------------|
| <b>II115X0</b><br><b>(B, F, H)</b> | <b>Network Engineering Technology I</b><br><b>Course Length: Semester</b> | <b>Credit: 1 Unit</b><br><b>Prerequisite: None</b> | <b>Grade Level: 10-11</b> |
|------------------------------------|---|--|---------------------------|

This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in home and small business environments. Content includes personal computer hardware and operating systems, connection to networks and to the Internet through an ISP, network addressing, network services, wireless technologies, basic security, and troubleshooting networks. This course uses Cisco CCNA Discovery -Networking for Home and Small Businesses curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the Cisco Certified Entry Networking Technician (CCENT) certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

|                                     |  |  |                           |
|-------------------------------------|--|--|---------------------------|
| <b>II212X0C</b><br><b>(B, F, H)</b> | <b>Computer Engineering Technology I</b><br><b>Course Length: Semester</b> | <b>Credit: 1 Unit</b><br><b>Prerequisite: None</b> | <b>Grade Level: 10-12</b> |
|-------------------------------------|--|--|---------------------------|

This course includes basic computer hardware, software, applications, troubleshooting, and customer service as integral parts of the course requirements. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the CompTIA A+ credential. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

|                                  |  |   |                           |
|----------------------------------|--|---|---------------------------|
| <b>II225X0C</b><br><b>(F, H)</b> | <b>Computer Engineering Technology II-Honors</b><br><b>Course Length: Semester</b> | <b>Credit: 1 unit</b><br><b>Prerequisite: Computer Engineering Technology I</b> | <b>Grade Level: 10-12</b> |
|----------------------------------|--|---|---------------------------|

This course provides the essential operating systems competencies for an entry-level PC service technician. This course focuses on the CompTIA A+ Operating System Technologies exam objectives. Students demonstrate knowledge of installing, configuring, upgrading, troubleshooting, and repairing operating systems. Work-based strategies appropriate for this course are job shadowing, internship, cooperative education, and apprenticeship. Hands-on experiences and CTSO leadership activities provide many opportunities to enhance classroom instruction and career development. This honors course extends the Standard Course of Study to a higher, more challenging level, by covering the material in greater complexity and acceleration with an emphasis on problem solving and critical analysis. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products.

|                               |  |  |                           |
|-------------------------------|--|--|---------------------------|
| <b>IL702X0C</b><br><b>(H)</b> | <b>TV Programming and Broadcasting I</b><br><b>Course Length: Semester</b> | <b>Credit: 1 unit</b><br><b>Prerequisite: None</b> | <b>Grade Level: 11-12</b> |
|-------------------------------|--|--|---------------------------|

This course is designed to introduce students to mass media and television production. The course provides hands-on instruction in station organization and personnel duties, safety, basic television equipment, camera techniques, television lighting, audio, graphics, studio directing, talent/performance, television studio production, editing and programming. There is also a job seeking component and a focus on leadership skills.



**IL712X0C**      **TV Programming and Broadcasting II**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: TV Programming and Broadcasting I**

TV Programming and Broadcasting II is the continuation of TV Programming and Broadcasting I. Instruction centers around advanced aspects of television broadcasting including commercial broadcasting operations, advertising, other revenues and profits, programs and programming basics, ratings, effects of media on viewers, Performance objectives comprise at least 40% of the total course weight.

**IP412X0C**      **Law Enforcement I**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: None**

This course provides students with career information focused on educational opportunities in various law enforcement fields. It examines the basic concepts of law related to citizens' rights and responsibilities. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, and civil and criminal law. Career planning and employability skills will be emphasized.

**IP422X0C**      **Law Enforcement II**      **Credit: 1 unit**      **Grade Level: 12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Law Enforcement I**

Starting with historical perspectives of the origin, this course reviews the overall structure of the law enforcement system. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course will provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system.

**IP112X0C**      **Public Safety I**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B)**      **Course Length: Semester**      **Prerequisite: None**

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement and legal services. The course includes skills in each area, using resources from the community to help deliver instruction to the students. Additionally students will develop a personal plan for a career in public safety. Work-based learning strategies appropriate for this course include job shadowing. SkillsUSA competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**IP126X0C**      **Public Safety II**      **Credit: 1 unit**      **Grade Level: 12**  
**(B)**      **Course Length: Semester**      **Prerequisite: Public Safety I**

This course provides a deeper level of understanding of career information in public safety including emergency management, criminal justice, emergency medical technician and firefighter. The course includes skills in each area, using resources from the community to help deliver instruction to the students. Additionally students will further their development of a personal plan for a career in public safety. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course (age limits may apply). SkillsUSA competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## TECHNOLOGY EDUCATION

**TS212X0C**      **Scientific and Technical Visualization I**      **Credit: 1 unit**      **Grade Level: 9-11**  
**(H)**      **Course Length: Semester**      **Prerequisite: None**

This state-of-the-art course introduces students to the use of complex graphic software. Visualization activities include creation of 2D and 3D computer generated imagery (CGI) for use in science, crime solving, video entertainment, gaming, and commercial web design. Computer, communication, mathematics and scientific concepts are reinforced in this course. Job shadowing is an appropriate work-based learning strategy for this course. Students will gain beginner level experience with the use of 3D StudioMax visualization software as they learn to take raw data and transform it into visual representations that are easily understood.

**TS225X0C**      **Scientific and Technical Vis II - Honors**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Scientific and Tech Vis I**

This course provides students with advanced skills in the use of visualization tools for the study of computer generated imagery concepts for gaming and animation. Students design and develop 3D complex data and concept driven visualization models. Students learn how to communicate concepts and ideas using graphic visualization computer applications for gaming and real world digital simulation used in the gaming and entertainment industry. Communication, computer, technical, mathematics, and science skills are reinforced in this course.

