Iredell - Statesville Schools

Igniting A Passion for Learning

Malcolm Baldrige National Quality Award
2008 Award Recipient

High School Registration Guide

2013-2014

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High School Contact Information

Traditional Schools	
Lake Norman High School	704-799-8555
North Iredell High School	704-876-4191
Counseling Office	704-876-1785
South Iredell High School	704-528-4536
Counseling Office	704-528-6697
Statesville High School	704-873-3491
Counseling Office	704-872-2286
West Iredell High School	704-873-2181
Counseling Office	704-873-2139
Non-traditional Schools	
Monticello	704-872-7488
Pressly School	704-872-7606
CCTL *(Collaborative College for Technology and Leadership)*	704-978-5450
Counseling Office	704-978-5448
VPAC *(Visual and Performing Arts Center)*	704-978-0034
Mount Mourne I.B. Candidate School	704-892-4711
Northview I.B. Candidate School	704-873-7354
NCVPS Contact Information	704-978-5450

The Iredell-Statesville School System does not discriminate on the basis of sex, race, creed, national origin, handicapping conditions, or family circumstance.

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The Iredell-Statesville Schools will rigorously challenge all students to achieve their academic potential and to lead productive and rewarding lives. We will achieve this mission with the support of parents, staff and the community. The school district encourages all students and parents/guardians to select the strongest possible academic courses. School staff will help students set up schedules. The school district encourages early completion (within three years) of graduation requirements for college entry where feasible and appropriate for the student. During registration, parents/guardians have the right to question or to challenge any placement of their student in any class. The I-SS does not discriminate in class enrollment on the basis of sex, race, creed, national origin, handicapping condition, or family circumstance.

IREDELL-STATESVILLE SCHOOLS
HIGH SCHOOL REGISTRATION GUIDE
2013-2014

Introduction

During the next several years, students are responsible for making significant decisions about their future. One of these decisions will be to select a high school course of study. Information contained in the Registration Guide is designed to assist students in selecting courses, which will be both relevant and rigorous. Students should consider carefully the variety and content of course offerings and select those that will coincide with their future plans, interests, and abilities.

To be competitive, a high school diploma is a minimum requirement, and this guide will serve as your personal road map to challenge yourself rigorously to achieve your academic potential and to lead a productive and rewarding life. The following information pertains to all students who are enrolling in Iredell-Statesville Schools unless otherwise noted.

High School Schedule

Iredell-Statesville high schools operate on a school year that meets the North Carolina State Board of Education requirements based on the Public School Laws of North Carolina. The high schools operate on a "4 X 4 Block". Students complete four courses in the fall term and four courses in the spring term for a total of eight (8) credits per year. The typical daily schedule includes four 90-minute classes. In addition to this schedule, students may be afforded the opportunity to participate in additional periods of instruction or modified periods (hybrid block or 45/60 minutes) that will be designed to meet the unique needs of the students at each individual high school. These additional periods may also be offered prior to the regular school day or after the close of the regular school day, depending on the specific needs of students and the requests for specific course offerings.

High School Promotion Standards

10th Grade	11th Grade	12th Grade
6 Credits	12 Credits	20 Credits

Graduation Requirements

The Iredell-Statesville School System requires 28 units of credit for graduation (or 4 units less than the total number of courses available to take in four years)

- Specific requirements are dependent on the year the student enrolls as a ninth grader. (See individual grade sections)
- Score proficient on all required EOC exams
- Successful completion of graduation activities required by school or district

Course Requiring a State End-of-Course Exam (EOC)

NOTE: End-of-Course will be referred to as EOC in the remainder of the Registration Guide.
In order to receive credit for any course that requires a North Carolina EOC test, the student must:

- achieve a passing teacher grade (70 or above),
- meet I-SS attendance policy standards, AND
- achieve proficiency (level 3) on the North Carolina end-of-course test.

Graduation Project

Session Law 2009-60, House Bill 223 was signed into law June 1, 2009. Session Law 2009-60, House Bill 223 states the following, "The State Board shall not require any student to prepare a high school graduation project as a condition of graduation from high school prior to July 1, 2011; local boards of education may, however, require their students to complete a high school graduation project."

Additionally, the bill directs the Program Evaluation Division of the General Assembly to study the cost and effectiveness of a statewide high school graduation project requirement and report the results of its study to the Joint Legislative Education Oversight Committee on or before July 1, 2010.

Many local education agencies (LEA) can continue to require the NCGP as a local exit standard. Parents, students, and teachers should check with their LEA to find out if the NCGP will be required or not. Keep updated by visiting the North Carolina Graduation Project (NCGP) Web Site http://www.dpi.state.nc.us/graduationproject/. **Local Policy #340 - Graduation Requirements requires all students who will be seniors in 2012-2013 to complete a high school graduation project.**

Future-Ready High School Core Curriculum Framework (GCS 1)

Board members approved a Future-Ready Core Course of Study (June 2007), which affects the entering freshman class of 2009-2010. The Future-Ready Course of Study requires students to take the following 21 units of credit: (Additional local requirements may also be necessary to receive a diploma. 28 Credits required for I-SS)

Future-Ready High School Core Curriculum Requirements	
Units	Subjects
4 Mathematics Units	For 2009-2010, 2010-2011, 2011-2012 **4 Credits:** • Algebra 1 • Geometry • Algebra II • 4th Math Course to be aligned with the student's post-high school plans For 2012-2013 and after **4 Credits:** • Integrated Math I • Integrated Math II • Integrated Math III • 4th Math Course to be aligned with the student's post-high school plans
4 English Units	**4 Credits** I, II, III, IV
3 Social Studies Units*	For 2009-2010, 2010-2011, 2011-2012 **3 Credits:** • World History • US History • Civics and Economics For 2012-2013 and after **4 Credits:** • World Hisory • Civics and Economics • American History I • American History II ***Students entering 9th grade in 2012-13 are required to obtain 4 credits in Social Studies***
3 Science Units	**3 Credits** • Biology • Earth/Environmental Science • A Physical Science course
1 Health & Phys. Ed. Unit	**1 Credit** required
Second Language	Not required for graduation. Required to meet minimum application requirements for UNC.
Electives or other requirements	**6 Credits required** **2 Elective credits of any combination from either:** • Career and Technical Education (CTE) • Arts Education • Second Languages **4 Elective credits required (four course concentration) from one of the following:** • Career and Technical Education (CTE) • JROTC • Arts Education (e.g. dance, music, theater arts, visual arts) - Any other subject area (e.g. mathematics, science, social studies, or English)

Prior to approval of the Core, Board members presented a framework to constituents statewide and held regional public meetings to gather citizen and educator feedback and ideas. The Occupational Course of Study will continue to be available for those students with disabilities who are specifically identified for this program. There are no changes to the Occupational Course of Study.

Local school districts have the option of adding other requirements for graduation as well. In approving the new standards, the State Board of Education stressed its desire that local school districts be given the flexibility to create curricula pathways that are innovative and rigorous. Students should be encouraged to take advantage of college level courses while in high school, including Learn and Earn programs through the community college or university dual enrollment offerings.

Clusters begin with students entering ninth grade in 2012-2013:

Iredell-Statesville Schools Future Ready Clusters Extended Studies			
Concentrations	Concentrations (Minimum 4 credits to meet the Extended Studies Cluster)		
English		Intro to Mass Media (1029MM)	AP English Language & Composition (1035)
Mathematics		Grammar/Composition	AP English Literature & Composition (1036)
Science		Newspaper	Debate I, II (1018A/1018B
Social Studies		Broadcasting	Journalism I, II (1031/1032N)
		Holocaust Literature (10272H)	Yearbook (1032Y)
		Film as Literature (10272F)	Creative Writing I, II (10252A/10252B)
		Discrete Mathematics (2050)	Advanced Functions & Modeling (2025)
		Topics (2063)	Statistics (20665ST)
		Pre-Calculus (2070)	AP Statistics (20667AP/20664AP)
			AP Calculus (2076/2077)
		Forensic Science (3080)	AP Biology 2nd Year (3021)
		AP Chemistry 2nd Year (3051)	Anatomy & Physiology (3023)
		AP Physics (3063/3064)	AP Environmental Science (3042)
		Crime/Current Events (4041)	AP Government & Politics US (4004)
		Bible I, II, III, IV	AP World History (4071)
		Teacher Cadet I, II	AP US History (4069)
		Sociology (4060)	AP European History (4023)
		Psychology (4080)	
			Applicable NCVPS Courses
			Applicable Community College Courses

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters World Language Studies			
Concentrations	Concentrations (Minimum 4 credits to meet the World Language Cluster)		
	Foundational Courses (Min. 2 credits of which 1 must be starred)		Enhancement
World Language	French I, II* (1041/1042)		French III, IV (1043/1044)
	Spanish I, II* (1051/1052)		Spanish III, IV (1053/1054)
	Latin I, II* (1080/1081)		Latin III, IV (1082/1083)
	German I, II* (1060/1061)		German III, IV (1062/1063)
	NCVPS Foreign Language I, II*		NCVPS Foreign Language III, IV
	ESL I, II, III, IV		AP Foreign Languages

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Fine Arts			
Concentrations	Concentrations (Minimum 4 credits to meet the Fine Arts Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Instrumental	Orchestra I, II* (5240,5241,5242,5243)	Small Ensemble* (52582A)	Advanced Classes offered - VPAC
	Jazz Ensemble* (5265)	Guitar (5272)	AP Art History
	Band I, II*, III, IV (5255,5256,52575,52585)	Electronic Music (5270)	AP Music Theory
		Piano (5275)	AP Studio Art
Chorus	Chorus I, II*, III, IV (5230,5231,52325,52335)		Art Appreciation
	Show Choir* (52325)		Broadcasting
	Choral Performance* (5230,5231,52325,52335)		Creative Writing
			Debate
Performing Arts	Dance I, II*, III, IV (5115,5116,51175,51185)		Digital Media
			Journalism
Theatre Arts	Theatre I, II*, III, IV (5315,5316,53175,53185)		Multimedia Webpage Design
	Musical Theatre		Music Appreciation
Visual Arts	Art I, II*, III, IV (5415,5416,54175,54185)		NCVPS Advanced Fine Arts Classes
	Ceramics I, II*, III, (54612C, 54622B, 54635A, 54645C)		Yearbook
	Digital Photography (5461,5462,54635,54645)		
	Sculpture (546125)		
	Computer Art/ Graphic Design		

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters JROTC			
Concentrations	Concentrations (Minimum 4 credits to meet the JROTC Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
JROTC	JROTC I, II*, II*, IV* (9501, 9502, 9503, 9504)		Social Studies Electives
			Advanced PE Elective
			Second Level Foreign Language
			MSITA Excel, Access
			MSITA Word, Powerpoint, Publisher
			Career Management
			Agricultural Mechanics I
			Auto Technician I
			Drafting I
			Any AP Classes
			Leadership
			Psychology
			Crime and Justice Current Events

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Agriculture, Food and Natural Resources			
Concentrations	Concentrations (Minimum 4 credits to meet the Agriculture, Food and Natural Resources Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Agribusiness Systems; Animal Systems; Food Products and Processing Systems; Natural Resources Systems; Plant Systems; Power Structure & Technical Systems	Intro. to Agriculture (6810)		Business Law (6215)
	Teen Living (7015)		Career Management (6145)
	Animal Science I (6821)	Animal Science II Small Animal* (6823)	CTE Advanced Studies (85952AG)
		Animal Science II* (6822)	CTE Community College for Agriculture, Food, and Natural Resources
	Equine Science I (6825)	Equine Science II* (6826)	CTE Internship
	Foods I (7045)	Foods II* (7046)	DOL Apprenticeship
	Horticulture I (6841)	Horticulture II* (6842)	Entrepreneurship (8716)
		Horticulture II Landscaping* (6882)	Marketing (6621)
		Horticulture II Turfgrass Maintenance* (6843)	MSITA Excel, Access (6419)
	Agricultural Mechanics I (6831)	Agricultural Mechanics II* (6832)	MSITA Word, Powerpoint, Publisher (6417)
		Agricultural Mechanics II Small Engine* (6833)	Personal Finance (8726)
			Principles Business & Finance (8721)
			Prostart (7171)
			Community College Welding (85982W)

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Architecture and Construction			
Concentrations	Concentrations (Minimum 4 credits to meet the Architecture and Construction Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Construction; Design/Pre-Construction	Drafting I (7921)	Drafting II - Architecture* (7962)	Agricultural Mechanics I (6831)
		Drafting III - Architecture (7963)	Apparel I (7035)
	Teen Living (7015)		Business Law (6215)
	Personal Finance (8726)		Career Management (6145)
	Core and Sustainable Construction (7720)	Masonry II* (7712)	CTE Advanced Studies (85952AC)
	Masonry I (7711)	Masonry III (7713)	CTE Community College for Agriculture, Food, and Natural Resources
		Masonry IV	CTE Internship
	Interior Design I (7151)		DOL Apprenticeship
	Principles Business & Finance (8721)		Entrepreneurship (8716)
			Marketing (6621)
			MSITA Excel, Access (6419)
			MSITA Word, Powerpoint, Publisher (6417)
			Multimedia Webpage Design (6414)

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Arts, AV Technology & Communication			
Concentrations	Concentrations (Minimum 4 credits to meet the Arts, AV Technology & Communication Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Audio/Video Technology/Film; Printing Technology; Visual Arts	Multimedia Webpage Design (6414)		Business Law (6215)
	Teen Living (7015)		Career Management (6145)
	Marketing (6621)		CTE Advanced Studies (85952AV)
	Fashion Merchandising (6631)		CTE Community College for Arts, AV Technology & Communication
	Scientific Visualization (8806)	Game Art Design* (8221)	CTE Internship
		Advanced Game Art Design (8222)	DOL Apprenticeship
	Digital Media (7935)	Digital Media II* (7936)	Interior Design I (7055)
	Apparel I (7035)	Apparel II* (7036)	MSITA Excel, Access (6419)
	Entrepreneurship (8716)		Personal Finance (8726)
	MSITA Word, Powerpoint, Publisher (6417)		Principles Business & Finance (8721)
			Broadcast Journalism (85955BJ)
			Photography & Digital Film Production (85955PD)

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Business, Management & Administration, Finance			
Concentrations	Concentrations (Minimum 4 credits to meet the Business, Management & Administration, Finance Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Audio/Video Technology/Film; Printing Technology; Visual Arts	Principles of Business & Finance (8721)	Business Management* (8710)	Career Management (6145)
	MSITA Word, Powerpoint, Publisher (6417)	Business Law* (6215)	CTE Advanced Studies (65992B)
	MSITA Excel, Access (6419)		CTE Community College for Business Mangement & Finance
	Accounting I (6311)	Accounting II* (6312)	CTE Internship
	Personal Finance (8726)	Entrepreneurship* (8716)	DOL Apprenticeship
			Marketing (6621)
			Strategic Marketing (6626)
			Multimedia Webpage Design (6414)

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Health Science			
Concentrations	Concentrations (Minimum 4 credits to meet the Health Science Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Therapeutic Services; Diagnostic; Health Informatics; Support Services; Biotechnology Research 7 Development	Biomedical Technology (7200)		Career Management (6145)
	Health Team Relations (7210)		CTE Advanced Studies (72992HS)
	Health Science I	Health Science II* (7242)	CTE Community College for Health Science
		Nursing Fundamentals (7243) 2 credits	CTE Internship
		Fundamentals of Gerontology (7244)	DOL Apprenticeship
			Entrepreneurship (8716)
		Public Health Fundamentals (7245)	
			Foods I (7045)
			Marketing (6621)
			MSITA Excel, Access (6419)
			MSITA Word, Powerpoint, Publisher (6417)
			Parenting (7065)
			Principles of Business & Finance (8721)

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Hospitality & Tourism			
Concentrations	Concentrations (Minimum 4 credits to meet the Hospitality & Tourism Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Restaurants & Food/Beverage Service; Travel & Tourism	Foods I (7045)	Prostart I (7171)	Career Management (6145)
		Prostart II* (7172)	CTE Advanced Studies (85952HT)
	Sports & Entertainment Marketing I (6670)	Sports & Entertainment Marketing II* (6671)	CTE Community College for Hospitalisty & Tourism
	Marketing (6621)	Hospitality and Tourism* (6645)	CTE Internship
	Entrepreneurship (8716)		Equine Science I (6825)
			MSITA Excel, Access (6419)
			MSITA Word, Powerpoint, Publisher (6417)
			Personal Finance (8726)
			Principles of Business & Finance (8721)
			Multimedia and Webpage Design (6414)

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Human Services			
Concentrations	Concentrations (Minimum 4 credits to meet the Human Services Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Restaurants & Food/Beverage Service; Travel & Tourism	Teen Living (7015)		Career Management (6145)
	Personal Finance (8726)		CTE Advanced Studies (85952HM)
	Principles of Business & Finance (8721)		CTE Community College for Human Services
	Parenting & Child Development (7065)	Early Childhood Education I (7111)	CTE Internship
		Early Childhood Education II* (7115)	Entrepreneurship (8716)
	Cosmetology I	Cosmetology II	MSITA Excel, Access (6419)
			MSITA Word, Powerpoint, Publisher (6417)

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Information Technology			
Concentrations	Concentrations (Minimum 4 credits to meet the Information Technology Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Restaurants & Food/Beverage Service; Travel & Tourism	MSITA Excel, Access (6419)	e-Commerce I* (6415)	Career Management (6145)
	Multimedia & Webpage Design (6414)	e-Commerce II (6416)	CTE Advanced Studies (85952IT)
	Principles of Business & Finance (8721)		CTE Community College for Information Technology
			CTE Internship
			MSITA Word, Powerpoint, Publisher (6417)
			Personal Finance (8726)

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Law, Public Safety, Corrections & Security			
Concentrations	Concentrations (Minimum 4 credits to meet the Law, Public Safety, Corrections & Security Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Emergency & Fire Management Services; Law Enforcement Services	Introduction to Public Safety (7834)	Fire Fighter Technology II* (7836)	Career Management (6145)
	Fire Fighter Technology I (7835)	Fire Fighter Technology III (7837)	CTE Advanced Studies (85952PS)
			CTE Community College for Law, Public Safety, Corrections & Security
			CTE Internship
			MSITA Excel, Access (6419)
			MSITA Word, Powerpoint, Publisher (6417)
			Personal Finance (8726)
			Principles of Business & Finance (8721)

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Marketing			
Concentrations	Concentrations (Minimum 4 credits to meet the Marketing Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Marketing Management; Merchandising; Professional Sales	Principles of Business & Finance (8721)	Marketing Management* (6622)	Apparel I (7035)
	Marketing (6621)	Entrepreneurship I* (8716)	Business Law (6512)
	Fashion Merchandising (6631)		Career Management (6145)
	Sports & Entertainment Marketing I (6670)	Sports & Entertainment Marketing II* (6671)	CTE Advanced Studies (85952MK)
			CTE Community College for Marketing
			MSITA Excel, Access (6419)
			MSITA Word, Powerpoint, Publisher (6417)
			Personal Finance (8726)
			Multimedia & Webpage Design (6414)

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Science, Technology, Engineering & Mathematics			
Concentrations	Concentrations (Minimum 4 credits to meet the Science, Technology, Engineering & Mathematics Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Engineering & Technology; Science & Mathematics	Drafting I (7921)	Drafting II Engineering* (7972)	Career Management (6145)
		Drafting III Engineering (7973)	CTE Advanced Studies (85952ST)
	Scientific & Technical Visualization I (8006)	Scientific & Technical Visualization II* (8007)	CTE Community College for Science, Technology, Engineering & Mathematics
	Principles of Technology I (8011)	Principles of Technology II* (8012)	CTE Internship
			Entrepreneurship I* (8716)
			Horticulture I (6841)
			MSITA Excel, Access (6419)
			MSITA Word, Powerpoint, Publisher (6417)
			Multimedia & Webpage Design (6414)
			Personal Finance (8726)
			Principles of Business & Finance (8721)

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

Iredell-Statesville Schools Future Ready Clusters Transportation, Distribution & Logistics			
Concentrations	Concentrations (Minimum 4 credits to meet the Transportation, Distribution & Logistics Cluster)		
	Foundational Courses (Min. 3 credits of which 1 must be starred)		Enhancement
Facility & Mobile Equipment Maintenance; Logistics Planning & Management Services	Automotice Service (7511)	Basic Transportation Systems (74092BTS / 74092BTL)	Agricultural Mechanics I (6831)
		General Transportation Systems (74092GTS / 74092GTL)	Career Management (6145)
		Adv. Basic Transportation Systems (74092ATS / 74092ATL)	CTE Advanced Studies (85952AT)
		Specialized Automotive Systems (740925AT / 74092SAL)	CTE Community College for Transportation
			CTE Internship
	Marketing (6621)		MSITA Excel, Access (6419)
	Entrepreneurship I (8716)		MSITA Word, Powerpoint, Publisher (6417)
			Personal Finance (8726)
			Principles of Business & Finance (8721)

Under Foundational Courses, please refer to the Curriculum Guide for all Pre-requisites.

North Carolina University System Minimum Requirements

- 4 units of English (honors level preferred)
- 4 units of Mathematics (Algebra I, Algebra II, Geometry and a fourth course with Algebra II as a prerequisite)
- 3 units of Social Studies (US History, World History, and Civics & Economics)
- 3 units of Science (Biology, A Physical Science and Earth & Environmental)
- 2 credits in the same second language (3 are recommended).

Minimum UNC System Admission Requirements for High School Weighted GPA and SAT/ACT Scores*			
College Entrance Date	Minimum GPA	Minimum SAT**	Minimum ACT
Fall 2010	2.0	700	15
Fall 2011	2.3	750	16
Fall 2012	2.3	750	16
Fall 2013 (and beyond)	2.5	800	17

* Does not guarantee admission to a UNC System school
** Critical Reading and Math scores only

Iredell-Statesville Grading Scale

93-100	A	0 - 69	F
85-92	B	FA	Failure due to absences
77-84	C	NP	Failure due to EOC Level I or II
70-76	D		

Weighted Grading System

In order to initiate the development of a consistent and comprehensive transcript for the Iredell-Statesville high schools, the input of data must be consistent and explicit. Grades will be submitted each grading period on the traditional grading scale. A numerical (unweighted) average will be used to determine the following:

- Academic Recognition Awards
- North Carolina Academic Scholars

A weighted grade point average will be used to determine the following: Class Rank, Honor Speakers, Honor Graduates, and Junior Marshals.

The grading scale is as follows:

96 – 100% = 4.0000	91% = 3.3750	86% = 2.7500	81% = 2.1250	76% = 1.5000
95% = 3.8750	90% = 3.2500	85% = 2.6250	80% = 2.0000	75% = 1.3750
94% = 3.7500	89% = 3.1250	84% = 2.5000	79% = 1.8750	74% = 1.2500
93% = 3.6250	88% = 3.0000	83% = 2.3750	78% = 1.7500	73% = 1.1250
92% = 3.5000	87% = 2.8750	82% = 2.2500	77% = 1.6250	70 – 72% = 1.0000
				<69% = 0.0000

The weighted calculations are based on 1) academic course level; 2) grading scales; and 3) the weighting of course grades. One (1) quality point or weight is added to passing grades earned in Advanced/Honor courses and two (2) quality points are added to passing grades earned in Advanced Placement (AP) courses.

Advanced Placement (AP)

Advanced Placement courses are designed to give students the opportunity to pursue college-level studies while still in high school and to have the opportunity to earn credit or advanced standing at most of the nation's colleges or universities. There are over 22 subjects available in the AP format however, not all these are taught in the traditional classroom setting or at each school. At schools not offering a particular AP course, courses may be available through virtual public school. Advanced Placement courses are challenging, stimulating, and extremely rigorous, when compared to other high school courses and are designed to prepare students for

college-level work. Taking rigorous AP courses demonstrates maturity, willingness to push oneself intellectually, and commitment to academic excellence, which can help students stand out in the college admissions process. Students will study subjects in greater depth and detail and will be expected to develop and support their own arguments and perspectives. Students in AP courses are required to take the AP exam at the end of the school year. Students are required to pay in advance for AP exams and the district reimburses the cost for the AP exam provided the student earns a level 3 or higher (Board Policy 3100).

Potential AP students at each school site are sent selected letters regarding AP placement at the school site. However, if the student does not receive a selection letter, and they feel confident in pursuing an AP course, please indicate during the registration process and on the registration form that you would like to enroll in advanced placement courses. All requests for AP placement will be evaluated by school personnel.

AP instructors complete a rigorous process of designing and submitting syllabi and lesson plans for approval by College Board personnel. This process is designed to ensure students are being challenged by the curriculum and the class and to provide consistent curriculum delivery wherever the course is offered. Additional student information can be found at http://www.collegeboard.com/student/index.html?student and at http://www.collegeboard.com/parents/ .

North Carolina Academic Scholars Program

Students who complete the State Board of Education requirements for a well-balanced, challenging high school program will be named "North Carolina Scholars." North Carolina Scholars receive special recognition at the end of the senior year and at graduation. They also receive an appropriate seal of recognition on the diploma.

Scholar Candidates must:

- begin planning for the program before entering grade 9 to ensure they obtain the most flexibility in their courses;
- complete all the requirements of the North Carolina Academic Scholars Program;
- have an overall four-year, unweighted grade point average of 3.5;
- have no individual grade lower than a "77" during the four high school years; and
- complete all requirements for a North Carolina high school diploma.

The following designated number of credits per subject area listed below must be taken in grades 9-12:

4	English Language Arts I, II, III, IV
4	Mathematics (Algebra I [unless taken in 8th grade], Algebra II, Geometry, and a higher level math course with Algebra II as a prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)
3	Science (Physics or Chemistry, Biology, and Earth/Environmental Science)
3	Social Studies (World History, Civics/Economics, and U.S. History) *Students entering 9th grade in 2012-13 are required to obtain 4 credits in Social Studies
2	Languages other than English, (two credits of the same language)
1	Healthful Living
1	Career and Technical Education Course
1	Arts Education Course (Dance, Music, Theatre Arts or Visual Arts)
5	Elective credits to include at least two second level or advanced courses (Examples of electives include JROTC and other courses that are of interest to the student.)

Driver Education

Driver Education classes start with a 30 hour Classroom Course that is taught over a span of twelve school days. Classes meet 2 1/2 hours daily culminating with a final exam on the last scheduled day of class. By NC law, students must have 30 contact hours of training where they learn requirements for a NC Driver License: traffic laws, rules of the road, safety, courtesy, and proper attitudes for driving. Students must attend all classes to successfully complete the course. Please check the Driver Education CALENDAR link on the I-SS website for information on dates and locations for the course.

At the conclusion of the classroom session, successful students will be called by an instructor to schedule six hours of behind-the-wheel training. When students have successfully completed the six hours of driving, they are issued a Driver Education Certificate which will allow them to obtain a Driver Eligibility Certificate. To obtain the Driver Eligibility Certificate, students must bring these three documents to the high school office along with their parent or legal guardian:

- The Driver Education Certificate form issued by the Driver Ed behind-the-wheel instructor
- A Certified Birth Certificate from the Register of Deeds in the county of birth that proves identity and age
- An Official Social Security Card that matches the name on the birth record

The Parent or Guardian must appear in person to sign all documents in the presence of a school official.
At that time a Driver Eligibility Certificate will be issued that certifies the training and academic eligibility* of the student. Students then take those four documents and their parent/guardian to the DMV to obtain the Learner's Permit. Students must keep the Learner's Permit for 12 months during which time they must practice driving with their parent or adult designee. The adult designee must be a NC licensed driver with minimum 5 years of experience.

*Students must pass 3 of 4 courses each semester in order to preserve their driving privilege.

Non-Traditional Schools

Iredell-Statesville Schools understands that the traditional high school is not the only route to success for students. We offer several different options for students which include two early colleges, two International Baccalaureate programs, two alternative schools and online opportunities. In this section we will provide you with descriptions of the different programs.

The Collaborative College for Leadership and Technology (CCTL)

The Early College High School Initiative is a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early college high schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.

Since 2002, with start-up support from the Bill & Melinda Gates Foundation, the partner organizations of the Early College High School Initiative have started or redesigned almost 160 schools in 24 states and the District of Columbia. The schools are designed so that low-income youth, first-generation-college-goers, English language learners, students of color, and other young people commonly underrepresented in higher education can simultaneously earn a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree—tuition free.

The Collaborative College for Leadership and Technology (CCTL) is a joint venture between Iredell-Statesville Schools, the Mooresville Graded School System, and Mitchell Community College (MCC). It establishes an Early College High School (ECHS) that provides a technology-enriched, leadership-focused curriculum for a select group of students. The curriculum is designed to meet the individual needs of students, ensuring that they are fully prepared to enter the workforce or continue their education at a four-year college or university. ECHS students simultaneously earn a high school diploma and an associate's degree over the course of five years.

The CCTL is designed to serve students with one or more of the following characteristics:

- Accelerated learners who are not challenged by the limited offerings of traditional high schools
- Students who are not maximizing their academic potential in the traditional school setting
- Students who are more likely to thrive in a non-traditional environment
- Students who need more independence in order to excel academically
- Students who are at risk of not attending college
- Students who may be unable to attend college because of the cost
- First-generation-college-goers

Eligibility and Target Population:

- Has above-average ability in areas of reading, writing, and math. (The minimum math level accepted is Algebra 1.)
- Demonstrates ability to make mature, independent, and productive choices and to succeed high school honors classes and college classes.
- Desires to be intellectually challenged and is committed to embracing education.
- Makes education a priority over social and recreational interests.
- Is likely to thrive in a small, personalized, and educational environment.

The application process to enroll in CCTL starts in March with parent information meetings. Applications can be picked up at these meetings and are due back to CCTL the first week of April. Those students who meet eligibility requirements will be asked to come to CCTL to participate in a writing exercise. Students will then be notified as to their acceptance or their position on the waitlist. Students are to enroll with their traditional high school until notified of acceptance to CCTL.

Monticello Alternative School

Alternative-to-Suspension Program
Elementary, middle, and high school students suspended for a period of two to ten days have the option of attending the OSS Holding Center (also called the Alternative-to-Suspension Program) Assigned students can complete school assignments and receive credit for attending school. The program includes a counseling / behavioral component where Monticello staff help students identify goals and strategies to help them find success in their home school environment. The Monticello OSS program is an intervention designed to prevent repeat occurrences of inappropriate, school-suspendable behavior. It is also designed to provide a sterile working environment that acts as a deterrent so that students will not want to return.

The OSS Holding Center may only be used three times by one particular student during the course of the school year. On the fourth suspension, the student will receive the full suspension and will serve it without the OSS Holding Center's services. If appropriate, the home school may begin the referral process for the long-term suspension program at Monticello. A district referral committee will assess completed applications to this program and base acceptance on available space, need, and interventions tried.

Long-Term Program
- Designed to be an intervention for students displaying repeated disruptive behaviors at their home school (15-45-365 day placement).
- Students entering Iredell-Statesville Schools from another alternative program come to Monticello for a 15 day assessment.
- Students accepted into this program through the district referral committee come to Monticello for a 45 day intervention and assessment.
- This program also serves students that have been administratively placed on a long-term suspension (45-365 day placement).
- Curriculum: NovaNET – high school.
- This program operates from 8:30-2:30

Extended Day (High School) Designed as a credit recovery opportunity for previously failed courses.

SAVE Program (High School) Designed to provide a 'last chance' for students who dropped-out of High School to receive their diplomas.

International Baccalaureate Program (I.B.)

The International Baccalaureate (I.B.) Middle Years Program (MYP) is a highly rigorous course of study for students in grades 6-10. The I.B. program provides a framework of academic and life skills, achieved through embracing and transcending traditional school subjects.

The I.B. Diploma Program (DP), for 11th and 12th graders, is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world. I-SS offers the Middle Years Program locatred at Northview and Mount Mourne and the Diploma Program located at South Iredell High School.
http://iss.schoolwires.com/ISPFAQS

Non-Traditional - Online
There are two different online opportunities for students:
- North Carolina Virtual Public School **(NCVPS)**
- North Carolina Community College System **(NCCCS).**

Students can earn high school credit and/or college credits through these online opportunities at no cost. NCVPS offers a variety of high school classes. NCCCS courses are part of the Learn and Earn program and offer college level work to students at no cost.

Iredell-Statesville Schools in partnership with the NCVPS will offer online courses to maximize learning options for all children in North Carolina. Whether a student wishes to accelerate their learning experience, recover credits, and/or take courses for college credit, a Digital Learning Advisor (DLA) at your school site can help you.

These courses will be offered as long as seats are available and are subject to change in accordance to NCDPI regulations. In an effort to make virtual enrollment and performance a top 21st Century priority for all I-SS high school students, the following are guidelines for students, parents, principals, counselors, and digital learning advisors at the school site:

1. During registration information nights at each high school, virtual school information will be available for parents and students as to options with online learning. The NCVPS website at www.ncvps.org is a great resource.

2. Virtual students are prescreened by the Digital Learning Advisor and/or School Counselors and sent selection letters regarding virtual placement at the school site. Students are encouraged to view the online demonstration of what type of work is required via an online learning course at www.ncvps.org.

Virtual students are provided a packet with all contracts and agreements and parents must sign off on all packet requirements. Students also have an orientation process at the beginning of the term as well as at key points throughout the online learning experience.

Pressly School

Pressly School serves up to 100 students in 3 different types of classrooms.

Community Classrooms (1 Elementary School, 2 Middle School, 1 High School)
This program provides an individualized academic program for up to 12 middle school and 14 high school students. This classroom is designed for students needing a smaller, non-traditional learning environment to be successful. These classrooms offer: staff-to-student ratio of 1 to 6, creative/diverse learning approaches, assistance with grade improvement, social skills training, and training for successful transitions to a traditional learning environment. Student needs to be referred to the Alternative Referral Committee for acceptance.

High School Success Classroom (1 High School)
This program provides a unique opportunity for students who exhibit risk factors for dropping out of school or who have already dropped out of school and wish to return. This classroom is designed to allow students to get the exact credits they need to graduate. Nova Net and EPIC Learning are the two primary modes of instruction, so students must be able to work independently to be successful.

The classroom currently holds up to 25 students (due to space limitations.) Students may remain at their home schools to finish their graduation requirements with the approval of their home school principals. All students who complete the 21-credit diploma program will receive a Pressly Academy diploma (State diploma), regardless of their setting. Students must complete an application (found on the Pressly Academy website) with the assistance of a School Assistance Program Coordinator/Administrator and submit the application to the Alternative Referral Committee for acceptance.

Barium Springs

Day Treatment Classrooms (1 Early Middle School, 1 Middle School, 1 High School) This program is designed to meet the needs of students with mild to moderate behavior challenges and/or mental health needs. These classrooms feature: 1 to 4 staff-to-student ratio, twelve-student limits in each classroom to protect the small learning environment, experiential learning paired with therapeutic activities, self-management/interpersonal skills training, functional application of academic skills, positive based motivation, and availability of individual and family counseling. Students must meet mental health eligibility criteria to receive services and need to be referred by District Behavior Specialist.

Visual and Performing Arts Center - VPAC

The Visual & Performing Arts Center is designed to provide a focused learning community for artistically talented students. Here, students are welcomed into a creative atmosphere that enhances performance in the fine arts. The Center seeks to rigorously challenge young artists and musicians to accomplish their desire to become professional artists. The Center offers an early college and a magnet setting, each tailored to help students realize their unique dreams.

Application Process

Visual and Performing Arts Magnet School
Students who wish to enter the magnet will need the written recommendation of their high school fine arts teacher and the necessary prerequisites. Some may be asked to audition to determine placement in the performance-driven disciplines, such as dance. They must also provide their own transportation to and from the Visual and Performing Arts Center. Students may be able to take specific courses as an independent study, and may also take AP courses in the area of fine arts. Schedules are driven by student need. Curriculum will be aligned with the requirements of Catawba College.

Visual and Performing Arts Early College
Students who wish to apply for the early college will receive the applications on our website or at the middle schools in the spring semester. This school will accept at-risk students who wish to earn two years of college credit or a college transfer degree through Mitchell Community College. Students must have good attendance and no disciplinary referrals for admittance. The application will require letters of recommendation from school personnel as specified in the application. Early college will accept approximately 50

students per year.

The Visual and Performing Arts Center will hold an open house in May of each year for students and parents to visit the facility, meet the faculty, and discuss course offerings. The facility is housed on the campus of Statesville High School. The new building currently houses fine arts classes on the first and second floors, and science on the third floor. Please contact the Visual and Performing Arts Center for more information.

Registration Information

2013-2014 District Registration Process for 9th and 10th Grade Students

The I-SS registration process differs somewhat from school to school, however there are general guidelines that each is expected to follow. Early during second semester, a high school registration team will begin to train middle school registration teams on the high school registration process and to go over the current registration guide. Each high school will subsequently hold a curriculum fair to introduce curriculum options to students during which registration packets will be distributed to rising 9th grade students. Students and parents will be invited to attend 9th grade registration sessions at the high school in early spring at which time students will declare their course requests for the coming year. Dates for these sessions are determined by individual high schools.

During mid-to-late summer, high school hold orientation camps for upcoming freshman to introduce the students to teachers and the school campus. In addition, expectations for behavior and academics are addressed during these camps. All freshmen are encouraged to attend. Counselors are always available to answer specific questions you may have regarding the registration process.

English Curriculum

10252G Grammar and Composition Credit: 1

Location: Monticello, Pressly, SHS, WIHS, LNHS

Grade Level: 9-10

Course Description: This course is designed specifically to build on writing skills. It includes instruction involving all communication skills. It is designed as a supplemental grammar and composition course to improve grammar and writing skills for students who need additional support.

10212A English I (Academic) Credit: 1

1021QVPS English I NCVPS Credit: 1

Grade Level: 9

Enrichment Reading Requirement: Set by individual school guidelines

Course Description: This course challenges students to acquire, master, and use skills in studying, writing, grammar, vocabulary, and literature (terms, types, elements). Emphasis is placed on all communication skills. Mastery of skills taught in English 10212A prepares students for college.

10215H English I (Honors) Credit: 1 (1 Quality Point)

1021OVPS English I Honors NCVPS Credit: 1 (1 Quality Point)

Grade Level: 9

Enrichment Reading Requirement: Set by individual school guidelines

Course Description: This course introduces the higher-level thinking skills in the study of literature (types, elements, and terms), writing, grammar, and vocabulary. Students taking this course should have the English skills to meet a demanding course of study. The course's rigorous academic pace demands high student expectations and a greater independence and depth of study than English 10212A. Emphasis is placed on oral and written communication skills.

10222A English II (Academic) Credit: 1

1022QVPS English II NCVPS Credit: 1

Grade Level: 10

Enrichment Reading Requirement: Set by individual school guidelines.

Course Description: This course builds on skills mastered in English 10212A, especially as they apply to world literature and writing. Emphasis is placed on all communication skills. Mastery of skills taught in English 10222A will prepare students for college. The state EOC test is required and will count as 25% of the final grade. The student must score a Level III or IV on the EOC test in order to receive credit for the course.

10225H English II (Honors) Credit: 1 (1 Quality Point)

1022OVPS English II Honors NCVPS Credit: 1 (1 Quality Point)

Grade Level: 10

Prerequisite: English I (English I Honors preferred)

Enrichment Reading Requirement: Set by individual school guidelines

Course Description: Students taking this course should have the English skills to meet a demanding course of study. English 10225H applies the higher-level thinking skills in reading, writing, speaking, and listening. The course's rigorous academic pace demands high student expectations and a greater independence and depth of study than English 10222A. This course is designed to prepare students for the advanced placement program. Emphasis is placed on the study of world literature and on expository writing. The state EOC test is required and will count 25% of the final grade.

10232A English III (Academic) Credit: 1

1023QVPS English III NCVPS Credit: 1

Grade Level: 11

Enrichment Reading Requirement: Set by individual school guidelines

Course Description: This course builds on skills mastered in English 10222A, especially as they apply to American literature, writing, and research. Emphasis is placed on all communication skills. Mastery of skills taught in English 10232A will prepare students for college.

10235H English III (Honors) Credit: 1 (1 Quality Point)

1023OVPS English III Honors NCVPS Credit: 1 (1 Quality Point)

Grade Level: 11

Prerequisite: English II (English II Honors preferred)

Enrichment Reading Requirement: Set by individual school guidelines

Course Description: Students taking this course should have the English skills to meet a demanding course of study. English 10235H applies the higher-level thinking skills in reading, writing, speaking, and listening. The course's rigorous academic pace demands high student expectations and a greater independence and depth of study than 10222A. This course is designed to prepare students for the advanced placement program.

10235ADV Adv English Language & Composition Credit: 1 (1 Quality Point)

Grade Level: 11

Prerequisite: English II Honors and AP Language Enrichment Reading and Assignments

Recommended: A "B" or above in English II Honors

Course Description: This is the fall semester course taken before 10357AP AP Eng. Lang. and Comp.

10357AP AP English Language & Composition Credit: 1 (2 Quality Points)

10354VPS AP English Lang & Comp NCVPS Credit: 1 (2 Quality Points)

Grade Level: 11

Prerequisite: Advanced English Language and Composition

Recommended: A "B" or above in 10225H English II Honors

Course Description: In this course students will learn to use the characteristic modes of discourse (narration, description, cause and effect, definition, persuasion, etc.) and to recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, reading, and critical analysis, but chiefly through the experience of their own writing, students will become more aware of the resources of language: connotation, metaphor, irony, syntax, diction, and tone. Writing assignments will focus on the critical analysis of literature and mastering styles of various discourses, particularly argumentation; the primary literary focus here is nonfiction, fiction, and drama. An AP course is challenging and stimulating and takes substantially more preparation than other high school courses. It also gives greater opportunity for individual progress and accomplishment and goes into great depth. Students are required to take the AP exam at the end of the year.

10242A English IV (Academic) Credit: 1

1024QVPS English IV NCVPS Credit: 1

Grade Level: 12

Enrichment Reading Requirement: Set by individual school guidelines

Course Description: English 10242A requires students to extend the skills mastered in reading, writing, listening, and speaking and to apply them to a survey of British literature. Mastery of skills taught in 10242A prepares students for college.

10245H English IV (Honors) Credit: 1 (1 Quality Point)

1024OVPS English IV Honors NCVPS Credit: 1 (1 Quality Point)

Grade Level: 12

Prerequisite: English III (English III Honors preferred)

Enrichment Reading Requirement: Set by individual school guidelines

Course Description: English 10245H requires students to demonstrate the ability to use analysis, synthesis, and evaluation in relation to a survey of British literature. Students taking this course should have the English skills to meet a demanding course of study. The course's rigorous academic pace demands high student expectations and a greater independence and depth of study than 10242A.

10245ADV Advanced English Literature Credit: 1 (1 Quality Point)

Grade Level: 12

Prerequisite: English III Honors or AP English Language and Composition and 3 books from AP Enrichment reading list

Recommended: A "B" or above in 1023H English III Honors

Course Description: This course is the fall semester course taken before 10367AP AP English.

10367AP AP English Literature Credit: 1 (2 Quality Points)

10364VPS AP English Lit & Comp NCVPS Credit: 1 (2 Quality Points)

Grade Level: 12

Prerequisite: Advanced English Literature

Recommended: A "B" or above in 10235H English III Honors

Course Description: AP English engages students in the study and practice of writing and in an intense study of literary works. Weekly writing assignments focus on critical analysis of literature and include essays in exposition and argument. A minimum of one major analytical literary research paper is required. Through speaking, listening, and reading and through the experience of their own writing, students become more aware of the resources of language: connotation, metaphor, irony, syntax and tone. An AP course is challenging and stimulating and takes substantially more preparation than other high school courses. It also gives greater opportunity for individual progress and accomplishment and goes into great depth. Students are required to take the AP exam at the end of the year.