**TS312X0C**      **Game Art and Design**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Scientific and Tech Vis I**

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design, including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory and interactive play technologies. Students develop physical and virtual games, using hands on experiences and a variety of software. The course progresses through the history of ancient games, card games, board games and electronic games. Students will use design techniques used in class to create their own card games and board games as well as basic 2D computer games. Students are responsible for all aspects of design from ideas to a finished product that could be purchased in a store or online.

**TS325X0C**      **Advanced Game Art and Design**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Game Art and Design**

This course is a continuation in the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting and networking protocols, and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3D game project. Art, language arts, mathematics and science are reinforced.

## ALL CAREER AND TECHNICAL EDUCATION PROGRAM AREAS

|            |  |
|------------|--|
| CS952X0CAG | CTE Advanced Studies – Agriculture                 |
| CS952X0CBF | CTE Advanced Studies – Business, Finance, and IT   |
| CS952X0CFC | CTE Advanced Studies – Family and Consumer Science |
| CS952X0CHS | CTE Advanced Studies – Health Science              |
| CS952X0CME | CTE Advanced Studies – Marketing                   |
| CS952X0CTI | CTE Advanced Studies – Trade and Industrial        |

(B, F, H)      Course Length: Semester      Credit: 1 Unit      Grade level: 12  
Prerequisite: Three technical credits in one Career Cluster

A culminating course, Advanced Studies focuses on an essential question in a career pathway containing three technical credits. Two courses are to be a first and second level course and one enhancement course. The course is applicable to all Career-Technical Education program areas. The course project includes a paper, a working portfolio, a presentations, and a project. As a base for developing the course project, students use knowledge, skills, and attitudes attained from previous courses taken. The project must be of sufficient depth to require extensive review of literature. With mentor assistance and interviews, the project should lend itself to identification of a problem, examination of possible solutions or directions, and analysis of the impact of solutions. In addition, students will write well, speak, solve problems and use life skills such as time management and organization. Students work under the guidance of a Career-Technical Education teacher in collaboration with community partners, business representatives, and other school-based personnel. Skill development and career-technical student organization leadership activities provide opportunities to apply instructional competencies and workplace readiness skills to authentic experiences.

|           |                         |                    |                    |
|-----------|-------------------------|--------------------|--------------------|
| CS972X0C  | CTE Internship          | Credit: 1 Unit     | Grade Level: 11-12 |
| (B, F, H) | Course Length: Semester | Prerequisite: None |                    |

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

|          |   |
|----------|---|
| MM516X0C | CTE Cooperative Education – Marketing                             |
| MM316X0C | CTE Cooperative Education – Sports and Entertainment Marketing I  |
| MM326X0C | CTE Cooperative Education – Sports and Entertainment Marketing II |

(F, H)      Course Length: Semester      Credit: 1 Unit      Grade Level: 12  
Co-requisite: Marketing class

Cooperative education is a method of instruction where technical classroom instruction is combined with paid employment that is directly related to the classroom instruction. The two experiences must be planned and supervised by the school and the employer so that each contributes to the student's career objective/major and employability. Written cooperative agreements showing the instruction to be provided are developed by the school and employer providing the training. School credit is received for both the on-the-job training and the classroom components. **Students accepted in CTE CoOp must have approval of Marketing Teacher.**

# WILSON COMMUNITY COLLEGE COURSE DESCRIPTION

The following courses are community college level courses offered to Wilson County School students through Wilson Community College. Wilson Community College offers a comprehensive program of technical, vocational, and college transfer classes. Through the Career and College Promise program, students can earn high school credits, as well as college credits for courses taken through Wilson Community College. High school credits **may be** weighted as honors level courses. Some courses may not be offered each semester. Minimum student enrollment numbers are set by Wilson Community College. If these minimums are not met, the course cannot be offered. Please see your school counselor for more information.

**NOTE: The following courses may be offered on the Wilson Community College campus, on your high school campus, or virtually. Check with your school counselor for details.**

**5C015X0                      Art Appreciation    Credit: 1 unit                      Grade Level: 11-12**  
**(WCC ART 111)                      Course Length: Semester (Spring)                      Prerequisite: None**

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms, including but not limited to, sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

**IW845X0                      Intro to Criminal Justice    Credit: 1 unit                      Grade Level: 11-12**  
**(WCC CJC 111)                      Course Length: Semester (Fall & Spring)                      Prerequisite: None**

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**IJ015X0                      Criminology    Credit: 1 unit                      Grade Level: 11-12**  
**(WCC CJC 112)                      Course Length: Semester (Fall)                      Prerequisite: None**

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

**IJ025X0                      Juvenile Justice    Credit: 1 unit                      Grade Level: 11-12**  
**(WCC CJC 113)                      Course Length: (Spring)                      Prerequisite: None**

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

**IJ035X0 Criminal Law** **Credit: 1 unit** **Grade Level: 11-12**  
**(WCC CJC 131) Course Length: Semester (Fall) Prerequisite: None**

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

**IW935X0C Corrections** **Credit: 1 unit** **Grade Level: 11-12**  
**(WCC CJC 141) Course Length: Semester (Spring) Prerequisite: None**

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

**4C015X0PMI Microeconomics** **Credit: 1 unit** **Grade Level: 11-12**  
**(WCC ECO 251) Course Length: Semester (Fall) Prerequisite: Satisfactory Placement Score**

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

**WC032X0E3 Residential Wiring I** **Credit: 1 unit** **Grade Level: 11-12**  
**(WCC ELC 113) Course Length: Semester (Fall) Prerequisite: None**

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout, and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations. Residential wiring applications will be emphasized.

**WC032X0E7 Motors and Controls** **Credit: 1 unit** **Grade Level: 11-12**  
**(WCC ELC 117) Course Length: Semester (Spring) Prerequisite: None**

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

**1C025X0 Expository Writing Credit: 1 unit Grade Level: 11-12**  
**(WCC ENG 111) Course Length: Semester (Fall) Prerequisite: Satisfactory Placement Score**

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process, including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English composition.

**1C035X0 Writing /Research in the Disciplines Credit: 1 unit Grade Level: 11-12**  
**(WCC ENG 112) Course Length: Semester (Spring) Prerequisite: Satisfactory Placement Score**

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English composition. This is a Universal General Education Transfer Component (UGETC) course.

**4C055X0 American History I Credit: 1 unit Grade Level: 11-12**  
**(WCC HIS 131) Course Length: Semester (Fall) Prerequisite: Satisfactory Placement Score**

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

**4C065X0 American History II Credit: 1 unit Grade Level: 11-12**  
**(WCC HIS 132) Course Length: Semester (Spring) Prerequisite: Satisfactory Placement Score**

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

**2C025X0**                    **Statistical Methods I**                    **Credit: 1 unit**                    **Grade Level: 11-12**  
**(WCC MAT 152)**                    **Course Length: Semester (Spring)**                    **Prerequisite: Satisfactory Placement Score**

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.

**2C035X0**                    **Pre-Calculus Algebra**                    **Credit: 1 unit**                    **Grade Level: 11-12**  
**(WCC MAT 171)**                    **Course Length: Semester (Fall)**                    **Prerequisite: Satisfactory Placement Score**

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

**2C045X0**                    **Pre-Calculus Trigonometry**                    **Credit: 1 unit**                    **Grade Level: 11-12**  
**(WCC MAT 172)**                    **Course Length: Semester (Spring)**                    **Prerequisite: Satisfactory Placement Score**

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

**5C045X0**                    **Music Appreciation**                    **Credit: 1 unit**                    **Grade Level: 11-12**  
**(WCC MUS 110)**                    **Course Length: Semester (Fall)**                    **Prerequisite: Satisfactory Placement Score**

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

**WC152X001 Med Terms I – Med Office Credit: 1 unit Grade Level: 11-12**  
**(WCC OST 141) Course Length: Semester (Fall & Spring) Prerequisite: None**

This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

**WC162X002 Med Terms II – Med Office Credit: 1 unit Grade Level: 11-12**  
**(WCC OST 142) Course Length: Semester (Fall & Spring) Prerequisite: OST 141**

This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

**WC152X008 Medical Coding, Billing, and Insurance Credit: 1 unit Grade Level: 11-12**  
**(WCC OST 148) Course Length: Semester (Fall) Prerequisite: None**

This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

**WC152X009 Medical Legal Issues Credit: 1 unit Grade Level: 11-12**  
**(WCC OST 149) Course Length: Semester (Spring) Prerequisite: None**

This course introduces the complex legal, moral, and ethical issues involved in providing health care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

**4C075X0 American Government Credit: 1 unit Grade Level: 11-12**  
**(WCC POL 120) Course Length: Semester (Spring) Prerequisite: Satisfactory Placement Score**

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.



**4C085X0      General Psychology      Credit: 1 unit      Grade Level: 11-12**  
**(WCC PSY 150)      Course Length: Semester (Fall & Spring)      Prerequisite: None**

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

**4C095X0      Intro to Sociology      Credit: 1 unit      Grade Level: 11-12**  
**(WCC SOC 210)      Course Length: Semester (Spring)      Prerequisite: None**

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

**WC032X0W1      GMAW ( MIG) FCAW Welding Plate      Credit: 1 unit      Grade Level: 11-12**  
**(WCC WLD 121)      Course Length: Semester (Fall)      Prerequisite: None**

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions. This course will also include the welding of alloyed metals and all metals in the vertical position.

**WC042X0W1      GTAW (TIG) Welding Plate      Credit: 1 unit      Grade Level: 11-12**  
**(WCC WLD 131)      Course Length: Semester (Spring)      Prerequisite: None**

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

## ARTS EDUCATION

## COURSE DESCRIPTION

**51152X0C**      **Dance - Beginning**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: None**

Using a modern dance-based approach, Dance I explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument while exploring improvisational and expressive movement and basic modern dance technique. Dance elements and basic principles of composition are studied and practiced. Students use creative and critical thinking skills to create and communicate meaning through dance movement. Students experience the role of both choreographer and dancer and have opportunities to present their work. Through the study of dance in various cultures and historical periods, students broaden their understanding of dance as an art form. Students will explore a variety of opportunities in dance as well as connections with other art forms and subject areas. Students enrolled in this course will perform.

**51162X0C**      **Dance - Intermediate**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Dance I**

Dance II uses a modern dance-based approach and follows Dance I. Dance II emphasizes students' acquisition of intermediate movement skills and refined motor control through the study of various modern dance techniques. Students learn to take responsibility for their personal health and to care for their dance instrument. Students continue to explore improvisation, dance elements, and composition as both dancer and choreographer. Students present the skills they have learned to selected audiences and learn basic technical/theatrical skills for dance production. Students extend their understanding of dance as an art form through a consideration of aesthetic and philosophical perspectives. Further awareness is enhanced through the study of dance history from ancient to medieval periods and the exploration of dance through a variety of cultural contexts. Students enrolled in this class will perform.

**51175X0C3**      **Dance - Proficient**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Dance II**

Dance III uses a modern dance-based approach and follows Dance II. Dance III emphasizes the study of dance as a creative and expressive art form. Students demonstrate a commitment to personal fitness and to attaining an intermediate level of technical skill and performing with greater fluency, precision, and articulation. Students combine the use of improvisation, dance elements, choreographic principles, and technical/theatrical elements to explore the creation of meaningful dance compositions. Students are encouraged to communicate personal feelings, thoughts, ideas, and concepts through the skillful use of dance movement and to present their choreography to selected audiences. Through the use of aesthetic criteria, students analyze and evaluate in a constructive manner the impact of their own choreography and the work of others. Students explore integration through the creation of interdisciplinary projects and continue their study of dance through cultural and historical viewpoints with an emphasis on the development of dance from the Renaissance through Romantic periods. Students enrolled in this class will perform.