10182A Debate I Credit: 1

Location: LNHS, SIHS, SHS

Grade Level: 9-12

Course Description: This course includes studies in verbal and non-verbal communications, listening and evaluation skills, as well as vocal and delivery techniques. Instruction involves research and outlining skills followed by speech writing and class presentations on extemporaneous, informative, persuasive, inspirational, and entertaining speeches. Debating skill is a major element of the class with students participating in several facets of debate. Media production and related skills are covered as an aspect of the course.

10182B Debate II Credit: 1

Location: LNHS, SIHS, SHS

Grade Level:
10-12

Prerequisite: Debate I (10182A)

Course Description: This course is a follow-up to Speech and Debate and continues the study of communication skills, evaluation skills, and further development of vocal and delivery techniques. The course will focus on styles of presentation in public speaking through analysis of historic speakers, telecasts, and in-depth speeches given in class. More time will be devoted to debate in this course with a concentration on debate technique and various types of debate (standard, cross-examination, and Lincoln Douglas debate). Other aspects of the course will be determined by student needs and interests.

10312A Journalism I Credit: 1

1031QVPS Journalism I NCVPS Credit: 1

Grade Level: 9 – 11

Course Description: Students who wish to work on the school publications should register for this course. It emphasizes the fundamentals of both yearbook and newspaper journalism. Writing is a central focus of this course and students will be expected to write for a variety of purposes and audiences.

10322NF Journalism II Newspaper (Fall) Credit: 1

10322NS Journalism II Newspaper (Spring) Credit: 1

Grade Level: 10 –12 (By application)

Prerequisite: Journalism I and/or Journalism teacher recommendation

Course Description: This class produces the school newspaper. Students are assigned jobs as follows: editors, reporters, artists, photographers, and business.

10325NY Honors Journalism Newspaper Credit: 1 (1 Quality Point)

Grade Level: 11 - 12 (By application)

Prerequisite: Journalism I, at least two semesters of Journalism II Newspaper, and teacher recommendation

Course Description: Honors Journalism Newspaper is designed to challenge the advanced newspaper student who will serve as an editor for the publication. Students will have multiple opportunities to develop leadership and business skills as well as learn advanced techniques in photography, page design, writing, and editing. This course will actively involve students in a higher-level scholastic journalism experience that involves problem solving, critical analysis, and reflective thinking. Emphasis is placed on working as a team, meeting publisher's deadlines, and adhering to ethical standards.
Students are required to keep a portfolio of their work, attend workshops, and submit the newspaper for evaluation by NCSPA, JEA/NSPA, SIPA, and/or CSPA.

10325YY Honors Journalism Yearbook Credit: 1 (1 Quality Point)

Grade Level: 11 - 12 (By application)

Prerequisite: Journalism I, at least two semesters of Journalism II Yearbook, and teacher recommendation

Course Description: Honors Journalism Yearbook is designed to challenge the advanced yearbook student who will serve as an editor for the publication. Students will have multiple opportunities to develop leadership and business skills as well as learn advanced techniques in copy writing, layout design, photography, and theme development. This course will actively involve students in a higher-level scholastic journalism experience that involves problem solving, critical analysis, and reflective thinking. Emphasis is placed on working as a team, meeting publisher's deadlines, and adhering to ethical standards. Students are required to keep a portfolio of their work, attend workshops, and submit the yearbook for evaluation by NCSPA, JEA/NSPA, SIPA, and/or CSPA.

10322YF Journalism II Yearbook (Fall) Credit: 1

10322YS Journalism II Yearbook (Spring) Credit: 1

Grade Level: 10–12 (By application)

Prerequisite: Journalism I and/or Journalism teacher recommendation

Course Description: This class is responsible for the production of the school yearbook. Students are assigned jobs in the editorial, layout, copy, pictures, and business staffs.

10252CWA Creative Writing I Credit: 1

Location: LNHS, SIHS, Pressly, WIHS

Grade Level: 10-12

Course Description: This course is designed to give students who have a special interest in writing opportunity to explore and to experiment with various forms of writing. The course curriculum will advance from exercises designed to expand creativity to the writing of short stories, poetry, and plays. Each student is evaluated individually on the merit of work, progress, and participation in activities.

10252DS Creative Writing I Digital Storytelling Credit: 1

Location: LNHS

Grade Level: 10-12

Course Description: This class is designed to give students the opportunity to write, revise, edit, and produce narratives in various digital formats. Units will be organized around podcasting (audio and video), short documentaries, short film, and photojournalism. Students will be exposed to exemplars and then encouraged to create their own. The curriculum will rely heavily upon a student's ability to write creatively, organize their writing, and then transfer that writing into digital form. Students should expect every assignment to be focused on writing and narrative. A substantial portion of each evaluation will come from the early part of the process where students create and revise scripts for their projects.

10252CWB Creative Writing II Credit: 1

Location: LNHS, SIHS, Pressly, WIHS

Grade Level: 10-12

Prerequisite: Creative Writing I and by application

Course Description: This class produces the school literary magazine. Students are assigned jobs as follows: senior and junior prose editors, poetry editors, art and photography editors, and layout production staff.

10252EW Expository Writing Credit: 1

Grade Level: 11 – 12

Prerequisite: English II

Course Description: This course is designed to help students prepare for the demands of college-level writing. Students will focus on how to read and summarize texts, how to analyze texts, and how to organize their thinking in clearly written essays. This course teaches students the concepts and strategies of academic argument. Students learn to analyze and evaluate sources, to develop their thinking with evidence, and to use analysis to write clear and persuasive arguments. Students will develop their skills in each step of the writing process, including planning, drafting, revising, and editing. The course also offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation. Additionally, a portion of the course will focus on writing preparation for SAT/ACT writing exams as well as college application essays.

10272F Film as Literature Credit: 1

Location: LNHS, NIHS

Grade Level: 11 - 12

Prerequisite: English II

Course Description: This course is designed to give students having a special interest in film an opportunity to think more intelligently about media and literature. Students will explore the film industry in the United States and abroad, film production, and movie criticism. This will be an intense course with emphasis on writing, thinking and reading/viewing. Students should expect the kinds of rigorous requirements typical of English classes. Film will be used as a vehicle for critical analysis and composition. Grades will be based upon effective participation in class discussions, tests, essays and research projects.

10272H Holocaust Literature Credit: 1

Location: LNHS, NIHS

Grade Level: 11-12

Prerequisite: English II

Course Description: This course will focus on the Holocaust starting with early anti-Semitism in Europe, as well as the state of Germany after World War I; however, the primary concentration will be on the years 1933-1945. Students will study autobiographical and historical accounts of the Holocaust, and they will take an in-depth look at the four main groups involved during this time in our world's history: the perpetrators, the victims, the rescuers, and the bystanders. This course involves outside reading and written response, and it is designed for those interested in learning more about the history of, and the people involved in, the Holocaust.

10382AF	ESL English 1 (Fall)	Credit: 1
10382AS	ESL English 1 (Spring)	Credit: 1
10382BF	ESL English 2 (Fall)	Credit: 1
10382BS	ESL English 2 (Spring)	Credit: 1
10382CF	ESL English 3 (Fall)	Credit: 1
10382CS	ESL English 3 (Spring)	Credit: 1
103824F	ESL English 4 (Fall)	Credit: 1
103824S	ESL English 4 (Spring)	Credit: 1

Grade Level: 9-12

Course Description: ESL English is a course designed for students who are new arrivals in the United States and for whom the English language has not developed to a predetermined point of proficiency. The level of proficiency is determined by teacher observation and the Idea Proficiency Test (IPT).

Foreign Language

* The North Carolina Standard Course of Study for Foreign Language is followed for all courses listed in the section.

Note: It is recommended that foreign language courses be taken during consecutive years.

10412A	French I	Credit: 1
1041QVPS	French I NCVPS (Block and Year-long)	Credit: 1

Location: LNHS, SIHS. SHS

Course Description: This course is an introduction to the study of the French language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. Grammar is integrated throughout the course and is selected according to the language needs (functions). A general introduction to the culture, its products (e.g., literature, laws, foods, games) perspectives (e.g., attitudes, values, and beliefs) and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is on-going throughout the course.

10422A	French II	Credit: 1
1042QVPS	French II NCVPS (Block and Year-long)	Credit: 1

Location: LNHS, SIHS. SHS

Prerequisite: French I

Course Description: This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. Students are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences that narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas.
They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of other disciplines is on-going throughout the course.

10435A	French III	Credit: 1 (1 Quality Point)
1043OVPS	French III NCVPS (Block / Year long)	Credit: 1 (1 Quality Point)

Location: LNHS, SIHS. SHS

Prerequisite: French II

Course Description: This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands, they initiate and maintain face-to-face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context, read and interpret authentic materials, narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, future, and other complex tenses and compose messages, announcements, personal notes, and advertisements. They refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is on-going throughout the course.

10445A	French IV	Credit: 1 (1 Quality Point)
1044OVPS	French IV NCVPS (Block / Year long)	Credit: 1 (1 Quality Point)

Location: LNHS, SIHS. SHS

Prerequisite: French III

Course Description: A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in past, present and future time. They satisfy routine social demands and meet most social requirements. Culture, history, and literature are also emphasized. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and compare it to their own. Finally, they are able to use the language inside and outside the classroom setting.

10455A French V/French V AP Credit: 1 (1 Quality Point)

Location: LNHS, SIHS. SHS

Prerequisite: French IV

Course Description: This course is designed for those students who want a course of study which concentrates on major literary works, including explanation of texts along with a detailed study of history and culture as they relate to the author's studies. Students are encouraged to work independently and to become well acquainted with the technology presently available for language study.

1046QVPS Chinese I Mandarin NCVPS Credit: 1

Mandarin Chinese 1 will set the stage for Mandarin Chinese 1-4 and AP Mandarin Chinese. Unlike other online Chinese courses, these courses will focus on the spoken language to prepare the student for communicating as soon as possible in the language. Students will hear and see Chinese through video vignettes that follow two teenagers through their daily lives. Each lesson also contains listening exercises, and weekly practice with conversation coaches and the instructor – all online! Students will devote 5-7 hours weekly to the course and will use various technologies to communicate, record their speaking, and download videos and audio to Mp3 players if they wish. Progress will be charted using LinguaFolio, a document in which those who are learning or have learned a language and record and reflect on their language learning and cultural experiences.

1047QVPS Chinese II Mandarin NCVPS Credit: 1

Mandarin Chinese 2 will set the stage for Mandarin Chinese 1-4 and AP Mandarin Chinese. Unlike other online Chinese courses, these courses will focus on the spoken language to prepare the student for communicating as soon as possible in the language. Students will hear and see Chinese through video vignettes that follow two teenagers through their daily lives. Each lesson also contains listening exercises, and weekly practice with conversation coaches and the instructor – all online! Students will devote 5-7 hours weekly to the course and will use various technologies to communicate, record their speaking, and download videos and audio to Mp3 players if they wish. Progress will be charted using LinguaFolio, a document in which those who are learning or have learned a language and record and reflect on their language learning and cultural experiences

1048OVPS Chinese III Mandarin NCVPS Credit: 1 (1 Quality Point)

Mandarin Chinese 3 will set the stage for Mandarin Chinese 1-4 and AP Mandarin Chinese. Unlike other online Chinese courses, these courses will focus on the spoken language to prepare the student for communicating as soon as possible in the language. Students will hear and see Chinese through video vignettes that follow two teenagers through their daily lives. Each lesson also contains listening exercises, and weekly practice with conversation coaches and the instructor – all online! Students will devote 5-7 hours weekly to the course and will use various technologies to communicate, record their speaking, and download videos and audio to Mp3 players if they wish. Progress will be charted using LinguaFolio, a document in which those who are learning or have learned a language and record and reflect on their language learning and cultural experiences

1049OVPS Chinese IV Mandarin NCVPS Credit: 1 (1 Quality Point)

Mandarin Chinese 4 will set the stage for Mandarin Chinese 1-4 and AP Mandarin Chinese. Unlike other online Chinese courses, these courses will focus on the spoken language to prepare the student for communicating as soon as possible in the language. Students will hear and see Chinese through video vignettes that follow two teenagers through their daily lives. Each lesson also contains listening exercises, and weekly practice with conversation coaches and the instructor – all online! Students will devote 5-7 hours weekly to the course and will use various technologies to communicate, record their speaking, and download videos and audio to Mp3 players if they wish.

Progress will be charted using LinguaFolio, a document in which those who are learning or have learned a language and record and reflect on their language learning and cultural experiences

10512A	Spanish I	Credit: 1
1051QVPS	Spanish I VPS NCVPS (Block & Year-long)	Credit: 1

Course Description: This course is an introduction to the study of the Spanish language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. Grammar is integrated throughout the course and is selected according to the language needs (functions). A general introduction to the culture, its products (e.g., literature, laws, foods, games) perspectives (e.g., attitudes, values, and beliefs) and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is on-going throughout the course.

10512AS	Accelerated Spanish I	Credit: 1

Location: SIHS, SHS

Prerequisite: at least a B in Language Arts or English-teacher recommendation from Language Arts or English teacher

Course Description: In addition to the regular Spanish I course, this course will move at a faster pace with more emphasis on speaking and listening. This course is designed for the student who desires fluency in Spanish and plans to continue into the upper levels.

10522A	Spanish II	Credit: 1
1052QVPS	Spanish II VPS NCVPS (Block & Year-long)	Credit: 1

Prerequisite: Spanish I

Course Description: This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas. They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of other disciplines is on-going throughout the course.

10535A	Spanish III	Credit: 1 (1 Quality Point)
1053OVPS	Spanish III Honors NCVPS (Block & Year-long)	Credit: 1

Prerequisite: Spanish II

Course Description: This course provides students additional opportunities to expand their listening, speaking, reading, & writing skills as they create with the language and as they access short literary texts, authentic materials, & media on generally familiar topics. Students satisfy limited communication & social interaction demands, they initiate & maintain face-to-face communication. They identify main idea(s) & significant details in discussions, presentations, & written texts within a cultural context, read & interpret authentic materials, narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time and compose messages, announcements, personal notes, & advertisements. They continue to refine their knowledge & understanding of the target language & culture(s) & their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, & applying their knowledge & skills inside & outside the classroom setting. Integration of other disciplines is on-going throughout the course.

10545A	Spanish IV	Credit: 1 (1 Quality Point)
1054OVPS	Spanish IV Honors NCVPS	Credit: 1 (1 Quality Point)

Prerequisite: Spanish III

Course Description: A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in past, present and future time. They satisfy routine social demands and meet most social requirements. Another emphasis of this course is on culture and literature. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting. This course may be taught as a pre-AP class.

10555A Spanish V Credit: 1 (1 Quality Point)

Prerequisite: Spanish IV

Course Description: This course is a continuation of Spanish IV with more emphasis on conversation. Study focuses on major literary works along with a detailed study of Spanish and Latin American history and culture. More work with technology is available for language study.

10555B Advanced Spanish V Credit: 1 (1 Quality Point)

Location: LNHS, SIHS

Prerequisite: Spanish IV

Course Description: This course is taken in the fall semester before AP Spanish V.

10557B AP Spanish V Credit: 1 (2 Quality Points)

Location: LNHS, SIHS

Prerequisite: Spanish IV

Course Description: In addition to the regular course requirements, students are expected to develop and demonstrate higher-level cognitive skills in understanding, speaking, reading, and writing Spanish. Understanding and speaking include ability to receive instruction, participate in discussions, and pose questions exclusively in Spanish. Reading and writing include expressing written opinions on various moral, ethical, and cultural issues based on assigned literacy passages. Students are required to take the AP exam.

10602A German I Credit: 1

1060QVPS German I NCVPS Credit: 1

Location: WIHS

Course Description: This course is an introduction to the study of the German language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. Grammar is integrated throughout the course and is selected according to the language needs (functions). A general introduction to the culture, its products (e.g., literature, laws, foods, games) perspectives (e.g., attitudes, values, and beliefs) and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is on-going throughout the course.

10612A German II Credit: 1

1061QVPS German II NCVPS Credit: 1

Location: WIHS

Prerequisite: German I

Course Description: This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences that narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas. They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of other disciplines is on-going throughout the course.

10625A German III Credit: 1 (1 Quality Point)

1062OVPS German III NCVPS Credit: 1 (1 Quality Point)

Location: WIHS

Prerequisite: German II

Course Description: This course provides students with additional opportunities to expand listening, speaking, reading, and writing skills as they create with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands, they initiate and maintain face-to-face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context, read and interpret authentic materials, narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time and compose messages, announcements, personal notes, and advertisements. They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is on-going throughout the course.

10635A German IV Credit: 1 (1 Quality Point)

1063OVPS German IV NCVPS Credit: 1 (1 Quality Point)

Location: WIHS

Prerequisite: German III

Course Description: A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in past, present and future time. They satisfy routine social demands and meet most social requirements. Another emphasis of this course is on culture and literature. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

10644AP AP German V NCVPS Credit: 1 (2 Quality Points)

Prerequisite: German IV

Course Description: For students with advanced German skills, this course offers a preparation for the College Board Advanced Placement German exam. This course is based on the National Standards for Foreign Language Learning.

10802A Latin I Credit: 1

1080QVPS Latin I NCVPS (Block and Year-long) Credit: 1

Location: LNHS, NIHS

Course Description: The Cambridge Latin Course is designed to introduce students to the language, culture, and history of the Roman Empire during the first century AD (especially that of Pompeii, Roman Britain, and Alexandria). Emphasis is placed on reading and comprehension of the written word. Through the study of Latin, students begin to master a wealth of root words, prefixes, and suffixes essential to build English vocabulary useful in preparing for the SAT.

10812A Latin II Credit: 1

1081QVPS Latin II NCVPS (Block and Year-long) Credit: 1

Location: LNHS, NIHS

Prerequisite: Latin I

Course Description: Latin II reviews the skills mastered in Latin I and uses them as a building block for further grammatical concepts. The course continues to introduce new aspects of culture and history, focusing on Roman Britain and the city Rome. Emphasis is still placed on learning new vocabulary and increasing English vocabulary via derivatives.

10825A Latin III Credit: 1 (1 Quality Point)

1082OVPS Latin III Honors NCVPS (Blk & Year-long) Credit: 1 (1 Quality Point)

Location: LNHS, NIHS

Prerequisite: Latin II

Course Description: Latin III includes a review of introductory and intermediate Latin vocabulary and grammar while students continue to work toward a mastery of reading and interpreting original works of Latin authors of the first century AD. Original passages from Ovid and Vergil (mythology), Catullus (poetry), and Pliny (prose) are first introduced.

10835A Latin IV Credit: 1 (1 Quality Point)

Location: LNHS, NIHS

Prerequisite: Latin III

Course Description: Latin IV Emphasizes increased enjoyment of Latin masterpieces such as the works of Cicero, Virgil, Ovid, Catullus, Horace and Platus. Students acquire additional vocabulary and mature understanding of Roman literature through translation.

10834AP AP Latin Vergil NCVPS Credit: 1 (2 Quality Points)

Prerequisites Successful completion of Latin III.

This course will follow the syllabus for the Vergil Advanced Placement Exam as outlined by THE COLLEGE BOARD (apcentral.collegeboard.com). The aim of this course is in general conformity with college Latin studies in the fourth through sixth semesters. As in all such courses at this level, the basic objective is progress in reading, translating, and understanding, analyzing, and interpreting Latin in the original. The content of advanced Latin courses contains the greatest minds and artists in Western Civilization

Mathematics Curriculum

20182FMI Foundations of Integrated Math I Credit: 1

Grade Level: 9

Recommended: students scoring below level 3 on the 8th grade EOG mathematics test.

Course Description: This course is designed to introduce students to Algebra I concepts. Topics covered include the study of integers, linear equations, inequalities, and polynomials. Any student who does not make a proficient score on the eighth grade EOG test MUST take this course. Any student who feels insecure about Algebra I MAY take this course. Students earn one elective credit toward graduation but must take Algebra I to meet the state requirement for Algebra I.

20512IMA Integrated Math I Credit: 1

Grade Level: 9-12

Course Description:

20522IMB Integrated Math II Credit: 1

Grade Level: 9-12

Prerequisites: Integrated Math I

Course Description:

20525IMH Integrated Math II Honors Credit: 1 (1 Quality Point)

Grade Level: 9-12

Prerequisites: Integrated Math I

Course Description:

20532IMC Integrated Math III Credit: 1

Grade Level: 9-12

Prerequisites: Integrated Math II or Integrated Math II Honors

Course Description:

20535IMH Integrated Math III Honors Credit: 1 (1 Quality Point)

Grade Level: 9-12

Prerequisites: Integrated Math II or Integrated Math II Honors

Course Description:

20302A Geometry (Academic) Credit: 1

2030QVPS Geometry NCVPS (Block and Year-long) Credit: 1

Prerequisite: Algebra I

Course Description: Geometry continues students' study of geometric concepts building upon middle school topics. Students move from an inductive approach to a deductive method of proof in their study of geometric figures. Two and three-dimensional reasoning skills are emphasized, and students broaden their use of the coordinate plane to include transformations of geometric figures.

20305H Geometry (Honors) Credit: 1 (1 Quality Point)

2030OVPS Geometry (Honors) NCVPS Credit: 1 (1 Quality Point)

Prerequisite: Algebra I

Recommended: A "B" or above in Algebra I

Course Description: This course teaches the curriculum outlined in the description for 2030A Geometry emphasizing experimentation and discovery. This course includes a more in-depth study of the geometry topics covered in the standard course of study and incorporates additional topics such as logic problems, tessellations, tangrams, and trigonometry.