**51175X0C4**      **Dance - Advanced**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Dance III**

Dance IV uses a modern dance-based approach, and follows Dance III. Dance IV provides students with the opportunity to develop an advanced level of dance technique and refine their skills as both choreographer and performer. Students apply their creative and technical knowledge and skills through a variety of production and performance opportunities.

Using expanded aesthetic criteria students analyze, synthesize, and evaluate their own choreography as well as works of others. Students strive to clearly express ideas as they examine the creative process of integrating movement with choreographic intent. The development of dance during the Twentieth Century and into the contemporary era is a major focus of Modern Dance IV. Studies include the purposes of dance, dance genres and styles, artistic conflicts and resolutions, innovations, social issues, technological applications, and significant contributors. Students learn to assess personal health and fitness, develop and achieve personal dance goals, and integrate knowledge and skills with a variety of other content areas. Students enrolled in this class will perform.

**54152X0C**      **Visual Arts - Beginning**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This is an introductory level course primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Students will have experiences in producing 2-D and 3-D artworks. The course emphasizes the study of elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art studio. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing, and vocabulary in a teacher-structured environment. Problem solving and decision making are emphasized throughout the curriculum.

**54162X0C**      **Visual Arts - Intermediate**      **Credit: 1 unit**      **Grade Level 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Visual Arts - Beginning**

This course is designed to build upon the student's technical skills and foundation of knowledge developed in Visual Arts I. The study of elements of art and principles of design, color theory, vocabulary, and art history continues in a less teacher-directed environment. Various art processes, procedures, and theories are presented in a problem-solving manner that allows for independent choices and solutions to problems. The approach to art experiences is less experimental and based more on informed choices. Student research of art and artists is a major source of gaining knowledge and understanding of past and present forms of art. A greater flexibility and fluent use of the elements of art and principles of design, color theory, and vocabulary is stressed.

**54175X0C**      **Visual Arts - Proficient**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Visual Arts - Intermediate**

This course builds on skills from Visual Arts II – Intermediate with 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 verbal, visual, and written means. Art history, criticism, and aesthetics will be studied in conjunction with selected artworks and will lead to

development of a personal philosophy of art. Students will assemble a portfolio on technical quality, personal style, direction, and intended purpose.

**54185X0C**      **Visual Arts - Advanced**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(F, H)**      **Course Length: Semester**      **Prerequisite: Visual Arts - Proficient**

In this course, students will develop, clarify, and apply their philosophy of art and art-making media, techniques, processes, and aesthetics. Exceptional, innovative, and serious involvement and commitment are expectations of students enrolled in this course. A portfolio evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined. The student will also contract to independent study in a given medium or art history area.

**54632X0**      **Visual Arts Portfolio**      **Credit: 1 unit**      **Grade Level: 12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Visual Arts – Proficient**

The course will cover essay writing, college applications, and the building of a visual portfolio for entrance into an art school or department of art within a university. The student must produce and document 15-20 pieces of substantial work while also participating in research based writing. The course will also enable the student to continue their study of contemporary art history and art criticism. This class will be offered to students who have demonstrated the ability to work well independently as the student will often be placed within a larger class of a different level, where he will work on his own curriculum.

**53152X0C**      **Theatre Arts - Beginning**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: None**

This course introduces students to the creative process, communication and production. It strengthens the student's self-image and provides him/her with an outlet of self-expression within the framework of a controlled environment. The students learn by participating in the basic skills of speaking, moving, creating, and doing. Students learn to evaluate what they do and what they see. The learner also gains an understanding of the origins of theatre and theatre in general as a reflection of varied cultures and historical periods. A basic vocabulary is learned early in the course.

**53162X0C**      **Theatre Arts - Intermediate**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: Theatre Arts - Beginning**

This course incorporates an advanced study of all aspects of theatre craft including dramatic expression and theatrical communication with a greater emphasis on directing, production, and design. Students develop a basic knowledge of the theatre and its place in history, culture, and literature. They will learn to deal with the more technical aspects of production and theatre management. Writing and researching skills are added at this level. Students will be expected to develop the knowledge, skills, and ability to act in theatrical presentations.

**53175X0C**      **Theater Arts - Proficient**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Theatre Arts - Intermediate**

Theatre Arts III follows Theatre Arts II and is for students who wish to continue to study and develop their knowledge of theatre arts on a more challenging level. This course involves the applied study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. Acting experience in Theatre

Arts III continues and refines the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. In addition, students begin to practice individual analysis and critiquing of student work to develop a personal understanding of theatre arts by utilizing the knowledge base gained in previous study. Theatre study at this level places a greater emphasis on the execution of skills, ensemble work, and collaboration with other student artists. Students use a wider variety of theatre literature and styles from theatre history and various cultures in forms of theatre and theatre related media through informal and formal productions. Students continue to add to their portfolio or collection of work and related activities to illustrate their growing understanding of accomplishments in theatre arts.

**53645X0C**      **Theater Arts - Advanced**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Theatre Arts - Proficient**

Theatre Arts IV follows Theatre Arts III and is for students who wish to complete the broad-based study of theatre arts. Through more independent study and increased production responsibilities, study in Theatre Arts IV involves the application of expertise prepared for and acquired in previous theatre arts studies. Analysis of theatre processes, self-motivation, personal discipline and more demanding projects in directing, design, and writing are emphasized. The acting experience in Theatre Arts IV concludes the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. Independent work in this course develops commitment, helps students form aesthetic judgments and refine artistic choices. Students finish and evaluate their portfolio, or collection of their work and related activities, to illustrate their learning, experiences, accomplishments and growth in theatre arts.

**53175X0CT**      **Technical Theatre I - Honors**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(H)**      **Course Length: Semester**      **Prerequisite: Theatre Arts - Intermediate**

The student becomes more skilled in all phases of play production and theatre management. He/she learns to choose wisely and craft a theatrical presentation with understanding of all aspects of a production including sets, light, sound, make-up, costuming, and directing. Emphasis is on the technical aspects of theatre production. Only those students who have a special interest in drama should be admitted to the class.

**52302X0C1-Sem 1**  
**52302X0C2-Sem 2**      **Vocal Music - Beginning**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This course introduces students to a variety of choral literature. Participating students will refine their vocal techniques and choral interpretation. Music reading skills will be stressed. Students will have the opportunity to perform and witness the performances of other choral groups. Out-of-class preparation, performances, and after school rehearsals are required. Students are expected to enroll in both semesters.

**52312X0C1-Sem 1**  
**52312X0C2-Sem 2**      **Vocal Music - Intermediate**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

In this course, emphasis is placed on diction, enunciation, nuance, style, interpretation, and a constant working toward musical sensitivity with extensive work in advanced choral literature. Out of class preparation, performances, and after school rehearsals are required. Students are expected to enroll in both semesters.

**52325X0C1-Sem 1**  
**52325X0C2-Sem 2**      **Vocal Music - Proficient**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This course is intended to meet the North Carolina Department of Public Instruction requirements for Honors Vocal Music. Students will develop an in depth understanding of music theory, cultures, vocabulary and symbols. Some requirements will be met outside the classroom setting and group performances.

**52335X0C1-Sem 1**  
**52335X0C2-Sem 2**      **Vocal Music - Advanced**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This course is the sequence course to Honors Choral Music. Students will continue to develop a thorough understanding of music history, cultures, vocabulary, and symbols applicable to music. Requirements may include solo and/or festival performance and will be expected to develop peer teaching skills.

**52552X0C1-Sem 1**  
**52552X0C2-Sem 2**      **Band - Beginning**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This class is designed to develop within each student the basic skills necessary to play a wind or percussion instrument. Students are expected to enroll in both semesters.

**52562X0C1-Sem 1**  
**52562X0C2-Sem 2**      **Band - Intermediate**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This class is designed to develop within each student an appreciation of music in general and to strengthen the basic knowledge of music fundamentals. It is also designed to improve the technical facility of each individual through the use of appropriate studies and band literature. Out of class preparation, performances, and after school rehearsals are required. Membership in the marching band is also required. Students are expected to enroll in both semesters.

**52575X0C1-Sem 1**  
**52575X0C2-Sem 2**      **Band - Proficient**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Audition**

This class is designed to develop within each student an appreciation for the standard band literature and appropriate orchestra literature. It is also designed to improve the technical facility and interpretive skills of each individual through the use of appropriate studies. Out of class preparation, performances, and after school rehearsals are required. Membership in the marching band is also required. Students are expected to enroll in both semesters.

**52585X0C1-Sem 1****52585X0C2-Sem2****(B, F, H)****Band - Advanced****Course Length: Semester****Credit: 1 unit****Prerequisite: Audition****Grade Level: 9-12**

This course is intended to meet the North Carolina Department of Public Instruction's requirements for Honors Band. Students will study varied historical forms of composition and develop a knowledge of music that goes beyond that of basic score analysis and listening skills. Out of class preparation, performances, and after school rehearsals are required. Membership in the marching band is also required. Students are expected to enroll in both semesters.

**52162X0CP****(H)****Percussion Class****Course Length: Semester****Credit: 1 unit****Prerequisite: Audition****Grade Level: 9-12**

This class is designed to teach the techniques of playing percussion instruments. Emphasis will be on snare drum, mallet instruments, and tympani. Out of class preparation, performances, and after school rehearsals are required.

**52157X0C****(B, F, H)****Music Theory - AP****Course Length: Semester****Credit: 1 unit****Prerequisite: None****Grade Level: 11-12**

This course benefits students desiring a more thorough understanding of music as well as prepares those who plan to study music on the college level. This course allows the students to study the rules, theories, and practices of music; including scales, keys, intervals, meters, rhythm, harmony, and basic part writing. Basic keyboard knowledge is taught. Listening and sight-singing skills are developed through ear-training exercises. A broad survey of the general music eras and exemplary works and composers provides practical use of the knowledge gained.

**52162X0JE****(F, H)****Jazz Band****Course Length: Semester****Credit: 1 unit****Prerequisite: None****Grade Level: 9-12**

Jazz Band introduces students to genres, styles, and cultures to develop students' understanding of music through exploring its historical development and experimenting with its defining features. This course is for the serious musician wanting to learn about musical idioms. It focuses on researching musical literature and stylistic concepts. The study of the interpretation of jazz, swing, big band, rock and roll, and rhythm and blues will be the main emphasis of the course. Instrumentation is limited to the standard big-band form. Skills and knowledge are refined to higher degrees and music is studied at higher levels of difficulty.

## PHYSICAL EDUCATION AND HEALTHY LIVING COURSE DESCRIPTION

**60492X0C**      **Health and P. E.**      **Credit: 1 unit**      **Grade Level: 9**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to emphasize total fitness through individual and team activities. It includes a survey of health knowledge and its relationship to health habits and attitudes. The state course of study is followed. Attention is given to personal health planning, nutrition, weight management, wellness, health risks and behaviors, stress management, relationships, and substance abuse.