20242A Algebra II (Academic) Credit: 1

2024QVPS Algebra II NCVPS Credit: 1

Prerequisite: Geometry

Course Description: Algebra II continues students' study of advanced algebraic concepts including functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices.

20245H Algebra II (Honors) Credit: 1 (1 Quality Point)

2024OVPS Algebra II (Honors) NCVPS Credit: 1 (1 Quality Point)

Prerequisite: Geometry

Course Description: This course teaches the curriculum outlined in the description of 2024A Algebra II emphasizing extensive problem solving, investigation, and discovery. Students planning to take Pre-Calculus and AP Calculus need to enroll in Honors Algebra II.

20632SM Survey of Mathematics Credit: 1

Course Description: The course will count as the fourth math for those students going to a Community/Technical College but not for University/Colleges.

20252A Advanced Functions and Modeling Credit: 1

2025QVPS Adv Functions & Modeling NCVPS Credit: 1

Grade Level: 10-12

Prerequisite: Algebra II

Course Description: This course provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate.

20665ADV Advanced Statistics Credit: 1 (1 Quality Point)

Location: LNHS

Grade Level: 12

Prerequisite: Algebra II (recommended at least an 80 average in Algebra II)

Course Description: This course is taken the fall semester before AP Statistics. Students enroll the same year they enroll in AP Statistics.

20667AP AP Statistics Credit: 1 (1 Quality Point)

Location: LNHS

Grade Level: 12

Prerequisite: Advanced Statistics

Course Description: This course is designed for those students who want an Advanced Placement course of study. This course is based on the guidelines of The College Board and the syllabus for Advanced Placement Statistics. Students are required to take the AP Exam.

20705A Pre-Calculus (Honors) Credit: 1 (1 Quality Point)

2070OVPS Pre-Calculus Honors NCVPS Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite: Algebra II Honors or Advanced Functions & Modeling

Course Description: This course is designed for those students who are planning to continue their education beyond high school in a field of study where calculus is an entry level mathematics course. The course covers functions, graphing, trigonometry, sequences and series, and an introduction to calculus.

20502A Discrete Mathematics (Academic) Credit: 1

Location: SIHS

Grade Level: 11-12

Prerequisite: Algebra II

Course Description: This course introduces students to the mathematics of networks, social choice, and decision-making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software is used regularly for instruction and assessment.

20505A Discrete Mathematics (Honors) Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite: Pre-Calculus

Course Description: This course introduces students to the mathematics of net works, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, is used regularly for instruction and assessment.

20705ADV Advanced Calculus Credit: 1 (1 Quality Point)

Grade Level: 12

Prerequisite: Pre-Calculus

Recommended: A "B" or above in Pre-Calculus

Course Description: This course is taken the fall semester before AP Calculus. Students enroll the same year they enroll in AP Calculus.

20767AP AP Calculus AB Credit: 1 (2 Quality Point)

20764VPS AP Calculus AB NCVPS Credit: 1 (2 Quality Points)

Grade Level: 12

Prerequisite: Advanced Calculus

Recommended: A "B" or above in Pre-Calculus

Course Description: This course is designed for those students who want an Advanced Placement course of study. This course is based on the guidelines of The College Board and the syllabus for Advanced Placement Calculus. Students are required to take the AP Exam.

20777A AP Calculus BC Credit: 1 (2 Quality Points)

20774VPS AP Calculus BC NCVPS Credit: 1 (2 Quality Points)

Location: LNHS

Grade Level: 11-12

Prerequisite: Final grade of C or higher in Advanced Calculus or permission of the Instructor

Course Description: This course continues the accelerated study of calculus and its applications to mathematical modeling. Through class discussions, problem solving, laboratory experiences, and writing assignments students discover the important concepts of calculus, develop an understanding of these concepts, and use these concepts in solving realistic problems. This course generally includes the completion of a substantial mathematical modeling project. Calculators and computers are used as tools in the course. Topics normally covered include additional applications of the derivative, Euler's method, definite and indefinite integrals, numerical approximations of integrals, calculating area and total change of a function, additional discussion of Taylor series and power series, additional techniques of integration, improper integrals, and more applications of integrals. Advanced Calculus and AP Calculus BC constitute a comprehensive study of calculus and include all of the topics on the AP Calculus BC syllabus. Students are required to take the AP Calculus BC Examination at the end of the year.

25084AP AP Computer Science A NCVPS Credit: 1 (2 Quality Points)

Prerequisites Algebra I.

This course differs from the A/B class in depth, scope, and pace. This AP Computer Science course is an introductory course in computer science. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. Computer Science A emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction, but these topics are not covered to the extent that they are covered in Computer Science AB. For more information on the content covered by the AP course and exam, please visit: http://www.collegeboard.org/ap/students/compsci/index.html

25124AP AP Computer Science A/B NCVPS Credit: 1 (2 Quality Points)

Prerequisites Successful completion of Algebra I. 42

Course Description: The AP Computer Science course is an introductory course in computer science. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. For more information on the content covered by the AP course and exam, please visit: http://www.collegeboard.org/ap/students/compsci/index.html

Science Curriculum

30102A Physical Science* Credit: 1

3010QVPS Physical Science NCVPS* Credit: 1

Grade Level: 9-12

Recommended Prerequisite: Algebra I

Course Description: This course introduces the basic principles of physical science with an emphasis on chemistry and physics.
* Chemistry and Physics also satisfy the requirement of a 'physical science' credit.

30202A Biology (Academic) Credit: 1

3020QVPS Biology (Academic) NCVPS Credit: 1

Grade Level: 10

Course Description: This course is designed to prepare the student to live in our world of technology with an in-depth understanding of science concepts and specialized instruction. Special emphasis is given to lab work and projects, which promote creativity and the use of the scientific method. Topics include: life functions, classification, cell biology, plant and animal structure, reproduction and ecology. The state EOC test is required and will count as 25% of the final grade. The student must score a Level III or IV on the EOC test in order to receive credit for the course.

30205H Biology (Honors) Credit: 1 (1 Quality Point)

3020OVPS Biology (Honors) NCVPS Credit: 1 (1 Quality Point)

Grade Level: 9-10

Recommended: Honors Earth/Environmental Science

Course Description: This course is designed to give the student a more challenging and in-depth experience of the North Carolina Standard Course of Study in Biology. Students are expected to work independently on a variety of assignments and accept greater responsibility for their earning. In addition to the NCSCS goals and objectives, students are expected to: design and carry out several independent investigations of biological questions, read and report on recent research in biology, and demonstrate a more in-depth conceptual understanding of all biology objectives. The state EOC test is required and will count as 25% of the final grade. The student must score a Level III or IV on the EOC test in order to receive credit for the course.

30215ADV Advanced Biology Credit: 1 (1 Quality Point)

Grade Level: 10-12

Prerequisite: Honors Biology & Honors Chemistry or concurrent enrollment in Honors Chemistry

Recommended: A "B" or above in Honors Biology & Honors Chemistry or concurrent enrollment in Honors Chemistry

Course Description: This course is the fall semester course taken before AP Biology.

30217AP AP Biology Credit: 1 (2 Quality Points)

30214VPS AP Biology NCVPS Credit: 1 (2 Quality Points)

Grade Level: 10-12

Prerequisite: Advanced Biology

Course Description: This course is designed for those who want an Advanced Placement course of study in Biology. This course is based on the guidelines of The College Board and the syllabus for Advanced Placement Biology. The course is divided into three major areas of study: molecular and cell biology, principles of ecology, and evolution and behavior (an advanced laboratory science). Students are required to take the AP Exam.

30382A Earth/Environmental Science (Academic) Credit: 1

3038QVPS Earth/ Environmental Science NCVPS Credit: 1

Grade Level: 9-12

Course Description: This course is designed for students interested in studying basic principles of Earth Science. Special areas of study include: meteorology, historical geology, plate tectonics, mineralogy, astronomy, oceanography, geology, and environmental issues.

30385H Earth/Environmental Science (Honors) Credit: 1 (1 Quality Point)

Grade Level: 9-12

Course Description: Honors Earth/Environmental Science is a rigorous curriculum designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The impacts of human activities on earth systems will also be a focus. The results of student investigations will be communicated though presentations and formal laboratory reports. Enrichment and integration with other disciplines is encouraged.

3042OVPS Environmental Science Honors NCVPS Credit: 1 (1 Quality Point)

This course is designed to allow highly motivated students the opportunity to develop an appreciation for earth processes and to discover how earth science is integrated with all other sciences. Students will become more adept with scientific writing. Topics that are covered within the course include the hydrosphere, dynamic earth, plate tectonics, biogeochemical cycles, oceanography, meteorology, energy resources, and the universe beyond earth. The purpose of the course is to generate student awareness of their responsibility for stewardship of the earth system and environmental quality. Assessments within the course include self-quizzes, lab activities and simulations, reflective practices that generate scientific inquiry, and traditional testing methods such as multiple choice and free response questions.

30425ADV Advanced Environmental Science Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisites: Biology and Chemistry (Honors level recommended)

Course Description: This course is the fall semester course taken before AP Environmental Science. Students enroll in this course the same year they enroll in 30427A AP Environmental Science. This course can be used to fulfill an Earth Science Credit for Graduation.

30427AP AP Environmental Science Credit: 1 (2 Quality Points)

30424VPS AP Environmental Science NCVPS Credit: 1 (2 Quality Points)

Level: 11-12

Prerequisites: Biology and Chemistry (Honors level recommended)

Recommended: Earth/Environmental Science

Course Description: The AP Environmental Science course is designed to help students comprehend the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Laboratory activities originate from the fields of biology, ecology, physics and earth science (an advanced laboratory science). Students are required to take the AP exam at the end of the year.

80112A Principles of Technology I* Credit: 1

Location: SHS

Grade Level: 10-12

Prerequisite: Algebra I

Course Description: This course provides a hands-on approach to understanding principles and concepts of technology and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid and thermal systems as they relate to work, force, rate, resistance, energy, and power. Activities are structured to integrate science, mathematics, and language arts. Work-based learning strategies appropriate for this course include job shadowing and field trips. This course and TSA technical and leadership activities enhance the skills of students interested in pursuing technical, engineering, or science related careers *satisfies physical science requirement

80122A Principles of Technology II Credit: 1

Location: SHS

Grade Level: 11-12

Prerequisite: Principles of Technology I

Course Description: This course is designed as a continuation of Principles of Technology I. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy converters, transducers, radiation theory, optical systems, and time constants. Activities are structured to integrate science, mathematics, and language arts. Work-based learning strategies appropriate for this course include job shadowing, and field trips. This course and TSA activities further enhance the skills essential for success in technical, engineering, and science related fields.

30502A Chemistry Credit: 1

Location: LNHS, SHS, SIHS

Grade Level: 10-12

Prerequisite: Biology

Recommended Prerequisite: Algebra II

Course Description: Chemistry is a comprehensive laboratory course designed to give students a conceptual and in-depth understanding of the concepts in the NC Standard Course of Study in Chemistry. The curriculum will integrate inquiry and technology to explore the world of chemistry. Chemistry is intended to be a tenth or eleventh grade course for students accelerated in mathematics. Success in Chemistry will require the student to: 1) operate with algebraic expressions to solve problems using direct, inverse, combined, and joint variation, 2) use logarithms and exponents to solve problems, and 3) describe graphically, algebraically and verbally real-world phenomena as functions and identify the independent and dependent variables.

30505H Chemistry (Honors) Credit: 1 (1 Quality Point)

3050OVPS Chemistry (Honors) NCVPS Credit: 1 (1 Quality Point)

Grade Level: 10-12

Prerequisite: Biology (Honors level recommended)

Recommended Prerequisite: Algebra II

Course Description: Chemistry is an accelerated comprehensive laboratory course designed to give students a conceptual and in-depth understanding of the concepts in the NC Standard Course of Study in Chemistry. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course will include honors objectives and an in-depth study of at least two enrichment topics. Students will design and complete at least one in-depth independent study of chemistry directed questions. The curriculum will integrate inquiry and technology to explore the world of chemistry.

Chemistry is intended to be a tenth or eleventh grade course for students accelerated in mathematics. Success in Chemistry will require the student to: 1) operate with algebraic expressions to solve problems using direct, inverse, combined, and joint variation, 2) use logarithms and exponents to solve problems, and 3) describe graphically, algebraically and verbally real-world phenomena as functions and identify the independent and dependent variables.

30515ADV Advanced Chemistry Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite: Chemistry (Honors level recommended)

Recommended: A “B” or above in Chemistry

Course Description: This course is the fall semester course taken before AP Chemistry.

30517AP AP Chemistry Credit: 1 (2 Quality Points)

Grade Level: 11-12

Prerequisite: Chemistry (Honors level recommended) and Advanced Chemistry

Course Description: This course is designed for those who want an Advanced Placement course of study in Chemistry. This course is based on the guidelines of The College Board and the syllabus for Advanced Placement Chemistry (an advanced laboratory science). Students are required to take the AP Exam at the end of the year.

30605H Physics (Honors) Credit: 1 (1 Quality Point)

Grade Level: 10-12

Prerequisite: Algebra II

Course Description: This course provides for a challenging and advanced study that enriches key physics topics and broadens the student's view of the larger physics community including current research. Substantial class time will be devoted to student-directed exploration and experimentation. An in-depth study of at least two of the following enrichment topics: optics, nuclear, modern physics, electromagnetism, thermodynamics, or engineering will be required. Physics is an appropriate course for students with a strong mathematics and science background. Success in this course will require the student to: 1) operate with algebraic expressions to solve complex equations which include trigonometric functions, 2) use exponents to solve problems, and 3) describe graphically, algebraically and verbally real-world phenomena as functions and identify independent and dependent variables (a physical science or an advanced laboratory science).

30805ADV Advanced Physics Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite: Pre-Calculus or concurrent enrollment in Pre- Calculus

Recommended: Honors Physics

Course Description: This course is the fall semester course taken before AP Physics.

30637APB AP Physics B Credit: 1 (2 Quality Points)

Grade Level: 11-12

Prerequisite: 30805ADV Advanced Physics

Course Description: This course is designed for those who want an Advanced Placement course of study in Physics as well as a more complete understanding of how the world works. Students will learn how to relate mathematical models to the physical processes that take place around them on a daily basis. The course covers Newtonian Mechanics, Rotational Motion and Dynamics, Fluids, Heat and Thermodynamics, Kinetic Theory, Electricity, Magnetism and Induction, Waves and Sound, Optics, and Modern Physics. This course is based on the guidelines of The College Board and the syllabus for AP Physics. Successful completion of the course prepares the student for a collegiate career that involves rigorous scientific coursework. The course involves a hands-on lab component where the students utilize computer interfaced sensing equipment to assist them in their investigations of various phenomena. Students who score sufficiently high on the AP Test at the end of the course qualify for collegiate science credits at most institutions. Students are required to take the AP Exam at the end of the year.

30614VPS AP Physics B NCVPS Credit: 1 (2 Quality Points)

Prerequisites: Pre-Calculus course and Physics or Chemistry.

This is a year-long course that requires a 90-minute daily class period. The AP B curriculum is for students who are interested in studying physics as part of the basis for more advanced work in college in the life sciences, medicine, geology, or related areas. The course focuses on developing conceptual understanding and problem-solving abilities using algebra and trigonometry. A hands-on laboratory component is included. The primary goals of the course are to provide a broad overview of introductory physics at the level and with the scope of the AP Physics B curriculum and to develop the associated skills in problem solving and laboratory work. Achieving these goals in an online course is more challenging than in a traditional course, because students must use the textbook and associated online materials as the primary resources for content and problem-solving strategies

30647AP AP Physics C Credit: 1 (2 Quality Points)

Location: LNHS

Grade Level: 11-12

Prerequisite: Advanced Physics-Mechanics, Calculus or concurrent enrollment in Calculus (Honors or AP)

Recommended: Advanced Physics-Mechanics

Course Description: This course, along with 30608AP, is structured to match a year-long college level course in Physics and uses algebra, trigonometry and limited calculus skills. Passing the AP Physics C test prepares you to enter a college course of study in engineering or science and is recognized by many colleges for as much as a one year science credit towards a BS degree. Topics include Kinematics, Newton's Laws, Conservation Laws, Rotational Kinematics, Gravitation, Waves & Oscillations, Electrostatics, Conductors, Dielectrics & Capacitors, Gauss's Law, Electric Circuits, Magnetism, Electromagnetism, Ampere's law, Faraday's Law, Lentz's Law and Maxwell's Equations. . The course involves a hands-on lab component where students utilize computer interfaced sensing equipment to assist them in their investigations of various phenomena. Approximately 30-40 hours of lab work will be completed during the course (A physical science or an advanced laboratory science). Students are required to take the AP Physics C Examinations at the end of the year.

30805FS Forensic Science Honors Credit: 1 (1 Quality Point)

Location: SHS

Grades 11-12

Prerequisites: Physics or Chemistry and Biology

Course Description: Forensic Science is designed to sharpen the student's problem solving skills, with an emphasis on writing, direct experimentation, and the formation of evidence based conclusions to a variety of criminal proceedings. Students will write reports that record their findings on evidence presented from case studies and actual investigations. Emphasis will be on all scientific connections of forensics using concepts from biology, chemistry, and physics. Students will conduct their own experiments and research current issues.

90152SM Sports Medicine Training I Credit: 1

Location: SHS, WIHS

Grade Level: 10-11

Prerequisite: Physical Science and PE/Health

Course Description: This course is an intensive course for those who have an interest in human anatomy and physiology, biology, and medicine. Course emphasis will be on the role of an athletic trainer, the legal aspects of sports medicine, basic taping, and bandaging, first aid and CPR, anatomy and physiology, EMT skills, sports equipment, and emergence procedures. Students will be encouraged to work with athletic teams to gain experience and to utilize skills learned in class.

Social Studies

40242A	World History (Academic)	Credit: 1
4024QVPS	World History NCVPS	Credit: 1

Grade Level: 9-12

Course Description: This course includes a survey of world civilizations and the impact their cultures have had on society. Similarities and differences among cultural patterns are studied in the economic, social, and political areas. This course fulfills the state graduation requirement of one unit of World History.

40245H	World History (Honors)	Credit: 1 (1 Quality Point)
4024OVPS	World History Honors NCVPS	Credit: 1 (1 Quality Point)

Grade Level: 9-12

Recommended: Level IV on 8th Grade Reading EOG

Course Description: This course provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem seeking, problem solving, scholarly and creative processes, critical analysis and application, and reflective thinking. Although the goals and objectives are the same as those found in the standard World History course, the material is taught with greater complexity and reflects a differentiated curriculum. This course fulfills the state graduation require ment of one unit of World History.

40245ADV	Advanced World History	Credit: 1 (1 Quality Point)

Grade Level: 10-12

Prerequisite: Civics and Economics and Summer Enrichment Reading and Assignments

Recommended: Honors Civics and Economics, A "B" or above in Honors English I

Course Description: This course is the fall semester course taken before 40247AP A World History. Students enroll in this course the same year they enroll in 40247A AP World History.

40717AP	AP World History	Credit: 1 (2 Quality Points)
40714VPS	AP World History NCVPS	Credit: 1 (2 Quality Points)

Grade Level: 10-12

Prerequisite: 40245A Advanced World History

Course Description: This course is designed for those who want an Advanced Placement course of study in World History. This course is based on the guidelines of The College Board and the syllabus for Advanced Placement World History. This course fulfills the state graduation requirement of one unit of World History. Students are required to take the AP Exam at the end of the year.

40522A	Civics and Economics (Academic)	Credit: 1
4052QVPS	Civics & Economics NCVPS	Credit: 1

Grade Level: 10-12

Course Description: In this course, 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.

40525H	Civics and Economics (Honors)	Credit: 1 (1 Quality Point)
4052OVPS	Civics & Economics Honors NCVPS	Credit: 1 (1 Quality Point)

Grade Level: 9

Recommended: Level IV on 8th Grade Reading EOG, A "B" or above - Honors English I

Course Description: This course covers material in greater complexity, novelty, acceleration and/or pacing. Honors students will learn to express and defend their ideas while attaining the distance necessary to accept constructive criticism. Teachers should incorporate opportunities for each student to become a reflective thinker who possesses the potential to become an initiator of learning and accomplishments exploring areas of his/her interests within the designated course of study.

40212A	United States History (Academic)	Credit: 1
4021QVPS	U.S. History NCVPS	Credit: 1

Grade Level: 11-12

Prerequisite: Civics and Economics

Course Description: This course is a comprehensive survey of the historical development of the United States from the beginning to the present. The main purpose is for students to identify concepts and ideas on which our country was founded and to evaluate our present system in view of those past events. Emphasis is on the social, political, and economic forces that have shaped our nation.

40215H	US History (Honors)	Credit: 1 (1 Quality Point)
4021OVPS	US History (Honors) NCVPS	Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite: Civics and Economics

Recommended: Honors Civics and Economics

Course Description: This course provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of United States history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of the content. The course follows the same course of study as the standard United States History course; however, the material is taught with greater complexity, novelty, acceleration, and reflects a differentiated curriculum.

40105AUS	Advanced United States History	Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite: Civics and Economics and Summer Enrichment Reading and Assignments

Recommended: A "B" or above in Honors English II, Level III or IV on 10th Grade Writing Test; Level IV on Civics & Economics EOC

Course Description: This course is the fall semester course taken before 40217A AP United States History. Students enroll in this course the same year they enroll in 40217A AP United States History.

40697AP	AP United States History	Credit: 1 (2 Quality Points)
40694VPS	AP U.S. History NCVPS	Credit: 1 (2 Quality Points)

Grade Level: 11-12

Prerequisite: Advanced United States History

Course Description: This course is designed for those who want an Advanced Placement course of study in United States History. This course is based on the guidelines of The College Board and the syllabus for Advanced Placement United States History. Students are required to take the AP Exam at the end of the year. The state EOC test is required and will count as 25% of the final grade. The student must score a Level III or IV on the EOC test in order to receive credit for the course.

40412A Crime & Justice/Current Events Credit: 1

Grade Level: 10-12

Prerequisite: Civics and Economics

Course Description: This course explores the criminal justice system of our country. Besides comparing the United States' system to that of other countries, students study the successes and failures of the system. There is also a study of various types of crime and punishments. Finally, students explore realistic ways to help reduce crime. Part II studies how the media reports the events of the world from the local, state, national and global perspective. Emphasis is placed on how to interpret media presentations through inferences and conclusions. Students are encouraged to draw contrasting studies of information and form their own conclusions.

40105ADV Advanced U.S. Government and Politics Credit: 1 (1 Quality Point)

Grade Level: 11, 12

Prerequisite: Civics & Economics, United States History

Recommended: A "B" or above in English III (Honors), Level IV on Civics & Economics EOC and United States History, Level IV on 10th Grade Writing Test

Course Description: This course is taken in the fall semester before AP U.S. Government and Politics. Students enroll in this course the same year they enroll in AP U.S. Government and Politics.

40047AP AP Gov & Politics: US Credit: 1 (2 Quality Points)

40044VPS AP Gov & Politics: US NCVPS Credit: 1 (2 Quality Points)

The AP course in United States Government and Politics includes general concepts used to interpret US politics and the analysis of specific examples. Students in the United States Government and Politics course will confront critical questions about the American political landscape and our role as citizens. We will question the compatibility of capitalism and democracy, the balance between security and liberty, and the relationship between rights and responsibilities. Our attention will focus on Constitutional principles, the political process, policy making institutions, rights and liberties, and the politics of national policy. We will analyze such important concepts as social capital, immigration, inequality, racism, education, First Amendment rights, and the media.

40105AEH Advanced European History Credit: 1 (1 Quality Point)

Grade Level: 12

Required: Civics and Economics, World History, United States History and Summer Enrichment Reading and Assignments

Recommended: A "B" or above in English III (Honors), Level IV on Civics & Economics and United States History EOCs, Level IV on 10th Grade Writing Test

Course Description: This course is taken in the fall semester before AP European History. Students enroll in this course the same year they enroll in AP European History.

40237AP AP European History Credit: 1 (2 Quality Points)

40234VPS AP European History NCVPS Credit: 1 (2 Quality Points)

Grade Level: 12

Prerequisite: Advanced European History

Course Description: This course is designed for those who want an Advanced

Placement course of study in European History. This course is based on the guidelines of The College Board and the syllabus for AP Government and Politics. Students are required to take the AP Exam at the end of the year.

40324VPS AP Human Geography NCVPS Credit: 1 (2 Quality Points)

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The general themes of AP Human Geography are as follows: Geography is fundamentally concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes. Geography looks at the world from a spatial perspective—seeking to understand the changing spatial organization and material character of Earth's surface. Geographical analysis requires a sensitivity to scale—not just a spatial category but as a framework for understanding how events and processes at different scales influence one another. Geography is concerned not simply with describing patterns, but with analyzing how they came about and what they mean. Geography is concerned with the ways in which events and processes operating in one place can influence those operating at other places. The overall goal of AP Human Geography is to introduce students to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems.

40802A Psychology Credit: 1

4080QVPS Psychology NCVPS Credit: 1

Grade Level: 11-12

Course Description: This course focuses on the study of leading psychologists and their theories and on how psychological theories relate to contemporary life. It includes a basic survey of social and human relations. The formation of human personality is analyzed and examined with regard to the role of the individual in human society.

4080OVPS Psychology Honors NCVPS Credit: 1 (1 Quality Point)

40804VPS AP Psychology NCVPS Credit: 1 (2 Quality Points)

Psychology is designed to engage students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. The course emphasizes the empirical examination of behavior and mental processes and offers perspectives that foster students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. Honors Psychology covers the material in greater complexity, novelty, and pacing. Honors Psychology is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

40544MAC AP Macroeconomics NCVPS Credit: 1 (2 Quality Points)

The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Students understand the choices they must make as producers, consumers, investors, and tax payers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants. The content will focus on the analysis of fundamental economic and macroeconomic concepts/topics.

40554MIC AP Microeconomics NCVPS Credit: 1 (2 Quality Points)

The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. In order for students to acquire the knowledge and decision-making tools necessary for understanding how society must organize its limited resources to satisfy its unlimited wants, students learn factors that influence the economic system. The content will focus on the analysis of the fundamental economic and macroeconomic concepts/topics.

40252A Bible History I Credit: 1

Grade Level: 9-12

Course Description: This course is a survey of the Old Testament with emphasis on the Pentateuch and the early history of Israel covering Genesis through Ruth and Job.

40252B Bible History II Credit: 1

Grade Level: 9-12

Course Description: This course is a general historical overview of the New Testament with emphasis on Matthew, Mark, Luke, John, and Acts. Bible I is not a prerequisite for Bible II.

40252C Bible History III/Old Testament Credit: 1

Grade Level: 10-12

Prerequisite: Bible I or II

Course Description: This course is a historical overview of the Old Testament, including a detailed study of the United and Divided Kingdom periods and a study of the prophetic books. The course covers I Samuel – Malachi.

40252BH Bible History IV Credit: 1

Grade Level: 10-12

Prerequisite: Bible I or II

Course Description: This course focuses upon the role and writings of the Epistles. This course covers Romans – Revelation.

4010QVPS Medieval Studies NCVPS Credit: 1

Medieval Studies will investigate the history of Europe from the breakup of the Roman Empire to the dawn of the Renaissance. It will study the political, economic, social, and cultural development of the three successor civilizations of classical Greece and Rome –Byzantium, Islamic, and Western Christendom, with particular emphasis on thelatter. This course will examine the development and interactions of these civilizations in both peace and war. Medieval Studies provides the opportunity for advanced work, and rigorous, systematic study of major ideas and concepts found in medieval European history.

40965MIS Philosophy and Metacognition Credit: 1 (1 Quality Point)

Grade Level: 11

Location: SIHS

Prerequisite: Completion of International Studies Program application process or transition from Middle Years Programme schools (Mount Mourne and Northview) / Contemporaneous or previous study of A.P. English Language and Composition.

Course Description: Through an internationally-minded focus, students will heighten their awareness of many cultures, resources of language and the skill of polite discourse about controversial issues. Students will explore philosophy, metacognition, skepticism, religion, politics, verbal and non-student interest and need. Students will build on their studies of rhetorical analysis and modes of discourse from Advance Placement English Language and Composition with this contemporaneous course. Writing is a central focus of this course, which will enhance student ability to identify, analyze, and use the power of rhetoric and organize their thoughts to persuade an audience. This course will also be a forum for students to prepare, write, and receive feedback on their Extended Essays, a maximum 4,000 word writing in which students argumentatively pursue a topic of individual interest. This course is challenging and stimulating and takes substantially more preparation than other high school courses.

40112A African American Studies Credit: 1

Grade Level: 9-12

Location: SHS

Course Description: African Americans have made significant contributions to the economic, political, social and cultural development of the United States. Through this course, students discover how African Americans have always been an integral part of the American experience. However, African Americans have also been a viable force unto themselves with their own experiences, culture, and aspirations. African American history cannot be understood except in the broader context of the United States' history.

52302A Vocal Music Beginning Credit: 1

Grade Level: 9-12

Course Description: This course is designed to include two, three, and four part singing (SAB/SATB) as well as beginning vocal technique and score reading.

52312A Vocal Music Intermediate Credit: 1

Grade Level: 9-12

Course Description: This course is designed for the more mature voice and well-developed vocal technique and tone quality. It includes four-part singing (SATB) and introductions to sight singing. Music ranges from "pop" to classical and from Renaissance to contemporary. Performances in the Fall and Spring Choral Concerts offer an opportunity to gain experience in public performances.

52325A Vocal Music Proficient Fall Credit: 1 (1 Quality Point)

52325B Vocal Music Proficient Spring Credit: 1 (1 Quality Point)

Prerequisite: Placement audition, and teacher recommendation

Prerequisite (Honors Level): Choral Arts I, Choral Arts II, placement audition, and teacher recommendation

Course Description: This limited group is required to have advanced choral/vocal techniques and sight singing abilities. These students represent the school in small ensemble competitions, community and school events, and individual competitions. This group performs publicly on a frequent basis. Auditions include a solo of the student's choice, rhythm and pitch recall, and display of vocal range. Choral Arts III (Honors) addresses the competency goals and objectives of the NC SCOS for Choral Arts III and provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

52335A Vocal Music Advanced Fall Credit: 1 (1 Quality Point)

52335B Vocal Music Advanced Spring Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite: Placement audition, and teacher recommendation

Prerequisite (Honors Level): Choral Arts I, Choral Arts II, placement audition, and teacher recommendation

Course Description: This limited group is required to have advanced choral/vocal

52325C Vocal Music Proficient Women Credit: 1 (1 Quality Point)

Location: LNHS, NIHS, WIHS

Grade Level: 9-12

Prerequisite: Audition

Course Description: This course is designed for the more mature voice and well-developed vocal technique and tone quality. It includes three and four-part treble singing and focuses on sight singing abilities. Music ranges from "pop" to Classical and from Renaissance to Contemporary. This group will represent the school in competitions. Auditions include a solo of the student's choice, rhythm and pitch recall (the student sings back what he/she has heard played on the piano), and display of vocal range.

Performance at the Spring Choral Concerts offers an opportunity to gain experience in public performances.

523255C Vocal Music Proficient Show Credit: 1 (1 Quality Point)

Location: SHS

Prerequisite: Chorus I, Chorus II and Chorus III with a grade no lower than a B and Audition

Grade Level: 10-12

Show Choir is an advance vocal music organization that will be offered. Popular music, show tunes and vocal jazz are taught with accompanying choreography. There will be many required performances. Members are expected to be independent and are allowed to be creative.

52552A Band Beginning (Fall) Credit: 1

52552B Band Beginning (Spring) Credit: 1

Grade Level: 9-12

Prerequisite: Middle School Band

Course Description: This course concentrates on previous music experiences and is designed to develop the skills of performance to the highest possible level. The content of the course covers the literature of various style periods and instrumental form, development of a concept of interpretation, music reading, basic music theory, interpretative marking, and nomenclature found in band literature. Attendance at out-of-class rehearsals and performances, marching or concert, is viewed as the extension of the classroom and is required. Students registering for Band I must also register for 52552M Marching Band.

52562A Band Intermediate (Fall) Credit: 1

52562B Band Intermediate (Spring) Credit: 1

Grade Level: 10-12

Prerequisite: Band I

Course Description: This course is designed for those students who have attained performance skills. The primary goal of this course is to develop a greater degree of music responsiveness through rehearsals and performances. Special emphasis is placed on continued development of performance skills, sight reading ability, and interpretive skills. Attendance at out-of-class rehearsals and performances, marching or concerts is viewed as an extension of the classroom and is required.

52552M Marching Band (Fall Only) Credit: .5-Pass/Fail-Not included in GPA

Grade Level: 9-12

Prerequisite: All students registered for Band I, Band II, Band III, Band IV or Small

Ensemble is REQUIRED to register for Marching Band.

Course Description: This course is designed for those schools that have after school marching rehearsals. Attendance at marching rehearsals, football games, parades, or marching contests is the main requirement for this course. (Exceptions are varsity athletes.) Marching rehearsals begin before the opening of school (1 or 2 weeks to be determined by the band director of each individual school). Those students chosen for flag squad or majorette are required to register for this course also. Class meetings for this course are after school rehearsals, football games, parades, or any other performance required by the band director. Contact hours for this semester course are the same as a regular class period.

52575A Band Proficient (Fall) Credit: 1 (1 Quality Point)

52575B Band Proficient (Spring) Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite: Band II and teacher audition and recommendation

Prerequisite (Honors Level): Band I, Band II, and teacher audition and recommendation

Course Description: Band III continues to build on the comprehensive music education students have received in Band II. Band III (Honors) addresses the competency goals and objectives of the NC SCOS for Band III and provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

52585A Band Advanced (Fall) Credit: 1 (1 Quality Point)

52585B Band Advanced (Spring) Credit: 1 (1 Quality Point)

Grade Level: 12

Prerequisite: Band III and teacher audition and recommendation

Prerequisite (Honors Level): Band I, Band II, and teacher audition and recommendation

Course Description: Band IV continues to build on the comprehensive music education students have received in Band III. Band IV (Honors) addresses the competency goals and objectives of the NC SCOS for Band IV and provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

52652A Jazz Band Credit: 1

Grade Level: 9-12

Prerequisite: Audition

Course Description: This course is designed to acquaint the student with the style and structure of jazz music through performances. Rehearsals emphasize the development of such skills as note reading, chord reading, and improvisation. Students are expected to develop a working knowledge of jazz artists and ensembles and to become acquainted with the development of jazz music. Students are required to attend out-of-school rehearsals and performances.

525825S Small Ensemble Credit: 1 (1 Quality Point)

Grade Level: 9-12

Prerequisite: Audition

Course Description: This course is designed for band students interested in expanding their knowledge of music for specific instruments. These ensembles may include woodwind/brass trios, quartets, quintets, etc. Music ranging from classical to modern is performed. Performance for ensemble competitions and concerts is expected.

52585PS Percussion Ens/Steel Drum Ens Honors Credit: 1 (1 Quality Point)

Location: SHS

Prerequisite: Audition

Grade Level: 10-12

A select group of percussionists studying and performing literature appropriate to this family of instruments. This course concentrates on previous music experiences and is designed to develop the skills of performance to the highest possible level. The content of the course covers the literature of various style periods and instrumental form, development of a concept of interpretation, music reading, basic music theory, interpretative marking, and nomenclature found in percussion literature. Attendance at out-of-class rehearsals and performances is viewed as the extension of the classroom and is required. May be taken for credit repeatedly.

51152A Dance Beginning Credit: 1

Location: VPAC Magnet Elective

Application Only – No prior experience necessary

Grade Level: 9-12

Beginning level of dance with concentration in Modern technique. Students will learn basic body alignment and understand basic kinesthetic awareness. They will understand basic dance vocabulary and be able to implement vocabulary. Students will also have an opportunity to study jazz and lyrical techniques in this class.

51162A Dance Intermediate Credit: 1

Location: VPAC Magnet Elective

Prerequisite: Dance I elective (51152A)

Grade Level: 9-12

Advanced beginning level of dance with concentration in Modern technique. Students will learn basic body alignment and understand basic kinesthetic awareness. They will apply and implement dance vocabulary and students will create their own piece of choreography.

51175A Dance Proficient Credit: 1 (1 Quality Point)

Location: VPAC Magnet Class

Prerequisite: Dance I, Dance Ballet Technique, Dance II Modern Dance, Dance Composition/History I, and/or Audition – prior experience necessary

Grade Level: 10-11 (suggested)

Intermediate level of dance, dancers will have a solid base of modern technique and will be able to begin to self correct basic dance techniques. Students will have a solid understanding of kinesthetic awareness and are able to implement dance vocabulary.

51185A Dance Advanced Credit: 1 (1 Quality Point)

Location: VPAC Magnet Class

Prerequisite: Dance I, Dance Ballet Technique, Dance II Modern Dance, Dance Composition/History I, Dance III, Dance Composition/History II, and/or Audition – prior experience necessary

Grade Level: 11 (suggested)

Students will work at an advance level of modern and ballet techniques. They are able to self correct with confidence dance technique and vocabulary. Students will have a strong understanding of kinesthetic awareness.

51252BT Dance Ballet Technique Credit: 1

Location: VPAC Magnet Class

Prerequisite: Dance I and/or Audition – prior experience necessary

Grade Level: 9-10 (suggested)

Beginning level of dance with concentration in Ballet. Students will apply and learn basic ballet technique and alignment. They will understand basic ballet vocabulary and understand how to implement the vocabulary. This course is taken in the Fall semester and pairs with 51162MD – Dance II Modern Dance.

51162MD Dance Modern Dance Intermediate Credit: 1

Location: VPAC Magnet Class

Prerequisite: Dance I, Dance Ballet Technique and/or Audition – prior experience necessary

Grade Level: 9-10 (suggested)

Advance beginning level of dance, learning the concepts of Lester Horton. Students will be able to recognize Horton vocabulary and be able to implement Horton technique simple movement studies. Students will apply basic alignment, kinesthetic and vocabulary techniques to ones own movement. This course is taken in the Spring semester and pairs with 51252DBT – Dance Ballet Technique.

51252BP2 Dance Ballet Technique II Credit: 1

51275BP Dance Ballet/Point Proficient Credit: 1 (1 Quality Point)

Location: VPAC Magnet Class – 2nd semester

Prerequisite: Dance I, Dance Ballet Technique, Dance II Modern Dance, Dance Composition/History I, Dance III, and/or Audition – prior experience necessary

Grade Level: 10-11 (suggested)

Dancers will work on an intermediate level of ballet. They will learn basic point and partnering vocabulary. They will understand ballet technique and vocabulary and will be able to perform at an intermediate level of competency.

51285BTP Dance Ballet Point Advanced Credit: 1 (1 Quality Point)

51285A Dance V Advanced Credit: 1 (1 Quality Point)

Location: VPAC Magnet Class

Prerequisite: Dance I, Dance Ballet Technique, Dance II Modern Dance, Dance Composition/History I, Dance III, Dance Composition/History II, Dance IV, and/or Audition – prior experience necessary

Grade Level: 12

Students will work on a senior project; this is a culmination of four years of study. They will apply proper dance technique using dance vocabularies and apply tools of composition in a year end piece. This class will also emphasize a strong advance level of dance technique and vocabulary.

54152A Art Beginning Credit: 1

5415QVPS Art Beginning NCVPS Credit: 1

Grade Level: 9-12

Course Description: This course introduces the beginning art student to the basic materials and techniques in the area of drawing, painting, graphics, and sculpture. Students will study Elements of Art. The major objectives are to develop basic skills in these areas, to emphasize creative ideas on paper, and to encourage appreciation of the visual arts. Art appreciation is fostered through class discussion, portfolios, and oral critiques. Media students may work with include: graphite pencil, conte, ink, charcoal, pastels, collage, cut paper design, water colors, acrylic, tempera, and color pencils.

54152B Accelerated Art Beginning Credit: 1

Location: SHS

Grade Level: 9-12

Prerequisite: Portfolio review and teacher recommendation

Course Description: This course is designed for the serious art student who is gifted and talented in art. It is a more rigorous class than the basic Art I, but also introduces the beginning art student to the basic materials and techniques in the area of drawing, painting, graphics, and sculpture. Students will study Elements of Art and the Principles of Design. The major objectives are to develop basic skills in these areas, to emphasize creative ideas on paper, and to encourage appreciation of the visual arts. Art appreciation is fostered through class discussion, portfolios and oral critiques. Media students may work with include: graphite pencil, conte, ink, charcoal, pastels, collage, cut paper design, water colors, acrylic, tempera, and color pencils.

54162A Art II Intermediate Credit: 1

Grade Level: 9-12

Prerequisite: Art I

Course Description: This course stresses the areas of drawing, painting, graphics, and sculpture. The foundations of art are continued from Art I with a concentration on the principles of design. The major objectives of the course are to more fully develop the basic skills mastered in Art I. Art appreciation is fostered through class discussion and oral critiques. Media students may work with include: graphite pencil, conte, ink, charcoal, pastels, collage, cut paper design, water color, acrylic, tempera, and color pencils.

54175H Art Proficient Credit: 1 (1 Quality Point)

Grade Level: 10-12

Prerequisite (Honors Level): Art II, teacher recommendation and portfolio review

Course Description: This course places emphasis on artistic experience, art history, and development. Students study drawing, painting, sculpture, acrylics, and printmaking. Students interested in an art career should talk with their counselor about this course. Assignments and teacher expectations are designed to be much more challenging than Art I and Art II. This course requires work outside the classroom and is designed for the serious art student. Art III (Honors) is an advanced level course and involves more in-depth knowledge of art processes, media, and history.

54185H Art Advanced Credit: 1 (1 Quality Point)

Grade Level: 10-12

Prerequisite (Honors Level): Art III, (teacher recommendation and portfolio review)

Course Description: This course places emphasis on artistic experience, art history, and development. Art IV offers a more in-depth study of techniques in Art I, II, and III. This course is designed as an extension of Art III. Assignments and teacher expectations are designed to be much more challenging than Art I, Art II, and Art III. This course requires work outside the classroom and is designed for the serious art student. Art IV (Honors) is an advanced level course and involves more in-depth knowledge of art processes, media, and history.

54612P Painting 101 Credit: 1

Location: VPAC Magnet Class, LNHS

Prerequisites: Art I and Art II

Grade Level: 10-12

This course introduces the concepts, materials, and techniques of painting. Experience the joys of painting as a means of expression with the introduction of painting methods using various materials such as acrylics, watercolors, oil paints, and newer media. Learn how to stretch and build your own canvas. Emphasis is placed on technique, color theory, originality of content, and development of personal style. Different art styles and techniques, as well as color theory and the principles of design will be explored. Historical and contemporary approaches will be studied through hands-on studio demonstration followed by concentrated student projects. Students at this level may want to purchase some of their own brushes and supplies.

54622P Painting 102 Credit 1

Location: VPAC Magnet Class

Prerequisites: Painting 101

Grade level: 10-12

Continue the study of the concepts, materials, and techniques of painting- but with an emphasis on independent work on a more personal level. Students will concentrate on specific area of study with various painting media of their choice. Personal style is emphasized as well as producing college level portfolio works.