**60392X0TS**      **Team Sports**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course offers advanced competitive sports with an emphasis on skills, strategies, and techniques. Endurance, physical fitness, and sportsmanship are stressed. Included are flag football, volleyball, basketball, ultimate Frisbee, Frisbee golf, matball, soccer, softball, track and field, speedball, team handball, wiffleball, and battleball.

**60392X0SF**      **Strength and Fitness**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course includes activities that place an emphasis on total physical fitness which can be continued throughout life. Included are aerobic conditioning, agilities, anatomy, circuit training, plyometrics, speed work, weight management, and strength/endurance weight training.

**60392X0ME**      **Movement Education**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course stresses a fitness concept through movement awareness. Fitness skills (balance, agility, flexibility, strength), dance, tumbling, and basic gymnastics are included.

**60392X0LT**      **Lifetime Fitness**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course stresses the need for and promotes the idea of fitness throughout the student's lifetime. Cardiovascular fitness, personal fitness plans, weight management, and recreational activities are included.

**60392X0A**      **Aerobics**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This class provides a more active program of exercise to improve cardiovascular fitness. Jazzercise, dance, and aerobic training are provided. Training and target heart rates are emphasized. Personal goals are stated and all work is directed toward achieving desired goals.



**60392X0FA**      **Safety/First Aid/Prevention of Injuries**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This class will provide a safety attitude in the various aspects of the student's life including environment, firearms, and weather related injuries. First Aid and CPR will be taught as well as care of injuries which result from participation in physical activities.

**60392X0PC**      **Physical Conditioning**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Strength and Fitness or Lifetime Fitness**

This course is for students who wish to enhance their physical fitness level with an increase of the intensity of their workouts. An aerobic exercise will be taught as well as how to incorporate both anaerobic and aerobic energy into their overall conditioning.

**60632X0C**      **Sports Medicine I**      **Credit: 1 unit**      **Grade Level: 10-12**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: Biology I and/or Safety and First Aid**

This course is designed to introduce students to the fundamentals of sports medicine, a field of medical practice related to physical activity and sport. The goal of sports medicine programs is to improve and maintain an individual's functional fitness level for physical labor, exercise, and sport. The material covered in this course will build a strong foundation for students wishing to pursue a career in athletic training, physical education, exercise physiology, medicine, physical therapy, and other allied health professions.

**60642X0C**      **Sports Medicine II**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, H)**      **Course Length: Semester**      **Prerequisite: Sports Medicine I and Biology**

The Sports Medicine II curriculum is designed to introduce students to the science of human anatomy and physiology, various injuries to the body, and ways to care for these injuries. The student will be given a better understanding of sports medicine and other related professions in order to promote the profession. All students will be given the opportunity to gain better communication skills through various written presentations and practical skills.

## MISCELLANEOUS STUDIES

## COURSE DESCRIPTION

### AVID

Advancement Via Individual Determination (AVID) is an elective course that prepares students for college readiness and success. It is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups (9<sup>th</sup> and 10<sup>th</sup>), tutorial inquiry groups (11<sup>th</sup> and 12<sup>th</sup>), motivational activities, and academic survival skills.

**96142X0C1**      **AVID I**      **Credit: 1 unit**      **Grade Level: 9**  
**(B, F, H)**      **Course Length: Year (A-B schedule)**      **Prerequisite: Application & Interview**

During the 9<sup>th</sup> grade elective, students will learn about the AVID philosophy and strategies. Students will work on academic and personal goals, and communication skills. Students will increase their awareness of involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will participate in collegial discussions during Philosophical Chairs and Socratic Seminars activities, prepare and participate in college entrance and placement exams, and refine study skills, test-taking, note-taking, and research techniques. They will take an active role in field trips and guest speaker preparations and presentations. Their research will include building their knowledge of college and careers of interest.

**96142X0C2**      **AVID II**      **Credit: 1 unit**      **Grade Level: 10**  
**(B, F, H)**      **Course Length: Year (A-B schedule)**      **Prerequisite: AVID I / Teacher Recommendation**

During the 10<sup>th</sup> grade elective, students will refine AVID strategies to meet their independent needs and learning styles. As students increase the rigorous course load and school / community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary and ability to analyze complex text while continuing to prepare for college entrance exams. Students will continue to narrow their college and career interests based on personal interest and goals.

**96142X0C3**      **AVID III**      **Credit: 1 unit**      **Grade Level: 11**  
**(B, F, H)**      **Course Length: Year (A-B schedule)**      **Prerequisite: AVID II / Teacher Recommendation**

The 11<sup>th</sup> grade AVID elective course is the first part of the junior / senior seminar course that focuses on writing and critical thinking skills expected of first and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their post-secondary plans.

**96142X0C4**      **AVID IV**      **Credit: 1 unit**      **Grade Level: 12**  
**(B, H)**      **Course Length: Year (A-B schedule)**      **Prerequisite: AVID III / Teacher Recommendation**

The 12<sup>th</sup> grade AVID elective course is the second part of the junior / senior seminar course that focuses on writing and critical thinking skills expected of first and second-year college students. Students will complete a final research essay project from research conducted in their junior year of AVID. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the senior year to support students as they apply to four-year universities and confirm their post-secondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

**96102X0T1(A)**      **Academic Tutor I**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Algebra II and Teacher Recommendation**

The trained Academic Tutor will participate in the learning, growth, and personal development of students, will work in a supportive manner with students, will take responsibility for the tone and atmosphere of the classroom, and will serve as an example of personal excellence and high expectations for other students to follow. Academic Tutors will provide leadership in collaborative groups on a regular basis throughout the academic year and will perform the duties as assigned by the teacher. **Use (A) for A/B day scheduling.**

**96102X0T2(A)**      **Academic Tutor II**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Academic Tutor I**

The trained Academic Tutor will participate in the learning, growth, and personal development of students, will work in a supportive manner with students, will take responsibility for the tone and atmosphere of the classroom, and will serve as an example of personal excellence and high expectations for other students to follow. Academic Tutors will provide leadership in collaborative groups on a regular basis throughout the academic year and will perform the duties as assigned by the teacher. **Use (A) for A/B day scheduling.**

**96102X0T3(A)**      **Academic Tutor III**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Academic Tutor II**

The trained Academic Tutor will participate in the learning, growth, and personal development of students, will work in a supportive manner with students, will take responsibility for the tone and atmosphere of the classroom, and will serve as an example of personal excellence and high expectations for other students to follow. Academic Tutors will provide leadership in collaborative groups on a regular basis throughout the academic year and will perform the duties as assigned by the teacher. **Use (A) for A/B day scheduling.**

**96102X0T4(A)**      **Academic Tutor IV**      **Credit: 1 unit**      **Grade Level: 11-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: Academic Tutor III**

The trained Academic Tutor will participate in the learning, growth, and personal development of students, will work in a supportive manner with students, will take responsibility for the tone and atmosphere of the classroom, and will serve as an example of personal excellence and high expectations for other students to follow. Academic Tutors will provide leadership in collaborative groups on a regular basis throughout the academic year and will perform the duties as assigned by the teacher. **Use (A) for A/B day scheduling.**

## ESL

**10382X0C1**      **English as a Second Language I**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

This course is designed to enable students to reach a proficiency level in their ability to communicate directly and effectively in English. The course will be divided into five major areas: listening, speaking, reading, writing, and American culture. All of these elements are interdependent and interrelated.

**10382X0C2**      **English as a Second Language II**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Development and maintenance of aural-oral, reading and writing skills are emphasized. The student is expected to be able to understand, speak, read and write in the target language using words, phrases and simple sentences relating to basic survival needs and limited social needs.

**10382X0C3**      **English as a Second Language III**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Practice in the four basic skills is continued, and more advanced and sophisticated use of the language is introduced so that the student is expected to understand and speak the language sufficiently to carry on face-to-face conversations, comprehend printed material for informative or social purposes, and to write short paragraphs on familiar topics. More in-depth study of the American culture is stressed.

**10382X0C4**      **English as a Second Language IV**      **Credit: 1 unit**      **Grade Level: 9-12**  
**(B, F, H)**      **Course Length: Semester**      **Prerequisite: None**

Practice in the four basic skills is continued and refined. Emphasis is placed on communication skills with an added emphasis on spelling, vocabulary development and basic English grammar. This course is designed to help students with the writing process which involves progression from sentence to paragraph to short, varied, creative writing assignments. Reading and writing assignments are more frequent and more challenging. More in-depth study of the American culture is stressed.



**95042X0CA6**    **Aero-Science 6: Management of Cadet Corps III**                      **Credit: 1 unit**    **Grade Level: 11-12**  
**(F)**                      **Course Length: Semester**                      **Prerequisite: Aero-Science 1, 2, & 3**

Leadership confidence is sought as students assist in classroom instruction, lead marching drill, and demonstrate discipline techniques. Students must have instructor approval to enroll in this course. This course supplemented with instruction in Financial Planning. Wellness education includes physical fitness and healthy lifestyle development.

**95012X0CA**    **Aero-Science 1: Aviation History Part I**                      **Credit: 1 unit**                      **Grade Level: 9-10**  
**(H)**                      **Course Length: Semester**

Emphasizes development and advances in flight from ancient times through World War I. Leadership education includes leadership basics, citizenship, and marching drill. Wellness education includes physical fitness and healthy lifestyle development.

**95012X0CA1**    **Aero-Science 2: Aviation History Part II**                      **Credit: 1 unit**                      **Grade Level: 9-10**  
**(H)**                      **Course Length: Semester**                      **Prerequisite: Aero-Science 1**

Emphasizes aviation history from WWII through the current, modern day U.S. Air Force. Leadership education includes communication skills related to public speaking and writing. Wellness education includes physical fitness and healthy lifestyle development.

**95022X0CA**    **Aero-Science 3: Science of Flight**    **Credit: 1 unit**                      **Grade Level: 11-12**  
**(H)**                      **Course Length: Semester**    **Prerequisite: Aero-Science 2**

Acquaints students with the aerospace environment, navigation principles, and human requirements for flight. The leadership component of the course focuses on life skills and career opportunities. Wellness education includes physical fitness and healthy lifestyle development.

**95032X0CA**    **Aero-Science 4: Global Studies**    **Credit: 1 unit**                      **Grade Level: 11-12**  
**(H)**                      **Course Length: Semester**    **Prerequisite: Aero-Science 3**

Emphasizes cultures of the world through the study of world affairs, regional studies, and cultural awareness. Leadership education focus will be on the principles of management. Wellness education includes physical fitness and healthy lifestyle development.

**95042X0CA**    **Aero-Science 5: Management of the Cadet Corps I**                      **Credit: 1 unit**    **Grade Level: 11-12**  
**(H)**                      **Course Length: Semester**    **Prerequisite: Aero-Science 4**

Comprises the Cadet Staff. Manages all aspects of JROTC student responsibilities. Each student is assigned specific duties and is expected to carry out each to successful completion. This course is supplemented with instruction in management principals and Unlocking Your Potential. Wellness education includes physical fitness and healthy lifestyle development.

**95052X0CA Aero-Science 6: Management of the Cadet Corps II Credit: 1 unit Grade Level: 11-12**  
**(H) Course Length: Semester Prerequisite: Aero-Science 5**

Comprises the Cadet Staff. Manages all aspects of JROTC student responsibilities. Each student is assigned specific duties and is expected to carry out each to successful completion. This course is supplemented with instruction in Basic Survival and College Planning and Financial Aid. Wellness education includes physical fitness and healthy lifestyle development.