54612A Drawing Credit: 1

Location: LNHS

Prerequisite: C (77%) or better in Art I

Course Description: Students in Drawing will further develop observational skills and problem solving skills learned in Art I. Instruction will be focused on enhancing students' understanding of the Elements and Principles of Art and Design while exploring a variety of dry media and techniques. Materials such as graphite, ink, charcoal, pastel and colored pencil will be used to foster a comprehensive understanding of the descriptive, formal and expressive possibilities of drawing and design. Students will research and critique artists and art movements of the past and present as well as engage in group and individual critiques.

54622A Advanced 2-Dimensional Art Credit: 1

Location: LNHS

Prerequisite: B or better in any 2 of the following courses: Drawing, Painting, Art II, Art III

Course Description: This course is focused on developing students' own artistic voice while exploring a wide variety of wet, dry and mixed media techniques. Students in Advanced 2-Dimensional Art will research and critique artists and art movements of the past and present as well as engage in group and individual critiques. Students in Advanced 2-Dimensional Art are expected to take an active roll in exhibiting artwork, researching college art programs and art careers, and will work towards developing a college portfolio.

54612S Sculpture Credit: 1

Location: LNHS

Prerequisite: C or better in Art I

Course Description: This is a studio course offering an in depth study of the Elements and Principles through the arrangement of materials in a Three Dimensional format. Students will create the following: realistic and free form, open and closed form, organic and inorganic form. We will experiment with processes such as assemblage, casting, carving, and modeling. Project materials will include wire, wood, plaster, stone, clay paper, polymer, and a variety of found objects.

54645A Art V/Portfolio Advanced Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite: Art IV and portfolio review

Course Description: This course is an advanced art class for serious art students.
Students interested in continuing their art education at the college level should consider taking this course. It is designed as an in-depth study of techniques and media. Students are expected to create a body of work (portfolio). Students are expected to be responsible and must be able to work independently. Teachers will be available to help student obtain information about colleges and special programs.

54484VPS AP Art History NCVPS Credit: 1 (2 Quality Points)

Art is the reflection of the time, place, and people that produced it. The Advanced Placement Art History course is designed to provide the same benefits to you as high school students that are provided by an introductory college art history course—those being an understanding and enjoyment of architecture, sculpture, and other art forms within their historical and cultural context. During the course we will examine major forms of artistic expression from the past and the present from a variety of cultures. Students will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what you see. All students successfully completing the AP Art History course should gain an in-depth knowledge of the subject, as well as form disciplined study habits that can contribute to continued success at the college level. The course requires a high degree of commitment to academic work and to the purposes of a program designed to meet the college standards.

54185SA Adv Studio Art (Drawing / 2-D Design) Credit: 1 (1 Quality Point)

Grade Level: 12 (SHS) (FALL)

Prerequisite: Honors Art III, teacher recommendation, portfolio review

Course Description: This course is designed for students who are seriously interested in the practical experience of art. This course is a prerequisite for 54527B and should be taken in the fall, or as a separate block in the spring. The challenging and rigorous course gives greater opportunity for individual progress and accomplishment. The course is based on the guidelines of the College Board and uses the syllabus for AP Studio Art. Students must also take 54527B AP Studio Art and pass the portfolio review to receive the weighted credit.

54527A AP Studio Art (Drawing or 2-D Design) Credit: 1 (1 Quality Point)

Grade Level: 12 (SHS) (SPRING)

Prerequisite: 54185SA Advanced Studio Art

Course Description: This course is the 2nd for AP Studio Art. It should be taken in the spring to finish the College Board requirements and prepare for the portfolio review. The course is based on the guidelines of the College Board and uses the syllabus for AP Studio Art. Students are required to submit a portfolio of at least 24 to 30 quality works for evaluation at the end of term. The AP exam for Studio Art is the submission of the portfolio.

54612C Clay/Ceramics Beginning Credit: 1

Grade Level: 10-12

Prerequisite: Art I and teacher recommendation

Course Description: This course emphasizes the expressive content and communication qualities of the clay body. Students gain the knowledge and ability to hand build and wheel throw the clay body, with the emphasis on hand-built methods. Students will also acquire the skills necessary for firing, glazing, scoring, and displaying of clay sculpture.

54622B Clay/Ceramics Intermediate Credit: 1

Grade Level: 11-12

Prerequisite: Clay/Ceramics I and teacher recommendation

Course Description: This course is designed for those students who have attained skills working with clay. It is an advanced course to follow Clay/Ceramics I. Student purchase of clay and glaze is required.

54635A Clay/Ceramics Proficient Credit: 1

Grade Level: 11-12

Prerequisite: Clay/Ceramics II and teacher recommendation

Course Description: This course is designed for the serious pottery student. The student will gain knowledge and ability to create both functional and decorative pottery, to understand the historical development of pottery, and to explore the process of mixing clay and glazes as well as kiln firing. Student purchase of clay and glaze is required.

54332A Computer Art/Graphic Design I Credit: 1

Location: NIHS, SHS

Grade Level 10-12

Prerequisite: Art I

Course Description: This is an art course emphasizing the use of the computer as a design tool. Students gain knowledge of computer graphics, graphic design, web page design, digital imaging, and animation. Students will learn to use art software applications required by many graphic design and computer art careers. This course is a prerequisite for subsequent graphic design courses.

54332B Computer Art/Graphic Design II Credit: 1

Location: SHS

Grade Level 10-12

Prerequisite: Art I, and Computer Art/ Graphic Design I

Course Description: The use of the computer as a design tool will be explored in depth. Students will learn more advanced techniques for creating images, editing photos, and applying their art skills to real world design applications. Art software programs such as Adobe Photoshop will help students move forward in creativity and productivity. This class is for the student seriously interested in the fields of Graphic Design and Animation, or interested in exploring new and creative techniques of visual expression for their Fine Art Portfolio. Emphasis will be placed on the development of a digital portfolio.

53152A Theatre Arts Beginning Credit: 1

Grade Level: 9-12

Course Description: This course introduces students to the fundamentals of theatre production. Areas of study include introduction to theatre history, different types of plays, basic play production, pantomime and body language, voice and diction, stage makeup, beginning acting, basic directing, and script writing. Students in this class have the opportunity to participate in class productions and to work on major productions throughout the year. It is recommended that students taking this course be able to accept the responsibility of rehearsals and public performances.

53162A Theatre Arts Intermediate Credit: 1

Grade Level: 10-12

Prerequisite: Theatre Arts I/Beginning

Course Description: In this course students continue their study of how plays are produced through an examination of theatre history as it relates to play production, intermediate acting and stage movement, stage dialects, intermediate directing and script writing, critiquing of plays as literature and as theatrical performances. Other areas of study include costume design and construction, publicity and promotion of theatrical events, and box office management. Students have an opportunity to work on various productions throughout the school year. It is required that students taking this course be able to accept the responsibility of rehearsals and public performances.

53175A Theatre Arts Proficient (Adv Acting) (Fall) Credit: 1 (1 Quality Point)

53175B Theatre Arts Proficient (Adv Acting) (Spring) Credit: 1 (1 Quality Point)

Prerequisite (Honors Level): Theatre Arts I, Theatre Arts II, and audition

Grade Level: 10-12

Course Description: Theatre Arts III (Honors) involves additional in-depth application of theatre arts knowledge, skills, and processes. Attendance at after school rehearsals and performances is required.

53185A Theatre Arts Advanced (Adv Acting) (Fall) Credit: 1 (1 Quality Point)

53185B Theatre Arts Advanced (Adv Acting) (Spring) Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite (Honors Level): Theatre Arts I, Theatre Arts II, and audition

Theatre Arts IV (Honors) is an even more advanced continuation of Honors Theatre Arts III and will require students to become initiators of learning and accomplishment, as well as, demonstrate leadership and expertise in theatre arts. Attend-dance at after school rehearsals and performances is required.

53622T Technical Theatre Credit: 1

Grade Level: 10-12

Prerequisite: Application

Course Description: Students should be interested in the technical aspects of theatrical production instead of, or in addition to, acting. Areas of study include directing, stage makeup, costume design and construction, theatre organization, management and operation, scenery design and set construction, theatrical lighting, and sound effects. Members of the class complete individual projects during the year and are responsible for backstage work on all drama productions. Students must be able to accept the responsibility of rehearsals and public performances. Students may take this course more than one time for credit.

53622M Musical Theatre Credit: 1

Grade Level: 10-12

Prerequisite: Audition

Course Description: This class is for any student who has a serious interest in musical theatre. Major areas of study include history of musical theatre, movement and choreography, vocal training at various levels, advanced acting techniques, technical studies, and production styles. Students may take this course more than one time for a unit of credit.

Physical Education / Healthful Living

*The North Carolina Standard Course of Study for Healthful Living is followed for all courses listed in this section.

90112A Physical Education/Health Credit: 1

Grade Level: 9-12

Course Description: This course is required for all students. Physical, mental, social, and emotional health is explored. The physical education component consists of physical fitness testing, individual and team sports, and a variety of other activities. Students will complete district required Fitnessgram as a part of this course.

90132VPS Healthful Living NCVPS (.5 credit) 9 week course

This course will enable students to gain knowledge and skills about healthful living topics. The following broad healthful living topics are the focus of instruction: The nature of health, health risks, health education, stress management, substance abuse, nutrition and weight management, self-protection, relationships, ATV and motorcycle safety and personal fitness. All objectives meet the North Carolina Standard Course of Study. The class allows students to earn a ½ credit towards the Health and Physical Education credit needed to meet graduation requirements.

90152A Advanced PE Credit: 1

Grade Level: 10-12

Prerequisite: PE & Health

Course Description: This course is for the student who wishes to participate in physical education activities at an advanced level.

90152W Weight Training Credit: 1

Grade Level: 10-12

Prerequisite: PE & Health

Course Description: This course involves studies in weight management, weightlifting, and programs for proper physical management.

90152L Lifetime Fitness Credit: 1

Location: LNHS, SIHS, SHS, WIHS

Grade Level: 10-12

Prerequisite: PE & Health

Course Description: This course is designed with an emphasis on background and development of healthy life style choices associated with life-time fitness. Areas of study will include: aerobic activities for cardiovascular fitness, strength and conditioning methods, lifetime individual sports and activities.

90152R Recreation & Sports Management Credit: 1

Location: LNHS, SIHS, SHS, WIHS

Grade Level: 11-12

Prerequisite: PE & Health

Course Description: This course is designed with an emphasis on developing skills and knowledge associated with the following activities: officiating games, tournament organization, court and field lay-out, maintenance of facilities, first aid and sports medicine.

90152SM Sports Medicine Training I Credit: 1

Location: SHS, WIHS

Grade Level: 10-11

Prerequisite: Physical Science and PE/Health

Course Description: This course is an intensive course for those who have an interest in human anatomy and physiology, biology, and medicine. Course emphasis will be on the role of an athletic trainer, the legal aspects of sports medicine, basic taping, and bandaging, first aid and CPR, anatomy and physiology, EMT skills, sports equipment, and emergence procedures. Students will be encouraged to work with athletic teams to gain experience and to utilize skills learned in class.

90152T Theory and Application of Team Sports Credit: 1

Location: SHS, WIHS

Grade Level: 10-12

Course Description: This course is designed with an emphasis on the strategies, skills, analysis of techniques and performance associated with team sports.

Junior Reserve Officer Training Corps (JROTC)

The focus of JROTC is leadership and 21st Century life and career skills. The learning objectives are in harmony with all Courses of Study--College/University Prep, College Tech Prep, and Career Prep--thus making it a suitable elective for all students.

All Courses must be taken in sequence beginning with 95012A.

Cadets may earn .5 credit per semester for participating in JROTC extra curricular teams: Drill Team; Raider Team; Air Rifle Team, and Color Guard. Credit is awarded as Pass-Fail and not included in GPA. Coursework is supplemented by marksmanship training, drill and ceremonies, and adventure training. Extra-curricular activities include color guard, drill team, rifle team, raider team, and community service projects.

In accordance with military service regulations, cadets must wear the prescribed JROTC uniform as instructed and meet military grooming standards to receive credit for the course.

95012A JROTC IA Credit: 1

Location: NIHS, SIHS, SHS, WIHS

Grade Level: 9-12

Course Description: This course is designed to focus on citizenship, building teamwork, and developing discipline and self-confidence. Course work will include U.S. citizenship (Constitution), leadership, career awareness, consumer awareness, oral communications, learning styles, conflict resolution, character education, health (life saving first aid, and drug awareness), PE (weekly physical training), earth science (map reading) and U.S. military history overview. Cadets are required to participate in weekly uniform inspections and appropriate service grooming standards. Selected cadets will be assigned squad level leadership roles.

95012B JROTC IB Credit: 1

Location: NIHS, SIHS, SHS, WIHS

Grade Level: 9-12

Prerequisite: JROTC IA

Course Description: This course will focus on citizenship, building teamwork, and developing discipline and self-confidence. It is a continuation of JROTC IA coursework. Cadets who have not taken JROTC IA may be permitted to register for this course with permission from the instructor.

95022A JROTC IIA Credit: 1

Location: NIHS, SIHS, SHS, WIHS

Grade Level: 10-12

Prerequisite: JROTC IB

Course Description: This course will focus on leadership, citizenship, teamwork, and motivation. Coursework will include written communications, presentation techniques, leadership and management, values and ethics, PE (weekly physical training), health (first aid, hygiene, and drug awareness), earth science (map reading), U.S. military history (Cold War era 1945-1991), U.S. Citizenship (civil rights), career awareness and technology awareness. Cadets rotate platoon level leadership roles.

95022B JROTC IIB Credit: 1

Location: NIHS, SIHS, SHS, WIHS

Grade Level: 10-12

Prerequisite: JROTC IIA

Course Description: This course will focus on leadership, citizenship, teamwork, and motivation. It is a continuation of JROTC IIA coursework. Cadets rotate platoon level leadership roles.

95032A JROTC IIIA Credit: 1

Location: NIHS, SIHS, SHS, WIHS

Grade Level: 11-12

Prerequisite: JROTC IIB

Course Description: This course will focus on leadership citizenship, and teambuilding. Coursework will include communication process and reading, leadership, PE (weekly physical training), health (first aid, stress, and drug awareness), earth science (map reading), U.S. military history (1865-1945), U.S. citizenship (judicial system), career awareness, personal financial management, and technology awareness. Selected cadets will be assigned company level leadership, and battalion staff positions.

95032B JROTC IIIB Credit: 1

Location: NIHS, SIHS, SHS, WIHS

Grade Level: 11-12

Prerequisite: JROTC IIIA

Course Description: This course focuses on leadership, citizenship, and teambuilding. It is a continuation of JROTC IIIA coursework. Selected cadets are assigned company level leadership and battalion staff positions. JROTC SAI must approve cadet enrollment for JROTC IVA.

95042A JROTC IVA Credit: 1

Location: NIHS, SIHS, SHS, WIHS

Grade Level: 12

Prerequisite: JROTC IIIB

Course Description: This course will focus on leadership, citizenship, teambuilding. The course will include practical exercises in oral and written communications, leadership (ethics), drug awareness, U.S. military history (1775-1865), PE (weekly physical training), and career awareness. Cadets will be assigned to company and battalion level command and staff leadership positions. Cadets are responsible for peer teaching JROTC IA – IIIB cadets in all areas of the curriculum under the supervision of military instructors.

95042B JROTC IVB Credit: 1

Location: NIHS, SIHS, SHS, WIHS

Grade Level: 12

Prerequisite: JROTC IVA

Course Description: This course will focus on leadership, citizenship, teambuilding. It is a continuation of JROTC IVA practical exercises. Cadets will be assigned to company and battalion level command and staff leadership positions. Cadets are responsible for peer teaching JROTC IA – IIIB cadets in all areas of the curriculum under the supervision of military instructors.

Other Courses

95102A SAT/ACT & Problem Solving Credit: 1

Location: SIHS

Grade Level: 10-11

Prerequisite: Geometry

Course Description: This course is designed to familiarize students with the SAT and improve their problem solving skills.

9510QVPS Sat Preparation NCVPS Credit: 1

Prerequisites: Algebra I, Geometry, English I and II

SAT Prep is a course designed to help prepare students for the SAT test. In addition to reviewing the basic verbal and mathematical skills assessed on the SAT test, students have access to test-taking strategies specific to the exam, real student work samples with explanations, grading rubrics for peer and self-assessment, practice tests with complete multiple-choice assessments, essays prompts, and study resources. Instruction, followed by collaborative, guided, and independent practice, provides the foundation for the course. Students spend nine weeks working on the verbal and writing component of the SAT and nine weeks working on the math component of the SAT. Students will also register for and use daily both the College Board and CFNC Web sites for the course. Upon successful completion, students will possess the tools necessary to complete the SAT to the best of their ability.

95125A Teacher Cadet I (Honors) Credit: 1 (1 Quality Point)

Grade Level: 11-12

Course Description: This course is a pre-training program for students interested in a teaching career or interested in working with children. The course of study provides a challenging curriculum introducing topics relevant to education. Students are required to complete a field study at a local elementary, middle or high school. Application and references are required. Selection will be based on the quality of these requirements and class availability. Students are required to provide their own transportation to the field experiences.

95135A Teacher Cadet II (Honors) Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite: Teacher Cadet I and teacher recommendation

Course Description: This course is a training program for students interested in a teaching career or interested in working with children. The course of study provides a challenging curriculum which encompasses a field experience at a local feeder school or at the student's home school. Placement is based upon the student's future educational career path. Selection will be based on the quality of success in Teacher Cadet I and class availability. Students are required to provide their own transportation to the field experiences.

95152MA Library Assistant Credit: 1

Grade Level: 11 – 12 (By application)

Course Description: It is the intent of this course to improve the student's knowledge of the media center with emphasis given to acquiring skills that will help the student use media more effectively. Skills in locating, investigating, reporting, appreciating literature, and reading are covered.

95202F Leadership Skills Credit: 1

Location: SIHS, SHS, WIHS

Grade Level: 9

Course Description: The course will focus on raising students' skills needed to become successful in high school and life. Students will identify their own individual learning styles, study skills and habits, and communication skills. Other topics include diversity, financial planning, time management, and self-awareness. In the Careers portion of the class, students will investigate the job market in the 21st century, have opportunities to job shadow, listen and interact with guest speakers, and experience field trips to post secondary opportunities such as work sites and colleges.

95202AL Focused Leadership Skills Credit: 1

Location: SHS, WIHS

Grade Level: 10-12

Prerequisite: Leadership Skills

Course Description: This course will be a continuation of the Leadership Skills course. The course will be a full 18 weeks and will focus on citizenship, teambuilding, and leadership. Students will be active in peer groups, mentoring, observations, and community involvement. Situation based activities will further develop decision making, problem solving, teamwork, and leadership skills. Students will also develop a professional portfolio and begin coursework on their senior project.

Occupational Course of Study

This course of study is available for certain students with disabilities as determined by individual education plan teams.

92400A Occupational Preparation I Credit: 1

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

92410A Occupational Preparation II Credit: 1

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

92420A Occupational Preparation III Credit: 1

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

92430A Occupational Preparation IV Credit: 1

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

92100A English I OCS Credit: 1

Grade Level: 9

Course Description: This course challenges students to acquire, master, and use skills in studying, writing, grammar, vocabulary, and literature (terms, types, elements). Emphasis is placed on all communication skills. Mastery of skills taught in English 10212OCS prepares students for college.

92110A English II OCS Credit: 1

Grade Level: 10

Course Description: This course builds on skills mastered in English 10212OCS, especially as they apply to world literature and writing. Emphasis is placed on all communication skills. Mastery of skills taught in English 10222OCS will prepare students for college.

92120A English III OCS Credit: 1

Grade Level: 11

Course Description: This course allows students to acquire, master and use skills in communication, language, critical thinking and research as it relates to postsecond ary education/training and independent living.

92130A English IV OCS Credit: 1

Grade Level: 12

Course Description: This course extends and uses skills previously mastered in communication, language, critical thinking and research to prepare students for successful postsecondary education/training and independent living

92200A Foundations of Algebra OCS Credit: 1

Grade Level: 9

Course Description: This course is designed to introduce students to Algebra I concepts. Topics covered include the study of integers, linear equations, and inequalities. Any student who does not make a proficient score on the eighth grade EOG test MUST take this course. Any student who feels insecure about Algebra I MAY take this course. Students earn one elective credit toward graduation but must take Algebra I to meet the state requirement for Algebra I.

92210A Algebra I OCS Credit: 1

Course Description: Algebra I continue the study of algebraic concepts including operations with real numbers and polynomials, relations and functions, creation and application of linear functions and relations, and an introduction to nonlinear functions. The curriculum follows the North Carolina Standard Course of Study. The state EOC test is required and will count as 25% of the final grade. The student must score a Level III or IV on the EOC test in order to receive credit for the course

92220A Financial Management OCS Credit: 1

Course Description: This course is designed to prepare students to understand the following: personal financial planning, independent living, taxes, credit, wages, insurance and consumer spending.

92310A Applied Science OCS Credit: 1

Course Description: This course is designed to prepare students to understand the following: force and motion, energy and conservation, electricity and magnetism, properties of matter, uses and dangers of common chemicals, human effect on environment and human body's basic needs and control systems.

92320A Biology OCS Credit: 1

Course Description: This course is designed to prepare the student to live in our world of technology with an in-depth understanding of science concepts and specialized instruction. Special emphasis is given to lab work and projects, which promote creativity and the use of the scientific method. Topics include: life functions, classification, cell biology, plant and animal structure, reproduction and ecology. The state EOC test is required and will count as 25% of the final grade. The student must score a Level III or IV on the EOC test in order to receive credit for the course.

92450A Social Studies I: Government/U.S. History Credit: 1

Course Description: This course is designed to provide the student with basic economic, government, and political knowledge they need to become responsible citizens and consumers. It covers the historical background of the development of the United States, including the Constitution and amendments, and the three branches of government, and major laws that effect citizens. The course also covers state and local government roles and jurisdictions, and issues of personal citizenship.

92460A Social Studies II: Problem Solving & Self-Advocacy Skills Credit: 1

Course Description: This course is designed to teach students concepts and skills related to self-advocacy and self-determination, which are essential for achieving independence and successful adult outcomes. The course strands are presented in natural progression as follows: Self-Concept, Communication and Assertiveness, Problem Solving, and Self-Advocacy. Students will learn skills that build on one another, so that they can practice the new skills using the earlier learned ones. For example, they advocate for themselves using assertiveness, good communication, and problem solving skills. Students will learn through participative methods in which role-playing is essential. Later, students will generalize the skills by application in various environments. Self-regulatory skills such as setting, managing, and monitoring goal performance are emphasized in every curriculum strand, and therefore are not included as a separate teaching domain.

95610A Career Training for Exceptional Children Credit: 1

Course Description: This course is designed to provide students in the Occupational Course of Study with the opportunity to participate in off-campus vocational training that is in alignment with their post-school employment goal. The course allows release time for students to be involved in work-based learning activities including but not limited to: internships, apprenticeships, job shadowing, community service projects, vocational job coach services, individual competitive employment placements, or supported employment. This course may be repeated more than one time for credit based on the student's need for work-based vocational training.

Career and Technical Education

Career Development

61452A Career Management Credit: 1

Grade Level: 9-12

Course Description: This course is designed to prepare students to locate, secure, keep, and change careers. Competencies for this course are based on the National Career Development Guidelines. Strategies for this course include teamwork, technology, problem-solving, decision-making, goal-setting, and self-management.

Agricultural Education

*Denotes Second Level (Advanced) Courses

68102A Intro to Agriculture Credit: 1

Location: NIHS, SIHS

Grade Level: 9-10

Course Description: This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science and agribusiness. Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills, introduction to all aspects of the total agricultural industry. Skills in biology, language, writing, computers, math, and physics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, shadowing, agriscience projects, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

68112AGP Agricultural Production I Credit: 1

Location: NIHS

Grade Level: 10-12

Course Description: This course focuses on the basic scientifc principles and processes related to the production of plants and animals for the food and fiber systems. Topics of instruction include basic understanding of the livestock/poultry industry and its various components, career opportunities, soil science, crop science/agronomy, weed science, basic agricultural machinery and related industry careers, environmental stewardship, and leadership/personal development. Work-based learning strategies appropriate for this course are apprenticeship, internship, school-based enterprised, job shadowing, and supervised agricultural experience. FFA competitve events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

68122AGP Agricultural Production II Credit: 1

Location: NIHS

Prerequiste: 68112AGP

Course Description: This course provides scientifc knowledge and technical skills with heavy emphasis on topics including pesticide use and safety, herbicide use and safety, wildlife habitat concerns, irrigation, agricultural equipment technology and safety, global industry issues, career planning, and human resource development. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities providethe opportunity to apply essential standards and workplace readiness skills through authentic experiences.

68212A Animal Science I Credit: 1

Location: LNHS, NIHS, SIHS, WIHS

Grade Level: 9-12

Course Description: 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 introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. Skills in biology, chemistry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

*68222A Animal Science II Credit: 1

Location: LNHS, NIHS, SIHS

Grade Level: 10-12

Prerequisite: Animal Science I

Course Description: This course includes more advanced scientific principles and communication skills than were developed in Animal Science I. Topics include animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. Content knowledge in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, internship, cooperative education, apprenticeship, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

*68232A Animal Science II—Small Animal Credit: 1

Location: LNHS, NIHS, WIHS

Grade Level: 10-12

Prerequisite: Animal Science I

Course Description: This course provides instruction on animal husbandry topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category will be covered through this course. Opportunities for students to gain hands-on experience will be included in the course and reinforced through work-based learning and leadership experiences. Supervised Agricultural Experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

68252A Equine Science I Credit: 1

Location: LNHS, NIHS, WIHS

Grade Level: 10-12

Course Description: This course focuses on the basic scientific principles and processes related to equine physiology, breeding, nutrition and care in preparation for a career in the equine industry. Skills in biology, chemistry and mathematics are reinforced in this course. Opportunities for students to gain hands-on experience will be included in this course through work-based learning and leadership experiences. Supervised agricultural experience programs and FFA leadership activities are integral components of the course.

*68262A Equine Science II Credit: 1

Location: LNHS, NIHS, WIHS

Grade Level: 10-12

Prerequisite: Equine Science I

Course Description: This course focuses on more advanced applications of feeding, breeding, and management practices involved in the horse industry. Content knowledge in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course.

68312A Agricultural Mechanics I Credit: 1

Location: LNHS, NIHS, SIHS, WIHS

Grade Level: 9-12

Course Description: 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, accidents, and repairs needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to concrete and carpentry, basic welding, and leadership development. Skills in physics, geometry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, field trips, shadowing, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

*68322A Agricultural Mechanics II Credit: 1

Location: LNHS, NIHS, SIHS, WIHS

Grade Level: 10-12

Prerequisite: Agricultural Mechanics I

Course Description: This course expands upon the knowledge and skills learned in Agricultural Mechanics I. The topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision making. Skills in physics, geometry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, internships, cooperative education, apprenticeship, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

*68332A Agricultural Mechanics II—Small Engines Credit: 1

Location: NIHS, WIHS

Grade Level: 10-12

Prerequisite: Agricultural Mechanics I

Course Description: This course provides hands-on instruction and emphasizes small engine systems including the compression, fuel, electrical, cooling and lubrication systems. Troubleshooting methods are emphasized and students learn how to select engines for specific applications. Safety skills will be emphasized as well as leadership development and work-based learning. Opportunities exist for students to participate in internships or apprenticeships as small engine technicians. Supervised Agricultural Experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

68402VA Veterinary Assisting Credit: 1

Location: SIHS

Grade Level: 12

Prerequisite: Animal Science I, Animal Science II (preferably small animals)

Course Description: This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, enhancement of animal care learned in previous animal courses, and surgical/radiological procedures. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will have hands-on skill sets that will be enforced with 200 hours working in animal medicine throughout all animal courses in high school. Applied mathetics, science, writing, and skill sets are integrated throughout the curriculum.
Students will learn the material in order to be prepared for the Veterinary Assisting exam developed by the National Association of Veterinary Technicans in America. With successful completion of the exam, students will become an approved Veterinary Assistant and be recognized with a AVA designation.

68412A Horticulture I Credit: 1

Location: LNHS, NIHS, SIHS, WIHS

Grade Level: 9-12

Course Description: This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Skills in biology, chemistry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

*68422A Horticulture II Credit: 1

Location: LNHS, NIHS, SIHS, WIHS

Grade Level: 10-12

Prerequisite: Horticulture I

Course Description: This course covers instruction that expands the scientific knowledge and skills developed in Horticulture I to include more advanced scientific, computation, 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 career planning, and leadership/personal development. Skills in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, cooperative education, apprenticeship, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

*68822A Horticulture II—Landscape Construction Credit: 1

Location: LNHS, NIHS, WIHS

Grade Level: 10-12

Prerequisite: Horticulture I

Course Description: This course provides hands on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Landscape Contractors' Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying 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 topic discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. Opportunities exist for students to conduct internships or apprenticeships as landscape technicians. Supervised Agricultural Experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

68712BAR Biotechnology & Agriscience Research I Credit: 1

Location: SIHS

Grade Level: 11-12

Course Description: This course provides instruction in the technologically advanced world of agriculture and life sciences. Students are exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities. 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. Agriscience Applications is recommended as preparation for this course.

68722BAR Biotechnology & Agricience Research II Credit: 1

Location: SIHS

Prerequisite: 68712BAR

Course Description: This course provides instruction in laboratory and safety skills needed by agricultural research scientists. Current applications of biotechnology in animal science, environmental science, food science and plant science are emphasized. Basic concepts of genetics and microbiology are applied to the agriculture industry and its success in providing food and fiber for the world. Opportunities exist for students to conduct individual or team research experiments. Hands-on laboratories and current topic discussions provide students an understanding of careers in agriscience research. 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, 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.

*68432A Horticulture II—Turf Grass Credit: 1

Location: NIHS, WIHS

Grade Level: 11-12

Prerequisite: Horticulture I

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 as well as leadership development and work-based learning. Opportunities exist for students to conduct internships or apprenticeships related to landscaping, lawn care, and golf course management.

85952AG Agricultural Advanced Studies Credit: 1

Grade Level: 12

Prerequisite: Three technical credits in the Agricultural Resources Pathway including a level I Agricultural Education course

Course Description: This is a three-phased exit course that is career-focused for seniors in agricultural education. The three components of the program include a research paper, a product, and a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. In addition, they will also demonstrate their ability to write, speak, apply knowledge, problem-solve, and use life skills such as time management, planning, follow-through, and organization. Students work under the guidance of a teacher facilitator in collaboration with community members, business representatives and other school-based personnel.

Business and Information Technology Education

* Denotes Second Level (Advanced) Courses

64172A Microsoft ITA: Word, Powerpoint, and Publisher Credit: 1

Grade Level: 9-12

Prerequisite: None

Course Description: 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 a supplemental section where students will lean to create edit organize, and share a virtual note book. In the second part students will learn to use the newest version of Microsoft Word interface, commands and features to create, enhance, customize and share documents as well as create complex documents and publish them. In the third part students will lean 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 Microsoft Publisher to create customize and publish a publication. **Students can earn credentials by taking the Microsoft Word and Powerpoint test.**

64192A Microsoft ITA: Excel and Access Credit: 1

Grade Level: 9-12

Prerequisite: None

Course Description: Students in Microsoft IT Academies benefit from work-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. In the second part of the class students will learn how to create and work with a database and its objects by using the new and improved features in the newest version of Microsoft Access. Students will learn how to create modify and locate information as well as how to create programmable elements and share and distribute database information. **Students can earn credentials by taking the Microsoft Excel and Access test.**

*64142A Multimedia and Web Design Credit: 1

Grade Level: 10-12

Course Description: This course is designed to assist students in mastering advanced skills in the areas of integrating technology devices, Internet research strategies and uses, complex desktop publishing, multimedia production, and basic web page design. Emphasis is placed on skill development and refinement of skills in information technologies as well as economic, ethical, and social issues in the information technologies area.

87212A Principles of Business & Personal Finance Credit: 1

8721QA Principles of Business and Personal Finance NCVPS Credit: 1

Grade Level: 10-12

Course Description: This course introduces principles and concepts that are the foundation for future study of business and management. Topics of study include basic business principles, personal finance concepts, management concepts, systems thinking, quality management, and the current environment for business in a multinational marketplace. Communication skills and basic mathematical concepts are reinforced in this course. Work-based learning strategies appropriate to this course are field trips and job shadowing. Simulations, projects, and teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

87262PF Personal Finance Credit: 1

Grade Level: 11-12

Course Description: This course is designed to increase financial literacy among high school juniors and seniors and prepare graduates to be successful managers of their personal, family, and environmental resources. Students learn to manage through such applications as: spending plans, cost analyses, career planning, individual student portfolios FEFE scenarios and lessons, short-term work-based

63112A Accounting I Credit: 1

Location: SHS

6311QVPS Accounting I NCVPS Credit: 1

63115AH Accounting I Honors Credit: 1 (1 Quality Point)

Location: LNHS, NIHS

Grade Level: 10-12

Course Description: This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on analyzing 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. Mathematical skills and critical thinking are reinforced. Work-based learning strategies appropriate to this course are school-based enterprises, internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences and competitions provide opportunities for application of instructional competencies.

*63122A Accounting II Credit: 1

Grade Level: 10-12

Prerequisite: Accounting I

Course Description: 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 partnership accounting; adjustments and inventory control systems; budgetary control systems; cost accounting; and further enhancement of employment skills. Mathematics skills and critical thinking are reinforced. Work-based learning strategies appropriate to this course are school-based enterprises, internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences and competitions provide opportunities for application of instructional competencies.

6415OVPS e-Commerce I NCVPS Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite: Computer Applications II

Course Description: This course is designed to assist students in mastering skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students will plan, design, create, publish, maintain, and promote an electronic business web site. Communication skills and critical thinking are reinforced through software applications. Work-based learning strategies appropriate for this course are school-based enterprises, internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

*6416OVPS e-Commerce II NCVPS Credit: 1 (1 Quality Point)

Grade Level: 11-12

Prerequisite: e-Commerce I

Course Description: This course is designed to help students master advanced skills in electronic commerce security; payment infrastructure; secure electronic commerce transactions; and electronic commerce order entry, tracking and fulfillment. Emphasis is placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data and other uses of databases in electronic commerce sites. Communication skills, problem solving, research, and critical thinking skills are reinforced as students develop and enhance capstone projects. Work-based learning strategies appropriate for this course are school-based enterprises, internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

6421QVPS Computer Programming I NCVPS Credit 1

Grade Level: 11-12

Recommended: Algebra I with a B or higher average

Course Description: This course is designed to introduce the concepts of programming, application development and writing software solutions. 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, and useful output

62152A Business Law Credit: 1

Location: All High Schools

62155BLH Business Law Honors Credit: 1 (1 Quality Point)

Location: LNHS, SHS

Grade Level: 11-12

Course Description: This course is designed to acquaint students with the basic legal principles common to business and personal activities. Topics include consumer concepts to assist students when evaluating contracts, purchasing with credit, purchasing appropriate insurance, and renting and owning real estate. Business concepts such as contracting, ethics, starting a business, hiring employees, managing employees, or representing other businesses as employee or contractor are included. Skills in critical thinking are reinforced in this course along with oral and written communication skills. Work-based learning strategies appropriate for this course are field trips and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

*87102BM Business Management Credit: 1

Grade Level: 11-12

Prerequisite: Two technical credits in Business and Information Technology Education in grades 9-12

Course Description: This course covers the organizational functions of businesses including total quality concepts, project management, and problem solving. Emphasis is placed on analyzing the social, technological, and organizational systems in businesses, such as human relations, communications, data management, and meeting and conference coordination. Skills in communications and mathematics are reinforced as the student uses the appropriate business technology to perform business applications. Work-based learning strategies appropriate to this course are school-based enterprises, internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

*87162A Entrepreneurship I Credit: 1

Grade Level: 10-12

Prerequisite: Two technical credits in the same career pathway

Recommended: Marketing, Personal Finance, or Principles of Business and Finance

Course Description: This course introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, mathematics, research, and problem-solving are reinforced as each student prepares his/her own business plan. Work-based learning strategies appropriate for this course include cooperative education and paid/unpaid internships. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

85952BAS Business Advanced Studies Credit: 1

Grade Level: 12

Prerequisite: Three technical credits in Business and Information Technology Education in grades 9-12

This course is for seniors who are career focused in accounting and finance, business administration, business management and ownership, information technology, or office systems technology. The three parts of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their abilities to use content and apply knowledge to professional business situations in a selected career. In addition, they will also demonstrate their ability to write, speak, apply knowledge, problem solve, and use life skills such as time management and organization. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives, and other school-based personnel.

Marketing Education

* Denotes Second Level (Advanced) Courses

66212A Marketing Credit: 1

Location: LNHS, NIHS, SIHS, SHS

Grade Level: 10-12

Course Description: This course is designed to help students develop basic knowledge, skills, and attitudes that will prepare them to enter the field of marketing. The course, which focuses on the National Curriculum Framework and National Marketing Education Standards, emphasizes the foundations of business, management, and entrepreneurship; economics; professional development; and communication and interpersonal skills. Included in these foundations are concepts such as distribution, financing, selling, pricing, promotion, marketing-information management, and product/service management. Skills in communications, mathematics, and psychology are reinforced in this course. Work-based learning strategies appropriate for this course include job shadowing, paid/unpaid internships, school-based enterprises, field trips, and/or cooperative education. Marketing simulations, projects, teamwork, and DECA activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

*66222A Marketing Management Credit: 1

Location: LNHS, NIHS, SIHS, SHS

Grade Level: 11-12

Prerequisite: Marketing

Course Description: This course is designed to continue the foundations covered in 6621 Marketing. Topics of study include recruiting, hiring, training, and evaluating employees; information management; purchasing; pricing; ethics; sales management; and financing. Skills in math, human relations, communications, and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course include school-based enterprises, cooperative education, paid/unpaid internships, and apprenticeships. Marketing simulations, projects, teamwork, and DECA activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

66452A Hospitality and Tourism Credit: 1

Location: SIHS

Grade Level: 11-12

Prerequisite: Marketing or Sports and Entertainment Marketing I

This course is designed to provide a foundation for students interested in a career in travel, tourism, and recreation marketing. Emphasis is placed on the hospitality/tourism industry, customer relations, travel destinations, tourism promotion, economics, and career development. Skills in mathematics, psychology, geography, and communications are reinforced in this course. Work based learning strategies appropriate for this course include cooperative education or paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

66702A Sports and Entertainment Marketing I Credit: 1

Grade Level: 10-12

Course Description: This course is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundation; concessions and on-site merchandising; economic foundation; promotion; safety and security; and human relations. Skills in communications, human relations, psychology, and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education paid/unpaid internships, and school-based enterprises. Marketing simulations, projects, teamwork, and DECA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

66712A Sports and Entertainment Marketing II Credit: 1

Grade Level: 10-12

Prerequisite: Sports and Entertainment Marketing I

Course Description: This course is designed for students interested in an advanced study of sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: business management, career development options, client relations, ethics, events management, facilities management, legal issues and contracts, promotion, and sponsorships. Skills in communications, human relations, mathematics, psychology, and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education paid/unpaid internships, and school-based enterprises. Marketing simulations, projects, teamwork, and DECA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

87262PF Personal Finance Credit: 1

Grade Level: 11-12

Course Description: This course is designed to increase financial literacy among high school juniors and seniors and prepare graduates to be successful managers of their personal, family, and environmental resources. Students learn to manage through such applications as: spending plans, cost analyses, career planning, individual student portfolios FEFE scenarios and lessons, short-term work-based

85952MK Marketing Advanced Studies Credit: 1

Grade Level: 12

Health Science Education

* Denotes Second Level (Advanced) Courses

72002A Biomedical Technology Credit: 1

Grade Level: 9-10

Course Description: This survey course is designed to encourage potential health care workers to investigate current and 21st century medical and health care practices using computer technology, multimedia, and visiting health care professionals. Topics include terminology, technology, math, biomedical research, ethics and legal principles, infectious diseases, forensic medicine, cell biology and cancer, biomedical research, organ transplants, and career decision-making. Work-based learning strategies include service learning, field trips, and job shadowing. Basic academic skills, employability skills, critical thinking skills, and teamwork are reinforced in this course. HOSA leadership activities provide many opportunities for practical application of instructional competencies.

72102A Health Team Relations Credit: 1

Grade Level: 9-10

Course Description: 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. Work-based learning strategies include service learning, field trips, and job shadowing. Basic academic skills, employability skills, critical thinking skills, teamwork, and the use of technology are reinforced in this course. HOSA leadership activities provide many opportunities for practical application of instructional competencies.

72402A Health Science I Credit: 1

Grade Level: 10-11

Prerequisites: Biology and Health Education

Course Description: 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.

*72422A Health Science II Credit: 1

Location: All High Schools

72425HSH Health Science II Honors Credit: 1 (1 Quality Point)

Location: LNHS, NIHS, WIHS

Grade Level: 11-12

Prerequistite: Health Science I

Course Description: This course is designed to help students expand their understanding of financing and trends of health care agenciees, 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. 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.

72432NF Nursing Fundamentals Credit: 2

Location: CATS

Grade Level: 12

Prerequisite: Health Science II

Course Description: This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts, mathematics, and science are reinforced. Wrok-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs.

*Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area. DHSR applies BON Rule to the classroom training area.

72442A Fundamentals of Gerontology Credit: 1

Grade Level: 11-12

Prerequistite: Health Sciencec II

Location: CATS

(Must also register for Public Health Fundamentals due to location)

Course Description: The course Fundamentals of Gerontology is the adapted DHSR Geriatric Aide Course 2008. This course may be taken before or after Nursing Fundamentals. Upon successful completion of this course, students may receive the “Geriatric Care Aide” endorsement by DHSR if within two years of completion of the course the student becomes listed as a Nurse Aide I on the Registry. The endorsement is recognized by the home care industry.

72452A Public Health Fundamentals Credit: 1

Grade Level: 11-12

Prerequistite: Health Science II

Location: CATS

(Must also register for Fundamentals of Gerontology)

This course is designed to assist future healthcare professionals to understand the unique challenges and strategies involved in the delivery of healthcare outside traditional facilities and without traditional supervision structure. Public Health Fundamentals carries NC Division of Health Services Regulation registry endorsement when certain criteria are met.

85952HAS Health Science Advanced Studies Credit: 1

Grade Level: 12

Prerequisite: Three credits in Health Occupational Education

Course Description: This culminating course is for seniors who are career-focused in a health or medical career. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to real-world situations in a selected career. In addition, they will also demonstrate their abilities to write, speak, apply knowledge, problem solve, and use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. HOSA membership provides avenues for applying leadership skills, reinforcing writing and speaking skills, and participating in volunteer activities.

Family and Consumer Sciences Education

* Denotes Second Level (Advanced) Courses

70152A Teen Living Credit: 1

Grade Level: 9-10

Course Description: This course examines life management skills in the areas of personal and family living; wellness, nutrition and foods; financial management; living environments; appropriate child development practices; fashion and clothing; and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. Skills in mathematics, communication, science, technology, and personal and interpersonal relationships are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and service learning. Skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

70352A Apparel Credit: 1

Grade Level: 9-12

Course Description: This course examines clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, design elements, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Skills in art, mathematics, communication, science, and technology are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and service learning. Skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

*70362A Apparel Enterprise Credit: 1

Grade Level: 10-12

Prerequisite: Apparel

Course Description: This course focuses on advanced clothing and housing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated business apparel enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Skills in science, mathematics, management, communication, and teamwork are reinforced in this course. Work-based learning strategies appropriate for the course include school-based enterprises, field trips, job shadowing, and service learning.