**95062X0CA Aero-Science 7: Management of the Cadet Corps III Credit: 1 unit Grade Level: 11-12**  
**(H) Course Length: Semester Prerequisite: Aero-Science 6**

Comprises the Cadet Staff. Manages all aspects of JROTC student responsibilities. Each student is assigned specific duties and is expected to carry out each to successful completion. This course is supplemented with instruction in Financial Planning. Wellness education includes physical fitness and healthy lifestyle development.

**Military Science I-VI Credit: 1 unit Grade Level: 9-12**  
**(B) Course Length: Semester**  
**95012X0CM Military Science I 95022X0CM Military Science II 95032X0CM Military Science III**  
**95042X0CM4 Military Science IV 95042X0CM5 Military Science V 95042X0CM6 Military Science VI**

The Army JROTC curriculum emphasizes citizenship, leadership, and communication. United States history is examined from the military perspective with close examination of the structure of the United States defense forces. Map reading and marksmanship are taught. Approximately one-third of the course is devoted to drill, with and without rifles. Cadets are issued uniforms and wear them once weekly. A cadet leadership structure exists, and student leaders play a major role informing the class, providing instruction (particularly at drill) and in evaluating the performance of their fellow cadets. Extracurricular activities include a drill team, a color guard and a marksmanship team (target rifles on a 10 meter range). Students may take up to six semesters of Military Science.

**96102X0C1B Leadership Ed. and Training 1A/1B (LET) Credit: 1 unit Grade Level: 9 - 1A**  
**(B) Course Length: 1 Semester Prerequisite: None 10-12 - 1B**

Leadership Education and Training 1 classes give an introduction to and a basic appreciation of Leadership training. Students will determine if they wish to continue in the Leadership track. In military rank structure they may advance to the leadership level of Squad Leader.

**96102X0C2B Leadership Ed. and Training 2A/2B (LET) Credit: 1 unit Grade Level: 10-12**  
**(B) Course Length: 1 Semester Prerequisite: Completion of Leadership Ed and Training 1A and/or 1B.**

Leadership Education and Training 2 cadets learn health and fitness, geography and map reading, and citizenship. Citizenship focuses on the origins and an understanding of the Constitution. Cadets advance to leadership positions as Squad Leader and Platoon Sergeants.

**96102X0C3B Leadership Ed. and Training 3A/3B (LET) Credit: 1 unit Grade Level: 11-12**  
**(B) Course Length: 1 Semester Prerequisite: Completion of Leadership Ed and Training 2A and/or 2B.**

Leadership Education and Training 3 continues studies in leadership and citizenship. It adds basic management, how to give effective presentations, and how to handle finances. Cadets advance to leadership positions as senior non-commissioned officers, to include first Sergeants and Sergeants Major. Exceptional performers may be advanced to officer status.

**96102X0C4B Leadership Ed. and Training 4A/4B (LET) Credit: 1 unit Grade Level: 11-12**  
**(B) Course Length: 1 Semester Prerequisite: Completion of Leadership Ed and Training 3A and/or 3B.**

Leadership Education and Training 4 cadets are expected to hold officer positions on the Battalion staff. They assist in giving instruction and work independently with minimal guidance to plan and coordinate battalion activities.

## **BIBLE STUDIES**

**10272X0C The Bible as Literature Credit: 1 unit Grade Level: 10-12**  
**(B, H) Course Length: Semester Prerequisite: None**

The Bible as Literature is a survey course which will examine the various literary genres within the Old and New Testaments. In addition to examining the literary value and meaning of the Bible text, students will also examine the writing styles evident in the Old and New Testaments. Students will study the authors, characters, vocabulary, plot, and literary techniques present in biblical literature. Individual research assignments, as well as both oral and written discussions of various concepts, are integral parts of the course. Historical languages of the Bible will be addressed as they affect various translations. The course will reveal the impact of the Bible on other works of literature.

**48002X0BH The Bible as History Credit: 1 unit Grade Level: 9-12**  
**(B, F, H) Course Length: Semester Prerequisite: None**

The Bible as History is a survey course with emphasis on understanding the development of ancient Judaism through the formation of the Christian Church. The class will include studies on the historical meaning and value of the content of the Bible. The survey will incorporate a review of both the Old and New Testaments to aid in an examination of the Biblical impact on American history, law, community life, and culture.

**48002X0WR World Religions Credit: 1 unit Grade Level: 10-12**  
**(B, H) Course Length: Semester Prerequisite: None**

World Religions is a Humanities course which will explore the symbols, narratives, doctrines, ethics, and rituals of the current major religious traditions of the world. The class will focus on a phenomenological examination of both Eastern and Western traditions, particularly Hinduism, Buddhism, Judaism, Christianity, and Islam, but will include exposure as well to Confucian/Taoist, Shinto, Sikh, and indigenous traditions. Individual research assignments and presentations, as well as essays and class discussions of various concepts, are integral to the course. The course will help students to recognize the impact of religious tradition on the study of the Humanities.

















## MY PERSONAL WORKSHEET

### Course Selections for 2018 - 2019

Name: \_\_\_\_\_ Course of Study: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Student ID Number: \_\_\_\_\_ Homeroom: \_\_\_\_\_

My choice of 8 courses:

| Choice # | Course Number | Course Name |
|----------|---------------|-------------|
| 1        |               |             |
| 2        |               |             |
| 3        |               |             |
| 4        |               |             |
| 5        |               |             |
| 6        |               |             |
| 7        |               |             |
| 8        |               |             |

My Choice of 4 Alternate Courses (Electives) Ranked

| Choice # | Course Number | Course Name |
|----------|---------------|-------------|
| 1        |               |             |
| 2        |               |             |
| 3        |               |             |
| 4        |               |             |