70452A Foods I Credit: 1

Grade Level: 10-12

Course Description: This course examines nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, and food preparation. Skills in science and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and service learning. Skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

*70462A Foods II - Enterprise Credit: 1

Grade Level: 10-12

Prerequisite: Foods I

Course Description: 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 knife skills, garnishes, plating, 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 school-based enterprise, service learning, and job shadowing. (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

71512ID Interior Design I Honors Credit: 1 (1 Quality Point)

Grade Level: 10-12

Course Description: This course examines housing and interior decisions that individuals and families make based on their needs, the environment, and technology. Emphasis is placed on selecting goods and services and creating functional and pleasing living environments based on sound financial decisions and design principles. Skills in mathematics, technology, and art are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, job shadowing, service learning, and school-based enterprises. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

66312A Fashion Merchandising Credit: 1

Grade Level: 11-12

Location: LNHS, NIHS, SHS, SIHS

Course Description: This course is designed for students interested in the fashion industry and the merchandising of fashion. Topics include an overview of the fashion industry, evolution and movement of fashion, career development, merchandising, risk management, promotion, and fashion show production. Skills in research, mathematics, textile chemistry, and technical writing are reinforced in this course. Work based learning strategies appropriate for this course include cooperative education or paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

70652A Parenting and Child Development Credit: 1

Grade Level: 9-12

Course Description: This course introduces students to the importance of the family unit, responsible nurturing and application of child development theory. Students will examine issues surrounding human reproduction, and the physical, intellectual, emotional and social development of children. Emphasis is on the parents' responsibilities and influences on children while providing care and guidance. Skills in communication, resource management, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are field trips and service learning. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

87262PF Personal Finance Credit: 1

Grade Level: 11-12

Course Description: This course is designed to increase financial literacy among high school juniors and seniors and prepare graduates to be successful managers of their personal, family, and environmental resources. Students learn to manage through such applications as: spending plans, cost analyses, career planning, individual student portfolios FEFE scenarios and lessons, short-term work-based

71112B Early Childhood Education I (Two Periods) Credit: 2

Grade Level: 11-12

Prerequisite: Parenting and Child Development (Students must be 16 years old.)

Course Description: This course prepares students to work with children from birth through age 12. Emphasis is placed on enhancing the development of young children while providing early education and care. Topics include stages of development, health, safety, guidance, and developmentally appropriate activities. Skills in communication and interpersonal relationships are reinforced in this course. Work-based learning strategies appropriate for this course are school-based enterprises, internships, cooperative education, service learning, field trips, job shadowing, and apprenticeships. Industry skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and career management skills to authentic experiences.

*71122A Early Childhood Education II (Two Periods) Credit: 2

Grade Level: 11-12

Prerequisite: Early Childhood Education I

Course Description: This course prepares students to work with children from ages birth to twelve years of age in child care, preschool, and/or after school programs. Students are encouraged to continue their education at a community college or university. Students receive instruction in child care pertaining to teaching methods, career development, program planning and management, health and safety issues, entrepreneurship skills, laws governing childcare centers, the Star rating system, and technology. Work-based learning comprises over 50 percent of the required coursework. The work-based learning strategies appropriate for this course include school-based enterprises, internships, cooperative education, field trips, job shadowing, and apprenticeships. SCAN (industry) skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

71712PA ProStart I Credit: 1

Location: Career Academy and Technical School (CATS)

Grade Level: 11-12

Prerequisite: Foods I and Foods II OR Foods I with an 85 or better and approval by teacher.

Course Description: This national credentialing and fundamental food service course allows students to master kitchen basics, such as food service equipment, nutrition, breakfast foods, salads and garnishes, and fruits and vegetables. A heavy emphasis is placed on safety and sanitation, including preparing and serving safe food and preventing accidents and injuries. Students learn about successful customer relations and working with people, business math, and controlling food service cost. A required, one-credit paid or unpaid 200-hour internship will count toward the National ProStart Certificate of Achievement at the conclusion of ProStart II. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, internship, school-based enterprise, service learning, and job shadowing. Students are eligible to compete at the state and national levels of (FCCLA) and/or ProStart competitive events. Community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students must have proper kitchen attire: chef jacket, pants, hat, and shoes. (These items may be purchased from CATS.) Go to http://prostart.restaurant.org/ for more information on the student credentialing program and testing information.

71725PB ProStart II Credit: 2 (1 Quality Point)

Location: Career Academy and Technical School (CATS)

Grade Level: 11-12

Prerequisite: ProStart I

Course Description: In this national credentialing, one credit, and second level fundamental food service course, students study advanced skills hospitality industry, including tourism and the retail industry, the history of food service, and the lodging industry. Advanced food service skills include potatoes and grains, meant, poultry, seafood, stocks, soups, and sauces, desserts, and baked goods. Service skills are refined through the art of service and communicating with customers. Students learn purchasing and industry control, standard accounting practices and how to build restaurant sales through marketing and the menu. Students will compete the remainder of a required 400-hour paid or unpaid one-credit internship, which will count toward the National ProStart Certificate of Achievement. Work-based learning strategies appropriate for this course include apprenticeship, entrepreneurship, internship, school-based enterprise, service learning, and job shadowing. Students are encouraged to compete at the state and national levels of (FCCLA) and/or ProStart competitive events. Community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Students must have proper kitchen attire: chef jacket, pants, hat, and shoes. (These items may be purchased from CATS.) Go to http://prostart.restaurant.org/ for information on the student credentialing program and testing information.

*71992A Family and Consumer Sciences Advanced Studies Credit: 1

Grade Level: 12

Prerequisite: Three Career Pathway credits in a FACS pathway.

Course Description: This is the advanced Family and Consumer Science course for the following Career & Technical Pathways: Biological and Chemical Technologies, Commercial and artistic Production Technologies and Public Service Technologies. The course is career-focused in the apparel design; community and family services; early childhood education; food science, dietetics, and nutrition; or interior design career area. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to authentic situations in a selected career. In addition, they will also demonstrate their abilities to write, speak, solve problems, and use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. Skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Trade and Industrial Education

* Denotes Second Level (Advanced) Courses

75112A Automotive Service Technology I Credit: 1

Grade Level: 10-11

Prerequisite: Completed or concurrent enrollment in Algebra I

Course Description: This is the introductory course for students interested in a career in the automotive or transportation technology field. This course introduces basic industry knowledge, employment skills, and operational aspects of the modern automobile. Topics covered include gas and diesel engines, drivetrains, brake system, steering and suspension systems, basic electricity and electronics, and general vehicle maintenance. Skills in mathematics, science, problem solving, and leadership are reinforced in this class. This is the required preparatory class for students planning to take advanced classes at the Automotive and Technology Center located at CATS. This is no lab with this class.

*74092BTS Basic Transportation Systems Credit: 1

*74092BTL Basic Transportation Systems Lab Credit: 1

Location: Career Academy and Technical School (CATS)

Grade Level: 11-12

Prerequisite: Automotive Service Technology I

Course Description: This is the first of four pairs (class and lab) in the series of Transportation Technology course offerings. This course introduces the students to the basic information and skills for employment in auto repair, auto collision repair, metal working, construction equipment service, motorcycle and marine service as well as other transportation related fields. Work place safety, proper tool and equipment operation, data acquisition, testing procedures and environmental issues are stressed in this class. At the conclusion of this course students should be proficient in basic vehicle maintenance.

*74092GTS General Transportation Systems Credit: 1

*74092GTL General Transportation Systems Lab Credit: 1

Location: Career Academy and Technical School (CATS)

Grade Level: 11-12

Prerequisite: Basic Transportation Systems and Basic Transportation Systems Lab

Course Description: The second pair of courses in the Transportation Technology series provides the student with class and lab work in many general areas of skill development for entry level employment in most transportation repair fields. Students are also exposed to different employment areas during this class and lab. At the conclusion of this course the student should have a knowledge of the different types of employment available in the transportation sector. The student should also be proficient in most general repair operations employers would generally require for employment.

*74092ATS Advanced Transportation Systems Credit: 1

*74092ATL Advanced Transporation Systems Lab Credit: 1

Grade Level: 11-12

Prerequisite: General Transportation Systems and General Transportation Systems Lab

Course Description: The third pair of course in the Transportation Technology series will teach advanced procedures and skills related to seleccted transportation service areas. Students may select one or more advanced areas of study during this class. Advanced analyzes and problem solving are stressed in these classes. Students will learn to work independently, in teams and in leadership positions in "real world" situations during lab. Students will have the opportunity to train for a variety of scholarship skills competitions.

*74092SAT Specialized Transportation Systems Credit: 1

*74092SAL Specialized Transporation Systems Lab Credit: 1

Grade Level: 11-12

Prerequisite: Advanced Transporation Systems and Advanced Transportation Systems Lab

Course Description: The fourth pair of courses in the Transportation Technology series will teach advanced knowledge and employment skills in a selected transportation employment area. Students may select Automotive Repair, Collision Repair, Motorcycle/ Marine Repair, Diesel/Heavy Equipment Repair or another specialized area (as available). Scholarship competition teams will train and compete during this time. Students may have the opportunity to participate in internships (paid or unpaid) as available. College articulation credits are available for some courses.

76212A Cabinetmaking I Credit: 1

Location: NIHS

Grade Level: 10-11

Course Description: This course introduces career information, employment opportunities, and skills required for work in the furniture and cabinetmaking industry. Topics include tools and equipment, theory and practice, types of woods, finishes, styles, bonds and fasteners. Skills in mathematics, reading, leadership, safety, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

*76222C Cabinetmaking II Credit: 1

*76232C Cabinetmaking III Credit: 1

Location: NIHS

Grade Level: 10-12

Prerequisites: Cabinetmaking I and Algebra I

Course Description: This course covers development of more advanced knowledge and skills in the furniture and cabinetmaking industry. Emphasis is placed on construction principles as applied to mass production, and the construction and installation of cabinet drawers and doors. Skills in leadership, safety, mathematics, planning, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

77002A Introduction to Masonry Credit: 1

Location: SIHS; open to all student in I-SS, but must provide transportation to SIHS

Course Description: This course covers the national Center for Consturction Education and Research (NCCER) Core certification modules required for all the NCCER curriculum-area programs, and an additional Green module. The course content include: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and "Your Role in the Green Environment". The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced.

*77112A Masonry I Credit: 1

Location: SIHS

Grade Level: 10-12

Prerequisite: Intro to Masonry

Course Description: This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Mathematics and English language arts are reinforced. Work-based learning strategics 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.

*77122C Masonry II Credit: 1

Location: SIHS

Grade Level: 10-12

Prerequisite: Introduction to Masonry; must register for Masonry I and II in same semester

Course Description: Masonry II builds on skills mastered on Masonry I and provides advanced masonry skills including measurements, drawing and specifications, mortar, masonry units, and installation techniques. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. This course helps prepare students for the NCCER certification.

77132C Masonry III Credit: 1

Location: SIHS

Grade Level: 7712C

Prerequisite: Masonry II

Course Description: This course develops advanced technical aspects of Masonry with emphasis on development of skills introduced in Masonry II. The course content includeds residential plans and drawing interpretation, residential masonry, grout and other reinforcement, and metalwork in masonry. Introductory skills for the Crew Leader are also introduced in this course. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authenic experiences. Geometry is recommended as preparation for this course.
*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

74092M4 Masonry IV Credit: 1

Location: SIHS

Grade Level: 11-12

Prerequisite: Masonry II; must register for Masonry III and IV in same semester

Course Description: This course develops advanced technical aspects of Masonry with emphasis on development of skills introduced in Masonry II. The course content includes residential plans and drawing interpretation, residential masonry, grout and other reinforcement, and metalwork in masonry. Introductory skills for the Crew Leader are also introduced in this course. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Consturction Education and Research (NCCER) certification.

79212A Drafting I Credit: 1

Grade Level: 9-12

Prerequisite: Algebra I

Course Description: This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, and geometric construction techniques as well as CAD (computer aided design), orthographic projection, and oblique, isometric and 3-D modeling. Skills in communication, mathematics, science, leadership, and problem solving are reinforced in this course. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

*79622A Drafting – Architectural II Credit: 1

Location: All High Schools

*79625H Drafting - Architectural II Honors Credit: 1 (1 Quality Point)

Location: All High Schools

Grade Level: 11-12

Prerequisite: Drafting I

Course Description: 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.

79632A Drafting – Architectural III Credit: 1

Grade Level: 12

Recommended: Geometry

Prerequisite: Drafting – Architectural II

Course Description: This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of 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, internships, and cooperative education. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

*79722A Drafting – Engineering II Credit: 1

Location: All High Schools

*79725H Drafting - Engineering II Honors Credit: 1 (1 Quality Point)

Location: All High Schools

Grade Level: 11-12

Prerequisite: Drafting I

Course Description: This course focuses on engineering graphics related subjects 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. 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.

79732A Drafting – Engineering III Credit: 1

Location: All High Schools

79735H Drafting - Engineering III Honors Credit: 1 (1 Quality Point)

Location: All High Schools

Grade Level: 12

Recommended: Geometry

Prerequisite: Drafting – Engineering II

Course Description: This course introduces the student to advanced engineering concepts. Using CAD tools, topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. Science and mathematic concepts 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.

80062ST Scientific and Technical Visualization I Credit: 1

Location: WIHS

Grade Level: 9-12

Course Description: This course introduces students to the use of complex graphic tools. Emphasis is placed on principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use comlex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts and animations. Science, math, and visual design concepts are reinforced throughout the course. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art.

80072ST Scientific and Techncial Visualization II Credit: 1

Location: WIHS

Course Description: This course provides students with advanced skills in the use of comlex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles. Activities are structured to integrate physcial and social sciences, mathematics, English language arts, and art.

80112A Principles of Technology I Credit: 1

Location: SHS

Grade Level: 10-12

Course Description: This course provides a hands-on approach to understanding principles and concepts of technology and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid and thermal systems as they relate to work, force, rate, resistance, energy, and power. Activities are structured to integrate science, mathematics, and language arts. Work-based learning strategies appropriate for this course include job shadowing and field trips. This course, and TSA technical and leadership activities, enhance the skills of students inter-ested in pursuing technical, engineering, or science related careers. Algebra I is a recommended prerequisite.

*80122A Principles of Technology II Credit: 1

Location: SHS

Grade Level: 11-12

Prerequisite: Principles of Technology I

Course Description: This course is designed as a continuation of level I. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy converters, transducers, radiation theory, optical systems, and time constants. Activities are structured to integrate science, mathematics, and language arts. Work-based learning strategies appropriate for this course include job shadowing, and field trips. This course and TSA activities further enhance the skills essential for success in technical, engineering, and science related fields.

79352A Digital Media Credit: 1

Location: LNHS

Grade Level: 10-12

Course Description: This course provides a broad-based foundation in the digital media field. An emphasis is placed on the fundamental concepts of audio and video design, various digital media technologies, non-linear editing, product development and design, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course. Work-based learning strategies appropriate for this course are field trips and job shadowing. Local projects and SkillsUSA leadership activities, conferences, and competitions provide opportunities for the application of instructional competencies.

*79362A Advanced Digital Media Credit: 1

Location: LNHS

Grade Level: 10-12

Prerequisite: Digital Media and teacher recommendation

Course Description: This course provides students with more advanced knowledge in the interactive media industry. Emphasis is placed on advanced audio and video non-linear editing techniques for the media; and commercial and emerging, web-based interactive media. Project planning, design and development prepare students for entry into various communication industries. Work-based strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

85955BJ TV Media Producation Honors Credit: 2 (1 Quality Point)

Location: Career Academy and Technical Schools

Grade Level: 11-12 (By application)

Prerequisite: Digital Media II (or successful contributor to host school's Newspaper where Digital Media is not offered), application and teacher recommendation

Course Description: This honors level course for juniors and seniors focuses on the methods and techniques for reporting, producing, and delivering news and news programs through the internet, television, and mobile media. This class will prepare students for higher education to be professional broadcast journalists, editors, producers, and directors. Course will include instruction in the principles of broadcast technology, broadcast reporting, video editing, news directing, television production, and professional standards and ethics. Students will work together under the guidance of a teacher/mentor as they report on events throughout Iredell County, and combine their work into a weekly news broadcast. Emphasis is placed on students demonstrating their abilities to use content and apply knowledge to real world situations, enhancing their skills in leadership, communication, writing, speaking, problem solving, and conflict resolution.

85955PSD Photography/Film Production - Honors Credit: 2 (1 Quality Point)

Location: CATS

Grade Level: 11-12 (by application)

Prerequisites: Advanced Digital Media, Art II, Photography, or Computer Art/Graphic Design. Submission of application & portfolio, teacher approval.

Course Description: This two-block, semester-long honors course for juniors and seniors will cover advanced practices in both Photography and Digital Film Production. As many of the concepts are intertwined, these two subjects are extremely complimentary. The Photography portion will take the advanced student photographer to the next level, aiding them in developing a professional portfolio consisting of work with real-world clients. Basic concepts of image compotition and image manipulation will be reviewed, as students learn to look critically at their work and view the photograph as a full story within the image. Projects will focus on portraiture, advertising, photojournalism, and nature photography.
Digital Film Production will take the aspiring director to the next level, focusing on the entire production process. From concept development to client meetings; budgeting to wardrobe design; shooting and editing; and finally distribution, students will be engaged in learning the responsibilities of every major poisition on a film set. Working as a team, students will create full-length productions such as a music video for a local band, commercials for local businesses, and short film for festival entry.
This course will prepare each student for an easy transition into college, trade schools or directly into the field. Networking and job shadowing opportunities will be available for students to begin building their bank of mentors.

78342PS Intro to Public Safety Credit:1

Grade Level: 9-10

Course Description: This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Emphasis will be placed on Fire Science Technology. Additionally students will develop a personal plan for a career in public safety or fire science. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced.

78352A Fire Fighter Technology I Credit: 1

Location: CATS

Grade Level: 11-12

Prerequisites: Students must register for Fire Fighter Technology I & II due to location.

Course Description: This course covers part of the NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. The modules include: Fire Department Orientation and Safety; Fire Prevention, Education, and Cause; Fire Alarms and Communications; Fire Behvior; Personal Protective Equipment; Portable Fire Extinguishers; and Fire Hose, Streams, and Appliances. English language arts are reinforced. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not availabel for this course. This course prepares students for the North Carolina Fire Fighter I/II certification modules. SkillsUSA competitive events, community service, and leadership activies provide the opporutnity to apply essential standards and workplace readiness skills through authentic experiences.

78362A Fire Fighter Technology II Credit: 1

Grade Level: 11-12

Location: CATS

Prerequisites: Students must register for Fire Fighter Technology I & II due to location.

Course Description: This course covers additional NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. The modules include: Ropes; Ladders; Forcible Entry; Ventilation; Water Supply; Sprinklers; and Foam Fire Stream. English language arts are reinforced. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Fire Fighter I/II certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

78372A Fire Fighter Technology III

Grade Level: 11-12

Location: CATS

Prerequisites: 78362A

Course Description: In this course, students select one specific occupation in the Career Cluster and conduct research to include the nature of the work, work environment, training, education, and advancement, and job prospects. Work-based learning strategies appropriate for this course include job shadowing and internship. Apprenticeship and cooperative training are not available for this course. SkillsUSA competitve events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Other Career and Technical Education Courses

85952BUS	Business Co-op Method/Internship	Credit: 1
85952AG	Agricultural Co-op Method/Internship	Credit: 1
85952FCS	Family & Consumer Sci Co-op Method/Internship	Credit: 1
85952TI	Trade & Industrial Co-op Method/Internship	Credit: 1
85952HS	Health Science Co-op/Internship	Credit: 1

Grade Level: 12

Prerequisite: Student must be in the second year of a vocational course sequence and have permission from his/her career and technical teacher, the principal, and the career development coordinator.

Course Description: Cooperative workforce development education provides on-the-job training for students through a cooperative agreement among the school, the employer, and the student. Co-op students are required to complete a minimum of 135 hours of on-the-job training. Students may receive one unit of credit for the on-the-job training component, with a maximum of two co-op credits.

85962BUS	Business Apprenticeship Method	Credit: 1
85962AG	Agricultural Apprenticeship Method	Credit: 1
85962FCS	Family and Consumer Sci Apprenticeship Method	Credit: 1
85962HS	Health Science Apprenticeship Method	Credit: 1
85962TID	Trade & Industrial Apprenticeship Method	Credit: 1

Grade Level: 12

Prerequisite: Student must be in the second year of a vocational course sequence and have permission from his/her career and technical teacher, the principal, and the career development coordinator.

Course Description: Apprenticeship is one of the oldest methods of job training. High school apprenticeship is an industry-driven education and career-training program based on recognized industry standards. It is a means by which employer' address current and projected employment needs. This program is a partnership among business, industry, education, government, parents, and youth apprentices.
Registration by the North Carolina Department of Labor, Apprenticeship and Training Division. The Division provides free assistance to the employer and to the apprentice and certifies both the training program and the newly trained journeyman. High school apprenticeship hours and experiences may be applied to the adult apprenticeship leading to a completed journeyman certificate. Apprenticeship students are required to complete at least 135 hours of on-the-job training. They must be at least 16 years of age in order to participate in the apprenticeship program.

Iredell - Statesville Schools

Igniting A Passion for Learning

Our Mission:

Iredell-Statesville Schools will rigorously challenge all students to achieve their academic potential and to lead productive and rewarding lives. We will achieve this mission with the support of parents, staff, and the community.

Our Vision:

A school system committed to improving student learning by igniting a passion for learning.

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